

**Meeting of March 4, 2014 - 5:30-7:30 PM**  
**601 Texas Street, Conference Room A, Fairfield, CA**

**Teleconference Site: Lobby, 1919 Connecticut Ave., NW, Washington, DC, 20009**  
*(Commissioner Erin Hannigan to participate from teleconference site)*

**CALL TO ORDER / SALUTE TO THE FLAG**

**I. Public Comment Information**

*This is the opportunity for members of the public to address the Commission on matters not listed on the Agenda that are otherwise within the subject matter jurisdiction of the Commission. Please submit a Speaker Card and limit your comments to 3 minutes.*

**II. Consent Calendar (5 min) Action**

- A. Approve the Commission Meeting Agenda for March 4, 2014
- B. Approve Minutes of the January 14, 2014 Commission Meeting

**III. First 5 Solano FY2014/15 Proposed Budget (30 min) Action**

- A. **Consider approval of the First 5 Solano FY2014/15 Proposed Budget**  
*Megan Richards, Deputy Director*

**IV. Awards of Funding - Request for Applications #2014-01: First 5 Solano Pre-Kindergarten Academies (15 min) Action**

- A. **Consider approval of awards of funding of up to \$175,649 for 2014 Pre-Kindergarten Academy services as recommended below by the Review Panel and outlined in the staff report, from among requests for funding as follows:**

1. Up to \$20,000 for 2 Pre-Kindergarten Academy sessions to Benicia Unified School District
2. Up to \$20,000 for 2 Pre-Kindergarten Academy sessions to Dixon Unified School District
3. Up to \$65,651 for 7 Pre-Kindergarten Academy sessions to Fairfield-Suisun Unified School District.
4. Up to \$10,000 for 1 Pre-Kindergarten Academy session to River Delta Unified School District
5. Up to \$19,998 for 2 Pre-Kindergarten Academy sessions to Travis Unified School District
6. Up to \$20,000 for 2 Pre-Kindergarten Academy sessions to Vacaville Unified School District
7. Up to \$10,000 for 1 Pre-Kindergarten Academy session to Circle of Friends Child Development Center (Fairfield)
8. Up to \$10,000 for 1 Pre-Kindergarten Academy session to World Changers Academy-Miracle Christian Worship Center (Dixon)

*(Source of funding: \$109,866 from the 2012-2015 Program Investment Plan, \$42,645 from the FY2013/14 Discretionary Fund and \$26,900 from Pre-K Business Champions campaign)*

*Cherelyn Ellington Hunt, Childcare and Community Engagement Manager*

**Meeting of March 4, 2014 - 5:30-7:30 PM**  
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*(Commissioner Erin Hannigan to participate from teleconference site)*

**B. Consider approval of additional awards of funding of up to \$58,137 for 2014 Pre-Kindergarten Academy Services as recommended below by the Review Panel and outlined in the staff report, from among requests for funding as follows:**

1. Up to \$28,137 for 3 additional Pre-Kindergarten Academy sessions to Fairfield-Suisun Unified School District
2. Up to \$10,000 for 1 additional Pre-Kindergarten Academy session to World Changers Academy-Miracle Christian Worship Center (Dixon)
3. Up to \$20,000 for 2 Pre-Kindergarten Academy sessions in Vallejo and approval from the Commission to release RFP #2014-03 to solicit Pre-Kindergarten Academy Services in Vallejo.

*(Source of funding: \$58,137 from the FY2013/14 Discretionary Fund)*  
*Cherelyn Ellington Hunt, Childcare and Community Engagement Manager*

**V. Committee Reports** (20 min)

**Action**

A. Systems and Policy Committee (Commissioner Crutison)

B. Program and Community Engagement Committee (Commissioner Betz)

1. **Consider redeployment of up to \$20,083 (up to \$5,910 for FY2013/14 and up to \$14,173 for FY2014/15) to the Children's Nurturing Project to continue Parent Education services in Dixon**

*Venis Jones Boyd, Child and Family Programs Manager*

2. **Consider redeployment of up to \$163,218 (up to 79,329 for FY2013/14 and up to \$83,889 for FY14/15) to Health & Social Services (H&SS) BabyFirst Solano Initiative to continue behavioral health and other prenatal services**

*Chris Shipman, Health Programs Manager*

3. **Consider a motion to deploy of up to \$75,000 for FY2014/15 to Interfaith Council of Solano County for transition to permanent housing services (Source of Funding: Discretionary Fund)**

*Venis Jones Boyd, Child and Family Programs Manager*

4. **Receive a report on child care data**

*Venis Jones Boyd, Family Support and Parent Education Services Manager*

**VI. Executive Director's Report** (10 min)

**Action**

A. **Approve a position of support for SB837, the Kindergarten Readiness Act of 2014**

*Christina Arrostuto, Executive Director*

**VII. Commissioner Remarks** (5 min)

**Information**

**VIII. Future Agenda Items, Meeting Time/Date/Location** (5 min)

The next Commission meeting will be held on April 1, 2014 at 5:30 PM at 601 Texas Street, Fairfield. Future agenda items include: Public Hearing on First 5 CA FY2012/13 Annual Report; Community Partner Presentation; Committee Reports

**First 5 Solano Children and Families Commission**  
**Minutes of Meeting – Tuesday, January 14, 2014, 5:30 PM**  
**601 Texas Street, Conference Room B, Fairfield, CA**

**Attendance**

Commissioners: Jay Speck, Elise Crane, Marisela Barbosa, Dan Ayala, Aaron Crutison, Liz Niedziela. (Commissioner Crane arrived at 5:45 PM.)

Staff/Public: Commission staff, former Commissioner Linda Seifert, and 1 member of the public were present.

**Call to Order**

The meeting was called to order at 5:31 PM with a salute to the flag.

On behalf of the Commission, Commissioner Speck presented former Commissioner Seifert with an engraved plaque as First 5 Children and Families Commission 2013 Chair, in recognition and appreciation of her outstanding service and dedicated leadership to Solano County's children ages 0-5. Christina Arrostuto, Executive Director, also presented Commissioner Seifert with a bouquet of flowers. Ms. Arrostuto stated that Commissioner Seifert's leadership and the way that she was always available and responsive was appreciated; she's led First 5 through some tough times in the evolution of the Commission and she will be greatly missed. Members of the Commission thanked Commissioner Seifert for her hard work. Commissioner Seifert thanked the Commission and invited the Commissioners to visit her at the Board of Supervisors.

Megan Richards, Deputy Director, introduced Irma Calderon, First 5's new Office Assistant III.

**I. Public Comment**

No public comment.

**II. Consent Calendar**

- A. Approve the Commission Meeting Agenda for January 14, 2014**
- B. Approve Minutes of the December 3, 2013 Commission Meeting**

**Moved: Commissioner Ayala      Vote: 6-0-0**

**III. Committee Reports**

**A. Systems and Policy Committee**

Discussion: The Systems and Policy Committee did not meet in December 2013. Commissioner Speck reported that Commissioner Crutison, in his capacity as Vice-Chair, has agreed to join the Systems and Policy Committee. The committee has one more vacancy.

**B. Program and Community Engagement Committee**

Discussion: Commissioner Speck reported that Commissioner Betz agreed to Chair the Program & Community Engagement Committee for 2014. Commissioner Niedziela will continue on this committee. The committee has one more vacancy.

**1. Receive a report on termination of Parent Education Services Contract #2012-702 with Dixon Family Services by mutual agreement effective January 31, 2014 (annual amount up to \$14,173)**

Information: Venis Jones Boyd, Family Support & Parent Education Programs Manager, reported that mid-year FY2012-13, it was apparent that Dixon Family Services (DFS) was having a difficult time meeting their performance goals for the number of families committed to doing a 16-week parenting education program; a Compliance Action Plan was enacted August 2013. DFS and First 5 Solano discussed the issues and paths to engage more parents, but numbers did not increase. Under a mutual agreement with First 5, DFS gave a 30-day written notice to terminate contract #2012702 for parent education services effective January 31, 2014. Ms. Boyd referenced a letter of termination from Ms. Cookie Powell, Executive Director of DFS, and noted that DFS wanted to thank First 5 for their support and encouragement provided to them and looks forward to our continued partnership for providing needed services to Dixon 0-5 families. The Committee asked the staff to bring back recommendations about how First 5 might meet the needs of families in Dixon.

**2. Receive a report on termination of BabyFirst Solano subcontract with La Clinica de la Raza (Health & Social Services Memorandum of Understanding #2012-602 – annual subcontract amount up to \$83,889)**

Information: Megan Richards, Deputy Director, introduced this item and referenced the previous item, stating that although it is unusual, it's not unprecedented for First 5 terminate a contract or subcontract during a funding cycle. Looking at the funding amounts for each contract, they are rather small amounts in proportion to the overall First 5 budget of approximately \$6.5 million.

Regarding the subcontract of La Clinica de la Raza (La Clinica), through the MOU with Health & Social Services for the BabyFirst Solano services, La Clinica was to hire a clinician to provide behavioral health services to women receiving prenatal care at La Clinica. La Clinica had a difficult time staffing a full-time Behavioral Health Clinician since last Fiscal Year and the position has not been filled this Fiscal Year, leading to the subcontractor not meeting their scope of work and ultimately the termination of the contract by Health & Social Services. The Commission asked that the Committee come back with ideas on how to re-allocate funding for prenatal services.

**IV. Executive Director's Report**

**A. Receive the Agenda for the North Bay Region Commissioners Convening meeting on February 13, 2014**

Ms. Arrostuto shared that there will be a first-ever regional convening of First 5 County Commissioners. The event will take place on *Thursday, February 13, 2014 from 3 PM – 5 PM* at the *Napa Valley Community Foundation*. Commissioners from four counties in the North Bay will meet to discuss items of mutual interest. Commissioners are asked to RSVP.

**B. Receive and discuss an update on FY2013/14 Discretionary Funds**

Ms. Arrostuto recommended that Commissioners start thinking of how to utilize the remainder of their FY2013-14 Annual Discretionary Fund. Ms. Arrostuto asked if the Commission would like the Program & Community Engagement Committee to discuss and bring the Commission ideas on what the Commission might want to spend it on or if the Commission wants to have a full Commission discussion about it.

Commissioner Crane shared with the Commission information about The Education Workforce Registry as a potential item for use of discretionary funds. The group involved in this effort is currently

cost-modeling, but there are about 300 people from the workforce in Solano County that want to get involved in this project and it will cost approximately \$50 per person to get the project launched.

Commissioner Barbosa commented that pre-kindergarten academies were a need in the community and the Commission might consider allocating additional funds in this area.

Commissioner Speck asked what the timeframe is for the Commission to make a decision on how to use discretionary funds. Ms. Arrostuto advised that if the Commission does not utilize the funds this Fiscal Year, the Commission's Discretionary Fund Policy provides that unspent funds in one year roll forward to the next year, but must be spent by the end of that second year or they revert to the Long Term Financial Plan.

Ms. Arrostuto announced the March 15, 2014 Children & Families Policy Forum coming up in Solano County, sponsored by a planning group that is led by the Children's Network of Solano County. The theme is "Investing in Our Children and Youth: It Makes Perfect Cents!" There will be many legislators and some really good keynote speakers, such as Ted Lempert, President of Children Now.

In addition, Ms. Arrostuto shared that during the next calendar year, there will be short 10-15 minute presentations shared with the Commission so they can learn about some of our community partners that First 5 doesn't necessarily fund, but that we collaborate with, and who provide services in a structure that aligns with First 5's mission and goals. The first presentation will be of the Food and Nutrition Network of Solano County (FANNS).

Ms. Arrostuto shared that she recently attended some anti-poverty events, which included: The Safety Net Summit where it was announced that they're forming a statewide senate caucus called End Poverty and Inequality in California (EPIC); the "End Child Poverty" statewide summit in Los Angeles; the UC Davis Center for Poverty Research's 2-day "War on Poverty" conference; and the Stanford Center on Poverty and Inequality's "National Poverty Scorecard" launch which will give an idea where we stand in terms of poverty and how we can do a better job of addressing the problem.

Ms. Arrostuto thanked First 5 staff for working very hard over the holidays on two campaigns: The United Way Giving campaign, led by Ms. Cherelyn Ellington Hunt, Community Programs & Early Childhood Education Manager, and also Ms. Kara Wilson, College Intern. First 5 came in second place in the County for the highest amount of money raised, and first place in the amount of money per-person raised in The United Way campaign. First 5 also participated in an annual friendly "Food Fight" campaign against Contra Costa County, which raised almost \$400 from a gift basket and other donations, and benefited the Food Banks of Solano and Contra Costa Counties.

Ms. Arrostuto shared that the Governor has provided his budget for the year which proposes increased funding for schools under Proposition 98. In addition, SB837 has been introduced in the legislation, which would expand Transitional Kindergarten to all 4 year-olds.

## **V. Commissioner Remarks**

Commissioner Crutison wished everyone a happy new year. He inquired if SB837 expanded transitional kindergarten. Ms. Arrostuto shared that in the past, children that were 4-years and 9-months old could start kindergarten, but about 2-3 years ago, a new law was passed in California moving the cutoff date and taking those who formerly qualified for kindergarten and offered transitional kindergarten. SB837 would expand transitional kindergarten from that 3-month cohort of 4-year-olds to all 4-year-olds, and introduce quality measures, such as Early Childhood Education credits for teachers and smaller class ratios. Additionally, this would open up slots for 3-year-olds in Head Start and State Preschool.

Commissioner Ayala thanked Ms. Arrostuto and Ms. Richards for speaking at the Rotary meeting and encouraged Commissioners to invite them to speak at their service groups.

**VI. Future Agenda Items, Meeting Time/Date/Location**

Future agenda items include the proposed budget, Pre-Kindergarten Academies, and Committee reports. The Commission will meet on March 4, 2014 at 601 Texas Street, Fairfield, CA.

Meeting adjourned: 6:18 PM

Approved: \_\_\_\_\_

DRAFT

**DATE:** February 25, 2014  
**TO:** First 5 Solano Children and Families Commission  
**CC:** Christina Arrostuto, Executive Director  
**FROM:** Megan Richards, Deputy Director  
**SUBJECT:** First 5 Solano FY2014/15 Proposed Budget

**Motion:** **Consider Approval of the First 5 Solano FY2014/15 Proposed Budget**

## I. Introduction

The First 5 Solano Children and Families Commission FY2014/15 Proposed Budget is submitted by the required due date to the County Administrator (March 3, 2014)<sup>1</sup>. First 5 Solano's Proposed Budget will go before the Solano County Board of Supervisors in June 2014 as part of the overall annual FY2014/15 County Budget.

Similarity to previous years, the First 5 Solano Proposed FY2014/15 budget:

- ***Aligns with First 5 Solano's mission***, by positioning the Commission as “a leader that fosters and sustains programs and partnerships with the community to promote, support and improve the lives of young children, their families, and their communities.”
- ***Serves as the platform for implementing the third year of the First 5 Solano 2012-2015 Program Investment Plan*** by deployment of funding for of programmatic, organizational and system development and a migration toward “meta-collaboration” and emphasis on evidence based practices.
- ***Continues the funding for Co-Sponsorship of Conferences & Training Fund and Community Engagement activities*** by encouraging community engagement and provider educational opportunities to support children ages 0-5 and their families.
- ***Builds toward a sustainable future*** by continuing to support efforts to generate alternative sources of revenues through the ground-breaking First 5 Futures campaign, and by developing successful partnerships with Solano County and community partners to strengthen the early childhood service system in the community.

## Budget Summary

The FY2014/15 Proposed Budget funds the third year of a 3-year funding cycle, as reflected in the Commission's 2012-2015 Program Investment Plan. This budget, which represents a 3% projected increase in expenditures from FY2013/14, includes approximately \$6.8 million in projected expenditures and approximately \$4.1 million in projected revenues, requiring the utilization of approximately \$2.7 million of the Commission's estimated FY2013/14 fund balance of \$9.3 million to fully fund the Commission's operations and contractual commitments.

Overall revenues are projected to increase \$33,714 (1%) from last year and overall expenses are projected to increase \$187,668 (3%) over the prior year.

## Budget Assumptions

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<sup>1</sup> Commission staff have notified the CAO's office that the First 5 Solano budget will be finalized after the Commission reviews and approves its budget at the March 4, 2014 Commission meeting.

The FY2014/15 is built on certain assumptions:

- Proposition 10 tobacco tax revenues and trust account funds will be available as projected;
- First 5 California will meet its match funding obligations for CARES Plus and Child Signature Program;
- Proposition 63 (MHSA/PEI) funds will be available as projected; and
- The Commission will implement its Discretionary Fund, which includes rollover funds of \$112,344 from FY2013/14.

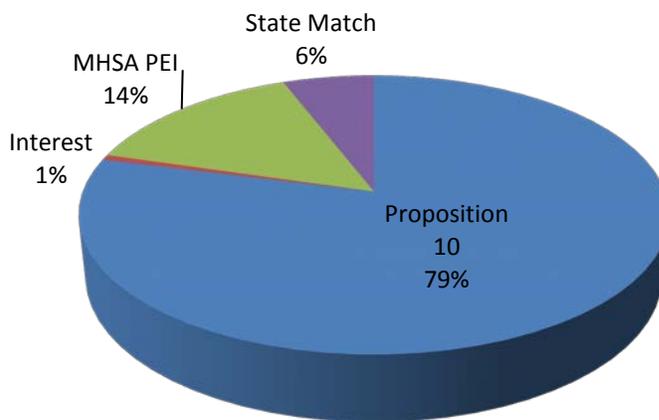
Should any of these assumptions change, the Commission will have the opportunity to consider changes to this Budget as needed and appropriate.

## II. Revenues

Overall revenues are projected to increase by \$33,714 (1%) from FY2013/14 estimates. This projected increase is primarily due to a \$144,000 increase in Health & Social Services matching funds for Early Childhood Mental Health Services through the Mental Health Services Act (MHSA) Prevention & Early Intervention (PEI). This is offset by a \$98,697 (3%) projected decrease in Proposition 10 tobacco tax revenue and a \$11,589 (32%) decrease in interest income.

The majority of expected overall revenues (79%) continue to be the Proposition 10 tobacco tax revenues (down from 82% last year). First 5 California state match programs remain at 6% with the participation in the CARES Plus and Child Signature Program. Interest income is declining, but still represents 1% of overall First 5 revenue. The increase in MHSA PEI funds increased the proportion of the budget to 14% of the overall budget (up from 11% last year).

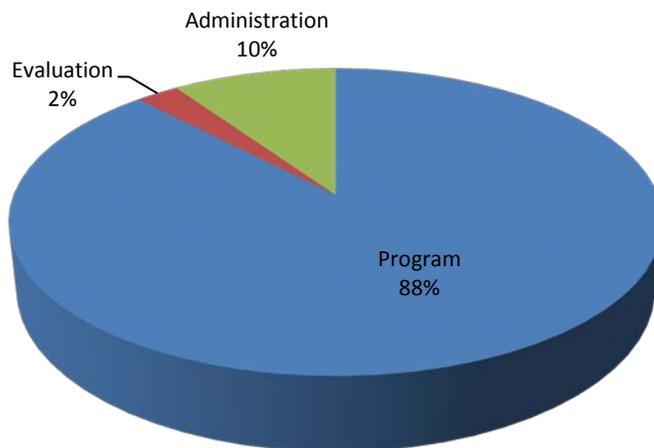
### FY2014/15 Projected Revenues



## III. Expenditures

First 5 Solano's Proposed Budget represents an overall increase of \$187,668 (3%) in expenditures, as the Commission implements the third year of its 2012-2015 Program Investment Plan. The majority of expenditures (88%) are program expenditures. Approximately 2% is dedicated to evaluation and data collection expenditures. Administrative expenses constitute 10% of the remainder of expenditures. The 10% in administrative costs projection is well below the Administrative Cost cap of 15%. Overall, proposed expenditures are projected to be in conformance with First 5 Solano's Policy for Limits on Administrative Costs, the First 5

### FY2014/15 Projected Expenditures



Solano Cost Allocation Plan, the Commission's Long-Term Financial Plan and the Commission's 2012-2015 Program Investment Plan.

## Programs

Program Expenditures of \$5,226,413 are included in the proposed budget. This amount includes \$241,313 in match funding from F5CA for CARES Plus and Child Signature program, as well as \$600,000 in match MHSA funding for the early childhood mental health prevention and intervention partnership with Health and Social Services. Table 1 below is a summary of these allocations.

**Table 1  
First 5 Solano FY2014/15 Grants & Programs**

Program Area	Amount
Prenatal Services	\$1,061,254
Family Support Services	688,079
Parent Education Services	204,173
Pre-Kindergarten Academies	160,000
Children's Health Access	250,000
Early Childhood Mental Health (ECMH) <small>(includes MHSA/PEI funds)</small>	1,360,152
Quality Child Care <small>(includes state match funds)</small>	598,980
Discretionary Fund	299,844
Collaboration	100,000
Co-Sponsorship of Conferences/Training	50,000
Community Engagement Activities	102,000
First 5 Futures	352,000
<b>Total Projected Program Expenditures</b>	<b>\$5,226,413</b>

Contractors are in place for prenatal services, family support services, parent education services, children's health access, early childhood mental health, quality child care and collaboration services. A solicitation for services for 2014 Pre-Kindergarten Academies is scheduled to be concluded by March 2014.

This budget includes several the Co-Sponsorship of Conferences/Training Fund at \$50,000 that was reinstated in FY2013/14. Additionally, the Discretionary Fund is funded at \$299,844 for FY2014/15. This amount includes \$112,344 in rollover funding from FY2013/14 that must be allocated in FY2014/15 in accordance with the Discretionary Fund Policy. If those funds are expended during FY2013/14, they will no longer be available in FY2014/15.

Community Engagement: The Community Engagement Activities budget has been funded at \$102,000. This amount includes the following:

**Table 2.  
FY2014/15 Community Engagement Activities Budget**

Description	Amount
College Intern (Salary and FICA)	14,000
Community Engagement Fund Grants	7,000
April Children's Month Grants	3,000
Parent Information Calendar	10,000
Kit for New Parent Customization	9,000
Event Partnerships	12,000
Promotional Materials	15,000
Social Media Plan Implementation	7,000
Messaging	25,000
<b>Total Projected Community Engagement Budget</b>	<b>\$102,000</b>

This budget is similar to what was budgeted in FY2013/14. Modifications include reductions in Parent Information Calendar printing and Kit for New Parent Customization, as these items were ordered in bulk in FY2013/14 and are expected to last partially through FY2014/15. The funds saved in these areas are being requested in the areas of Promotional Materials and Messaging to increase First 5 Solano and its grantees' visibility within the community.

First 5 Futures: The First 5 Futures budget is again set at \$352,000, which represents approximately 10% of Proposition 10 tobacco tax annual revenues. The breakdown of the First 5 Futures budget is represented in Table 3 below:

**Table 3.  
FY2014/15 First 5 Futures Budget**

Description	Amount
Executive Director @ 0.25 FTE	50,547
Manager @ 1.0 FTE	111,853
Graduate-Level Intern	17,207
Memberships – Business Groups	3,581
Memberships – Funder Organizations	4,500
Event Sponsorship	6,312
Leveraging Fund	40,000
Professional Services	102,000
Training, Travel & Operations	16,000
<b>Total Projected First 5 Futures Budget</b>	<b>\$352,000</b>

This budget is also similar to what was budgeted in FY2013/14. Modifications include a \$14,813 savings from the previous year in the area of salaries. This, along with smaller budgeted amounts in the areas of Leveraging Fund and Training/Travel, provided the opportunity to re-institute the Organizational Support

Fund in the amount of \$50,000 for grantees to have the opportunity to apply for funds up to \$5,000 each to bring funding and programs supporting children 0-5 and their families into Solano County.

### **Evaluation and Data Collection**

The proposed budget for evaluation/data collection services of \$170,000 reflects the third year of implementing the 2012-2015 Program Investment Plan. The cost of evaluation and data collection services (approximately \$170,000) is included in the budget.

### **Staffing**

The proposed budget of \$1,054,219 is a \$69,134 or 7% increase over the FY2013/14 budget. The increase is due to multiple factors, including:

- A projected decrease of \$7,886 or 1% in salaries due to new staff coming in at lower level steps, offset by a longevity increase for 1 staff member
- Increase in Extra Help staff, including College Interns and Office Assistant II
- An increase in County assigned benefit costs, such as Retirement, FICA, Health Insurance, Compensation Insurance, Long Term Disability Insurance, and Life Insurance totally \$31,738
- A decrease in other County assigned benefits costs, such as OPEB, Vision Care Insurance, Unemployment Insurance totaling \$2,822

The FY2014/15 proposed budget includes 7.0 FTEs, which is the same as FY2013/14.

### **Services and Supplies**

Operational costs are projected to increase by \$8,293, or 4%. This increase is directly attributable to the following primary factors:

- Central data processing services, a county-assigned cost, is projected to increase by \$13,451
- Computer costs is decreased by \$5,900 due to fewer computers/equipment needing to be purchased or requiring replacement
- Other smaller increases include Communications, Risk Insurance, Publications and Legal Notices, Training, and Travel.
- Small decreases include Voice Mail, Cell Phone Allowance, Liability Insurance, and Duplicating Services

### **IV. Conclusion/Next Steps**

The First 5 Solano FY2014/15 Proposed Budget fully funds the third year of the 2012-2015 Program Investment Plan, and includes a Discretionary Fund that provides for flexibility to deal with fiscal, policy, programmatic and organizational needs. The Proposed Budget of \$6,752,640 in expenditures and \$4,112,247 in revenues will require the use of \$2,640,393 from the Commission's fund balance. The projected fund balance at the end of FY2014/15 will be \$6,669,047.

Attachment A: FY2014/15 First 5 Solano Proposed Budget

Attachment B: FY2014/15 First 5 Solano Proposed Budget Presentation

**First 5 Solano Children and Families Commission  
Fiscal Year 2014-2015**

Department 1530 - Summary  
Budget Report - First 5

Attachment A

Number	Description	FY2013/14 Approved Budget	FY2014/15 Requested Budget	Variance	Percent Change	Comments
<b>Subsubjects 1000 - Salary and Benefits</b>						
1110	Salary/Wages RE	619,347	611,461	(7,886)	-1%	
1121	Salary/Wages EX	15,984	64,296	48,312	302%	OAll: 3 interns for FY14/15 (CE, F5Futures, Poverty)
1210	Retirement-Employer	92,998	102,354	9,356	10%	County assigned benefits for permanent staff
1211	PARS Retirement	7,859	8,060	201	3%	
1213	OPEB	12,389	12,229	(160)	-1%	
1220	FICA-Employer	46,912	49,900	2,988	6%	
1230	Health Ins-Employer	99,840	118,236	18,396	18%	
1231	Vision Care Insurance	1,092	1,050	(42)	-4%	
1240	Compensation Insurance	37,986	38,444	458	1%	
1241	Lt Disability Insurance ER	2,511	2,686	175	7%	
1250	Unemployment Insurance	2,620	0	(2,620)	-100%	
1260	Dental Ins-Employer	8,268	8,292	24	0%	
1290	Life Insurance-Employer	1,553	1,717	164	11%	
	<b>TOTAL</b>	<b>949,359</b>	<b>1,019,634</b>	<b>70,275</b>	<b>7%</b>	

<b>Subsubjects 2000 - Services and Supplies</b>						
2021	Communication-County Telephones	3,378	4,039	661	20%	county assigned cost
2022	Communication-Telephone System	0	250	250	#DIV/0!	voicemail/phone changes
2023	Communication-Voice Mail	431	421	(10)	-2%	county assigned cost
2026	Cell Phone Allowance	1,860	1,800	(60)	-3%	ED/DD
2050	Insurance-Risk Management	2,539	2,649	110	4%	county assigned cost
2051	Liability Insurance	4,671	3,662	(1,009)	-22%	county assigned cost
2140	Maintenance Bldgs & Improv	2,000	2,000	0	0%	
2170	Memberships	5,400	5,400	0	0%	First 5 Association dues
2175	Miscellaneous Expense	250	250	0	0%	
2180	Books and Subscriptions	850	850	0	0%	
2200	Office Expense	5,600	5,600	0	0%	
2203	Computer Components	13,400	7,500	(5,900)	-44%	3 computer refreshes
2205	Postage	200	200	0	0%	

**First 5 Solano Children and Families Commission  
Fiscal Year 2014-2015**

Department 1530 - Summary  
Budget Report - First 5

Attachment A

Number	Description	FY2013/14 Approved Budget	FY2014/15 Requested Budget	Variance	Percent Change	Comments
2210	Central Duplicating Service	3,200	1,000	(2,200)	-69%	switch to paperless packets
2236	Consulting Service	3,000	13,000	10,000	333%	moved \$10k from professional services
2245	Contracted Services	4,000	4,000	0	0%	
2250	Other Professional Services	40,000	30,000	(10,000)	-25%	Com stipends/ED fund/moved \$10k to consulting
2266	Central Data Processing Services	36,362	49,813	13,451	37%	county assigned cost
2280	Publications and Legal Notices	500	2,000	1,500	300%	Possible RFP notices for new funding cycle
2281	Advertising/Marketing	1,000	1,000	0	0%	
2285	Rents & Leases-Equipment	7,500	7,500	0	0%	copier lease
2295	Rents & Leases-Buildings	46,500	46,500	0	0%	office space lease
2310	Education & Training	5,000	5,500	500	10%	
2312	Special Departmental Expense	500	500	0	0%	
2335	Travel Expense	3,000	4,000	1,000	33%	
2337	Refreshments	750	750	0	0%	
2338	Employee Recognition	225	225	0	0%	
2355	Personal Mileage	3,800	3,800	0	0%	
	<b>TOTAL</b>	<b>195,916</b>	<b>204,209</b>	<b>8,293</b>	<b>4%</b>	
	<b>TOTAL SALARY AND SUPPLIES</b>	<b>1,145,275</b>	<b>1,223,843</b>	<b>78,568</b>	<b>7%</b>	

<b>Subobjects 3000 - Other Charges</b>						
3007	Collaboration	100,000	100,000	0	0%	CNP
3008	Discretionary Fund	224,497	299,844	75,347	34%	FY14/15=187,500; 112,344 rollover from FY13/14
3009	Health Insurance	250,000	250,000	0	0%	SKIP
3010	Co-sponsor Conferences/Grantwriting	50,000	50,000	0	0%	
3011	School Readiness Grants	91,178	160,000	68,822	75%	Pre-K Academies
3012	Pre-Natal Grants	35,000	35,000	0	0%	SCBH (BabyFirst under Interfund Services)
3014	Early Mental Health Grants	916,282	1,060,282	144,000	16%	PEAK (\$144k increase in MHSA match)
3015	Parent Education Grants	204,173	204,173	0	0%	CNP & FF/Suisun USD
3016	SR Family Support Grants	818,286	688,079	(130,207)	-16%	FRCs (Collaboration under wrong SO FY13/14)

**First 5 Solano Children and Families Commission  
Fiscal Year 2014-2015**

Department 1530 - Summary  
Budget Report - First 5

Attachment A

Number	Description	FY2013/14 Approved Budget	FY2014/15 Requested Budget	Variance	Percent Change	Comments
3018	Child Care Grants	615,480	598,980	(16,500)	-3%	Cares Plus; CSP & HS wrap-around
3051	Data Collection/Evaluation	170,000	170,000	0	0%	ASR & Persimmony
3053	Community Engagement	102,000	88,000	(14,000)	-14%	moved \$14k intern to salaries
3054	First 5 Futures	157,580	172,393	14,813	9%	Total \$352K; \$180 in Sal/Ben
3691	Interfund Services - Acctg & Audit	31,500	31,500	0	0%	
3692	Interfund Services - Legal Services	17,500	17,500	0	0%	
3694	Interfund Services - Professional	1,509,106	1,514,761	5,655	0%	H&SS CWS/Prenatal/EPSTDT & Storage
3695	Interfund Svcs - Maintenance	1,000	1,000	0	0%	
3696	Interfund Services -Small Projects	200	200	0	0%	
3697	Interfund Svcs - Postage	2,500	2,000	(500)	-20%	
3698	Interfund Services - Labor	300	500	200	67%	
3710	County Administrative Overhead	87,389	50,000	(37,389)	-43%	county assigned cost ESTIMATED
	<b>TOTAL</b>	<b>5,383,971</b>	<b>5,494,212</b>	<b>110,241</b>	<b>2%</b>	

<b>Subobjects 5000 - Other Financing Uses</b>						
5040	Trans Out-POBs	35,726	34,585	(1,141)	-3%	county assigned cost
	<b>TOTAL</b>	<b>35,726</b>	<b>34,585</b>	<b>(1,141)</b>	<b>-3%</b>	

	<b>TOTAL EXPENSES</b>	<b>6,564,972</b>	<b>6,752,640</b>	<b>187,668</b>	<b>3%</b>	
	<b>Subobjects 9400 &amp; 9500 - Revenues</b>					
9401	Interest Income	36,438	24,849	(11,589)	-32%	
9569	State - Other	3,344,782	3,246,085	(98,697)	-3%	Prop 10 revenue
9591	Other Revenue	241,313	241,313	0	0%	F5CA match programs
9690	Interfund Svcs Provide - County	456,000	600,000	144,000	32%	MHSA PEI funding increase
	<b>TOTAL REVENUES</b>	<b>4,078,533</b>	<b>4,112,247</b>	<b>33,714</b>	<b>1%</b>	

# First 5 Solano Children and Families Commission



**FISCAL YEAR 2014/15**

**BUDGET  
PRESENTATION**

**MARCH 4, 2014**

# Budget Assumptions

2

- **Proposition 10 tobacco tax revenues and reserves available as projected**
- **First 5 California meets its match funding obligations for CARES Plus and Child Signature Program**
- **Proposition 63 (MHSA/PEI) funds available as projected**
- **Commission implements Discretionary Fund**

# Budget Process

3

- **The First 5 Proposed FY2014/15 Budget submitted March 3, 2014 as part of the overall County Budget process**
- **Funds assigned to County Reserve cannot be accessed once the Budget is approved**
- **The State and Federal Budgets impact overall County, school and community services, which may in turn impact First 5 and its grantees – these impacts are yet unknown**

# FY2014/15 Budget Components

4

## Revenues

- Proposition 10 State Disbursement
- State Match Funds
- Interest Income
- MHSA PEI Funds

## Expenditures

- Program
- Administration
- Evaluation

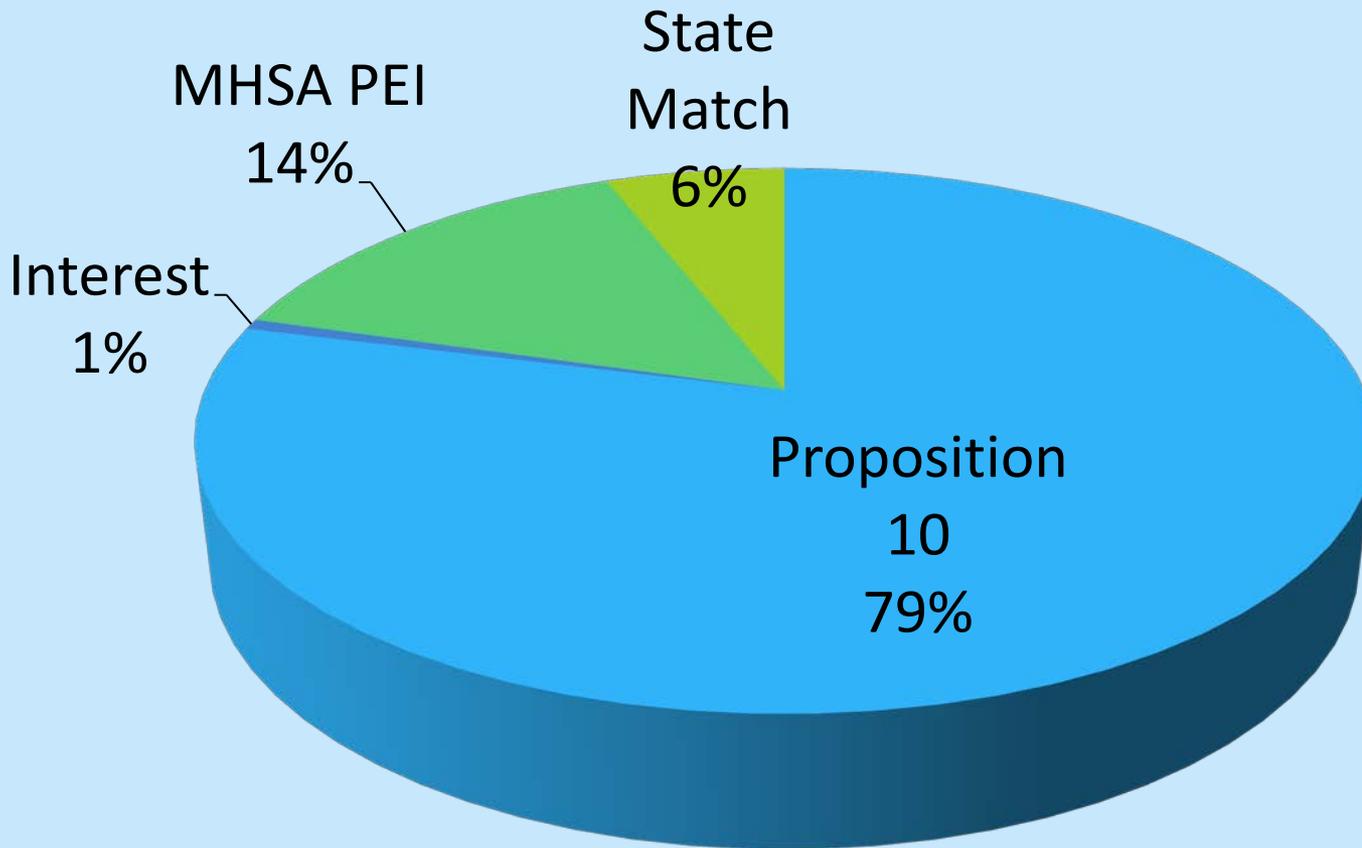
# Projected Fund Balance

5

FY2012/13 Fund Balance	=	11,795,879
FY2013/14 Projected Revenues	+	4,078,533
FY2013/14 Projected Expenditures	-	6,564,972
FY2013/14 Projected Fund Balance	=	9,309,440
FY2014/15 Projected Revenues	+	4,112,247
FY2014/15 Projected Expenditures	-	6,752,640
FY2014/15 Projected Fund Balance	=	6,669,047

# FY2014/15 Projected Revenue

6



# FY2014/15 Projected Revenue

7

- **Decreased Prop 10 revenues**
  - Estimated at -3%
- **Increased MHSA/PEI revenue**
  - From \$456,000 to \$600,000
- **Decreased interest income**
  - County pool expecting 0.25% yield (yield same; smaller reserve to collect on)
- **Stable state match revenue (CSP and CARES Plus)**

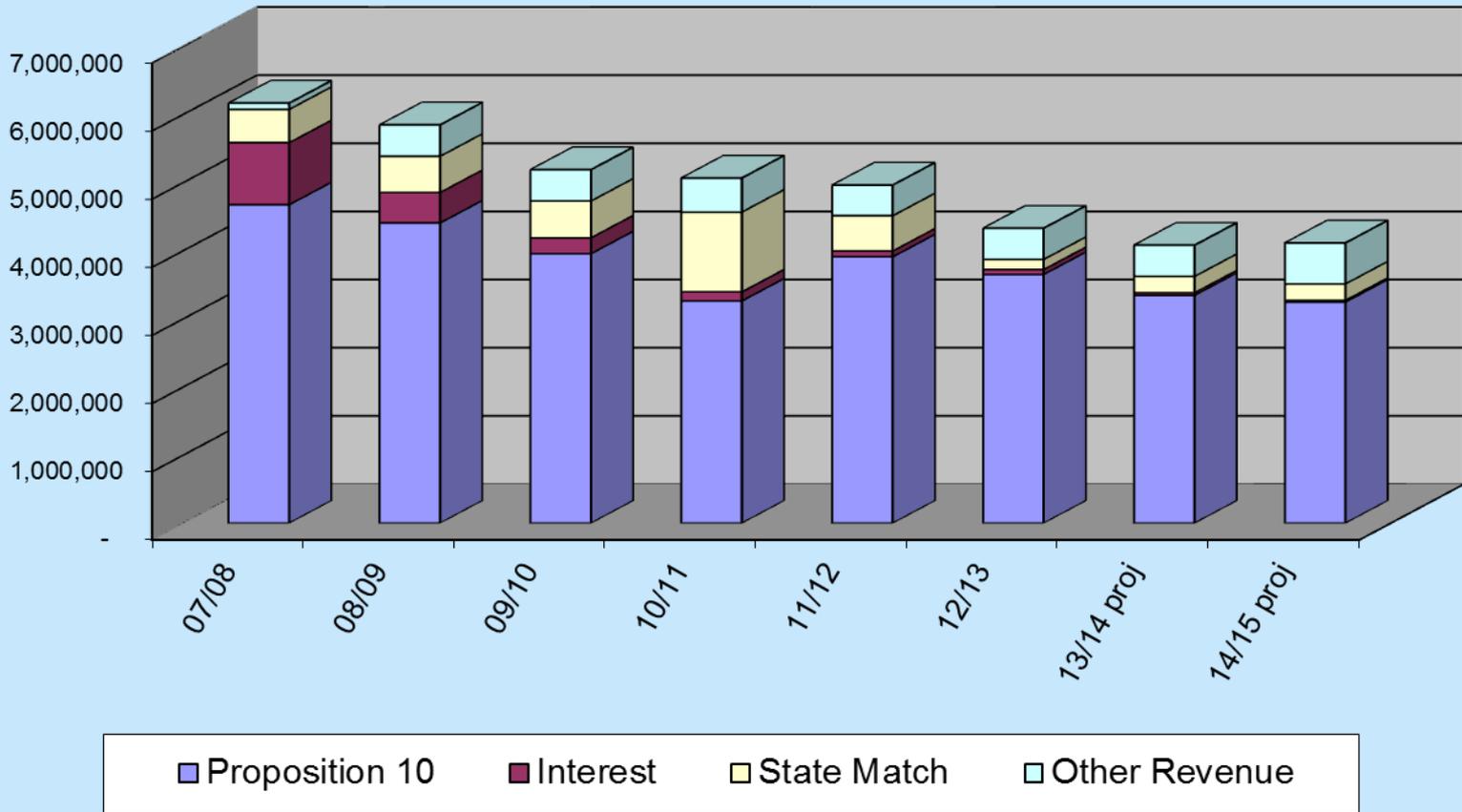
# FY2014/15 Projected Revenue

8

Proposition 10 State Disbursements	+	\$3,246,085
Interest Income	+	24,849
MHSA/PEI Funds	+	600,000
State Match Revenue	+	241,313
FY2014/15 Revenue Budget	=	4,112,247
FY2013/14 Revenue Budget	-	4,078,533
Revenue Increase	=	33,714

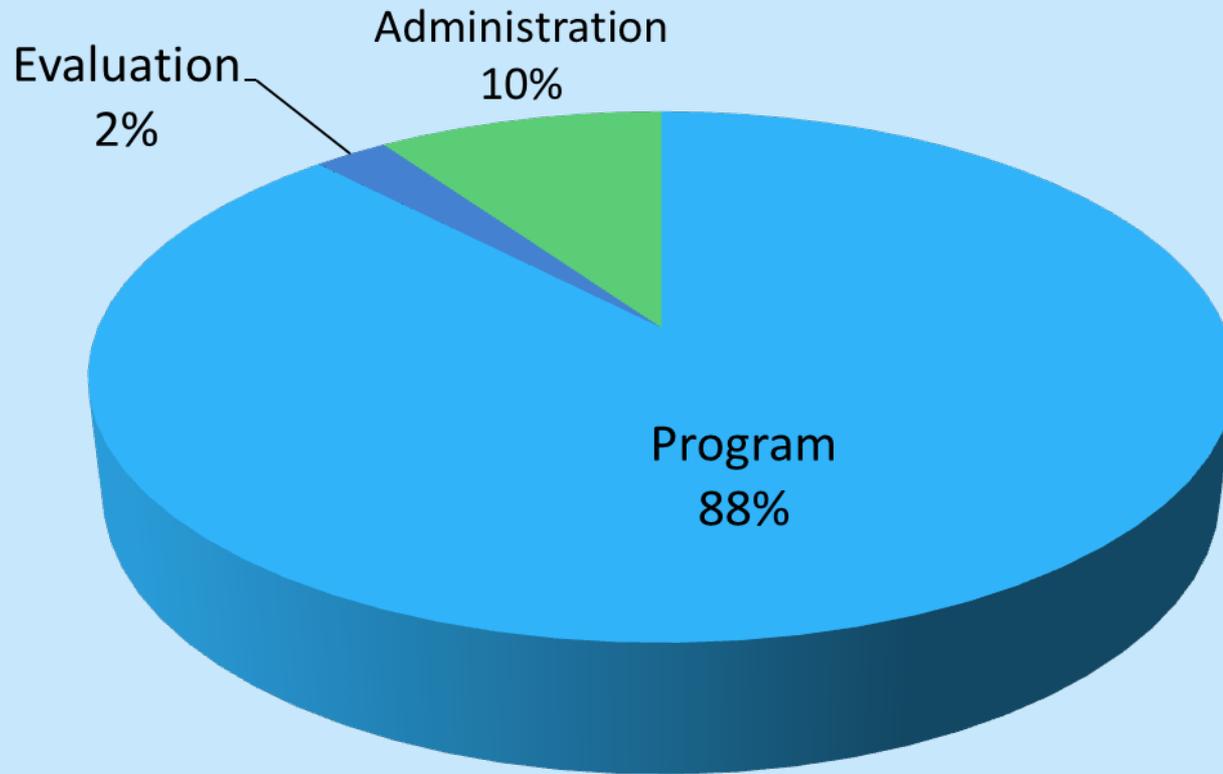
# Revenue Over Time

9



# FY2014/15 Projected Expenditures

10



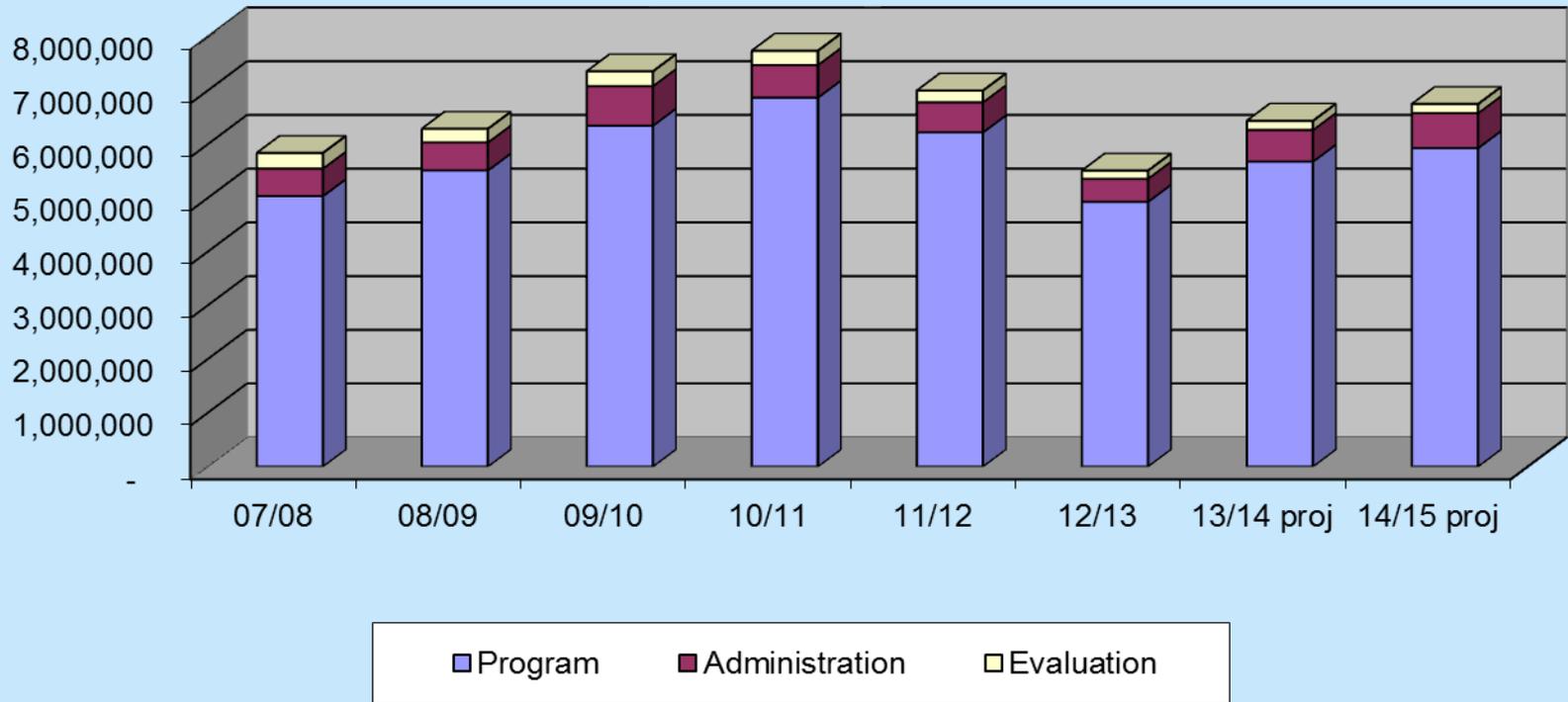
# FY2014/15 Expenditures

11

Program Expenditures	+	\$5,933,357
Evaluation & Data Collection Expenditures	+	170,000
Administrative Expenditures	+	649,283
FY2014/15 Expenditure Budget	=	\$6,752,640
FY2013/14 Expenditure Budget	-	6,564,972
Expenditure Increase	=	\$187,688

# Expenditures Over Time

12



# FY2014/15 Grants and Programs

13

<b>Description</b>	<b>Amount</b>
Prenatal Services	\$1,061,185
Family Support Services	688,079
Parent Education Services	204,173
Pre-Kindergarten Academies	160,000
Children's Health Access	250,000
Early Childhood Mental Health (includes MHSA/PEI funds)	1,360,152
Quality Child Care (includes state match funds)	598,980

# FY2014/15 Grants and Programs (con't)

14

<b>Description</b>	<b>Amount</b>
Discretionary Fund	299,844
Collaboration	100,000
Co-Sponsorship of Conferences/Training	50,000
Community Engagement Activities	102,000
First 5 Futures	352,000
<b>Total:</b>	<b>\$5,226,413</b>

# Community Engagement

15

	Description	Amount
1	College Intern	14,000
2	Community Engagement Fund Grants	7,000
3	April Children's Month Grants	3,000
4	Parent Information Calendar	10,000
5	Kit for New Parent Customization	9,000
6	Event Partnerships	12,000
7	Promotional Materials	15,000
8	Social Media Management	7,000
9	Messaging	25,000
	<b>Total:</b>	<b>102,000</b>

# First 5 Futures

16

	<b>Description</b>	<b>Amount</b>
1	Executive Director @ 0.25 FTE	50,547
2	Manager @ 1.0 FTE	111,853
3	Graduate-Level Intern	17,207
4	Memberships – Business Groups	3,581
5	Memberships – Funder Organizations	4,500
6	Event Sponsorship	6,312
7	Leveraging Fund	40,000
8	Professional Services	102,000
9	Training, Travel & Operations	16,000
	<b>Total:</b>	<b>352,000</b>

# Program Staffing/Operations

17

4.8 FTE First 5 Staff & 3 EH Interns	683,125
Program Services & Supplies	18,470
Interfund Charges	11,000
<b>Total Staffing/Operations</b>	<b>712,595</b>

# Administration

18

2.2 FTE First 5 Staff & 1EH OA (0.5 FTE)	371,094
Administrative Services & Supplies	185,739
Interfund Charges	92,450
<b>Total Administration</b>	<b>649,283</b>

# Evaluation

19

Evaluation	97,000
Data collection	73,000
<b>Total Evaluation Costs</b>	<b>170,000</b>

# Professional Services

20

<b>Description</b>	<b>Amount</b>
Audio of Commission Meetings	\$4,000
Consulting Services	10,000
Meeting Facilitation	5,000
ED Budget/Special Projects	20,000
Commissioner Stipends	8,000
<b>Total Professional Services</b>	<b>\$47,000</b>

# FY2014/15 Budget Next Steps:

21

- Approve FY2014/15 Budget
- Implement Year 3 of Program Investment Plan
- Deploy Discretionary Fund
- Continue implementation of special program funds:
  - ✦ First 5 Futures; Community Engagement; Co-Sponsorship
- Begin planning for funding beyond FY2014/15

# FY2014/15 Budget

22

# Questions?



**DATE:** February 20, 2014  
**TO:** First 5 Solano Children and Families Commission  
**FROM:** Christina Arrostuto, Executive Director  
**SUBJ:** **RFA 2014-01 Pre-Kindergarten Academy Services – Recommendations of Awards of Funding**

**Motions:**

A.

**Consider approval of awards of funding of up to \$175,649 for 2014 Pre-Kindergarten Academy services as recommended below by the Review Panel and outlined in the staff report, from among requests for funding as follows:**

1. Up to \$20,000 for 2 Pre-Kindergarten Academy sessions to Benicia Unified School District
2. Up to \$20,000 for 2 Pre-Kindergarten Academy sessions to Dixon Unified School District
3. Up to \$65,651 for 7 Pre-Kindergarten Academy sessions to Fairfield-Suisun Unified School District.
4. Up to \$10,000 for 1 Pre-Kindergarten Academy session to River Delta Unified School District
5. Up to \$19,998 for 2 Pre-Kindergarten Academy sessions to Travis Unified School District
6. Up to \$20,000 for 2 Pre-Kindergarten Academy sessions to Vacaville Unified School District
7. Up to \$10,000 for 1 Pre-Kindergarten Academy session to Circle of Friends Child Development Center (Fairfield)
8. Up to \$10,000 for 1 Pre-Kindergarten Academy session to World Changers Academy-Miracle Christian Worship Center (Dixon)

*(Source of funding: \$109,866 from the 2012-2015 Program Investment Plan, \$42,645 from the FY2013/14 Discretionary Fund and \$26,900 from Pre-K Business Champions campaign)*

B.

**Consider approval of additional awards of funding of up to \$58,137 for 2014 Pre-Kindergarten Academy Services as recommended below by the Review Panel as outlined in the staff report from among requests for funding as follows:**

1. Up to \$28,137 for 3 additional Pre-Kindergarten Academy sessions to Fairfield-Suisun Unified School District
2. Up to \$10,000 for 1 additional Pre-Kindergarten Academy session to World Changers Academy-Miracle Christian Worship Center (Dixon)
3. Up to \$20,000 for 2 Pre-Kindergarten Academy sessions in Vallejo and approval from the Commission to release RFP #2014-03 to solicit Pre-Kindergarten Academy Services in Vallejo.

*(Source of funding: \$58,136 from the FY2013/14 Discretionary Fund)*

**Summary/Discussion:**

There were eight applicants requesting a total of \$270,678 from the recent Request for Applications (RFA) #2014-01 for 2014 Pre-Kindergarten Academy Services. The applicants represented all cities in the County except Vallejo, a variety of types of programs (school districts and child care centers), and innovative program approaches. Several applicants proposed services over and above the minimum of 24 students attending 4 days per week for 3 hours per day. In addition, many of the applications included in-kind services in their budgets that increase the value and quality of their services beyond the funds requested.

A Review Panel consisting of First 5 Solano staff, as well as early learning experts from within and outside the county, read and assigned preliminary scores to all the applications. The Review Panel had a teleconference on February 19, 2014 facilitated by Cherelyn Ellington Hunt, Community Programs and Early Childhood Learning Program Manager to finalize their scores and rankings. The Review Panel developed recommendations, for the total funds currently allocated for this program and a second recommendation for additional awards of funding. Staff recommends that additional awards be allocated from current year/FY2013/14 Discretionary Fund, should the Commission consider deploying additional funding for this program.

NOTE that there was no applicant for Pre-K Academy services for Vallejo. Staff are conducting active outreach and recommend that an additional solicitation for services in Vallejo only be issued, and that the Commission set aside up to \$20,000 for Vallejo Pre-K Academy services. The results of the solicitation will be brought to the Commission for awards of funding on April 1, 2014.

**Options and Review Panel Recommendations:**

The Review Panel identified one concern with several of the candidates related to the lack of experience of proposed Pre-K Academy teachers and staff related to early childhood development of children prior to Kindergarten. The panel recommended that the issue be addressed through additional training and orientation for Pre-K Academy teachers as part of the orientation and technical training provided by First 5 staff. The funding for this training would come from the remaining \$3,762 from the original allocation for FY2013/14 Pre-K Services funding as noted in the chart below.

It should also be noted that the Review Panel recommendation allows for the following:

1. The initial award of funding includes the amount of \$160,000 approved by the Commission at their December 2013 meeting and an additional \$19,411, (\$5,961 which was under invoiced and \$13,450 in First 5 Futures funds designates as matching funds for Pre-K Business Champion funds that were not included in the initial staff report of December 2013).

Application	# of Sessions Requested	# of Children	Amount Requested	Cost per Child	Cost per Session	# Sessions Recommended	Proposed Award Motion A	Balance (\$179,411 available)	# Sessions Recommended Motion B	Proposed Award Motion B
01- Rio Vista	1	40	\$10,000	250	\$10,000	1	\$10,000	\$169,411		
02 - Travis Unified School District	2	48	\$19,998	417	\$9,999	2	\$19,998	\$149,413		
03-Vacaville Unified	2	66	\$20,000	303	\$10,000	2	\$20,000	\$129,413		
04-Circle of Friends	1	24	\$10,000	417	\$10,000	1	\$10,000	\$119,413		
05-MC Worship Center	2	48	\$20,000	417	\$10,000	1	\$10,000	\$109,413	1	\$10,000
06-Benicia Unified	2	48	\$20,000	417	\$10,000	2	\$20,000	\$89,413		
07-Dixon Unified	3	72	\$30,000	417	\$10,000	2	\$20,000	\$69,413		
08-Fairfield Unified	15	360	\$140,680	391	\$9,379	7	\$65,651	\$3,762	3	\$28,136
Vallejo Provider									2	\$20,000
Total:	28	706	\$270,678			18	\$175,649		6	\$58,136

A. \$175,649 primary award - the Review Panel developed a primary and a secondary recommendation for the for the Commission’s review and consideration.

In this option all applicants receive funding. This proposal does not completely fund proposal #05 Miracle Christian Worship Center and proposal #07 Dixon Unified School District. However, the proposal does provide 3 sessions overall in Dixon. This recommendation also does not completely fund proposal #08-Fairfield Suisun Unified School District which requested 15 sessions at 10 sites for 32 children per site. This option recommends funding one session at 7 sites for a minimum of 24 children with the option to serve 32 children. Recommendation #1 allows for 18 sessions serving up to 706 children. This option would require allocation of \$175,649 in Pre-Kindergarten Academy Funds as noted above. This provides for academies in all geographic areas except for Vallejo. This option would also allow additional technical training be provided in the area of Early Childhood Development to all Pre-K Academy teachers to help ensure that appropriate developmental transitions are include in academies.

B. \$48,136 secondary award-This recommendation is supplemental to Recommendation #1.

The panel recommended funding 3 additional sites in Proposal #08 from the Fairfield-Suisun Unified School District. The cost for this would be \$28,136. This recommendation also includes an additional \$20,000 to fund 2 sessions in Vallejo and approval for staff to release an RFA requesting applications for a Pre-Kindergarten Academy services provider from Vallejo. The FY2013/14 Discretionary Fund is the recommended source of funding. If no provider is found from the Vallejo area, \$20,000 would be returned to the Discretionary Fund.

In addition, upon further review, staff recommend that the Commission consider funding the additional session requested by Miracle Christian Worship Center in Dixon. (NOTE that Dixon lost its Head Start services this past year, and is experiencing a corresponding dip in numbers of low-income children having no pre-K experience.) This would allow for additional critically-needed services in this city.

**Next Steps:**

Once the Commission makes a determination of the proposed recommendations and approves awards of funding, the next steps include:

- Release of RFA for Vallejo service providers
- Contract development and negotiations
- Finalization of budgets, scopes of work and evaluation plans
- Submission of all required documentation, such as proof of insurance
- Approval of County Counsel
- Approval of Contracts by the County Administrator or Board of Supervisors<sup>1</sup>

These activities will take place over the next two months and will be approved on a flow basis, as close to April 1 as possible, in order for grantees to begin outreach activities.

***Note: All awardees will be notified that the award of funds by the Commission does not constitute approval to move forward with their Proposals and that contracts for services must be successfully negotiated before work can begin. Furthermore, no funds may be expended prior to the execution of contracts approved by County Counsel and the County Administrator.***

Attachment A: Discretionary Fund Tracking

Attachment B: Application – Benicia Unified School District

Attachment C: Application – Dixon Unified School District

Attachment D: Application - Fairfield-Suisun Unified School District

Attachment E: Application – River Delta Unified School District

Attachment F: Application – Travis Unified School District

Attachment G: Application – Vacaville Unified School District

Attachment H: Application – Circle of Friends Child Development Center

Attachment I: Application – Miracle Christian Center

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<sup>1</sup>The Board of Supervisors delegates signature authority to the County Administrator for contracts totaling \$50,000 or less.

**First 5 Solano  
Discretionary Fund Tracking**

Discretionay Fund Allocation		2012/13	2013/14	2014/15	Total 2012-2015
Beginning Balance		250,000	250,000	250,000	750,000
Roll Forward		-	3,989		
<b>Annual Funding Allocation</b>		<b>250,000</b>	<b>253,989</b>	<b>250,000</b>	<b>750,000</b>
<b>Discretionary Fund Deployment</b>	Authorized				
<i>Child Signature Project Site Grants</i>	<i>May 2012</i>	(150,000)			(150,000)
<i>Art for Kids/Parent Education</i>	<i>Jun 2012</i>	(9,638)			(9,638)
<i>Children's Network Data System Support</i>	<i>Aug 2012</i>	(16,865)			(16,865)
<i>Child Signature Project Site Grants</i>	<i>Jan 2013</i>		(99,000)	(62,500)	(161,500)
<i>2013 Pre-K Academy Expanded Sessions</i>	<i>Mar 2013</i>	(69,508)			(69,508)
<i>2014 Pre-K Academy Expanded Sessions</i>	<i>Dec 2013</i>		(42,645)		(42,645)
<i>2014 Pre-K Academy Expanded Sessions</i>	<i>PROPOSED</i>		(58,136)		(58,136)
<i>2014-15 Transition to Permanent Housing</i>	<i>PROPOSED</i>			(75,000)	(75,000)
					-
					-
					-
<b>Discretionary Fund Remaining Balance:</b>		<b>3,989</b>	<b>54,208</b>	<b>112,500</b>	<b>166,708</b>



**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application  
Cover Sheet**

Name of organization (if applicable): Benicia Unified School District

Type of Provider:  Licensed Center  Licensed Family Child Care Home  School District  
 Other (describe) \_\_\_\_\_

	Name	Phone	Email
Applicant	June Regis	707-747-8367	jregis@beniciaunified.org
Contract Signatory	Janice Adams	707-748-	jadams@beniciaunified.org
Contact for training, receiving materials, invoicing, survey and follow-up reports?	June Regis	707-747-8367	jregis@beniciaunified.org

Address(s) where Pre-K Academy services are located:

2101 East 3 rd Street, Benicia, CA, 94510

Applicant Mailing Address (if different): PO Box 635, Benicia, 94510

Please list the number of grants requesting, by site:

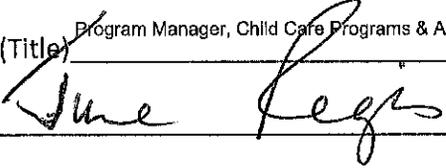
	Site Location	Date of academy	Time	Day(s) of week M-T-W-Th-F	# of Children	Amount Requested
1	Robert Semple	7/1-7/31/14	8:30am-11:30am	M-T-W-Th-F	24	10,000.00
2	Robert Semple	7/1-7/31/14	12:30pm-3:30pm	M-T-W-Th-F	24	10,000.00
3						
4						
5						
6						
7						
Totals					48	20,000.00

I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with:

No qualifications  qualification(s) and request for medication(s) (use separate sheet):

Print Name and Title of Person Submitting Application:

(Name) June Regis (Title) Program Manager, Child Care Programs & Adult ED.

Signature of Person Submitting Application: 

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**I. Proposal Description**

1. **Activities (40 points)** Describe the approach to be used in the proposed Pre-K Academy.

- a. What needs do you anticipate children without formal childcare or preschool experience to have, and how will your Pre-K Academy address these needs?

Benicia Unified School District (BUSD) anticipates that the children attending the Academy without formal childcare or preschool will need guidance with separation from families, social emotional development and self- regulation. They may also need assistance in building general cognitive, fine motor and language skills, math, science and print awareness along with the mastery of being a student.

BUSD plans to address the children's need by providing a welcoming and positive environment to them and their families and drawing on our experienced staff and high quality program, which is ranked highest in Solano County. Each child will be given a pre-assessment (approved by 1st Five) in order to gauge their strengths, abilities and areas for growth. The staff will build an individual plan for each student so their growth and progress will be frequently addressed and adjusted. The staff will also weave social emotional and self- regulation activities throughout the daily lessons. As social emotional development is key to Kindergarten success and any children found to have special needs will be referred to the Special Services department for immediate assistance.

- b. Describe the specific early education, early literacy and/or early numeracy curriculum and activities to promote social-emotional growth and development.

The curriculum will be based on the California Preschool Learning Foundations and California Preschool Curriculum Framework and the Creative Curriculum for Preschool (theory and research based). The California Preschool Curriculum Framework gives specific examples of vignette, teachable moments and examples for the teachers to use and follow in their daily activities in math, science, literacy and Arts. For example, In a section on teaching Interaction with Peers; the teacher is instructed to partner the children in pairs for a constructive play activity (building a zoo) placing an English learner with an English speaking peer to help scaffold social interaction and English language development. In this activity the children will learn to work with each other, they will discuss the animals and the zoo in general (science), for the English language learner who may not like to speak out in a larger group, will be encouraged to gain confidence to speak in this intimate setting, They will use their problem solving skills to building the zoo, and they will have to look at the books to find out about the animals (reading and print awareness). This activity can be expanded to teach conflict resolution skills by asking them to acknowledge each other's feeling, restate the problem, come up with solutions, choose one and implement it. Research shows that students who built solid positive relationships with early learning teachers lasts through to middle school with higher grades and less behavioral incidents. As a result we also use the resources from The Center on the Social and Emotional Foundations for Early Learning (CESFEL). These resources assist teachers to respond, enhance and build relationships, social cues and emotional vocabulary in young children. Young children need to learn how to discriminate social cues and the vocabulary of effective states like anger, sadness, frustration and happiness. Just as other forms of literacy, the richer the vocabulary, the more rewarding the experience. These resources help teachers to build a lexicon of feeling words to build vocabulary and books to read that help.

- c. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area.

The BUSD has been working to build a bridge between the Prekindergarten and Kindergarten curriculum. The preschool Director and teachers participate on the District's Curriculum Council and the Health and Wellness committee to ensure there is a continuum in what is taught. The Pre-K teachers along with the TK/K-1 teachers participated in professional development training on the new Common Core Standards. Our District has also instituted for a twice a year articulation meeting with the Pre-K, TK, K teachers to discuss expectations, curriculum and student affairs. The Council is also adopting a new math and handwriting program which will begin in preschool and continue into kindergarten and beyond. The Transitional Kindergarten class will also be using the California Learning Foundations and Curriculum Framework. The Asst. Superintendent of Educational Services and the Program Manager of Preschool Programs work together to ensure the alignment of Prekindergarten curriculum with the District adopted curriculum

- d. Describe enrichment activities that will be part of the Pre-K Academy. A separate line item in the budget can be included to accommodate activities such as field trips or special presenters/instructors.

Families will have to attend two mandatory meetings; an one hour mandatory Orientation before the program begins to go over the Parent Hand book, fill out the necessary emergency and other forms, and the program expectations (punctuality, absences, etc) and answer parent questions. Each Friday they will receive a 'Hands on activity' and story bag for the weekend. We also encourage them to volunteer in the classrooms. The students will also take a field trip to the public library and given the opportunity to get a library card.

Then on July 19th – we will hold a three hour mandatory “ARTS for Brain Boosting Activity Workshop” for the parents and their Pre-K students. The parents will receive interactive handouts to practice at home along with a nutritious meal.

The ARTS Interactive WORKSHOP FOR PARENTS AND CHILDREN AGES 4-5

The workshop will be presented by ARTS BENICIA and will demonstrate to the families how the ARTS as an educational program promotes early brain and child development with brain-boosting activities and games. This innovative approach makes it easy and fun for parents to build healthy development, early learning skills, and a strong foundation for success in their young children.

What better way to spend precious time with your children than by playing and learning together? There is nothing out there like it. The workshop helps parents to understand how the ARTS can enhance their children learning and how relationships are necessary for them to learn

- 2. Qualifications, Ratios, Language, Culture (15 points)** Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

BUSD has operated half and full day State Preschool program for over 20 years at the Robert Semple Elementary. This program has been recognized this year and voted by the community and the Benicia Patch as 'The Best Preschool in Benicia'. The State Preschool is a Title 5 center contracted by the California Department of Education and is therefore held to a higher standard in teacher child ratio of 1:8 in a classroom of 24 students. All the teachers hold a teachers permit issued by the California Commission on Teacher Credentialing. For the Academy, a class of 24 students will have a permit teacher who holds a Masters degree in Early Childhood Education, and 2 teacher assistants with Early Childhood Education units which includes a bilingual assistant.

Our staff mirrors the cultural makeup of our community and this helps the students and families to be welcome, comfortable and fit in. In each classroom we have bilingual staff members who can communicate with the students and families. This helps to alleviate any feelings of isolation, fear and frustration and assists families in advocating for their children. We celebrate the cultures of our families and this encourages them to volunteer and participate in teaching our classroom through artifacts, stories, music and food. This cultural sensitivity will also be adopted into the Pre-K Academies curriculum to assist in enhancing student learning and tolerance as this program is the gateway to our District and future participation. We will also speak and translate information into the languages the families are versed in.

**Additional Question:**

- a. Does program/budget provide backpacks/school supplies to children at the end of the program?

Yes

No

- b. Would you like the Dental Van to visit your program?

Yes

No

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session – up to \$10,000 per session.*

Session #: 1					
Dates: 7/1-7/31/14 8:30am to 11:30am					
Location: Robert Semple Elementary State Preschool room					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>	7510	1146.84	8656.84
1. Permit teacher	\$21.35/hr	22.3%			
2. 2 Assistant bilingual teachers	\$13.44/hr	22.3%			
3. Program Manager	\$33.65/hr	22.3%			
4.					
5.					
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			800		800
<b>C. Food Service</b> (describe below)			396		396
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			500	2000	2500
<b>E. Outreach Activities</b> (costs not included in other sections)			194		194
<b>F. Enrichment Activities</b> (describe below)			600		600
<b>G. Other</b> (describe below)					
<b>TOTAL:</b>			10,000.00	3146.84	13146.84

**Budget Narrative:**

Staff-1 permit teacher @ \$21.35 per hr for 4 hrs /30days(including training/prep)=2775.55x(22.3%)=3394.49  
 2 assistants @13.44 per hr for 3.5 hrs/30days(training/setup)=1478x(22.3%=329.68)\$1808.08x2=3616.16  
 Program Manager@33.65 per hr for 40hrs =1346 x(22.3%=300.16)=1646.19 Materials and supplies for 24 students(art/science/literacy etc)=\$300.00 Backpack/school supply giveaways=\$500 (24backpacks@20.83  
 Food=\$396(24 served a nutritious snack by BUSD FS@.75 per child/day. Overhead Indirect-\$500. Janitorial =\$2000 Outreach=194(advertising etc) Enrichment-\$600(300-brunch, 300-ARTS BENICIA)

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session – up to \$10,000 per session.

Session #: <u>2</u>					
Dates: 7/1-7/31/14 8:30am to 11:30am					
Location: Robert Semple Elementary State Preschool room					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>			
1. Permit teacher	\$21.35/hr	22.3%	7510	1146.84	8656.84
2. 2 Assistant bilingual teachers	\$13.44/hr	22.3%			
3. Program Manager	\$33.65/hr	22.3%			
4.					
5.					
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			800		800
<b>C. Food Service</b> (describe below)			396		396
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			500	2000	2500
<b>E. Outreach Activities</b> (costs not included in other sections)			194		194
<b>F. Enrichment Activities</b> (describe below)			600		600
G. Other (describe below)					
<b>TOTAL:</b>			10,000.00	3146.84	13146.84

**Budget Narrative:**

Staff-1 permit teacher @ \$21.35 per hr for 4 hrs /30days(including training/prep)=2775.55x(22.3%)=3394.49  
 2 assistants @13.44 per hr for 3.5 hrs/30days(training/setup)=1478x(22.3%=329.68)\$1808.08x2=3616.16  
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 Food=\$396(24 served a nutritious snack by BUSD FS@.75 per child/day. Overhead Indirect-\$500. Janitorial =\$2000 Outreach=194(advertising etc) Enrichment-\$600(300-brunch, 300-ARTS BENICIA)

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**III. Outreach and Attendance (15 points)**

1. Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc

We added an interest form to the kindergarten registration packets at all elementary school and will be advertising on the District websites, in the local apartment buildings, newspapers, churches, businesses and events.

2. Check all that apply and describe, including timeline for activities and expected number of children from each source.

Activity	Description	Timeline/When	# of Children
School district-held lists	Kindergarten registration packets	February	400
Newspaper/radio	Advertisement	March	100
Word of mouth	ask parents and teachers to spread the word	February onward	
Collaborate with other Pre-K providers	gave flyers to other preschools/family child care providers at the Benicia Preschool Fair	January	
Flyers	Passed them out to all local businesses, churches, etc.	March	
Other	Benicia Moms Club presentation	January	

3. What specific efforts will you make to reach children who are considered "high risk" including non-English speakers, lower income, children at risk of family violence or abuse?

We are partners with the Benicia Family Resource Center and the Benicia Action Council and local churches. These groups are trusted by many low income and at risk families and for the past 2 years these groups have referred families to our Pre-K Summer Academy.

4. Tell us how you will ensure that the program slots will remain full at least through the first 3 weeks.

We will maintain a wait list and continue to check in with our partners and district kindergarten registrars for new enrollees.

5. Will you maintain a waiting list?  Yes  No If no, why not?

6. How will you maintain contact with children on a waiting list?

Families on our wait list were invited to visit our program and participate in our family day.

7. Please note any other plans to maintain full attendance.

At our orientation we give families information on the 'Every Day Counts, Every Minute Matters' campaign explaining the importance of school attendance now and for the future. We also look ways to support families by introducing them to other families and or resources in the event of transportation issues or other emergencies.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**IV. Family Engagement and Parent Education(10 Points)**

Effective family engagement helps parents to continue their involvement past the 4 week program and into their child's formal K-12 education experience. Research shows that children are more likely to succeed in school when their parents are involved with, and understand what is happening at school.

1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.

1 hr Orientation -6/28 - explaining program, attendance, expectations, filling out forms, signing contracts, Q&A

3hr Family Day-7/19- Interactive presentation by ARTS BENICIA-Youth Committee on the correlation between brain development and the ARTS. While offering families' low cost recycable activities and information for spending quality time together.

2. Describe your plan to engage families/caregivers in the child's Pre-K experience. Check all that apply and describe, including (1) timeline and frequency and (2) content/topic of engagement activity.

Activity	Content/Topic of activity	Timeline/Frequency
Parent meeting(s)	Orientation and Family Day	4hours
At home learning activities	Take home bag/book	Fridays
Conference	At the end of session	last week of July
Flyer/Information Sheets	Social Emotional, Literacy, Attendance	July
School Tour	Visit to kindergarten room	July
Informal parent-parent networking	in and out of school	any time in July
Volunteering	classroom	any time in July
Other		

3. Describe your capacity to reach families who do not speak English

We have bilingual teachers living in our community and they assist in the grassroots efforts of reaching out to families.

4. Some families face barriers such as time, transportation, child care, etc. How will you help families overcome these barriers?

By partnering the the Family Resource centers and other local non profits to assist families in accessing resources.

5. What efforts will you make if a child's attendance wanes or stops attending or a parent expresses desire to "drop out" of the program?

We will reach out to the families if all fails we will replace with a child on our waitlist

6. How will you know that your family engagement activities have been successful? (what are your goals and how will you measure them?)

Each year we give parents an evaluation form to measure our effectiveness and usefulness. This helps us to tweak or change what we offer. I am attaching one from the past years.

7. How will you maintain parent interest between the time families are accepted and the first day of the Pre-K program (e.g., so there is little or no drop off between signing up and a child attending)?

We usually send them reminder information in the mail.

8. What type of parent incentives are included in your budget?

We will be giving out a backpack filled with the kindergarten supply list.



January 30, 2014

To Whom It May Concern:

Please accept this letter of support on behalf of Benicia's application for Pre-K Academic funding.

The district has an established history of sponsoring early childhood education for over thirty years. With funding support we will be offering TK classes in accordance with SB 1381.

Implementation of a Pre-K Academy would receive district support as follows:

- Regular communication between the Director of Childhood Programs and the Assistant Superintendent of Educational Services.
- Placement at a district school and, as such, will receive site administrative and custodial support.
- Program oversight by the District Curriculum Council.
- Alignment of Pre-K curriculum with district-adopted curriculum.
- Inclusion of Pre-K staff in district professional development including ongoing training and support in Common Core Standards.
- Pre-K Academy students may be assessed for special services and class placement (e.g., learning interventions) offered in subsequent years of district attendance.

In summary, we are highly eager to implement a Pre-K Academy.

Thank you, in advance, for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Marie Morgan".

Marie Morgan  
Assistant Superintendent of Educational Services

**FREE Pre K Summer Academy  
Interest Enrollment Form**

**If your child attend not preschool**

**Or had very little preschool**

**Then we have a FREE opportunity for you!!!**

**We will be offering a FREE 5 week pre-kindergarten Academy @Robert Semple from July 1<sup>st</sup> to July 31<sup>st</sup>, 2014, 8:30 am to 11:30am or 12:30pm to 3:30pm.**

**Your child must be enrolled in Kindergarten or Transitional Kindergarten for the 2014/15 school year.**

**Your child should have NO or minimal Preschool experience.**

**Please fill out the form and give it to the school secretary at registration and you will be contacted.**

Elementary School \_\_\_\_\_ preferred session AM or PM (please circle)

Students Name \_\_\_\_\_

Parents Name \_\_\_\_\_

Home phone \_\_\_\_\_ cell \_\_\_\_\_ work \_\_\_\_\_

Address \_\_\_\_\_

Email address \_\_\_\_\_

Benicia Unified School District  
Registration for Kindergarten



- Six week program from July 1 to July 31  
Monday to Friday 8:30 to 11:30am & 12:30 to 3:30pm
- Children REGISTERED FOR Kindergarten ONLY
- Children with 10 hours or less of Preschool
  - School Readiness program
  - Nutritious snack served

Sponsored by a grant  
From

**FIRST5**  
**S O L A N O**  
CHILDREN AND FAMILIES COMMISSION

NO INCOME  
REQUIREMENT

To register call

CDU Office

2015 East 3rd St

Benicia, 94510

Tel: 747-8367

ONLY 24 SPOTS

AVAILABLE

Registration begins

6/19 call for appt

# TURNING KIDS BRAINS ON with The ARTS

## A Mandatory Workshop for Parents and Children together



The early years! The most exciting and dramatic process you will ever observe happens right before your eyes!

A child is born full of promise and potential—a living breathing miracle, learning from the first moments of life—growing and changing at an incredible rate during those first years.

From the excitement of that first smile, word, and step new things are happening almost every day. But a child cannot achieve this growth alone. Every child needs a partner to make learning happen.

Take a minute to think about it. Being a part of a child's growth and learning is definitely one of the most important things you can ever do. You have the opportunity to be a link to learning for a child each and every moment you spend together.

To be a partner in the learning of a child. Well, it just doesn't get any better than that!

Join us and learn how to strong, healthy children in this workshop!

**This is a *special* day for the Family so please bring your entire family including your Pre-K Summer Academy students and other siblings.**

**When:** July 19th @ 9 am to 12 noon

**Where:** ROBERT SEMPLE CAFETERIA

**WORKSHOP PRESENTERS: ARTS BENICIA- YOUTH EDUCATION COMMITTEE**



**FIRST 5**  
**S O L A N O**  
**CHILDREN AND FAMILIES COMMISSION**

## Brain Boosting Workshop Evaluation Form

Date \_\_\_\_\_

	Strongly Agree		neutral		strongly disagree
The skills I have learned from this workshop will be useful.	5	4	3	2	1
This workshop gave information you need to help with your child in your parenting.	5	4	3	2	1
The materials used in this workshop enhanced my learning.	5	4	3	2	1
The teachers were able to answer most questions.	5	4	3	2	1
I would recommend this workshop to others.	5	4	3	2	1
This workshop was long enough to cover the materials.	5	4	3	2	1

Name two activities you will use from this workshop that will be helpful in your parenting.

---

Comments/Suggestions to make this workshop more useful

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#7

First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application  
Cover Sheet

RECEIVED JAN 31 2009

Dixon Unified School District

Name of organization (if applicable): \_\_\_\_\_

Type of Provider:  Licensed Center  Licensed Family Child Care Home  School District

Other (describe) \_\_\_\_\_

	Name	Phone	Email
Applicant	Julie Kehoe	707.678.4061	julie.kehoe@dixonusd.org
Contract Signatory	Same		
Contact for training, receiving materials, invoicing, survey and follow-up reports?	Same		

Address(s) where Pre-K Academy services are located:

Anderson Elementary School  
415 east C Street Dixon 95620

Applicant Mailing Address (if different): 180 South First St. Dixon 95620

Please list the number of grants requesting, by site:

	Site Location	Date of academy	Time	Day(s) of week M-T-W-Th-F	# of Children	Amount Requested
1	Anderson School	7/7 - 8/1	8:30-12:30	M-F	24	\$10,000
2	Anderson School	7/7 - 8/1	8:30-12:30	M-F	24	\$10,000
3	Anderson School	7/7 - 8/1	8:30-12:30	M-F	24	\$10,000
4						
5						
6						
7						
Totals					72	\$30,000

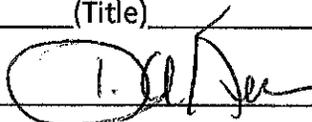
I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with:

No qualifications  qualification(s) and request for medication(s) (use separate sheet):

Print Name and Title of Person Submitting Application:

(Name) Julie Kehoe (Title) Director of SpEd & Pupil Services

Signature of Person Submitting Application:



**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**I. Proposal Description**

**1. Activities (40 points)** Describe the approach to be used in the proposed Pre-K Academy.

- a. What needs do you anticipate children without formal childcare or preschool experience to have, and how will your Pre-K Academy address these needs?

The Dixon Unified School District expects students who have not experienced formal child care or preschool will lack skills in school academic, social and emotional readiness for kindergarten. We anticipate that students will need to learn the structure of the school day and how to navigate social conflicts, sharing, and appropriate interactions with peers and teachers. Students most likely will also need to learn math, reading, and writing skills to support their start in kindergarten. Emotional regulation is another area students could struggle with as they transition from being at home with parents for all or most of their day to being separated from them. We also predict some of the same challenges for parents, especially parents who do not have older children in the school system.

- b. Describe the specific early education, early literacy and/or early numeracy curriculum and activities to promote social-emotional growth and development.

Staff will use the reassessment data to help structure the lesson progression and focus of the skills and adapt curriculum as needed to meet student needs. The academy will be using Little Treasures, GoMath, and Handwriting Without Tears as the academic curriculum and will focus on social/emotional skills based on play and BEST practices of positive interactions and structures for students. Students will have the opportunity to experience learning through a variety of mediums such as technology and art so that learning is age appropriate and engaging for students. Parents will be encouraged to help in class and extend the learning at home through home extension activities.

- c. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area.

We will be using curriculum produced by the same publisher as the kindergarten programs. Based on the reassessment, lessons will be developed to target the key skills needed for Treasures and GoMath curriculum used in kindergarten.

- d. Describe enrichment activities that will be part of the Pre-K Academy. A separate line item in the budget can be included to accommodate activities such as field trips or special presenters/instructors.

Enrichment activities will be using technology with Netbooks and a trip to a local business to better understand the community in which they live.

**2. Qualifications, Ratios, Language, Culture (15 points)** Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

The qualifications required will be the same as those hired as permanent district staff to as to ensure the experience and necessary skills to teach students with diverse cultural and linguistic needs. There will be a preference for applicants to be bilingual and have a requirement that staff have a understanding of cultural needs of the students and the skills necessary to meet their linguistic needs.

**Additional Question:**

a. Does program/budget provide backpacks/school supplies to children at the end of the program?

Yes

No

b. Would you like the Dental Van to visit your program?

Yes

No

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session – up to \$10,000 per session.*

Session #: Session I					
Dates: July 7, 2014-Aug. 1, 2014					
Location: Anderson					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>	\$6,720.00	\$1240.00	\$7960.00
1. Teacher	\$27.85	11.36%			
2. Program Manager	\$39.52	18.02%			
3. Instructional Assistant (2)	\$16.25	20.75%			
4.					
5.					
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			\$750.00	0	\$750.00
<b>C. Food Service</b> (describe below)			\$1680.00	0	\$1680.00
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			0	\$21.70	\$21.70
<b>E. Outreach Activities</b> (costs not included in other sections)			\$250.00	\$300.00	\$550.00
<b>F. Enrichment Activities</b> (describe below)			\$500.00	0	\$500.00
<b>G. Other</b> (describe below)			\$100.00	0	\$100.00
<b>TOTAL:</b>			<b>\$10,000.00</b>	<b>\$3710.00</b>	<b>\$13,710.00</b>

**Budget Narrative:**

PLEASE SEE ATTACHED

**Budget Narrative:**

**A. Position**

1. Teacher 5 hours IDA for 20 days = 100 hours @ hourly rate = \$2785.00  
Salary driven benefits (11.36%) on extra hire rate = \$317.00
2. Program Manager 1 hour IDA for 20 days = 20 hours @ hourly rate = \$790.00  
Salary driven benefits (18.02%) = \$143.00
3. (2) Instructional Assistance 5 hours IDA for 20 days = 200 hours @ hourly rate = \$3250.00  
Salary driven benefits (20.75%) includes PERS = \$675.00  
(hours for staff includes some training and planning hours)

B. 24 Kindergarten Kits = \$150.00 One Art-Science-Literary Material \$600.00 = \$750.00

C. Nutritious Lunch for 24 students for 20 days = 480 lunches = \$1680.00

D. Indirect costs – CDE approved rate 9.53% = \$870.00 plus rent = \$2170.00  
Utilities = \$1300.00 (includes) custodial

E. Outreach-Fliers-Printing Costs = \$250.00 (In-Kind Staff costs to prepare) \$300.00

**F. Enrichment Activities**

Family Day

Healthy Cooking with Students

Movement and Exercise

Activities Planned = \$500.00

G. Mileage – Program Manager \$100.00

**Total = \$13,710.00**

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session – up to \$10,000 per session.*

Session #: Session II					
Dates: July 7, 2014-Aug. 1, 2014					
Location: Anderson					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>	\$6,720.00	\$1240.00	\$7960.00
1. Teacher	\$27.85	11.36%			
2. Program Manager	\$39.52	18.02%			
3. Instructional Assistant (2)	\$16.25	20.75%			
4.					
5.					
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			\$750.00	0	\$750.00
<b>C. Food Service</b> (describe below)			\$1680.00	0	\$1680.00
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			0	\$21.70	\$21.70
<b>E. Outreach Activities</b> (costs not included in other sections)			\$250.00	\$300.00	\$550.00
<b>F. Enrichment Activities</b> (describe below)			\$500.00	0	\$500.00
<b>G. Other</b> (describe below)			\$100.00	0	\$100.00
<b>TOTAL:</b>			<b>\$10,000.00</b>	<b>\$3710.00</b>	<b>\$13,710.00</b>

**Budget Narrative:**

PLEASE SEE ATTACHED

**Budget Narrative:**

**A. Position**

1. Teacher 5 hours IDA for 20 days = 100 hours @ hourly rate = \$2785.00  
Salary driven benefits (11.36%) on extra hire rate = \$317.00
2. Program Manager 1 hour IDA for 20 days = 20 hours @ hourly rate = \$790.00  
Salary driven benefits (18.02%) = \$143.00
3. (2) Instructional Assistance 5 hours IDA for 20 days = 200 hours @ hourly rate = \$3250.00  
Salary driven benefits (20.75%) includes PERS = \$675.00  
(hours for staff includes some training and planning hours)

B. 24 Kindergarten Kits = \$150.00 One Art-Science-Literary Material \$600.00 = \$750.00

C. Nutritious Lunch for 24 students for 20 days = 480 lunches = \$1680.00

D. Indirect costs – CDE approved rate 9.53% = \$870.00 plus rent = \$2170.00  
Utilities = \$1300.00 (includes) custodial

E. Outreach-Fliers-Printing Costs = \$250.00 (In-Kind Staff costs to prepare) \$300.00

**F. Enrichment Activities**

Family Day

Healthy Cooking with Students

Movement and Exercise

Activities Planned = \$500.00

G. Mileage – Program Manager \$100.00

**Total = \$13,710.00**

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session – up to \$10,000 per session.*

Session #: Session III					
Dates: July 7, 2014-Aug. 1, 2014					
Location: Anderson					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>	\$6,720.00	\$1240.00	\$7960.00
1. Teacher	\$27.85	11.36%			
2. Program Manager	\$39.52	18.02%			
3. Instructional Assistant (2)	\$16.25	20.75%			
4.					
5.					
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			\$750.00	0	\$750.00
<b>C. Food Service</b> (describe below)			\$1680.00	0	\$1680.00
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			0	\$21.70	\$21.70
<b>E. Outreach Activities</b> (costs not included in other sections)			\$250.00	\$300.00	\$550.00
<b>F. Enrichment Activities</b> (describe below)			\$500.00	0	\$500.00
<b>G. Other</b> (describe below)			\$100.00	0	\$100.00
<b>TOTAL:</b>			<b>\$10,000.00</b>	<b>\$3710.00</b>	<b>\$13,710.00</b>

**Budget Narrative:**

PLEASE SEE ATTACHED

**Budget Narrative:**

**A. Position**

1. Teacher 5 hours IDA for 20 days = 100 hours @ hourly rate = \$2785.00  
Salary driven benefits (11.36%) on extra hire rate = \$317.00
2. Program Manager 1 hour IDA for 20 days = 20 hours @ hourly rate = \$790.00  
Salary driven benefits (18.02%) = \$143.00
3. (2) Instructional Assistance 5 hours IDA for 20 days = 200 hours @ hourly rate = \$3250.00  
Salary driven benefits (20.75%) includes PERS = \$675.00  
(hours for staff includes some training and planning hours)

**B. 24 Kindergarten Kits = \$150.00 One Art-Science-Literary Material \$600.00 = \$750.00**

**C. Nutritious Lunch for 24 students for 20 days = 480 lunches = \$1680.00**

**D. Indirect costs – CDE approved rate 9.53% = \$870.00 plus rent = \$2170.00  
Utilities = \$1300.00 (includes) custodial**

**E. Outreach-Fliers-Printing Costs = \$250.00 (In-Kind Staff costs to prepare) \$300.00**

**F. Enrichment Activities**

Family Day

Healthy Cooking with Students

Movement and Exercise

Activities Planned = \$500.00

**G. Mileage – Program Manager \$100.00**

**Total = \$13,710.00**

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**III. Outreach and Attendance (15 points)**

1. Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc

There will be flyers and staff present at kindergarten registration at each school site and flyers at each site and in the community. An ad will be in the local paper and the district website will have information available to parents. There will also be a message sent to the home of all current students with information about the academy. Information will be provided in English and Spanish.

2. Check all that apply and describe, including timeline for activities and expected number of children from each source.

Activity	Description	Timeline/When	# of Children
School district-held lists	Message home to all current families	kinder reg time & 2 more	30
Newspaper/radio	ad in local paper	kinder reg time	5
Word of mouth	Information distributed to all teachers in district & local preschools	kinder reg time	20
Collaborate with other Pre-K providers			
Flyers	Available at all district locations	kinder reg & ongoing	30
Other			

3. What specific efforts will you make to reach children who are considered "high risk" including non-English speakers, lower income, children at risk of family violence or abuse?

We will use our relationships with service providers in the community such as Dixon Family Services, to reach out to "high risk" groups as well as connect with the Spanish-speaking members of our community to help parents know about the academy.

4. Tell us how you will ensure that the program slots will remain full at least through the first 3 weeks.

We will make calls and visit homes of students who miss a day of attendance and use our school resource officer to help parents understand the importance of regular school attendance. As needed, we will pull from our waiting list.

5. Will you maintain a waiting list?  Yes  No If no, why not?

6. How will you maintain contact with children on a waiting list?

We will stay connected with address, phone numbers, and email when possible.

7. Please note any other plans to maintain full attendance.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**IV. Family Engagement and Parent Education(10 Points)**

Effective family engagement helps parents to continue their involvement past the 4 week program and into their child’s formal K-12 education experience. Research shows that children are more likely to succeed in school when their parents are involved with, and understand what is happening at school.

1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.

Parents will learn about the academy, what students will learn and how they can participate in the learning for their children. They will be able to hear from the teacher at the end of the academy what areas students have made gains and how parents can continue to support their child and what they should do throughout the school year to be a partner with their child's teacher. They will learn who to go to for information.

2. Describe your plan to engage families/caregivers in the child’s Pre-K experience. Check all that apply and describe, including (1) timeline and frequency and (2) content/topic of engagement activity.

<b>Activity</b>	<b>Content/Topic of activity</b>	<b>Timeline/ Frequency</b>
Parent meeting(s)	Orientation	1hr
At home learning activities	Ongoing and Parent Training Day	1hr
Conference	End of Academy Progress	30 min
Flyer/Information Sheets		
School Tour	Tour of School and Where to find needed places on campus	1 hr
Informal parent-parent networking	During the parent meeting times - sharing ideas	30 min
Volunteering	Parents will be encouraged to volunteer in the classroom and student from Dixon High will be invited to as well	
Other		

3. Describe your capacity to reach families who do not speak English

Dixon Unified has many translators available for verbal and written translation.

4. Some families face barriers such as time, transportation, child care, etc. How will you help families overcome these barriers?

The academy will be held at a site where it is easy for most parents to walk, but information on public transportation will be distributed and passes will be issued as needed for student attendance.

5. What efforts will you make if a child's attendance wanes or stops attending or a parent expresses desire to "drop out" of the program?

We will visit the homes of the students, make calls and use the school resource officer to connect with families.

6. How will you know that your family engagement activities have been successful? (what are your goals and how will you measure them?)

We will have a survey and ask for input at the end of the academy and will also keep track of attendance at the parent activities. Parents will be asked about information that was helpful and what questions did not get addressed. There will also be a follow up survey in Sept to see how the start of the school year matched with the information they received.

7. How will you maintain parent interest between the time families are accepted and the first day of the Pre-K program (e.g., so there is little or no drop off between signing up and a child attending)?

We will remain in contact with parents by providing updated information to them and reminders of the start dates of the academy. We will also have an orientation meeting with parents to help involve them in the school and program.

8. What type of parent incentives are included in your budget?

There will be pack backs distributed at the conclusion of the academy as well as raffle items given away at the parent meetings.

# #8

## Solano County Children & Families Commission Mini-Grant Application 2013 Cover Sheet

Name of organization (if applicable): **FAIRFIELD-SUISUN UNIFIED SCHOOL DISTRICT**

Type of Provider: **X School District**

	Name	Phone	Email
Contract Signatory-Person signing the contract	Kris Corey, Superintendent	707.399.5009	krisc@fsusd.org
Primary Contact- Person who will be managing the academies, scheduling training receive materials and completing reports and evaluation activities	Stacy Burke, Community Relations/Grant Writer	707.372.5195 707.399.4321	stacyb@fsusd.org

Address where Pre-K Academy services are located: **2490 Hilborn Road, Fairfield, CA 94534**

Please list the number of grants requesting, by site:

	Site Location	Dates	Time	# of students	Amount Requested
1	Anna Kyle Elementary School – Room 1	7/7-31/2014	8:15 – 11:45	32	9,098
2	Anna Kyle Elementary School – Room 2	7/7-31/2014	8:15 – 11:45	32	9,098
3	David Weir Elementary School – Room 1	7/7-31/2014	8:15 – 11:45	32	9,098
4	David Weir Elementary School – Room 2	7/7-31/2014	8:15 – 11:45	32	9,098
5	D. O. Root Elementary School – Room 1	7/7-31/2014	8:15 – 11:45	32	9,098
6	D. O. Root Elementary School – Room 2	7/7-31/2014	8:15 – 11:45	32	9,098
7	Crescent Elementary School – Room 1	7/7-31/2014	8:15 – 11:45	32	9,098
8	Crescent Elementary School – Room 2	7/7-31/2014	8:15 – 11:45	32	9,098
9	Suisun Elementary School – Room 1	7/7-31/2014	8:15 – 11:45	32	9,098
10	Suisun Elementary School – Room 2	7/7-31/2014	8:15 – 11:45	32	9,098
11	Cleo Gordon Elementary School	7/7-31/2014	8:15 – 11:45	32	9,940
12	Oakbrook Elementary School	7/7-31/2014	8:15 – 11:45	32	9,940
13	Sheldon Elementary School	7/7-31/2014	8:15 – 11:45	32	9,940
14	Tolenas Elementary School	7/7-31/2014	8:15 – 11:45	32	9,940
15	Laurel Creek Elementary School	7/7-31/2014	8:15 – 11:45	32	9,940
Total Amount Requested				480	\$140,680

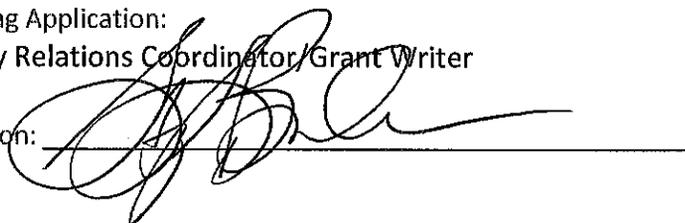
I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with:

**X No qualifications**

Print Name and Title of Person Submitting Application:

(Name) Stacy Burke (Title) Community Relations Coordinator/Grant Writer

Signature of Person Submitting Application: \_\_\_\_\_



**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**I. Proposal Description (80 Points)**

**1. (40 points)** Describe the approach to be used in the proposed Pre-K Academy.

a. What needs do you anticipate children without formal childcare or preschool experience to have, and how will your Pre-K Academy address these needs?

Due to their different prekindergarten education experiences and individual rates of development, children enter kindergarten with widely varying skills, knowledge, and levels of preparedness. Students who come to kindergarten with certain skills and abilities are likely to achieve more than those who do not. Children who have not attended a preschool or similar out of home experience may not have been exposed to experiences that prepare them and may have needs in the following areas:

- Personal and Social Development – A confident approach to learning, eagerness to participate, knowing how to ask a non-family member for help, cooperation
- Self-Control – Following rules and routines, moving from one activity to the next, learning to wait, ability to take turns, listening for instruction
- Interactions with Others – Ability to interact easily with one or more children and with adults, participating successfully in group activities, taking turns and sharing, resolving conflicts amicably, seeking adult help to solve conflict
- Language and Literacy – Listening with understanding to directions and conversations, following one- or two-step directions, practice in speaking with others, ability to express information clearly
- Literature and Reading – Listening to stories read aloud, interest in reading-related activities, ability to retell information from a story, using pictures for storytelling
- Writing – Using scribbles, shapes, pictures and letter-like symbols to communicate ideas, alphabet knowledge (recites/singing alphabet, identifying letters)
- Mathematical Thinking – Sorting objects, recognizing patterns, rote counting, counting objects, identifying numerals, identifying shapes, measurement
- Gross-Motor Skills - Pedaling and steering a tricycle, jumping in place, balancing, hopping, throwing a ball, catching a ball, climbing a ladder, skipping
- Fine-Motor Skills – Stacking blocks, stringing beads, solving puzzles, forming clay figures, holding a pencil, grasping scissors and using them correctly, using a glue stick
- Arts – Identifying colors, using art materials, singing, dancing, make-believe and pretending

How will your Pre-K Academy address these needs?

In the four weeks of the Kinder Ready Academy, students will gain guided practice and freedom to explore in all of the above areas that prepare them for school. They will receive reading instruction through a program with proven achievement results.

Experienced classroom teachers will carefully structure lessons and activities that they know will best prepare new students for the classroom. Gentle and patient support from the teacher, the para-educators and parent volunteers will encourage student participation and foster an eagerness for learning and ownership of the kindergarten classroom. Every student deserves to feel like “This school was built just for me!” (*because it was*).

- b. Describe the number of hours per day, time of day, number of days per week, and number of weeks per session. List the actual start and end dates of each session.

Hours/Day	Time	Days	Weeks	Start Date	End Date
3	8:15-11:45*	4	4	7/11/2014	7/31/2014

\*Includes 15 minutes for breakfast before class and 15 minutes for lunch after class. Start/end time may vary by approximately 15 minutes to match site start time and/or to stagger food services.

Students begin the FSUSD 2014-2015 school year on August 13, 2014.

- c. Describe the specific early education, early literacy and/or early numeracy curriculum and activities to promote social-emotional growth and development.

The school day will include whole group instruction and interaction, small groups in learning centers, guided physical activity and supervised playground activity. Students will be coached in social skills in all instructional settings. In addition to academic readiness and socialization, a major objective will be to focus on the routines and procedures that take place in a kindergarten classroom.

**Early Literacy: The Learning Dynamics Preschool Program** (see Attachment A ) will be used at each site. The program is slated for pilot implementation at several district sites and was chosen because of their history of success with early reading. Learning Dynamics will provide two hours of professional development for the Kinder Ready Academy teachers. The materials used in the program go home with the students in a system of progressive achievement.

In addition, letter/sound identification, letter formation practice using white boards, computers, chalk, rainbow colors, songs, bingo and fingerplays. District approved books will be used to learn concepts of print, alphabet recognition and in listening centers. Students will receive books and materials to take home for additional support and practice (this is not homework – there will be no assignments that are due or

**Numeracy:** Students will work in learning centers with puzzles, manipulatives, counting/sorting/making sets, identifying numerals.

**Enrichment activities:**

Daily enrichment activities will include music, visual art, physical activity, games and structured play. The KinderReady administrator and staff will plan for enrichment in advance on paid planning days to implement weekly enrichment programs such as visits from museums, field trips, high interest art and music experiences from professional artists. Enrichment funds will also be used for a culminating celebration activity on each site.

- d. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area. Attach any letters of agreement or Memorandums of Understanding with School Districts that document this alignment.

All Kinder Ready Academy curricula will align with or be the curriculum that students will actually use when they start Kindergarten. Students will use the district's Kindergarten curriculum and activities that align with or prepare students for the curriculum. Teachers have been introduced to the new California Common Core Standards and will be able to prepare students for the newest state and national expectations.

2. **(20 points)** Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program.

Fairfield-Suisun Unified School District participated in the academy last year. Our program was successful in many ways; however, we learned from the first experience that a district administrator should be in the lead and that teachers need time to plan. From the success of six classes last year, our sites with qualifying students have responded with enthusiasm and high expectations for summer 2014. The KindeReady Academy will draw upon the experience and expertise of the teachers and administrators at each site to design a program that prepares students for the general needs of kindergarten and the unique qualities at each site. Most of our elementary school sites are engaged in No Excuses University, a program that supports the expectation of success through college and/or career readiness for every student.

A district administrator will supervise the program throughout its duration. An assistant administrator will support the planning and daily supervision, as well.

Teachers will be required to hold a valid Multiple Subjects Credential. The positions will be filled in accordance with our district's hiring procedures. First priority will go to Kindergarten teachers from our sites and then to other teachers in the district.

Two para-educators will be hired for each classroom in accordance with our district's procedures. A bilingual para-educators and one other para-educator will be hired for each classroom. Para-educators who worked with KindeReady last year have expressed interest in working in the program again.

Explain the ratios of each type of program staff to number of children served.

In keeping with the actual ratio of our kindergarten classes, each KindeReady class will be enrolled at up to 32 students to one teacher. In addition, we will have two para-educators to every 32 students.

Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

Our district teachers and staff work at schools that teach, model and expect cultural sensitivity and inclusiveness of all students. Our teachers are required to have English Learner authorization in addition to their teaching credentials. Students will be in their neighborhood schools in close proximity to their homes. Their classrooms reflect the interests and culture of the students they serve. The curriculum is focused on success for all students in meeting the challenges of the California Common Core Standards and is accessible to students at all levels and from all background.

3. **(10 points)** Describe specific plans for engaging and educating parents/caregivers during Pre-K Academies. Parents will be sincerely welcomed to the KindeReady in the program information materials, through phone and mail contact, during the registration process and throughout the four week session. All parents will be encouraged to participate in classroom activities, help in the learning centers or to simply be present until separation anxiety subsides. A bilingual para-educator will be available to translate Spanish/English. Parents will be encouraged to share their questions and concerns in person and in the weekly bulletin that will go home with each child.

Parents/guardians will be strongly and warmly encouraged to participate in Adult Education sessions. A Spanish translator will be in attendance. If the sessions are to be held when class is not in session, babysitting will be provided on site by district para-educators.

The following one-hour sessions circulate between the Kinder Ready sites:

*Ready ... Set ... READ!*

Presented by certificated district staff, this session will cover a variety of strategies adults can use immediately to support their child's reading skills in the early years, including an introduction to the Learning Dynamics Preschool Program. Participants will receive guided practice in reading strategies, a parent guide and books to share with their child. All parents/guardians will receive the guide and children's books regardless of participation.

*Homemade Math*

Presented by a certificated district staff member, this session will introduce fun and helpful ways adults can encourage early math skills and vocabulary using common household items and tasks. Participants will leave with a packet of information and ideas to keep young math-minds active at home.

*Fresh Foods are Fun*

Presented by a registered dietitian, this session will review nutrition needs for the growing child and explore affordable, healthy fresh food choices that kids like. Tricks to trade out unhealthy snacks for comparable fresh foods will be revealed! This hands-on session will offer adults the opportunity to create quick, nutritious and appealing snacks – and sample their creations.

*Project Pave the Way*

What can concerned adults do to prepare their children for successful learning *every day*? Presented by a seasoned, compassionate and creative educator, this session will include helpful suggestions for scheduling, organization, communication with staff, understanding a child's view of school and navigating the education system.

The para-educators will babysit for the families during Parent Education. There will also be a culminating celebration for families at the end of the session.

4. **(10 points)** Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc.  
Each Kinder Ready Academy site is located on an elementary school campus. All schools have begun the registration process for Fall 2014. Included in kindergarten registration is the Kindergarten Information Sheet . Along with other information that will help teachers support their students, the Information Sheet specifically asks if the child has attended Nursery School, Preschool, Daycare or Pre-Kindergarten and asks for the location and duration of their attendance.

Last year, KindeReady registration was centralized at the district's Central Office. This year, site principals have agreed that they will register students at their sites. This will make outreach and registration processes easier. Site secretaries know their families and can readily introduce and explain the program and help parents sign up on the spot!

Parents/Guardians who indicate that their child has no prior preschool experience will be contacted by site staff, mail and auto-dial phone message to inform them of the Kinder Ready program and invite them to register their child. We will follow up with live phone calls to families that do not respond. A waiting list will be created based on required priorities once classes have reached capacity.

Kinder Ready Academy will be advertised on the district website and the district Facebook page. All district schools will include the information in their newsletters that go home.

Our non-participating elementary schools will also have information available regarding students with no preschool experience. Should our enrollment fall below 32 students in any class, students from non-participating school sites will also be invited and registered or placed on the waiting list.

Although applicants are encouraged to budget up to 10% of the grant funds on outreach activities, the district already has ready access to our client base and the ability to contact them directly. Costs for mailing, posting information, creating newsletter blurbs and making phone calls will be considered in-kind expenditures from the district.

5. How will you ensure that all Pre-K Academy slots are fully utilized. If this includes a waiting list, how will it be managed?

We projected the number of classes each site would be able to fill based on 2013-14 enrollment data (see chart below). Based on early registration data, we will have no problem filling our classes with students who qualify as “no preschool” and/or a combination of factors.

School	2013-14 Kinders	Qualified*	May Have Qualified**	KindeReady Classes Requested
CORDELIA HILLS	79	34	7	0
CRESCENT	114	73	37	2
FAIRVIEW (T1)	129	109	18	0
GORDON (T1)	125	117	5	1
JONES	72	30	13	0
KYLE (T1)	135	131	1	2
LAUREL CK	132	90	9	1
MUNDY	99	27	13	0
OAKBROOK	81	44	13	1
ROLLING HILLS	115	63	11	0
ROOT	117	101	9	2
SHELDON (T1)	73	63	5	1
SUISUN EL (T1)	127	101	23	2
SUISUN VALLEY	59	23	10	0
TOLENAS (T1)	104	85	6	1
WEIR (T1)	94	87	4	2
WILSON	59	42	0	0
*Based on one or more: No Preschool Experience, Free/Reduced, English Learner, Special Education Services				
**Missing information in one or more of the above fields.				

Waiting lists

will be created with priority given to students with no preschool experience, and then by other factors followed by date registration was received. Each site will have a secretary for four hours per day. Secretaries will call home

when students are absent and call the prioritized waiting list families as soon as a space opens. Our registration form asks parents to mark their preferred site. They will be called if space opens in any of their preferred sites.

**ADDENDUM TO BUDGET NARRATIVE:**

**In Kind Support**

Fairfield-Suisun Unified School District would like to offer support for the pre- and post-testing with a scantron system that will make tracking student outcomes more efficient. We will be glad to work with all of the sites sponsored by First 5 Solano in the Pre-Kindergarten Academies.

KindeReady students will receive backpacks that the district receives each year from Costco; however, we have not received a guarantee for the donation at this time. The backpacks are elementary appropriate and filled with school supplies.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Laurel Creek Elementary School  
2900 Gulf Drive, Fairfield, CA 94534

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	611	0	611
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	1,378	0	1,378
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			<b>9,940</b>	<b>1,000</b>	<b>10,940</b>

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Tolenas Elementary School  
4500 Tolenas Road, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	611	0	611
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	1,378	0	1,378
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,940	1,000	10,940

\*Time and salary shared by 15 classes at 10 sites

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request -- up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Sheldon Academy of Innovative Learning  
1901 Woolner Avenue, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	611	0	611
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	1,378	0	1,378
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			<b>1,324</b>	<b>0</b>	<b>1,324</b>
<b>C. Food Service (describe below)</b>			<b>0</b>	State food program	<b>0</b>
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. -- describe below)</b>			<b>0</b>	<b>400</b>	<b>400</b>
<b>E. Transportation Supports/Incentives(describe below)</b>			<b>25</b>	<b>0</b>	<b>25</b>
<b>F. Outreach Activities (costs not included in other sections)</b>				<b>200</b>	<b>200</b>
<b>H. Enrichment Activities (describe below)</b>			<b>500</b>	<b>0</b>	<b>385</b>
<b>I. Other (describe below)</b>			<b>500</b>	<b>0</b>	<b>300</b>
<b>TOTAL:</b>			<b>9,940</b>	<b>1,000</b>	<b>10,940</b>

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Oakbrook Elementary School  
700 Oakbrook Drive, Fairfield, CA 94534

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	611	0	611
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	1,378	0	1,378
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,940	1,000	10,940

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session request – up to \$10,000 per session.*

*Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.*

*Date School Starts in this School District: August 13, 2014*

*Location: Address: Cleo Gordon Elementary School  
1950 Dover Avenue, Fairfield, CA 94533*

<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	611	0	611
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	1,378	0	1,378
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment</b> (describe below)			1,324	0	1,324
<b>C. Food Service</b> (describe below)			0	State food program	0
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			0	400	400
<b>E. Transportation Supports/Incentives</b> (describe below)			25	0	25
<b>F. Outreach Activities</b> (costs not included in other sections)				200	200
<b>H. Enrichment Activities</b> (describe below)			500	0	385
<b>I. Other</b> (describe below)			500	0	300
<b>TOTAL:</b>			9,940	1,000	10,940

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Suisun Elementary School – Room 1  
2900 Gulf Drive, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,098	1,000	10,098

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Suisun Elementary School – Room 2  
2900 Gulf Drive, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,098	1,000	10,098

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Crescent Elementary – Room 1  
2900 Gulf Drive, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			<b>1,324</b>	<b>0</b>	<b>1,324</b>
<b>C. Food Service (describe below)</b>			<b>0</b>	State food program	<b>0</b>
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			<b>0</b>	<b>400</b>	<b>400</b>
<b>E. Transportation Supports/Incentives(describe below)</b>			<b>25</b>	<b>0</b>	<b>25</b>
<b>F. Outreach Activities (costs not included in other sections)</b>				<b>200</b>	<b>200</b>
<b>H. Enrichment Activities (describe below)</b>			<b>500</b>	<b>0</b>	<b>385</b>
<b>I. Other (describe below)</b>			<b>500</b>	<b>0</b>	<b>300</b>
<b>TOTAL:</b>			<b>9,098</b>	<b>1,000</b>	<b>10,098</b>

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Crescent Elementary – Room 2  
2900 Gulf Drive, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,098	1,000	10,098

\*Time and salary shared by 15 classes at 10 sites.

### Pre-K Academy Services Mini-Grant Application

#### I. Budget and Budget Narrative (20 Points)

*Use one page for each Mini-grant session request – up to \$10,000 per session.*

*Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.*

*Date School Starts in this School District: August 13, 2014*

*Location: Address: D. O. Root Elementary – Room 1  
820 Harrier Drive, Suisun City, CA 94585*

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			<b>1,324</b>	<b>0</b>	<b>1,324</b>
<b>C. Food Service (describe below)</b>			<b>0</b>	State food program	<b>0</b>
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			<b>0</b>	<b>400</b>	<b>400</b>
<b>E. Transportation Supports/Incentives(describe below)</b>			<b>25</b>	<b>0</b>	<b>25</b>
<b>F. Outreach Activities (costs not included in other sections)</b>				<b>200</b>	<b>200</b>
<b>H. Enrichment Activities (describe below)</b>			<b>500</b>	<b>0</b>	<b>385</b>
<b>I. Other (describe below)</b>			<b>500</b>	<b>0</b>	<b>300</b>
<b>TOTAL:</b>			<b>9,098</b>	<b>1,000</b>	<b>10,098</b>

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: D. O. Root Elementary – Room 2  
820 Harrier Drive, Suisun City, CA 94585

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,098	1,000	10,098

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: David A. Weir Preparatory Academy – Room 1  
1975 Pennsylvania Avenue, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. -- describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,098	1,000	10,098

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: David A. Weir Preparatory Academy – Room 2  
1975 Pennsylvania Avenue, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			<b>1,324</b>	<b>0</b>	<b>1,324</b>
<b>C. Food Service (describe below)</b>			<b>0</b>	State food program	<b>0</b>
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			<b>0</b>	<b>400</b>	<b>400</b>
<b>E. Transportation Supports/Incentives(describe below)</b>			<b>25</b>	<b>0</b>	<b>25</b>
<b>F. Outreach Activities (costs not included in other sections)</b>				<b>200</b>	<b>200</b>
<b>H. Enrichment Activities (describe below)</b>			<b>500</b>	<b>0</b>	<b>385</b>
<b>I. Other (describe below)</b>			<b>500</b>	<b>0</b>	<b>300</b>
<b>TOTAL:</b>			<b>9,098</b>	<b>1,000</b>	<b>10,098</b>

\*Time and salary shared by 15 classes at 10 sites.

### Pre-K Academy Services Mini-Grant Application

#### I. Budget and Budget Narrative (20 Points)

*Use one page for each Mini-grant session request – up to \$10,000 per session.*

*Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.*

*Date School Starts in this School District: August 13, 2014*

*Location: Address: Anna Kyle Elementary School – Room 1  
1600 Kidder Avenue, Fairfield, CA 94533*

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,098	1,000	10,098

\*Time and salary shared by 15 classes at 10 sites.

**I. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session request – up to \$10,000 per session.

Session# 1 Start Date: July 7, 2014 End Date: July 31, 2014 Time: 8:15 – 11:45 a.m.

Date School Starts in this School District: August 13, 2014

Location: Address: Anna Kyle Elementary School – Room 2  
1600 Kidder Avenue, Fairfield, CA 94533

A. Staffing - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
Position	Rate/hour	Amount of Benefits			
1. Teacher	32.01	4.13	2,566	0	2,566
2. Bilingual Para-educator	17.61	Included	1,251	0	1,251
3. Para-educator	17.61	Included	1,251	0	1,251
4. Custodian	15.19	5.16	458	0	458
5. Administrator*	Flat rate		334	0	334
6. Assistant Administrator*	Flat rate		200	0	200
7. Secretary	17.72	Included	689	0	689
8. Adult Education Presenters			0	400	400
<b>B. Materials, supplies and equipment (describe below)</b>			1,324	0	1,324
<b>C. Food Service (describe below)</b>			0	State food program	0
<b>D. Overhead Expenses (Ex: indirect costs, rent, utilities, etc. – describe below)</b>			0	400	400
<b>E. Transportation Supports/Incentives(describe below)</b>			25	0	25
<b>F. Outreach Activities (costs not included in other sections)</b>				200	200
<b>H. Enrichment Activities (describe below)</b>			500	0	385
<b>I. Other (describe below)</b>			500	0	300
<b>TOTAL:</b>			9,098	1,000	10,098

\*Time and salary shared by 15 classes at 10 sites.

Budget Narrative:

A. Staffing

*This application is written as contract negotiations are in progress. FSUSD will pay additional salary as necessary to accommodate salary/benefit increases.*

1. **Teacher:** The teacher salary is based on the Fairfield-Suisun Unified Teachers' Association contract. Extended school year rates are the same for all teachers regardless of longevity. District teachers and substitutes are available should a teacher become ill or need to be away from the classroom.
2. **Bilingual/Para-educator:** The para-educator salary is based on the CSEA classified employees' contract. Para-educators' salaries depend on their longevity in the district during the extended school year. The \$17.61 per hour para-educator salary is the amount used to calculate anticipated hiring. It is an average of the highest and lowest salaries and includes benefits. The actual para-educator budget may be slightly higher or lower as longevity may dictate. District para-educators are available to substitute if necessary. Para-educators will be trained to administer required testing and will provide babysitting during Parent Classes.
3. **Custodian:** Custodial services calculated at \$20.35 per hour, 1.5 hours per day for 20 days. Custodians will have 30 minutes set up/clean up time for breakfast, 15 minutes clean up time for lunch and 45 minutes classroom cleaning time daily (90 minutes per day). Each site will have 1.5 hours of custodial time, except for the 2 programs at the Kyle site. That custodian will have 2.25 hours split between the two classrooms.
4. **Administrator:** The administrator will be a current administrator serving in the district, paid a flat rate of \$5,000. The administrator will lead in the planning for the program, securing speakers and enrichment activities as well as planning with teachers for overall program design. The administrator will oversee the program in 15 classes on 10 campuses (It will remain at that rate regardless of classes funded.) Administrator will be responsible for supporting the site staff with attendance, keeping classes at capacity from Waiting Lists, calling parents, enrolling new students, procuring supplies, budget, purchase orders, intervening with students who may not be able to stay in the classroom for health, behavior or emotional issues. The administrator will make sure that KindeReady program is a HIGH QUALITY PROGRAM in every aspect and that EXCELLENT ACADEMIC, SOCIAL, ENRICHMENT AND PARENT PROGRAMS happen at every site. Principals from every participating site are available and willing to support the KindeReady administrator.
5. **Assistant Administrator** The assistant administrator will support the planning and supervision activities of the Administrator, enabling visits to every site every day.
6. **Secretary** The secretary will enroll students, contact parents, enter test data and work with site budgets and supplies.
7. Parent/Guardian Education presenters will be certificated district personnel (teaching and/or administrative credentials) and a Food Services registered dietitian. An approximated average of \$50 per hour (to include benefits) was used to calculate their salaries and benefits. Course preparation time was estimated at 2 hours, and on site time was calculated at 2 hours.

**B. Materials, supplies and equipment = \$1,324**

**1. Learning Dynamics Preschool Materials**

Regular cost per student = \$39      FSUSD cost per student based on agreement to pilot = \$32

32 students x \$32 = \$1,024 per class. Each student receives a home library of 33 books, a CD, a workbook and game pieces that come with the program. Teachers retain the teacher kit.

2. Consumable school supplies (crayons, chalk, paper, art supplies, etc.) approximate cost: \$300

3. Stationary school supplies (scissors, playground equipment, math manipulatives, puzzles, classroom books, etc.) will be used by the program at no charge.

**C. Food Service = \$0**

Breakfast and lunch will be provided daily by our district's Food Services Department at no charge to students at Weir, Sheldon, Kyle and Laurel Creek. Breakfast and lunch will be served to all members of the community

between ages 1-18 at the site when the program is in session. This will be a continuation of services offered during the district's June summer school program. Oakbrook students will complete paperwork to determine free/reduced lunch status; others may purchase a breakfast and/or lunch.

D. Overhead Expenses \$100 per week per classroom = **400**

E. Transportation Supports = **\$25**

Our district does not offer transportation to regular education students. The majority of Kinder Ready students will be attending their neighborhood schools and will not be offered transportation during the regular school year. There may be a very small number of students who will attend from non-participating sites or who wish to transfer from a waiting list at another site. A small budget for student and adult bus fare was included for that situation.

F. Outreach Activities for 15 programs at approximately **\$200** per site

1. Program Flyers (includes staff time for each activity)

Produce flyer

Translate

Print

Mail

2. Auto-Dial Phone Message

Produce message

Translate

Implement Auto-Dial

3. District and School Websites, District Facebook page

Produce and post information

4. Site secretaries/personnel will take care of registration on site as part of their regular work day.

H. Enrichment Activities = **\$500**

The KindeReady Administrator and teachers will plan together for Enrichment Activities that will be exciting, fun, engaging, memorable and inclusive for each site. Some ideas are field trips, ceramics, tumbling and dance classes, musical instrument experiences. Enrichment funds may also be used for a culminating Family Day at the end of the session.

I. Other = **\$500**

1. Parent Education materials (paper, printing, Reading Guides, Reading books) \$200

2. Refreshments for the 4 Adult Education sessions = \$200

3. Other activities to support parent involvement (field trip participation, finger printing, etc.)

Activity	Start/End	# of weeks	Days per week	Time of day	Hours per day	Total hours
Teacher prep (no student) days	6/30-7/3	0	4	TBA	3	12

Teacher training (assessment tool)	TBA	0	2	TBA	1.5	3
Teacher training (Learning Dynamics)	TBA	0	1	TBA	2	2
Teacher in session	7/7-31	4	4	8:15-11:45	3.5	56
Teacher prep during session	7/7-31	4	5	8:00-8:30	.5	12
Para-educator prep with teacher	6/30-7/3	0	4	TBA	3	12
Para-ed training (assessment tool)	TBA	0	2	TBA	1.5	3
Para-educator in session	7/7-31	4	5	8:15-11:45	3.5	70
Para-educator childcare for Adult Ed.	TBA	TBA	TBA	TBA	TBA	6

#1

RECEIVED JAN 27 REC'D

First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application  
Cover Sheet

RFP 2014-01

Name of organization (if applicable): D. H. White Elementary School

Type of Provider:  Licensed Center  Licensed Family Child Care Home  School District

Other (describe) \_\_\_\_\_

	Name	Phone	Email
Applicant	Pierre Laleau	707 374-5335	plaleau@riverdelta.k12.ca.us
Contract Signatory	Don Beno	707 374-1700	dbeno@riverdelta.k12.ca.us
Contact for training, receiving materials, invoicing, survey and follow-up reports?	Sandra Gifford/Pierre Laleau	707 374-5335	sgifford@riverdelta.k12.ca.us

Address(s) where Pre-K Academy services are located:

500 Elm Way, Rio Vista, CA 94571

Applicant Mailing Address (if different): \_\_\_\_\_

Please list the number of grants requesting, by site:

	Site Location	Date of academy	Time	Day(s) of week M-T-W-Th-F	# of Children	Amount Requested
1	DH White	7/7/14 to 8/1/14	8:30 - 11:30	M to F	40	\$10,000
2						
3						
4						
5						
6						
7						
Totals					40	\$10,000

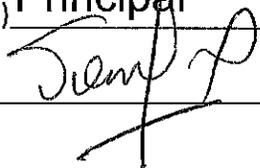
I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with:

No qualifications  qualification(s) and request for medication(s) (use separate sheet):

Print Name and Title of Person Submitting Application:

(Name) Pierre Laleau (Title) Principal

Signature of Person Submitting Application: \_\_\_\_\_



**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**I. Proposal Description**

1. **Activities (40 points)** Describe the approach to be used in the proposed Pre-K Academy.

- a. What needs do you anticipate children without formal childcare or preschool experience to have, and how will your Pre-K Academy address these needs?

Students entering Kindergarten without Pre-K or Pre-K Academy experiences are at a great deficit compared to those who do and can attend such programs; they are without the foundations for school success. Many of the children have limited experiences interacting with peers and teachers, while others may not yet know how to listen or follow a structured class schedule. Providing a Pre-K Academy, students will gain exposure to letters, colors, shapes, and counting and cardinality. In addition, the Pre-K Academy exposes students and familiarizes them with their upcoming school setting which would include learning the campus and important points such as the cafeteria, restroom, playground, as well as learning to follow school-wide rules. The Academy will assist in building the pivotal skills which are foundational to successful learning upon entering their kindergarten year. It will also allow and provide opportunities for parents to begin building relationships with the school site and staff.

- b. Describe the specific early education, early literacy and/or early numeracy curriculum and activities to promote social-emotional growth and development.

There will be opportunities through the morning for children to experience structured 'social play'. The students engage in role play situations facilitated by the Pre-K Academy teachers. Appropriate and positive peer interaction is expected, taught, and promoted throughout the program. They will become proficient in appropriate school behavior and develop an awareness of the daily activity schedules. The activities are not limited to the following: sharing, taking turns, learning to use a writing instrument, safe use of scissors, etc.

- c. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area.

DH White Elementary School prides itself on having teachers trained and currently implementing Common Core Standards in our kindergarten classes. Our curriculum consists of Houghton Mifflin and SIPPS for English Language Arts, and enVision for our Mathematics program. The Pre-K Academy will be taught by two credentialed kindergarten teachers who have been trained and have utilized the programs listed above. The Pre-K Academy will specifically expose students to Houghton Mifflin for instruction. It is our intention to have one bilingual (English/Spanish) tutor to assist student who speak Spanish and whose first language is not English. Student progress will be measured by the Kindergarten Student Entrance Profice (KSEP) test administered within the first 3 day of the Academy and during the last 3 days.

- d. Describe enrichment activities that will be part of the Pre-K Academy. A separate line item in the budget can be included to accommodate activities such as field trips or special presenters/instructors.

The enrichment focus of our Pre-K Academy will mainly be art and music. We strongly believe art and music are incredible opportunities for students to express themselves, develop interests and learn important skills such as following directions, colors, sharing, working in groups, etc. As a take away for participating in the program and enrichment activities, each child will exit the academy with school and art supplies to continue their love for the arts that we hopefully promote and help develop. In addition to art, music, and rich curricular experiences, our teacher will provide additional enrichment in form of board games, team sports, and a visit from the librarian.

We plan on including parents in many of our enrichment activities, such as meeting with the librarian, as well as meeting with the nurse regarding student welfare and immunization. Our parent workshops will include, but not limited to, how to help your child get ready for kindergarten, the importance of attendance and how every-minute of instruction counts, the importance of parental involvement and ways to get involved on campus, the Common Core standards for Kindergarten and what your child is expected to know at the end of Kindergarten, how to use household items to reinforce mathematics in the home, story telling and asking text dependent and comprehension questions, make-it and take-it flash cards for high frequency words, promoting social interaction and appropriate peer relationships.

- 2. Qualifications, Ratios, Language, Culture (15 points)** Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

The program will be held at DH White Elementary School, the largest elementary school site in our District. We intend to have two credentialed teachers who have taught Kindergarten servicing our students, as well as one instructional bi-lingual aide (Spanish/English). We anticipate having 40 students attend the Pre-Kindergarten Academy with 20 students per classroom. Having the Pre-K Academy at this site will assist students with learning the school facility, develop pivotal skills that may be lacking such as letters, numbers, colors and shapes. Some of the student enrolled will be exposed to and have the opportunity to learn English for the first time. The Pre-K Academy will also provide all students with the opportunities to learn to interact and communicate with peers in a school setting.

**Additional Question:**

- a. Does program/budget provide backpacks/school supplies to children at the end of the program?

Yes

No

- b. Would you like the Dental Van to visit your program?

Yes

No

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session – up to \$10,000 per session.*

Session #: 1					
Dates: July 7, 2014 to August 1, 2014					
Location: DH White Elementary School, 500 Elm Way, Rio Vista, CA 94571					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>	7367	1136	8503
1. Teacher	25/100	3.34/100			
2. Teacher	25/100	3.34/100			
3. Instructional Tutor	13.67/100	3.34/100			
4. Administrative Duties	25/40	3.34/40			
5.					
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			833	200	1033
<b>C. Food Service</b> (describe below)				2970	2970
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)				2792	2792
<b>E. Outreach Activities</b> (costs not included in other sections)					
<b>F. Enrichment Activities</b> (describe below)			1,800		1800
<b>G. Other</b> (describe below)					
<b>TOTAL:</b>			10,000	7098	17098

**Budget Narrative:**

We will have 2 teachers @ \$25 per hour/4 hours a day, 1 instructional assistant @ \$13.67 per hour/4 hours a day, and 1 administrator (in-kind from District); a nutritional breakfast at school and a bag lunch to take home will be provided for every students every day (in-kind from District). Materials & supplies (literacy, math, music, writing, painting, etc.). Enrichment activities: music, science, healthy foods class. Overhead expenses include cost of classrooms, cafeteria, and custodial services (in-kind from District).

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**III. Outreach and Attendance (15 points)**

1. Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc

The School District will advertise around Rio Vista and around the towns that form our District. The school will hold, in February a Kinder Round-up (outreach) meeting and send out phone and written messages to parents regarding the Kinder Academy.

2. Check all that apply and describe, including timeline for activities and expected number of children from each source.

Activity	Description	Timeline/When	# of Children
School district-held lists	siblings	February	15
Newspaper/radio			
Word of mouth	School town and successful past program	ongoing	20
Collaborate with other Pre-K providers			
Flyers	posted around town	February	5
Other			

3. What specific efforts will you make to reach children who are considered "high risk" including non-English speakers, lower income, children at risk of family violence or abuse?

We have a District dialer where current student families can be contacted. The current site Administrator speaks Spanish and will make the call informing families of the program. There is also the District DELAC and school ELACs where information can be sent to Non-English speaking families.

4. Tell us how you will ensure that the program slots will remain full at least through the first 3 weeks.

Students will be given challenging but fun activities to do that will generate interest on the part of the students and parents. The school administration will ensure the importance of the Pre-K Academy and communication to families during Kinder Round Up as well as the start of the summer academy.

5. Will you maintain a waiting list?  Yes  No If no, why not?

6. How will you maintain contact with children on a waiting list?

Once families register for the Pre-K Academy, we will have their phone numbers to contact them in the eventuality that a spot opens. If we are unable to reach families, we will utilize our support staff to conduct a home visit as well to inform them of space becoming available.

7. Please note any other plans to maintain full attendance.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**IV. Family Engagement and Parent Education(10 Points)**

Effective family engagement helps parents to continue their involvement past the 4 week program and into their child's formal K-12 education experience. Research shows that children are more likely to succeed in school when their parents are involved with, and understand what is happening at school.

1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.

Each week of the Pre-K Academy, parent workshops will be held and facilitated by the credentialed teachers in the program. Our parent workshops will include, but not limited to:

- How to help your child get ready for kindergarten, the importance of attendance and how every-minute of instruction counts.
- The importance of parental involvement and ways to get involved on campus.
- Common Core standards for Kindergarten and what your child is expected to know at the end of Kindergarten, how to use household items to reinforce mathematics in the home, storytelling and asking text dependent and comprehension questions, make-it and take-it flash cards for high frequency words.
- Promoting social interaction and appropriate peer relationships.

2. Describe your plan to engage families/caregivers in the child's Pre-K experience. Check all that apply and describe, including (1) timeline and frequency and (2) content/topic of engagement activity.

Activity	Content/Topic of activity	Timeline/Frequency
Parent meeting(s)	importance of learning at a very young age	Feb / 1 meeting
At home learning activities	homework learning letters, colors, numbers	all 4 weeks
Conference		
Flyer/Information Sheets	Flyers/information sheets will be posted	Jan. and Feb.
School Tour	Principal will give parents a tour of the school	Feb. to June
Informal parent-parent networking		
Volunteering		
Other		

3. Describe your capacity to reach families who do not speak English

The principal of DH White Elementary School speaks Spanish fluently. We have numerous staff members to assist with families who do not speak English in both verbal and written form.

4. Some families face barriers such as time, transportation, child care, etc. How will you help families overcome these barriers?

We will promote parent carpooling and ask the PTC on campus to assist with communication among families on the scheduling of transportation to and from the Pre-K Academy. For parent workshops and meetings to promote the academy, we will provide child care and hold it both in the morning and evenings to accommodate family work and life schedules. We will also provide all meeting information in writing form on our school website.

5. What efforts will you make if a child's attendance wanes or stops attending or a parent expresses desire to "drop out" of the program?

The principal and teachers will reach out to the families via phone, and home visit if necessary. If a parent expresses a desire to "drop out" of the program, the staff will meet with the family to try and determine the reasons and causes, and find solutions to ensure continuity in the program.

6. How will you know that your family engagement activities have been successful? (what are your goals and how will you measure them?)

Our program goals include reaching our target of 40 students to attend the Pre-K Academy with 100% attendance. We will measure this goal by sign ups and registration and with daily attendance sheets.

7. How will you maintain parent interest between the time families are accepted and the first day of the Pre-K program (e.g., so there is little or no drop off between signing up and a child attending)?

Continual outreach and reminders will be sent in the mail (personalized letters and reminders to each family), as well as use of our auto-dialer phone system. We will also keep information updated and posted on our website. We will reconfirm by phone calls the week before the Academy begins.

8. What type of parent incentives are included in your budget?

The principal will hold a raffle at Kinder Round Up for parents who have registered their students for the Pre-K Academy (in-kind). We will also provide light snacks for parent trainings as well as school supplies for all students who participate which we feel will be an incentive for participation

#2

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First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application  
Cover Sheet

Name of organization (if applicable): Travis Unified School District

Type of Provider:  Licensed Center  Licensed Family Child Care Home  School District  
 Other (describe) \_\_\_\_\_

	Name	Phone	Email
Applicant	Kate Wren Gavlak	707-437-8210	kgavlak@travisusd.k12.ca.us
Contract Signatory	Michelle Richardson	707-437-8220	mrichardson@travisusd.k12.ca.us
Contact for training, receiving materials, invoicing, survey and follow-up reports?	Connie Green	707-437-8202	cgreen@travisusd.k12.ca.us

Address(s) where Pre-K Academy services are located:  
3101 Markeley Lane, Fairfield, CA 94533

Applicant Mailing Address (if different): 2751 De Ronde Dr., Fairfield, CA 94533

Please list the number of grants requesting, by site:

	Site Location	Date of academy	Time	Day(s) of week M-T-W-Th-F	# of Children	Amount Requested
1	Center Elem.	July 21-Aug 14	8:30-11:30	M-T-W-Th	24	\$9,999.05
2	Center Elem.	July 21-Aug 14	8:30-11:30	M-T-W-Th	24	\$9,999.05
3						
4						
5						
6						
7						
Totals						\$19,998.10

I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with:  
 No qualifications  qualification(s) and request for medication(s) (use separate sheet):

Print Name and Title of Person Submitting Application:

(Name) Connie Green (Title) Lang. Learner Coordinator

Signature of Person Submitting Application: Connie Green

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**I. Proposal Description**

**1. Activities (40 points)** Describe the approach to be used in the proposed Pre-K Academy.

- a. What needs do you anticipate children without formal childcare or preschool experience to have, and how will your Pre-K Academy address these needs?

From previous experience, children without formal childcare or preschool experience, come to school with a distinct disadvantage as compared to their peers who experienced preschool. Children without preschool experience not only lack critical academic preparation, they are also lacking in social/emotional development. Important skills such as working with others, following routines, understanding the need for rules, communicating with peers and adults, taking care of personal needs, and understanding the purpose of "school" are critical to social/emotional development and school success. English Learner students will be at a greater disadvantage due to the challenges of learning and functioning in a new language. Travis USD's Pre-K Academies will provide opportunities for academic, physical, and social/emotional growth for these children. The District will follow the model used for its Transitional Kindergarten program which is based upon the early kinder-transitional curriculum guides for English-Language Arts, Mathematics, Social/Emotional, and Physical Development.

- b. Describe the specific early education, early literacy and/or early numeracy curriculum and activities to promote social-emotional growth and development.

Our Pre-K Academies will use Pre-K Splash from Houghton Mifflin Harcourt Publishing as the primary curriculum. Pre-K Splash provides integrated, comprehensive, child-centered activities designed to engage students of this age group. Lessons within Pre-K Splash are comprehensive in design and include early literacy, early numeracy, and lessons targeted toward English Learners. Activities such as dramatic play, music and art, physical movement, enrichment activities such as field trips, and social/emotional activities to prepare students for the kindergarten experience will be included to meet the specific needs of the students. To determine individual student needs, parents will complete a survey concerning their child's needs at the Orientation on July 18, 2014. In addition, the pre-assessment will also provide valuable information relative to each child's specific needs. Weekly parent trainings will be offered so that the curriculum can be carried over to the child's home.

- c. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area.

Travis Unified School District's Pre-K Academies will be modeled after the District's Transitional Kindergarten program. The existing Transitional Kindergarten curriculum and Transitional Kindergarten standards-based report card will be used to ensure that the proposed program aligns with the established Kindergarten program in Travis USD. A good Kindergarten program is more than adopted curriculum and includes developmentally appropriate classrooms and play facilities. Our Pre-K Academies will be housed in existing Kindergarten classrooms which will support not only academic domains, but also the social/emotional and physical development domains.

- d. Describe enrichment activities that will be part of the Pre-K Academy. A separate line item in the budget can be included to accommodate activities such as field trips or special presenters/instructors.

The Pre-K Academies will take a field trip to the Vacaville Cultural Center Library to participate in Storytime, get a tour of the Library, and get a Library Card. The students will also participate in other visual and performing arts activities scheduled for that day at the Cultural Center. Students will participate in the Library's Summer Reading Program and will receive a free book upon completion. In-house programs (science, physical education, etc.) and on-site visual and performing arts activities will be included with parents invited to attend also. Travis USD's Robotics Teams from Vanden High School and/or Golden West Middle School will give an on-site robotics demonstration to spark the imagination and interest in science for our young Pre-K Academy students.

- 2. Qualifications, Ratios, Language, Culture (15 points)** Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

Each academy will be staffed with two certificated teachers and one instructional aide. This yields a ratio of 3 adults per 24 students allowing for small group work. Certificated teachers and the instructional aide hired for these positions will be appropriately credentialed and will have specific experience in working with children in this age group. At least one of the three staff members for each academy will be bilingual to address the needs of English Learners. Center Elementary houses our existing Transitional Kindergarten program, and, therefore, meets the facility needs for the Pre-K Academies. Classes will be held in existing Kindergarten classrooms which will meet the environmental needs of these students. A district administrator will oversee and supervise the Academies to ensure adherence with the program design. Information will be gathered from registration information and parent surveys in order to create a culturally sensitive curriculum and environment. The district's Language Learner Coordinator will be highly involved in the set-up and monitoring of the Academies to ensure that the program is culturally appropriate and addresses the needs of all students.

Note: Our plan is to hold both sessions at Center Elementary School. However, should student demographics dictate, Travis USD may move one of the two sessions to an elementary school located in Vacaville (Cambridge or Foxboro). If this should happen, the Academy session located at Cambridge or Foxboro would be housed in an existing Kindergarten classroom. All other conditions pertaining to the environment and curriculum would be the same as the Academy housed at Center.

**Additional Question:**

- a. Does program/budget provide backpacks/school supplies to children at the end of the program?

Yes

No

- b. Would you like the Dental Van to visit your program?

Yes

No

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session – up to \$10,000 per session.

Session #: 1 and 2 (budget is exactly the same for both sessions)					
Dates: July 21 through August 14, 2014					
Location: Center Elementary School: 3101 Markeley Lane, Fairfield, CA 94533					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>			
1. 2 certificated teachers	38.21	313.17	\$6679.05	\$665.00	\$7344.05
2. 1 instructional aide	13.01	195.03			
3.					
4.					
5.					
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			\$1200.00		\$1200.00
<b>C. Food Service</b> (describe below)			\$600.00		\$600.00
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			\$820.00		\$820.00
<b>E. Outreach Activities</b> (costs not included in other sections)			\$200.00		\$200.00
<b>F. Enrichment Activities</b> (describe below)			\$500.00		\$500.00
G. Other (describe below)				\$800.00	\$800.00
<b>TOTAL:</b>			\$9999.05	\$1465.00	\$11464.05

**Budget Narrative:**

Staffing: 2 teachers @\$38.21/hr for 65.5hrs=\$5005.52 + \$626.34 (benefits)=\$5631.86; 1 instruc. aide @ \$13.01/hr for 65.5hrs=\$852.16 + \$195.03 (benefits)=\$1047.19 (65.5 hrs=16 days@3.5 hrs + 3hrs Orientation + 6.5hrs prep). In-kind for one prep day @ 6.5hrs. Materials: 26 backpacks @\$17.10 each; school supplies \$140.00; 26 parent books \$234; 26 student books \$260. Food Service: snack provided by TUSD Food Service (16days @ \$1.50 for 24). Overhead Expenses: Custodial \$500; utilities \$320. Outreach: printing costs \$200. Enrichment act: bus for field trip \$300; in-house activities \$200

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**III. Outreach and Attendance (15 points)**

1. Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc

Parents will complete a form regarding previous preschool/childcare experience at time of kindergarten registration. Information will be posted on district and school web sites. Flyers will be placed at local community centers, pediatrician's offices, and elementary school sites. For Travis Air Force Base, the base liaison will publicize through a Facebook page and other means.

2. Check all that apply and describe, including timeline for activities and expected number of children from each source.

	<b>Activity</b>	<b>Description</b>	<b>Timeline/When</b>	<b># of Children</b>
<input checked="" type="checkbox"/>	School district-held lists	kindergarten registration starting March 3rd	March 3 ongoing	50
<input checked="" type="checkbox"/>	Newspaper/radio	KUIC radio announcements; local ad in The Reporter	ongoing starting 3/3	6
<input checked="" type="checkbox"/>	Word of mouth	Kinder. regis., PTA meetings; Family Nights	ongoing starting 3/3	6
<input checked="" type="checkbox"/>	Collaborate with other Pre-K providers	Collaborate with surrounding school districts (FSUSD and VUSD)	ongoing starting 3/3	6
<input checked="" type="checkbox"/>	Flyers	Community Centers, schools, and pediatrician's offices	ongoing starting 3/3	6
<input checked="" type="checkbox"/>	Other	District and school web sites	ongoing starting 3/3	6

3. What specific efforts will you make to reach children who are considered "high risk" including non-English speakers, lower income, children at risk of family violence or abuse?

Travis USD will work with our district Foster Youth Liaison to identify foster youth at registration time. English Learner and homeless students can be identified at kindergarten registration. School site staff will provide information about enrolling kindergartners who qualify as low-income and at-risk students based on knowledge of family history, siblings, and background.

4. Tell us how you will ensure that the program slots will remain full at least through the first 3 weeks.

Families will receive frequent communication to maintain an interest in the program. Parents will be notified before the Academies start that 3 or more absences may result in their child being dropped and replaced by a student on the waiting list. Parents will be counseled if attendance becomes a concern and a solution will be worked out to keep students in the program.

5. Will you maintain a waiting list?  Yes  No If no, why not?

Travis USD will maintain a waiting list for the Academies. The waiting list will be developed from kindergarten registrations received starting on March 3rd. The enrollment period for the Academies will remain open from March 3rd through June 13th.

6. How will you maintain contact with children on a waiting list?

We will maintain a database of all eligible students. This database will be used to send letters, phone calls, and emails to parents of all students including those on the waiting list. Parents of students on the waiting list will be invited to attend parent workshops and the Orientation.

7. Please note any other plans to maintain full attendance.

Parents will be encouraged to join a Parent Network to share email addresses and phone numbers. The Network will become a safety net for parents who might need to carpool, exchange day-care, or problem-solve other issues hindering full attendance. Attendance will be monitored closely and parents will be counseled if attendance becomes a concern. Good attendance will be recognized on a weekly basis through an incentive program.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**IV. Family Engagement and Parent Education(10 Points)**

Effective family engagement helps parents to continue their involvement past the 4 week program and into their child’s formal K-12 education experience. Research shows that children are more likely to succeed in school when their parents are involved with, and understand what is happening at school.

1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.  
 Orientation: 2 hours including school tour, school readiness and academic activities, playground orientation, parent network, and parent survey.  
 Early Literacy: 1 hour-kindergarten expectations, letter names and sounds, importance of reading plus parent “Make and Take” activity.  
 Early Numeracy: 1hour-kindergarten expectations, counting to 30 & beyond, writing numbers, number recognition plus parent “Make and Take” activity.  
 Kindergarten Readiness: 1 hour-Health and nutrition, attendance, physical activity, and vaccinations. End of session parent survey to gather feedback.
2. Describe your plan to engage families/caregivers in the child’s Pre-K experience. Check all that apply and describe, including (1) timeline and frequency and (2) content/topic of engagement activity.

	<b>Activity</b>	<b>Content/Topic of activity</b>	<b>Timeline/ Frequency</b>
X	Parent meeting(s)	Pre-K Academy Parent Information meetings	April-June
X	At home learning activities	Make & Take activities provided at parent trainings	weekly
X	Conference	Parent/Teacher conferences after 2 weeks and 4 weeks	At least 2 times
X	Flyer/Information Sheets	Teacher newsletters with at-home activities	weekly
X	School Tour	Orientation July 18, 2014	Once at Orient.
X	Informal parent-parent networking	Parent net-work sign-up at Orientation; parent waiting room	ongoing
X	Volunteering	Sign-ups at Orientation and first few days of the Academies; parents will volunteer as much as they can throughout the four weeks	7/18 & ongoing
	Other		

3. Describe your capacity to reach families who do not speak English  
 The district’s Language Learner Coordinator will provide curriculum in other languages as needed and will also arrange for district-paid translators if required. All forms and newsletters can be translated as needed. The district’s automated phone system also has the capacity to translate into other languages.

4. Some families face barriers such as time, transportation, child care, etc. How will you help families overcome these barriers?

Through the Parent Network, parents will have contact with other parents to arrange for carpools, trade child-care, and solve other issues. We will provide free child-care for all Academy activities. A parent survey will help us gather information about parent availability in order to schedule trainings and conferences at the best times for parents. Travis USD will provide transportation if needed.

5. What efforts will you make if a child's attendance wanes or stops attending or a parent expresses desire to "drop out" of the program?

After the third absence, a conference will be scheduled with the parent. At the conference, strategies will be developed to help the parent with problems they are facing in getting their child to school. If the parent wants to drop out of the program, a conference will be scheduled and the benefits of attending the Academy will be reinforced.

6. How will you know that your family engagement activities have been successful? (what are your goals and how will you measure them?)

We expect 75% parent attendance at all events. Sign-in sheets for each event will help us measure attendance. Parents will complete a survey at the end of the Academy to provide feedback on the effectiveness of all components of the program (Orientation and parent trainings).

7. How will you maintain parent interest between the time families are accepted and the first day of the Pre-K program (e.g., so there is little or no drop off between signing up and a child attending)?

We will maintain a student database that will enable us to make frequent phone calls and emails to parents to keep them informed about the program and activities. Parents will also receive letters with updates and planned activities for the Academy frequently.

8. What type of parent incentives are included in your budget?

Each child will receive a free backpack with school supplies inside and a book. Parents will receive a parent resource book titled Summer Learning. Free child care will be available for all activities and food will be offered at the Orientation. Transportation will be provided if parents need it. Translators will be available for English Learner parents.

#3

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First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application  
Cover Sheet

Name of organization Vacaville USD

Type of Provider: School District

	Name	Phone	Email
Applicant	Kimberly Forrest	707.453.6142	kimberlyf@vacavilleusd.org
Contract Signatory	Kimberly Forrest	707.453.6142	kimberlyf@vacavilleusd.org
Contact for training, receiving materials, invoicing, survey and follow-up reports?	Kimberly Forrest	707.453.6142	kimberlyf@vacavilleusd.org

Address(s) where Pre-K Academy services are located:

500 South Orchard Avenue, Vacaville, CA 95688

Applicant Mailing Address (if different): \_\_\_\_\_

Please list the number of grants requesting, by site:

	Site Location	Date of academy	Time	Day(s) of week M-T-W-Th-F	# of Children	Amount Requested
1	Alamo Elementary (Alamo A)	7/7- 8/1	8:30-11:30	M-F	33	\$10,000.00
2	Alamo Elementary (Alamo B)	7/7- 8/1	8:30-11:30	M-F	33	\$10,000.00
3						
4						
5						
6						
7						
Totals				20 Days	66	\$20,000.00

I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with: **No qualifications**

Print Name and Title of Person Submitting Application:

(Name) Kimberly A. Forrest (Title) Director of Instruction, Curriculum, and Assessment

Signature of Person Submitting Application: 

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**I. Proposal Description**

**a. Activities (40 points)** Describe the approach to be used in the proposed Pre-K Academy.

**a. What needs do you anticipate children without formal childcare or preschool experience to have, and how will your Pre-K Academy address these needs?**

*As children approach the time to begin their formal school instruction, they will find the greatest success if they are equipped with a variety of skills, knowledge, and expectations prior to the first day of school. Our youngest students need support learning to negotiate the complexities of working in a large group while learning the critical skills of taking turns and sharing. They must learn to work independently and as a team while navigating between large and small group activities, recess, and snack. Children need to be able to self-regulate and express their needs to teachers as well as deal with any sort of separation anxiety from caregivers. Pre-K Academy (PKA) students will benefit as they become familiar with daily classroom routines and classroom procedures. Students also need to have a firm foundation in reading and language development that includes concepts of print, letter recognition, and vocabulary. They need to have the ability to read and write their name, develop an understanding of one-to-one correspondence and number sense, and build fine-motor skills. Vacaville's Pre-K Academy program will provide learners with a wealth of hands-on and enrichment experiences to address each area indicated to promote a positive and successful transition to Kindergarten.*

**b. Describe the specific early education, early literacy and/or early numeracy curriculum and activities to promote social-emotional growth and development.**

*Vacaville Unified School District is partnering with the U.C. Davis Math Project to implement Common Core State Standards (CCSS) in Math. To empower our PKA students with the knowledge and skills that CCSS math requires, instruction will focus on numbers 1 – 5. This begins with the ability to immediately know how many items lie within the visual scene (Subitizing) and knowing number names and the count sequence, but continues with a deeper understanding of the relationship between numbers and quantities and connecting counting to cardinality.*

*Through the use the Treasures and Handwriting Without Tears programs, students will experience a variety of learning modalities in their Reading and Language Arts education. The Treasures curriculum establishes key instructional routines for what is expected of children during language arts instruction. Treasures' builds the foundation for reading success by teaching and reinforcing beginning reading concepts such as print concepts, phonological awareness, listening comprehension, the alphabet principal, and vocabulary development. The Pre-K Handwriting Without Tears program focuses on writing readiness and teaches the fine-motor skills needed for writing. Students will learn how to use a correct and efficient pencil grip and how to stabilize paper with the non-writing hand while coloring, drawing, and writing.*

*In addition to regular classroom activities, the day will start with a transitional activity involving parents as they drop off their children – literacy, numeracy, and fine motor activities - so that children will get used to school routines and will allay any fears of abandonment or separation anxiety. The parent will learn the importance of their child mastering certain skills and what they can do at home to extend the specific activity.*

**c. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area.**

*Treasures is the adopted TK-6 Reading/Language Arts curriculum in VUSD. We plan to use the sound spelling cards and other related activities to familiarize students with this curriculum. The goal is to promote reading proficiency by integrating foundational reading skills such as the alphabet, phonemic*

awareness, and writing activities. This curriculum is aligned to California's Kindergarten ELA standards and the Common Core State Standards. The numeracy activities focusing on numbers 1 – 5 will support our Kindergarten Common Core State Standards in Math

- d. Describe enrichment activities that will be part of the Pre-K Academy. A separate line item in the budget can be included to accommodate activities such as field trips or special presenters/instructors.**

*To allow for variety and an additional educational opportunity, the PKA will include a weekly STEM related enrichment activities. The enrichment activities are meant to help bridge the "experience gap" that we sometimes see in students who have experienced economic and cultural barriers. The experiences will include but not limited to science and technology.*

- b. Qualifications, Ratios, Language, Culture (15 points)** Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

*Our previous PKA programs have been welcoming and have effectively served culturally and linguistically diverse children. Our PKA experiences have guided us to a new staffing model for the 2014 program. We will have 2 classes, each with 33 students. 3 credentialed and experienced early childhood educator teachers will instruct the students. The students will also be supported by 3 paraprofessionals, with at least one of the paraprofessionals being bilingual. The staffing will allow for differentiated instruction and a 1:11 teacher student ratio.*

**Additional Question:**

- a. Does program/budget provide backpacks/school supplies to children at the end of the program?  
**Yes**
- b. Would you like the Dental Van to visit your program?  
**Yes**

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session – up to \$10,000 per session.*

Session # 1 Alamo A					
Dates: July 7 – August 1, 2014					
Location: Alamo Elementary School					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/Day</b>	<b>Amount of Benefits</b>			
1. 100 %Teacher	\$140 x 21 days	\$400	\$3,340		\$3,340
2. 50% Teacher	\$70 x 21 days	\$200	\$1,670		\$1,670
3. 1.5 Paraprofessional	\$80 x 21 days	\$153	\$2,675		\$2,675
4. Clerical	\$20.00 an hour	\$240		\$800	\$800
5. Custodian	\$37.00 an hour	\$40		\$410	\$410
6. Administrator	\$225 x 21 days	\$577		\$5,302	\$5,302
<b>B. Materials, supplies and equipment</b> (describe below)			\$1,700	\$100	\$1,800
<b>C. Food Service</b> (describe below) Students will receive lunch daily provide by VUSD Child Nutrition Dept.				\$2,000	\$2,000
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)				\$1,000	\$1,000
<b>E. Transportation Supports/Incentives</b> (describe below) Vacaville City Coach Passes will be provide to families who are in need of transportation services				\$100	\$100
<b>F. Outreach Activities</b> (costs not included in other sections) St. Mary's Information/ Registration Fair				\$300	\$300
<b>H. Enrichment Activities</b> (describe below) Weekly activities for Art, Cooking, Science, or Dance			\$615		\$600
<b>TOTAL:</b>			\$10,000	\$9,112	\$19,112

**Budget Narrative:**

1.5 Credentialed Teachers @ \$ 140.00 per 20 days and 1 day of training.

1.5 Paraprofessional @ \$80.00 per day and 1 day of training

VUSD will provide the cost of clerical support, custodial support, and administrative support.

The supplies and materials include instructional supplies and backpacks filled with school supplies.

VUSD Child Nutrition Department will provide a nutritious lunch for all students.

VUSD will cover the cost of facilities use.

VUSD will cover the cost of registration outreach activities Enrichment activities will include ,but are not limited to, weekly science activities.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

Session # 1 Alamo B					
Dates: July 7 – August 1, 2014					
Location: Alamo Elementary School					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/Day</b>	<b>Amount of Benefits</b>			
1. 100 %Teacher	\$140 x 21 days	\$400	\$3,340		\$3,340
2. 50% Teacher	\$70 x 21 days	\$200	\$1,670		\$1,670
3. 1.5 Paraprofessional s	\$80 x 21 days	\$153	\$2,675		\$2,675
4. Clerical	\$20.00 an hour	\$240		\$800	\$800
5. Custodian	\$37.00 an hour	\$40		\$410	\$410
6. Administrator	\$225 x 21 days	\$577		\$5,302	\$5,302
<b>B. Materials, supplies and equipment</b> (describe below)			\$1,700	\$100	\$1,800
<b>C. Food Service</b> (describe below) Students will receive lunch daily provide by VUSD Child Nutrition Dept.				\$2,000	\$2,000
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)				\$1,000	\$1,000
<b>E. Transportation Supports/Incentives</b> (describe below) Vacaville City Coach Passes will be provide to families who are in need of transportation services				\$100	\$100
<b>F. Outreach Activities</b> (costs not included in other sections) St. Mary's Information/ Registration Fair				\$300	\$300
<b>H. Enrichment Activities</b> (describe below) Weekly activities for Art, Cooking, Science, or Dance			\$615		\$600
<b>TOTAL:</b>			\$10,000	\$9,112	\$19,112

**Budget Narrative:**

1.5 Credentialed Teachers @ \$ 140.00 per 20 days and 1 day of training.  
 1.5 Paraprofessional @ \$80.00 per day and 1 day of training  
 VUSD will provide the cost of clerical support, custodial support, and administrative support.  
 The supplies and materials include instructional supplies and backpacks filled with school supplies.  
 VUSD Child Nutrition Department will provide a nutritious lunch for all students.  
 VUSD will cover the cost of facilities use.  
 VUSD will cover the cost of registration outreach activities  
 Enrichment activities will include but are not limited weekly science activities.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**III. Outreach and Attendance (15 points)**

- 1. Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc.**

*Informing parents about kindergarten registration has been strength of the Vacaville USD. We understand that it is critical for us to find the means to inform parents of how and when to register for kindergarten but also why it is important to register children early. Some effective means that are employed are using social media, public service announcements, church bulletins, being visible at community events, and through encouraging other parents to spread the word. In addition, we have a partnership with St. Mary's Catholic Church and will dedicate the April After Mass Forum (including the Spanish Mass) to communicating importance of school readiness and kindergarten enrollment opportunities. The entire forum is in English and Spanish.*

*When parents enroll their children for kindergarten at the school sites, the school secretaries encourage parents to complete a simple "interest form" (in English and Spanish) as part of the registration packet. The form allows us to collect information on pre-school or childcare experience and/or students that are English Learners.*

*Students with little to no experience are screened and invited and to join the program. If room allows, we also invite children who may have some preschool experience and are English Learners and students who have siblings enrolled that are eligible for free and reduced lunch. We have bilingual clerical support to help communicate with families that don't speak English.*

- 2. Check all that apply and describe, including timeline for activities and expected number of children from each source.**

Activity	Description	Timeline/When	# of Children
School district-held lists	Schools inform and recruit students through the kindergarten registration process	March – June	60
Newspaper/radio	Provided by First 5		
Word of mouth	Information is provided to members of site ELAC committees and school site councils. Members are encouraged to share information with friends and neighbors. Information is posted on all school websites.	March - June	15
Collaborate with other Pre-K providers	We have reviewed other Pre K Applications to gain information about possible program design to best meet student needs.		
Flyers	Flyers are posted on the district's electronic bulletin board, at schools, and the public libraries, and at child care centers.	March – July	10

	Other	All electronic and hard copies will be published in English and Spanish		
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**3. What specific efforts will you make to reach children who are considered “high risk” including non-English speakers, lower income, and children at risk of family violence or abuse?**

*A lack of awareness and understanding of the PKA may prevent many families from accessing its services. Hard to Reach families and caregivers may not have the social support networks that spread the word and promote involvement in school based activities like our PKA. Our plan for a specific, proactive recruitment strategies to ensure that potentially eligible children in the community are aware of the availability of the program.*

- *Coordinate the distribution of the materials with school sites and other social and community settings*
- *Outreach to family, friend, and neighbor child care providers within the community to encourage participation in the program.*
- *Collaboration with other community or social service agencies (other than those who also serve young children in the area), such as religious establishments, case workers, youth centers, libraries, etc. can reach families who are not connected to the early education world in any way.*

**4. Tell us how you will ensure that the program slots will remain full at least through the first 3 weeks.**

*We have designed a new staffing model to ensure that the program slots are full each day. We will begin with 33 students in each of the two classes to ensure that the minimum enrollment requirements are met. Full enrollment will be maintained and overseen by the program administrator and teachers. Parents will be provide information on the registration form, at the first day Family Meeting and the subsequent daily parent/caregiver meetings that will emphasis the important on time daily attendance.*

*If a child is absent, a phone call will be made that day to inquire the reason for the absence. The parents/caregiver will be reminded of the importance of on time daily attendance and will be provided support, if need.*

*We will keep a diligent watch over attendance and if an opening does occur, we will fill it with students on the waiting list.*

**5. Will you maintain a waiting list?      Yes**

**6. How will you maintain contact with children on a waiting list?** We will contact parents on the waiting list by phone, email or text. Home visits will occur, if necessary.

**7. Please note any other plans to maintain full attendance.** Daily Parent/Caregiver Meetings and a welcome, supportive environment.

**IV. Family Engagement and Parent Education (10 Points)**

*Effective family engagement helps parents to continue their involvement past the 4 week program and into their child’s formal K-12 education experience. Research shows that children are more likely to succeed in school when their parents are involved with, and understand what is happening at school.*

1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.

Getting Ready for Kindergarten: Language Development
Getting Ready for Kindergarten: Learning and Thinking
Getting Ready for Kindergarten: Beginning Reading
Getting Ready for Kindergarten: Beginning Writing
Getting Ready for Kindergarten: Numbers and Counting
Getting Ready for Kindergarten: Social and Emotional Development

2. Describe your plan to engage families/caregivers in the child’s Pre-K experience. Check all that apply and describe, including (1) timeline and frequency and (2) content/topic of engagement activity.

Activity	Content/Topic of activity	Timeline/Frequency
Parent meeting(s)	Welcome: Orientation of Program Above Topics	Daily
At home learning activities	Weekly activity associated with topic of parent meeting	Weekly
Conference	Progress Report	End of Week 2
Flyer/Information Sheets	Accompanying informational sheet for parents regarding the parent-meeting topic.	Weekly
School Tour	Kindergarten classroom	At the end of the post test
Informal parent-parent networking	Parent meetings	Daily
Volunteering	In classroom/fieldtrips/enrichment activities	Daily

3. Describe your capacity to reach families who do not speak English All of our parent materials will be translated in Spanish.
4. Some families face barriers such as time, transportation, child care, etc. How will you help families overcome these barriers? We will provide support to parents who have barriers to school attendance. We will provide bus passes, as needed.
5. What efforts will you make if a child’s attendance wanes or stops attending or a parent expresses desire to “drop out” of the program? We will contact the parent to see if we can help, if not they will be placed on the waiting list.
6. How will you know that your family engagement activities have been successful? (What are your goals and how will you measure them?) Our goal will be to make them feel welcome and comfortable in the school setting. We will gauge success by data of parent attendance at daily meetings, student attendance rate, and through the use of a questionnaire at the end of the four-week session.

- 7. How will you maintain parent interest between the time families are accepted and the first day of the Pre-K program (e.g., so there is little or no drop off between signing up and a child attending)?** Letters and phone calls.
- 8. What types of parent incentives are included in your budget?**  
Backpacks with school supplies will be provided to students who complete the session with one or fewer absences. This incentive will be communicated to parents at the start of the program.

#4

First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application  
Cover Sheet

Name of organization (if applicable): Circle of Friends Child Development Center

Type of Provider:  Licensed Center  Licensed Family Child Care Home  School District

Other (describe) \_\_\_\_\_

	Name	Phone	Email
Applicant	Circle of Friends CDC	(707) 425-2717	rose@circleoffriendscdc.com
Contract Signatory	Rose Thomas	(707) 425-2717	rose@circleoffriendscdc.com
Contact for training, receiving materials, invoicing, survey and follow-up reports?	Rose Thomas	(707) 425-2717	rose@circleoffriendscdc.com

Address(s) where Pre-K Academy services are located:

3330 Dover Avenue, Fairfield, CA 94533

Applicant Mailing Address (if different): \_\_\_\_\_

Please list the number of grants requesting, by site:

	Site Location	Date of academy	Time	Day(s) of week M-T-W-Th-F	# of Children	Amount Requested
1	3330 Dover Avenue, Fairfield	July 1-July 25, 2014	9:00 AM-12:00 PM	Monday-Friday	24	\$10,000
2						
3						
4						
5						
6						
7						
Totals						\$10,000

I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with:

No qualifications  qualification(s) and request for medication(s) (use separate sheet):

Print Name and Title of Person Submitting Application:

(Name) Rose Thomas (Title) Director

Signature of Person Submitting Application: Rose Thomas

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**I. Proposal Description**

**1. Activities (40 points)** Describe the approach to be used in the proposed Pre-K Academy.

- a. What needs do you anticipate children without formal childcare or preschool experience to have, and how will your Pre-K Academy address these needs?

We anticipate that many children without formal preschool experience will not have the school readiness skills needed to enter kindergarten, such as social and academic skills. We also expect some children to have separation anxiety. Our goal is to help every child feel welcome and accepted upon entering our program. Our classroom will be set-up to provide a welcoming and nurturing environment for all children and families. Based on our experience last year during the Pre-K Academy we realize that it will be important to have a "family" night prior to the first day of the Academy. This will allow for children and families to know what to expect and hopefully ease some separation anxiety. Our goal is to provide many learning opportunities to assist in developing the necessary skills to prepare each child for kindergarten. We will provide many opportunities for "hands-on" experiences and opportunities to explore indoors and outdoors.

- b. Describe the specific early education, early literacy and/or early numeracy curriculum and activities to promote social-emotional growth and development.

Our classroom will be set-up with "centers" that provide activities that focus on to developing literacy/language skills as well as math skills and social skills. We will set-up math/manipulative, library and writing center as well as many child-centered and teacher-directed activities that will address literacy/language and math skills through music and movement/story time, number recognition and counting activities, cooking activities and many other activities. Children will also have the opportunity to explore through play in every area of the classroom (ex: block area, dramatic play, science area, etc.) We will also use the "Front-line" phonics for letter and sound recognition.

- c. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area.

Last year we had an opportunity to meet with kindergarten teachers at two (2) schools in our area. During that meeting we were provided with a list of kindergarten "readiness" skills. We will use that information as well as the California Curriculum Framework and Learning Foundations to guide our curriculum development and to help meet each child individually. In addition, our curriculum and activities will be implemented to address the necessary skills need to meet kindergarten standards.

- d. Describe enrichment activities that will be part of the Pre-K Academy. A separate line item in the budget can be included to accommodate activities such as field trips or special presenters/instructors.

We will have two (2) enrichment activities:

- We will have a company do a "special" art activity with the children. This activity is intended to allow for creative expression, color exploration and recognition and to help with increase social/emotional skills.
- We will have a company come do yoga and music/movement with the children. This activity is intended to provide opportunity for physical activity & creative expression and develop children's confidence and social/emotional skills.

- 2. Qualifications, Ratios, Language, Culture (15 points)** Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

We have been in the community serving children and families for the past 13+ years. We have served children ages 6wks-5yrs of age and I believe that we have made a positive impact on many of their lives. It is our goal to make sure we continue to meet the needs of all children and families. With this goal in mind we think it is important to have an 8:1 child to teacher ratio. Therefore, we will have three (3) qualified staff to implement the goals necessary to make every child and family feel welcome and to help prepare each child socially and academically. Our Lead teacher has over 15yrs of experience and is bilingual, Associate teacher has over 10yrs experience and the Assistant teacher has over 5yrs experience working with children and families. Our staff is not only diverse culturally and linguistically but also in diverse in the knowledge and skills they will offer children and families. In addition, we will include books, materials, and activities to address the cultural and linguistic needs of the our children and families.

**Additional Question:**

- a. Does program/budget provide backpacks/school supplies to children at the end of the program?

Yes

No

- b. Would you like the Dental Van to visit your program?

Yes

No

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session – up to \$10,000 per session.*

Session #: Session #1 (9:00 AM - 12:00 PM)					
Dates: July 1, 2014-July 25, 2014					
Location: 3330 Dover Avenue, Fairfield, CA 94533					
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS	IN-KIND	Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>	\$7682.40	\$0	\$7682.40
1. Pre-K Academy Coordinator	\$28.73	0			
2. Lead Teacher	\$22.53	0			
3. Associate Teacher	\$19.85	0			
4. Assistant Teacher	\$14.25	0			
5.					
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			\$842.23	\$0	\$842.23
<b>C. Food Service</b> (describe below)			\$0	\$360	\$360
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			\$481.37	\$1293.63	\$1775.00
<b>E. Outreach Activities</b> (costs not included in other sections)			\$400	\$0	\$400
<b>F. Enrichment Activities</b> (describe below)			\$400	\$0	\$400
<b>G. Other</b> (describe below)			\$194	\$0	\$194
<b>TOTAL:</b>			<b>\$10,000.00</b>	<b>\$1653.63</b>	<b>\$11,653.63</b>

**Budget Narrative:**

1 Pre-k Coord. @\$28.73/4hrs/25days=80+10hrs(prepare/training)=\$2585.70  
 1 Lead Teacher @\$22.53 4hrs/25days=80+10hrs(prepare/training)=\$2027.70  
 1 Associate Teacher @19.85/4hrs/25days=80+10hrs(prepare/training)=\$1786.50  
 1 Assistant Teacher @14.25/4hrs/25days=80+10hrs(prepare/training)\$1282.50  
 Materials(backpacks/art supplies/phonic cd/24children=\$842.23  
 Food(Snack daily/24children)=\$360(in-kind)  
 Overhead expenses(Janitorial services/utilities/20days)=\$1775.00(in-kind)  
 Outreach Activities(Flyers/Ad local book)\$400  
 Enrich(Yoga\$100/Art Activities \$300)  
 Book/24 children \$6 ea=\$144(Read-a-thon/Pizza Party \$50)=\$194

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**III. Outreach and Attendance (15 points)**

1. Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc

We will begin outreach effective 4/2/14. We will advertise as follows:

Place an ad in the "Breeze" community mailer(April 1),Low-income/Non-English speaking community "Word of mouth" (Inform families currently enrolled to help get the word out) (April 2)  
Distribute flyers (Library, neighborhood centers, local elementary school, etc.)

2. Check all that apply and describe, including timeline for activities and expected number of children from each source.

Activity	Description	Timeline/When	# of Children
School district-held lists	Inform Kindergarten teachers Laurel Creek/Rolling Hills	April 2	60
Newspaper/radio	Advertise with S&J Advertising "Breeze"	April 2-May 30	60+
Word of mouth	Inform families currently enrolled at our school	April 2-until filled	80+
Collaborate with other Pre-K providers	Contact Solano Family Children Services to get names of providers in the area near school	April 2-until slots filled	60+
Flyers	Post flyers in the community & low-income areas	April 2-May 1	60+
Other	Contact Child Haven, Head Start, Peak program, etc.	April 2-until filled	60+

3. What specific efforts will you make to reach children who are considered "high risk" including non-English speakers, lower income, children at risk of family violence or abuse?

Our plan is to outreach to places like Child Haven, Peak program, etc. for "high risk" children and outreach in the low-income areas. We will do outreach in communities that have Non-English speaking families & ask the elementary schools to help identify families that are Non-English. We will also contact Solano Family & Children Services to obtain a list of families on their waiting list.

4. Tell us how you will ensure that the program slots will remain full at least through the first 3 weeks.

We will inform parents about the "back pack" incentive. If child stays enrolled for the four weeks they will receive a back pack on the last day of the program. We will post(Notes, photos,work) about what the daily activities are to show parents what's happening in the classroom and how child is benefiting from being enrolled. If a child drops, we will contact the next family on the waiting list.

5. Will you maintain a waiting list?  Yes  No If no, why not?

6. How will you maintain contact with children on a waiting list?

We will send out a flyer with activities parents can do with their child at home and to prepare them for kindergarten.

7. Please note any other plans to maintain full attendance.

After establishing a waiting list, if current families "drop-out" of the program we will immediately call families on the waiting list. However, our goal is to encourage families to keep their child enrolled until the end of the program, while expressing the benefits of keeping them enrolled. We will make many efforts to communicate with all families on a daily basis so we can keep parents informed and involved.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**IV. Family Engagement and Parent Education(10 Points)**

Effective family engagement helps parents to continue their involvement past the 4 week program and into their child's formal K-12 education experience. Research shows that children are more likely to succeed in school when their parents are involved with, and understand what is happening at school.

1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.

See attach

2. Describe your plan to engage families/caregivers in the child's Pre-K experience. Check all that apply and describe, including (1) timeline and frequency and (2) content/topic of engagement activity.

	<b>Activity</b>	<b>Content/Topic of activity</b>	<b>Timeline/ Frequency</b>
	Parent meeting(s)		
	At home learning activities		
	Conference	see attach	
	Flyer/Information Sheets		
	School Tour		
	Informal parent-parent networking		
	Volunteering		
	Other		

3. Describe your capacity to reach families who do not speak English

We will provide materials in English/Spanish

We will post English/Spanish materials in community

We have a bilingual staff member to help communicate with parents who don't speak english

## Answers to question IV Family Engagement and Parent Education

### 1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.

- We will have an “Open House” on June 30, 2014, from 6:30pm-8:30pm. During the open house we will provide parents with information regarding the pre-kindergarten academy and some information regarding kindergarten readiness skills. We will set-up table activities so parents can engage with their child and other families, as well as get ideas of what they can do at home to help their child develop the necessary skills to be “ready” for kindergarten.
- We will have an end of the program celebration for the children completing the four (4) week program and the “read-a-thon.” We will have a “Pizza” party, give out certificates and back packs. The celebration will be held on July 25, 2014 from 6:30pm-8:30pm. This will also provide another opportunity for families to network.

### 2. Describe your plan to engage families/caregivers in the child’s Pre-K experience.

#### **Parent meetings(s)**

- We will have an “Open House” to provide information regarding the Pre-k Academy and kindergarten readiness skill (**June 30**)

#### **At home learning activities**

- Families will be provided with “book bags.” The goal is to encourage parents to read to their children daily and for children to develop a love for reading. We will have a Read-a-thon”(Start July1-July 18)-**Weekly**

#### **Conference**

- Daily information, pictures, and children’s work will be posted to show what’s happening in the classroom. (**Daily**)

#### **Flyer/Information Sheets**

- We will give activity sheets weekly with information on what families can do to help prepare their child for the transition into kindergarten. (**Weekly**)

#### **School Tour**

- We will try to arrange with Laurel Creek and/or Rolling Hills Elementary to tour Kindergarten classroom. (**Tentative Date-July 18**)

#### **Informal parent-parent networking**

- Provide an information sheet for parents during “Open House” to list their name and information and school their child will be attending and get

permission to share the list with all families to provide networking opportunities.

**Volunteering**

- We will post information weekly regarding opportunities for parents to volunteer in the classroom. (**Weekly**)

**Other**

- We will have an end of the program celebration – “Pizza” party. During the celebration we will celebrate our accomplishments for the “read-a-thon” and handout certificates and backpacks. (**July 25**)

4. Some families face barriers such as time, transportation, child care, etc. How will you help families overcome these barriers?

During the "Open House" I will make every effort to have parents list their information on our form and distribute information to all families so they could possibly arrange carpooling or network with each other regarding other challenges. Depending on need we can arrange to buy bus passes if needed.

5. What efforts will you make if a child's attendance wanes or stops attending or a parent expresses desire to "drop out" of the program?

During "Open House" I will express the benefits & importance of each child attending daily. If child attendance wanes or "drop out" I will contact parents to find out if there are any challenges we can assist with. As an incentive, I will let parents know that when their child completes program child will receive a back pack.

6. How will you know that your family engagement activities have been successful? (what are your goals and how will you measure them?)

Our goal is to have a successful "Open House" making parents feel welcome from the very beginning. We will leave a question/comment box for parents, which will hopefully give us more opportunities to communicate with families and keep them engaged and by communicating daily with families.

7. How will you maintain parent interest between the time families are accepted and the first day of the Pre-K program (e.g., so there is little or no drop off between signing up and a child attending)?

Our goal is to have a successful "Open House" making parents feel welcome from the very beginning. We will communicate with parents daily, letting them know what's happening in the classroom. We will send home activity sheets and provide opportunities for parents to volunteer.

8. What type of parent incentives are included in your budget?

Our incentive will be the back pack for each child and our "Pizza" party celebrating their child's attendance and success in our program.

#5

First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application  
Cover Sheet

Name of organization (if applicable): Miracle Christian Worship Center - World Changers Academy

Type of Provider:  Licensed Center  Licensed Family Child Care Home  School District

Other (describe) \_\_\_\_\_

	Name	Phone	Email
Applicant	Miracle Christian Worship Center - World Changers Academy	707-685-4577	erica_707dixon@yahoo.com
Contract Signatory	Erica Mejia	707-685-4577	erica_707dixon@yahoo.com
Contact for training, receiving materials, invoicing, survey and follow-up reports?	Erica Mejia and Anna Mejia	707-685-4577	erica_707dixon@yahoo.com

Address(s) where Pre-K Academy services are located:  
470 East H Street Dixon, CA 95620

Applicant Mailing Address (if different): \_\_\_\_\_

Please list the number of grants requesting, by site:

	Site Location	Date of academy	Time	Day(s) of week M-T-W-Th-F	# of Children	Amount Requested
1	470 East H St Dixon 95620 WCA	6/30/14-7/25/14	8:30 AM - 11:30 AM	Monday-Friday	24	\$10,000.00
2	470 East H St Dixon 95620 WCA	6/30/14-7/25/14	12PM-3PM	Monday-Friday	24	\$10,000.00
3						
4						
5						
6						
7						
Totals					48	\$20,000.00

I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with:

No qualifications  qualification(s) and request for medication(s) (use separate sheet):

Print Name and Title of Person Submitting Application:

(Name) Erica Mejia (Title) Program Coordinator

Signature of Person Submitting Application: 

- c. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area.

See attached letter. We are in communication with our school district and have received information about the curriculum used throughout our kindergarten district classrooms.

- d. Describe enrichment activities that will be part of the Pre-K Academy. A separate line item in the budget can be included to accommodate activities such as field trips or special presenters/instructors.

Our program will incorporate music and dramatic play in our daily activities. We will have a music teacher come in and do songs with the children that will help them learn letters and numbers. We will also take a field trip to the library and have students (with permission from parents) sign up for the summer reading program at the Dixon Library. We will also attend weekly activities provided by the Dixon Library which include (magic shows, multi-cultural art activities, story time and more). We will invite our Fire and Police Department to come in and speak to our children about safety issues and the importance of going to school. We will also do a variety of baking activities and exercise activities with the children. The children will have the opportunity to artistically express themselves through art.

**2. Qualifications, Ratios, Language, Culture (15 points)** Clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

World Changers Academy is a State Licensed Preschool that has been serving our diverse community since 2010. We have been successfully preparing children to enter into kindergarten since our establishment, by networking with our district. We will have one adult to 8 children. Our staff consists of one bilingual Lead Teacher, One fully Qualified Teacher, and one Teacher's assistant. Our Bilingual Lead Teacher has over 8 years of experience in teaching English as a second language in the Dixon Unified School District. She has just finished her Bachelor's degree in Child Development and was our Lead Teacher in last year's academy. Our staff is culturally sensitive to the demographics of our city and provides all information in English and in Spanish. All of our parent activities will be bilingual as well.

**Additional Question:**

a. Does program/budget provide backpacks/school supplies to children at the end of the program?

Yes

No

b. Would you like the Dental Van to visit your program?

Yes

No

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

Use one page for each Mini-grant session – up to \$10,000 per session.

Session #: 1 & 2			
Dates: June 30, 2014-July 25, 2014			
Location: 470 East H Street Dixon, CA 95620			
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			
			FIRST 5 GRANT FUNDS
			IN-KIND
			Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>	
1. Pre-K Coordinator	\$21.00	0	
2. Lead Teacher-Bilingual	\$18.00	0	
3. Fully Qualified Teacher	\$16.00	0	
4. Teacher Assistant	\$14.00	0	
5.			\$8,970.00
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			\$250.00
<b>C. Food Service</b> (describe below)			\$500.00
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			\$1,500.00
<b>E. Outreach Activities</b> (costs not included in other sections)			\$380.00
<b>F. Enrichment Activities</b> (describe below)			\$200.00
<b>G. Other</b> (describe below)			\$200.00
<b>TOTAL:</b>			\$10,000.00
			\$2,700.00
			\$12,700.00

**Budget Narrative:**

1 Pre-K Coordinator @\$21.00 per hour for 130 hours  
 1 Lead Teacher @\$18.00 per hour for 130 hours  
 1 Fully Qualified Teacher @\$16.00 per hour 130 hours  
 1 Teacher Assitant @\$14.00 per hour for 130 hours  
 Materials and Supplies @\$250.00 (First 5)+\$200.00 (In-Kind) art, literacy, backpacks school supplies = \$450.00  
 Food Service \$500.00 Provide daily nutritional snacks for 24 students (in-kind)  
 Overhead Expenses \$1,500.00 (in-kind) Rent and Utilities  
 Outreach Activities \$380.00 (First 5) + \$200.00 (in-kind) media, printing costs of fliers, promotional materials  
 Enrichment Activities \$1,00.00 (First 5) + \$100.00 (in-kind) = \$200.00 outside music and movement instructor  
 Other \$300.00 (First 5) + (\$200.00 in-kind) = \$500 For Transportation for students to pre-k academy and gift cards (incentives)

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**III. Outreach and Attendance (15 points)**

1. Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc

*We plan on providing families with an interest in Free Pre-K Academy through our district on 2/27/14. We also plan to attend Kindergarten registration of 3/17/14 with Pre-K Academy information. Attend Dixon Block Party (April Date TBA). Dixon may fair 5/8-5/11/14 pass out fliers. Post Fliers at Grocery stores, Low-income Apartments/Neighborhoods, Churches, and school district March 6, 2014- ongoing.*

2. Check all that apply and describe, including timeline for activities and expected number of children from each source.

	Activity	Description	Timeline/When	# of Children
✓	School district-held lists	During Open Enrollment	March 7 2014	unknown
✓	Newspaper/radio	Post add in Dixon Newspapers	May 2014	unknown
✓	Word of mouth	Churches, School, Current Parents	4/5-Full	30+
✓	Collaborate with other Pre-K providers	Preschools in the community and DUSD Transitional Kindergarten	4/5-Full	unknown
✓	Flyers	Faith, School & Social Services Community	4/5-Full	unknown
✓	Other	Social Media	4/5-Full	unknown

3. What specific efforts will you make to reach children who are considered "high risk" including non-English speakers, lower income, children at risk of family violence or abuse?

Seek referrals from our social service agency Dixon Family Services as well as our school District. Canvas identified low-income/high risk areas and neighborhoods with non-English speakers in our community with bilingual fliers.

4. Tell us how you will ensure that the program slots will remain full at least through the first 3 weeks.

Incentives will be used for families who remain for the first three weeks. We will be providing backpacks with school supplies for parents whose children remain the entire session. We will also do raffles and provide gift cards for parents who remain for the first three weeks.

5. Will you maintain a waiting list?  Yes  No If no, why not?

6. How will you maintain contact with children on a waiting list?

By follow-up phone calls, home visits, and e-mails.  
Flyers will also be distributed.

7. Please note any other plans to maintain full attendance.

We plan on working very closely with the parents and remind them of the importance of bringing them to school. Handing out Appreciation Certificates to parents for bringing their children to pre-k academy. We will also provide FREE transportation for students who do not have the means to get to our center.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**IV. Family Engagement and Parent Education(10 Points)**

Effective family engagement helps parents to continue their involvement past the 4 week program and into their child's formal K-12 education experience. Research shows that children are more likely to succeed in school when their parents are involved with, and understand what is happening at school.

1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.

*Our first parent engagement activity will be an orientation on 6/27/14 at 6pm-8pm. Parents will be provided with information on how and what their child will be learning throughout the academy. Information will also be given on helpful tips on promoting learning in the home. The second parent engagement will be a family night where we will provide families with stations on homework assistance, parent advocacy, and literacy in the home and give away books for them to keep. This will take place 7/25/14 from 6-8pm.*

2. Describe your plan to engage families/caregivers in the child's Pre-K experience. Check all that apply and describe, including (1) timeline and frequency and (2) content/topic of engagement activity.

	<b>Activity</b>	<b>Content/Topic of activity</b>	<b>Timeline/ Frequency</b>
2	Parent meeting(s)	Orientation Family night	6/27/14 & 7/25/14
4	At home learning activities	Library Bags & Family Homework Project Bags	Weekly
4	Conference	Progress reports	weekly
4	Flyer/Information Sheets	Weekly Class Learning Schedule	weekly
1	School Tour	Kindergarten Classroom Tour	7/10/14
	Informal parent-parent networking	Parent Meet and Greet	7/1/14
	Volunteering	Field Trips and In classroom	Daily
	Other		

3. Describe your capacity to reach families who do not speak English

All information is bilingual. We will have bilingual staff who will make non-english speakers feel welcome. We will recruit through providing bilingual information to all churches, schools, and our own families.

4. Some families face barriers such as time, transportation, child care, etc. How will you help families overcome these barriers?

We will have a parent assessment questionnaire to assess needs of our families before academy begins. We will also provide FREE transportation for our families. We will create carpool lists for those who may be interested. We will provide families with resources for child care. These resources will also be done in their native language, "Spanish."

5. What efforts will you make if a child's attendance wanes or stops attending or a parent expresses desire to "drop out" of the program?

We will make every effort possible to make sure that we contact parent(s) to see how we can help keep attendance going. We will provide gift cards as incentives to help boost and maintain attendance.

6. How will you know that your family engagement activities have been successful? (what are your goals and how will you measure them?)

Our goal is to help families get familiar with a classroom routine and family projects. Parents will be asked to fill out a weekly index card on what improvements they are seeing at home with their child. For those parents unable to write, we will do a weekly oral update.

7. How will you maintain parent interest between the time families are accepted and the first day of the Pre-K program (e.g., so there is little or no drop off between signing up and a child attending)?

We will use our waiting list and make phone calls to parents.

8. What type of parent incentives are included in your budget?

We have included gift cards as incentives for parents who attend entire summer program. We also offer free transportation for their children to and from school.

PreKindergarten Academy Site Miracle Christian Worship Center - World Changers Academy  
Feeder Elementary School Anderson, Gretchen Higgins, Tremont

**PREKINDERGARTEN ACADEMY PARTNERSHIP CERTIFICATION**

Did you or a member of your PreKindergarten Academy site contact an elementary school in your feeder area to discuss ways to partner to support children's participation, transitions, and learning goals?

- No (please check reason below)
- Unable to set up a time to meet
  - We are already working closely with the school so another meeting was not necessary
  - Other \_\_\_\_\_
- Yes, meeting was held on January 27, 2014

The following was discussed: (check all that apply)

- The school will share Kindergarten registration lists with the PreKindergarten Academy site for outreach and enrollment
- The school will pass along information about the PreKindergarten Academy with families registering for Kindergarten
- The school will share written materials about the school and kindergarten expectations with the program to pass onto families
- A member of school staff will attend a parent meeting to discuss the school and kindergarten expectations
- The school will be available for a tour during the 4 week session
- The school will support other activities that allow children and families to transition smoothly into kindergarten, such as \_\_\_\_\_
- Other \_\_\_\_\_
- Our school is unable to provide assistance to this PreKindergarten Academy site.
- Additional Information:

Our district has also applied for PreK Academy. We will help all students receive current information on K registration & activities.

If meeting was held, please complete the information below regarding the individuals who made these agreements:

School staff member:

Print Name: Susan Girimonte Position title: Senior Dir. ED SERVICES  
Signature: Susan Girimonte Date: 1/27/14

PreKindergarten Academy Representative

Print Name: Erica Mejia Position title: Program Coordinator  
Signature: [Signature] Date: 1-27-14

**Guidelines and Application  
for Pre-Kindergarten Academy  
Services Mini-Grants-Vallejo  
2014-03**



**Completed Applications must be received  
by 5:00 PM on March 21, 2014**

Contact: Irma Calderon, Office Assistant III  
First 5 Solano Children and Families Commission  
601 Texas St., Ste. 210, Fairfield, CA 94533  
[cfcsolano@solanocounty.com](mailto:cfcsolano@solanocounty.com)

(707) 784-1332

website: [www.first5solano.org](http://www.first5solano.org)

## **Overview**

First 5 Solano Children and Families Commission is pleased to announce the availability of mini-grants of up to \$10,000 each per site for Pre-Kindergarten (Pre-K) Academy services in Vallejo. First 5 Solano (also referred to as “County” in this document) is seeking proposals from qualified and eligible applicants for these services, which are intended to support First 5 Solano’s mission and strategic plan Result Area #8, “Children have access to high quality early learning experiences in their community.”

First 5 Solano expects to award grants of up to \$10,000 each, based on a per-classroom standard of 24 children and a per-session standard of at least four weeks. Applicants will be encouraged to reserve up to 10% of their budgeted costs for outreach/recruitment and to maintain attendance, enrollment and retention goals. Applicants may apply for one session or multiple sessions, using a separate budget for each session as described in this application document.

Grant applications and awards are valid for the period for which they are issued; the four-week Pre-K Academy sessions must take place in Summer 2014 and be timed to end as close as possible to the beginning of the FY2014/15 school year in the Vallejo City Unified School District. Along with providing Pre-K Academy services, the selected Applicant(s) will also be expected to conduct targeted outreach to students with little/no preschool experience, to actively engage parents in the program, to participate in training on the pre-Kindergarten assessment tool selected by First 5 Solano, to collect and report data and other information, and to participate in evaluation activities.

NOTE: This is a competitive process open to eligible applicants (see “Which organizations are Eligible?” below). Not all applications may receive funding.

## **What is the purpose of the Pre-K Academy Services mini-grant program?**

These mini-grant funds are available for Pre-K Academies that provide a high-quality, developmentally-appropriate early childhood learning session for entering Kindergarteners who lack prior preschool experience. Pre-K Academies are to be designed to support school readiness. The program design must include pre- and post-assessments using a tool provided by First 5 Solano which measures differences in a number of developmental areas, including cognitive and social-emotional interactions, which contribute to children’s ability to succeed in school.

Specifically, First 5 Solano seeks to support children who have not previously participated in preschool. In addition, outreach and preference priorities for participation in pre-K Academies include children who:

- Are English Language Learners; and/or
- Are considered “high-risk” due to factors such as poverty, remoteness, substance abuse, family violence, child abuse and neglect, special needs, lack of education and other challenges.

## **Which organizations are eligible?**

All public schools serving Vallejo are eligible to apply for Pre-K Academy Services funding. In addition, organizations such as licensed/appropriately-certified public or private Pre-Schools or organizations serving Vallejo and currently providing early childhood education in a licensed setting with the capacity to meet the guidelines outlined in this Application are eligible to apply for funding. Non-school organizations must offer early learning services that align with the Kindergarten curriculum in the Vallejo City Unified School District.

### **What can be funded?**

Funding may be provided for staff time (including orientation, training, outreach, instruction, parent engagement/education services and evaluation activities), equipment, materials and supplies, food service, administrative costs and other costs as agreed. (See the Application Section II for more detail). Note: no capital improvements or fixtures will be funded under this grant.

### **How must the Pre-K Academy Services be designed?**

- First 5 funds for Pre-K Academy services are to be used primarily for children with no prior preschool experience. Up to 25% of the students may be those with limited preschool experience who also meet other preference criteria – English Language Learners, and/or “high-risk”.
- Academies must be held for a minimum of 4 weeks during the summer before the beginning of the 2014/15 school year. Hours of operation must be at least 4 days per week, 3 hours per day with a minimum of one classroom (equivalent of 24 children served per classroom).
- Facilities and programs must meet the appropriate licensing and/or certification requirements for their type of site/program, including certification and qualifications of staff, ratios of different levels of staff to children served, and other relevant requirements. (Evidence of staff qualifications will be required prior to final disbursement of funds.)
- Academies must provide a developmentally-appropriate approach to learning and socialization experiences for children.
- Academies must include a parent/caregiver engagement component with a minimum of 4 hours of formal parent education.
- Suitable supervision and administrative staffing, as determined by licensing/certification requirements for the type of site, must be provided.

### **What are your responsibilities if you are awarded a First 5 Solano Pre-K Academy Services mini-grant?**

- Participate in two Pre-K Academy meetings, including Funded Program Orientation and Program Debrief.
- Identify and/or recruit and hire staff to be employed for duration of Summer Pre-K Academy as district or program staff.
- Provide supervision of all staff and related contractors for duration of Summer Pre-K Academy.
- Conduct outreach, recruitment and enrollment of children with a minimum of 24 children continuously enrolled per classroom. This may include developing a waiting list. Provide copies of enrollment forms documenting child’s eligibility, documentation of parent/caregiver education activities, and other requested information.
- Collect consent forms from parents in order to share data regarding participating children as required by First 5 Solano Evaluation Team.
- Use age- and developmentally-appropriate materials and supplies for the Pre-K Academy classroom.
- Provide daily schedule and lesson plans to First 5 Solano.
- Provide evidence of teacher qualifications to First 5 Solano.
- Provide children with nutritious daily snack and/or meal.
- Provide culturally- and linguistically-appropriate activities and experiences for the diverse classroom, as reflected by materials, resources, and staffing (including at least one bilingual staff person).
- Coordinate and implement the parent/caregiver engagement component, including a minimum of 4 hours of parent/caregiver education.

- Maintain daily attendance records of all children to be summarized and submitted to First 5 Solano evaluation team at end of the Academy.
- Participate in evaluation activities, including but not limited to:
  - Conduct pre- and post-assessments of children’s competencies using the tool supplied by First 5 Solano.
  - Participate in a minimum of 1-1/2 hours of training to promote effective use of the assessment tool.
  - Collect other data, such as demographics and services provided, as agreed.
  - Participate in a teacher or staff survey of the Pre-K Academy.
- Submit a final report due by September 30, 2014.

**What are First 5 Solano’s responsibilities for Pre-K Academy Services?**

First 5 Solano will provide:

- Funding in agreed-upon amounts to be used for approved activities and expenses accrued in implementing Summer Pre-K Academies. NOTE: First 5 funding can be supplemented with additional funding and/or in-kind services/dollars.
- Orientation and assessment tool training for all teaching staff and administrators.
- Technical assistance prior to, during and after the Pre-K Academy.
- Support for outreach to ensure parents are engaged and the target population is served.
- Coordination support with other First 5-funded programs for related services such as child development/mental health consultation and assistance with children identified as possibly having special needs.

**Note:** First 5 Solano cannot provide staffing for any academy activities beyond scope listed above, day-to-day supervision of program or direct purchase of classroom materials, food, supplies or equipment.

**How can you apply for Pre-K Academy Services mini-grants?**

To apply for a mini-grant, follow the application process below to complete the attached Application form and return it to First 5 Solano Children and Families Commission by 5:00 pm on Tuesday, March 21, 2014.

**How will the Commission decide what to fund?**

The following criteria will be used to determine which mini-grants will be funded:

**Initial screening (Applicant must be providing services in Vallejo):**

- a) Is the Application complete?
- b) Is the Applicant eligible?

**Scoring Categories (see Application Section I for more detail):**

- I. Proposal Description (40 points)
  - Literacy/Numeracy activities
  - Social Emotional needs of children
  - Kindergarten alignment
  - Enrichment Activities
- Qualifications, Ratios, Language, Cultural (15 points)

- Qualified instructors
- Bi-lingual
- Class size

II. Budget (20 points)

III. Outreach and Attendance (15 points)

IV. Family Engagement and Parent Education (10 points)

**What are the time-frame and process for applying for the Pre-K Academy Services mini-grant program?**

The following Schedule of Events reflects important dates for the selection process; however, the County reserves the right, at its sole discretion, to adjust this schedule as it deems necessary. Notification of any adjustment to the Schedule of Events will be posted on the County’s website ([www.first5solano.com](http://www.first5solano.com)). Applicants are responsible to view the website continually for any revisions.

County issues Application packet	March 5
Deadline for submitting written questions/comments	March 12
County issues responses to questions/comments	March 13
Deadline for submitting an Application	March 21
County completes Application screening	March 21
Evaluation and ranking of accepted Applications	March 24-5
Commission awards funding	April 1
County notifies selected Applicant(s)	April 2
Agreement/Contract development period	April 3-26
Completed Agreement/Contract	April 30
Outreach Services May Begin	May 1
<b>Pre-K Academies Services begin after:</b>	<b>July 1, 2014</b>

## What if you have questions about the Pre-K Academy Services Application?

You can submit questions or comments in writing until 5:00 pm on March 12, 2014 via email to [incalderon@solanocounty.com](mailto:incalderon@solanocounty.com).

Note: Oral communications shall be considered unofficial and nonbinding on the County. The County will respond to all questions by email to email from which the question came, and posting all questions and response on the County's website on March 13. These responses will constitute an amendment to the Application.

### Application Process

1. Obtain the application package
2. Submit questions related to application package in writing to First 5 Solano no later than March 12, 2014.
3. Complete the Pre-K Academy Services Mini-Grant Application. The Application is available online at [www.first5solano.org](http://www.first5solano.org), can be mailed to you by calling 707.784.1332 or picked up at the First 5 Solano Office, 601 Texas St., Ste. 210, Fairfield CA 94533.
4. Submit a completed Application (cover page, proposal description, and budget form) by 5:00 pm on March 21, 2014. Applications must be delivered in person or mailed (no postmarks or faxes allowed) to:

First 5 Solano Children and Families Commission  
601 Texas St., Ste. 210, Fairfield, CA. 94533

**Note:** Successful Applicants must sign a contract, which will be substantially the same as the Standard Contract attached as Attachment A. Exhibit A [Scope of Work] and Exhibit B [Budget] will be completed during the contract negotiation process). Applicants should review the contracts to determine whether you are willing and able to meet the terms of the applicable contract if awarded a mini-grant, and accept it with or without qualification. If qualifications are made, the Applicant must identify and list the provisions that the Applicant requests be modified along with requested modifications. If no modifications to the contract are noted, then the Applicant will be deemed capable of **performing** all requirements under the contract and no further negotiation of the contract will be permitted. Since County contracts are subject to the California Government Code and the Public Contract Code, there are provisions which must be included in County contracts which may not be subject to negotiations as solely determined by County Counsel and Risk Management. Note: the successful Applicant must provide the required verification(s) of insurance prior to the time that services begin.

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application  
Cover Sheet**

Name of organization (if applicable): \_\_\_\_\_

Type of Provider:  Licensed Center  Licensed Family Child Care Home  School District

Other (describe) \_\_\_\_\_

	Name	Phone	Email
Applicant			
Contract Signatory			
Contact for <i>training, receiving materials, invoicing, survey and follow-up reports?</i>			

Address(s) where Pre-K Academy services are located:  
\_\_\_\_\_

Applicant Mailing Address (if different): \_\_\_\_\_

Please list the number of grants requesting, by site:

	Site Location	Date of academy	Time	Day(s) of week M-T-W-Th-F	# of Children	Amount Requested
1						
2						
3						
4						
5						
6						
7						
Totals						

I acknowledge that I have reviewed and accepted First 5 Solano's form of contract with:

No qualifications  qualification(s) and request for medication(s) (use separate sheet):

Print Name and Title of Person Submitting Application:

(Name) \_\_\_\_\_ (Title) \_\_\_\_\_

Signature of Person Submitting Application: \_\_\_\_\_

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**I. Proposal Description**

*Maximum of 2 pages – One-inch margins, Font Arial 11.*

1. **Activities (40 points)** Describe the approach to be used in the proposed Pre-K Academy.
  - a. What needs do you anticipate children without formal childcare or preschool experience to have, and how will your Pre-K Academy address these needs?
  - b. Describe the specific early education, early literacy and/or early numeracy curriculum and activities to promote social-emotional growth and development.
  - c. Tell us how you will ensure that your proposed program will align with the Kindergarten curriculum in the school(s) in your geographic area.
  - d. Describe enrichment activities that will be part of the Pre-K Academy. A separate line item in the budget can be included to accommodate activities such as field trips or special presenters/instructors.
2. **Qualifications, Ratios, Language Culture (15 points)** clearly outline the qualifications and experience of your program, site, and/or partners for implementing this program. Explain the ratios of each type of program staff to number of children served. Tell us how the staff, environment and curriculum will meet the cultural and linguistic needs of the diverse children and families enrolled in Pre-K Academies.

**Additional Question:**

- a. Does program provide backpacks/school supplies to children at the end of the program?
- b. Would you like the Dental Van to visit your program?

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**II. Budget and Budget Narrative (20 Points)**

*Use one page for each Mini-grant session – up to \$10,000 per session.*

Session #:			
Dates:			
Location:			
<b>A. Staffing</b> - include all classroom, administrative, janitorial and support staff; include time spent on outreach, training and evaluation activities.			FIRST 5 GRANT FUNDS
			IN-KIND
			Total Budget
<b>Position</b>	<b>Rate/hour</b>	<b>Amount of Benefits</b>	
1.			
2.			
3.			
4.			
5.			
<b>B. Materials, supplies and equipment</b> (describe below include backpack costs here if needed)			
<b>C. Food Service</b> (describe below)			
<b>D. Overhead Expenses</b> (Ex: indirect costs, rent, utilities, etc. – describe below)			
<b>E. Outreach Activities</b> (costs not included in other sections)			
<b>F. Enrichment Activities</b> (describe below)			
G. Other (describe below)			
<b>TOTAL:</b>			

**Budget Narrative:**

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**III. Outreach and Attendance (15 points)**

1. Describe the specific ways/plan for performing Outreach activities to families with children with no prior preschool experience, including dates of events, media outreach, collaborations with schools, etc.

2. Check all that apply and describe, including timeline for activities and expected number of children from each source.

<b>X</b>	<b>Activity</b>	<b>Description</b>	<b>Timeline/When</b>	<b># of Children</b>
	School district-held lists			
	Newspaper/radio			
	Word of mouth			
	Collaborate with other Pre-K providers			
	Flyers			
	Other			

3. What specific efforts will you make to reach children who are considered “high risk” including non-English speakers, lower income, children at risk of family violence or abuse?

4. Tell us how you will ensure that the program slots will remain full at least through the first 3 weeks.

5. Will you maintain a waiting list?      Yes      No    If no, why not?

6. How will you maintain contact with children on a waiting list?

7. Please note any other plans to maintain full attendance.

DRAFT

**First 5 Solano County Children & Families Commission  
Pre-K Academy Services Mini-Grant Application**

**IV. Family Engagement and Parent Education(10 Points)**

Effective family engagement helps parents to continue their involvement past the 4 week program and into their child’s formal K-12 education experience. Research shows that children are more likely to succeed in school when their parents are involved with, and understand what is happening at school.

1. Provide details of your 4 hours of parent engagement including the time(s) and what topics will be covered.
2. Describe your plan to engage families/caregivers in the child’s Pre-K experience. Check all that apply and describe, including (1) timeline and frequency and (2) content/topic of engagement activity.

	<b>Activity</b>	<b>Content/Topic of activity</b>	<b>Timeline/ Frequency</b>
	Parent meeting(s)		
	At home learning activities		
	Conference		
	Flyer/Information Sheets		
	School Tour		
	Informal parent-parent networking		
	Volunteering		
	Other		

3. Describe your capacity to reach families who do not speak English
4. Some families face barriers such as time, transportation, child care, etc. How will you help families overcome these barriers?
5. What efforts will you make if a child’s attendance wanes or stops attending or a parent expresses desire to “drop out” of the program?

6. How will you know that your family engagement activities have been successful? (What are your goals and how will you measure them?)
  
7. How will you maintain parent interest between the time families are accepted and the first day of the Pre-K program (e.g., so there is little or no drop off between signing up and a child attending)?
  
8. What types of parent incentives are included in your budget?

DRAFT

**First 5 Solano Children and Families Commission  
Systems & Policy Committee Meeting  
January 28, 2014, 1:00 PM – 2:30 PM  
601 Texas Street, Suite 210, Fairfield CA**

**Minutes**

**I. Introductions, Public Comments, Commissioner Comments**

Commissioner Crutison called the meeting to order at 1:05 PM.

Committee Members/Commissioners present: Aaron Crutison, Marisela Barbosa.

First 5 staff: Christina Arrostuto (Executive Director), Chereilyn Ellington-Hunt (Community Programs & Early Childhood Education Manager), and Irma Calderon (Office Assistant III).

**II. Consent Calendar**

***Motion: Approve the Consent Calendar, including the January 28, 2014 Agenda, November 7, 2013 Minutes, and Receive the Commissioner Meeting Attendance status report***

**[Item B was amended (Item C) to show Commissioner Crutison was present at the August 2013 Commission meeting.]**

***Approved 2-0-0***

**III. FY2012/13 Staffing and Finance Update**

Staffing Update: First 5 Solano Executive Director, Christina Arrostuto, introduced new Office Assistant III, Irma Calderon. Ms. Calderon's first day was January 6, 2014.

Finance Update: With 50% of the year complete, \$1,088,317 (27%) of the revenue (monthly disbursements, state match, and interest) has been received. Additionally, \$430,146 (45%) of the salaries & benefits budget has been expended, \$477,872 (42%) of the services & supplies budget has been expended, and \$1,335,968 (25%) of the grants budget has been expended.

Overall, \$1,088,317 (27%) of revenues were received, and \$1,828,830 (28%) of expenses were incurred.

Ms. Ellington Hunt advised the committee that First 5 Deputy Director, Megan Richards, has completed the mid-year budget with the county. There will be some minor changes but we are on target with our grant and internal budget. Grant changes will go before the full Commission. The annual budget for next fiscal year will go for approval at the March Commission meeting.

**IV. Co-Sponsorship of Training and Conferences Fund Applications**

***Motion A: Consider approval of a request from A More Excellent Way for an allocation of up to \$3,000 for a Community Baby Shower***

***Staff Recommendation: Approve***

Ms. Ellington Hunt reported that the Commission has funded this event for over a decade and it is highly successful in educating the community on breastfeeding issues

***Approved 2-0-0***

**Motion B: Consider approval of a request from Solano County Health and Social Services – Nutrition Services for an allocation of up to \$3,000 for a Certified Lactation Education Counselor Course**

**Staff Recommendation: Approve**

Ms. Ellington Hunt pointed out that First 5 Solano works closely with the Breastfeeding Coalition to staff the Breastfeeding Friendly Express Van each year with Certified Lactation Education Specialists, and that more capacity is needed in the county for this service.

**Approved 2-0-0**

**Motion C: Consider approval of a request from Child Haven of up to \$3,000 for Emily Messigian to attend the University of Massachusetts-Boston Infant-Parent Mental Health Program**

**Staff Recommendation: None**

Commissioners discussed this request. Staff had noted in their report that it would be unprecedented to approve such a large request for one individual, and Commissioners discussed the intent of the Co-Sponsorship Fund when it was established. Acknowledging that this is a high-quality program and a worthy request, They looked to the option of approving an amount that, should future requests of this nature come before the Committee, would be more in line with the intent of the fund and the total funds available to serve the whole community. The motion was amended to reflect this consensus on the part of the Committee. The Committee directed staff to advise the grantee to bring a presentation on their learning to the community once the program is completed.

**Amended Motion: Approve a request from Child Haven in the amount of \$1,500 for Emily Messigian to attend the University of Massachusetts-Boston Infant-Parent Mental Health Program**

**Approved 2-0-0**

## **V. First 5 Futures Update**

Ms. Arrostituto shared that Ciara Gonsalves, Policy and Fund Development Manager, was successful in securing a \$4,000 grant from CalPoison and SafeKids CA Poison Prevention to provide poison control services in the community. First 5 Solano unfortunately was unsuccessful in its W.K. Kellogg grant application – there were 1100+ responses, and only 40 were invited to the next step in the process.

The 2014 Pre-K Business Champions Campaign launches February 2014 – May 2014. The date for the 2014 Economic Development Corporation Breakfast, which is sponsored by First 5 and where Pre-K Business Champs donors are recognized, has been set for May 29, 2014. State Superintendent of Public Instruction, Tom Torlakson, has been invited as the keynote speaker. The theme is Transitional Kindergarten. The committee discussed ways in which more sponsors/donors can be reached. Ms. Ellington-Hunt shared with the committee the idea of making an announcement through KUIC, thanking past sponsors for supporting education and hopefully getting them involved in this year's campaign.

## **VI. 2014 SPC Committee Meeting Dates**

The Committee discussed future meeting dates. The committee will meet in late February, May, July, September, November, and December.

## **VII. Future Agenda Items, Meeting Time/Date/Location**

Future agenda items include: Commissioner Meeting attendance, Budget and Staffing update, Co-Sponsorship Fund, Co-Sponsorship Policy, Signature Authority Policy, and First 5 Futures update. The committee will meet on the first or second Tuesday of the month from 3 PM – 4:30 PM at 601 Texas Street, Suite 210, Fairfield, CA.

## **Adjourn**

Commissioner Crutison adjourned the meeting at 2:09 PM.

Irma Calderon, Office Assistant III

Approved:

## First 5 Solano Children and Families Commission

Program & Community Engagement Committee Meeting  
February 14, 2014 - 3:00 PM – 4:30 PM  
601 Texas Street, Suite 210, Fairfield, CA 94533

### Minutes

#### I. Introductions, Commissioner Comment, Public Comment

Commissioner Betz called the meeting to order at 3:10 PM.

Committee members present: Stephan Betz, Liz Niedziela.

First 5 Staff: Christina Arrostuto (Executive Director), Cherelyn Ellington (Community Programs Manager). Public attendees: Becky Billing (Children's Network), Nazlin Huerta (H&SS), Michele Harris and Laurie Andres (Children's Nurturing Project), Kathy Lago (Solano Family & Children's Services).

Commissioners, staff, and guests introduced themselves.

Public comment: There were no public comments on items not on the agenda.

#### II. Consent Calendar

A. Approve Agenda of February 14, 2014

B. Approve Minutes of December 19, 2013

*Commissioner Niedziela moved to approve the Consent Calendar. The motion passed unanimously.*

#### III. First 5 Solano Program Modifications

##### A. Dixon Parent Education Program

**Motion: Consider a recommendation to redeploy unspent Parent Education Services funds (resulting from a contract termination) as follows: up to \$5,910 for FY2013/14 and up to \$14,173 for FY2014/15 – total \$20,083 – to the Children's Nurturing Project to continue Parent Education services in Dixon (Source of Funding: 2012-2015 Program Investment Plan)**

Discussion: Staff reported that, as directed by the Committee and the Commission, they have worked to develop a recommendation to effectively redeploy Parent Education funding (freed up by the termination, by mutual consent, an agreement with Dixon Family Services) to serve the Dixon community. Staff recommend that the Commission redeploy this funding to Children's Nurturing Project, which is already providing these services in the rest of the county (and has offered these services in Dixon as a component of another contract), to provide Dixon services. These services, if approved, would begin by April 2014 and run through the end of the current funding cycle (June 30, 2015).

The Committee asked about CNP success to date. CNP staff reported that last year there was one English class and one Spanish class in Dixon, noting that typically 8-10 parents sign up, and eight parents finishing is considered successful.

**Moved: Commissioner Niedziela**

**Vote: 2-0-0**

## **B. BabyFirst Solano Program**

**Motion: Consider a recommendation to redeploy unspent BabyFirst Solano/Prenatal Services funds pledged to Health & Social Services (resulting from a subcontract termination) as follows: up to \$79,329 for FY2013/14 and up to \$83,889 for FY2014/15 – total \$163,218 – for alternative prenatal services as outlined in the staff report (Source of Funding: 2012-2015 Program Investment Plan)**

Discussion: Staff reported that, as directed by the Committee and the Commission, they met with BabyFirst staff to develop recommendations for redeploying funds freed up by the termination of a BabyFirst subcontract to benefit the overall initiative.

Nazlin Huerta of Solano County Health & Social Services commented that they are looking to ensure behavioral health services needs are addressed by using a portion of these funds for a .25FTE Social Worker III. Other of the funds would be used to partially address the underfunding of the First 5-supported Public Health Nurse, increase data entry capacity to clear out a backlog, increasing one Site Coordinator's time, additional funds for to travel to home visits, and some one-time costs for training and Healthy Families America accreditation.

In addition, First 5 and BabyFirst staff recommend that \$20,000 of the funds available be redeployed to partially fund the Baby Coach program for FY2014/15. This program has been part of the BabyFirst initiative in the past, and compliments the home visiting continuum offered through Nurse Family Partnership. Baby Coach received one-time funding from the County for FY2013/14 and is seeking co-funders to continue the program.

The Committee discussed Baby Coach and its "fit" among services offered for pregnant women and infants. The Committee agreed that Baby Coach is a valuable service for Solano. Ms. Arrostuto commented that if Baby Coach is funded, they will work with CNP and the Commission's evaluator to help establish the program as a promising practice, with the intention of making the program more competitive for funding.

**Moved: Commissioner Niedziela**

**Vote: 2-0-0**

## **C. Heather House Transitional Housing Grant**

**Motion: Consider a recommendation to deploy up to \$75,000 to the Interfaith Council of Solano County for the period July 1, 2014 – June 30, 2015 for transitional housing services**

*(Source of Funding: FY2014/15 Discretionary Fund)*

Discussion: Ms. Arrostuto commented that staff is bringing this idea to the Committee for the first time. Background is that during the recession, the Commission created this grant as part of its "Community Stability Fund," to increase crisis funding when other forms of funding were drying up. Funds helped with shelter, water payments, food, and other basics. Interfaith Council of Solano County was established as a lead to coordinate other homeless shelters for families to get into permanent housing. This grant was extended twice due to delays in start-up; however, more recently the grantee organization took this on with renewed commitment, and the funds were expended in 5 months! The program, when finally implemented, was very successful and did not fully address the need.

Ms. Arrostuto reported that staff recommend the "transition to permanent housing" services granted to the Interfaith Council be reauthorized for the final year of the current funding cycle, with source of funding the FY2014/15 Discretionary Fund. While exact amounts that will be

available are unknown at this time (Pre-K Academy funding could influence the total amounts available), they expect there to be adequate funding in the DF if these services are reauthorized.

The Committee discussed the number of families served and staff reported that not all families have reached the 90-day follow up point (noting that 90 days is the “industry standard” for follow-up, and that additional funding would be required to follow families further).

**Moved: Commissioner Niedziela**

**Vote: 2-0-0**

#### **IV. Early Care and Development Community Indicators**

Receive additional requested information on Early Care and Development Community Indicators

Discussion: Kathy Lago of Solano Family & Children’s Services (SFCS) presented information on Early Care and Development Community Indicators using data from SFCS. Statewide, childcare services are decreasing across the state and not meeting the demand. High childcare costs and increased births to 5 years of age live in poverty are factors. There is an 18 percent decrease in childcare services in Solano County. Parents need full-time care and flexible options, not just care from 9 AM to 5 PM.

Commissioner Betz asked why Solano County pays more for childcare than San Francisco. Ms. Lago will research and follow up with this question.

Ms. Arrostuto commented that the reason why there may have been a drop in childcare and licensed homes was due to the economy and jobs, and more children needed care as the economy worsened. Now seeing the economy recover, families are turning to exempt care, not using licensed care. Only income eligible children were being served through public contracted Title 5 sites like Pre-Kindergarten, Early Head Start and Head Start are only free for some families while other families were subject to family fees depending on income.

The Committee discussed the information and ways to support increasing the capacity of the system, noting their resources are limited. The Children’s Alliance is working on a letter to the Legislature urging increased funding for child care, which will be brought to the Commission at a future date. Ms. Lago commented that there was a SFCS wait list in 2011. There was a centralized eligibility list and when a space opened up and funding was available, families ranked from highest to lowest income first. The State took that away so now it’s not known who has the highest need for childcare.

#### **V. Community Engagement Update**

Receive a report on Community Engagement Activities

The Committee noted and did not discuss the written staff report, which was informational.  
*Cherelyn Ellington Hunt, Community Engagement and Early Education Program Manager*

#### **VI. Solano Safety Net Summit Activities Update**

The Committee noted and did not discuss the written staff report, which was informational.  
*Christina Arrostuto, Executive Director*

**VII. Future Agenda Items, Meeting Time/Date/Location**

It was noted that Commissioner Hannigan has agreed to join the Program and Community Engagement Committee and staff will work with her to ensure she is available for the current 2014 meeting schedule. The Committee is scheduled to meet next on Thursday, March 6, 2014, 3:00 PM – 4:30 PM, at 601 Texas Street, Suite 210, Fairfield, CA. Future agenda items include: Proposed extension of Mental Health Services Act/Prevention and Early Intervention Services agreement with Health & Social Services, PEAK Initiative, April Children’s Month Activities

The meeting was adjourned at 4:35 PM.

Irma Calderon, Office Assistant III

Approved:

**DATE:** February 21, 2014

**TO:** First 5 Solano Children and Families Commission

**CC:** Christina Arrostuto, Executive Director

**FROM:** Jay Speck and Liz Niedziela, Program and Community Engagement Committee  
by Venis Jones Boyd, Child and Family Programs Manager

**SUBJECT: Dixon Parent Education Services**

**MOTION:** Consider redeployment of up to \$20,083 (up to \$5,910 for FY2013/14 and up to \$14,173 for FY2014/15) to the Children's Nurturing Project to continue Parent Education services in Dixon *(Source of Funding: 2012-2015 Program Investment Plan)*

### Background/ Discussion

As part of its strategic planning and funding process, the Commission approved funding for Parent Education Services for the 2012-2015 Funding Cycle to The Children's Nurturing Project and Dixon Family Services for county-wide employment of the Nurturing Parenting Program (NPP). Contract #2012-702 with Dixon Family Services was terminated by mutual agreement in January 2014. The Commission directed staff to return with recommendations to fulfill the need for Parent Education services in Dixon.

Staff recommend re-allocating these unspent funds to Children's Nurturing Project, which is already providing these services in the rest of the county. CNP's service delivery at Anderson Elementary affords them access to parents of children zero to five as their siblings attend the elementary school.

Staff recommend amending the CNP Parent Education scope of work to include NPP groups for Dixon as follows (this is consistent with the previous scope of work for these services in Dixon):

- FY2013/14 (March-June 2014)
  - One NPP English OR one NPP Spanish group with a target of 6 families. The group would have to begin on April 1, 2014 to ensure completion by end of fiscal year (June 30).
  - One-on-one NPP sessions will be available if access is a barrier (transportation), if necessary.
- FY2014/15
  - Conduct NPP groups and on-on-one instruction for high risk pre-natal and parenting families for 12 parents/caregivers in English.
  - Conduct NPP groups and on-on-one instruction for high risk pre-natal and parenting families for 12 parents/caregivers in Spanish.

### Recommendation

The Program and Community Engagement Committee reviewed and discussed this item at its February 14, 2014 meeting. In light of proven performance throughout the County, the Committee recommend expanding the currently parent education efforts by Children's Nurturing Project to include the Dixon area for children aged 0-5 for FY2013/14 and FY2014/15 by amending Contract #2012-701 to include these services. Proposed Scope of Work and Budgets are attached.

### Attachments:

- Proposed Amendment FY2013/14 and FY2014/15 Scope of Works/Budgets

EXHIBIT A – ANNUAL SCOPE OF WORK  
Year 2: FY2013/2014

<b>CONTRACTOR NAME:</b>	Children's Nurturing Project	
<b>PROGRAM NAME:</b>	Parent Education	
<b>GOAL:</b>	Increase parent's competency in appropriate parenting practices with their children, ages 0-5 years to reduce the likelihood of abuse and neglect	Links to Strategic Plan Result #: R11 – Using community resources and support, parents and primary caregivers are educated on and practice effective parenting strategies

ACTIVITY	TASKS	SERVICE COUNTS		OUTCOME
<i>Contractor will perform the following activities:</i>	<i>The following services, events and other actions make up the program:</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	<b>Tasks Within Activity</b>	<b># Served</b>	<b>Service Unit Type/ Length of time</b>	<b>Outcome</b>
<b>Activity 1</b> Parenting Education for High Risk Families	A. Conduct evidence based Nurturing Parent Program (NPP) Groups and one-on-one home based instruction for high risk pre-natal and parenting families in English and Spanish for parents and their children age 0-5. NPP is family centered program designed to help parents/caregivers develop and build nurturing parenting skills.	56 parent/caregivers annually	A minimum of 14 group sessions once a week with individual parent sessions as needed	Parents/caregivers will complete 75% required sessions towards completion of NPP parent training.  80% of 75% or more (at least 37 parents/caregivers) will show an improvement in AAPI Scores, Family Nurturing Competency Scales scores and or Family Activity Logs from pre to post assessment  Children identified with special needs will receive referral to programs for mental/developmental intervention or primary care as appropriate
	B. Conduct children's developmental activity groups in concurrence with Nurturing Parent Program parent groups.	66 children annually	A minimum of 14 group sessions once a week	

EXHIBIT A – ANNUAL SCOPE OF WORK  
Year 2: FY2013/2014

ACTIVITY	TASKS	SERVICE COUNTS		OUTCOME
<p><i>Contractor will perform the following activities:</i></p>	<p><i>The following services, events and other actions make up the program:</i></p>	<p><i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i></p>		<p><i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i></p>
	Tasks Within Activity	# Served	Service Unit Type/ Length of time	Outcome
<p><b>Activity 2</b> NPP Facilitator Training</p>	<p>A. Conduct provider training to certify community facilitators under the Nurturing Parent Program evidence based parenting education and child abuse prevention program. www.nurturing</p>	<p>10 community partners</p>	<p>3 day facilitator trainings and post training consultation as needed</p>	<p>90% of participants (at least 9) Solano county 0-5 providers/agency staff will gain competency and certification of parenting education for families with children prenatal through age 5 using Nurturing Parent Program</p>

EXHIBIT A – ANNUAL SCOPE OF WORK  
Year 3: FY2014/2015

<b>CONTRACTOR NAME:</b>	Children's Nurturing Project	
<b>PROGRAM NAME:</b>	Parent Education	
<b>GOAL:</b>	Increase parent's competency in appropriate parenting practices with their children, ages 0-5 years to reduce the likelihood of abuse and neglect	Links to Strategic Plan Result #: R11 – Using community resources and support, parents and primary caregivers are educated on and practice effective parenting strategies

ACTIVITY	TASKS	SERVICE COUNTS		OUTCOME
<i>Contractor will perform the following activities:</i>	<i>The following services, events and other actions make up the program:</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	<b>Tasks Within Activity</b>	<b># Served</b>	<b>Service Unit Type/Length of time</b>	<b>Outcome</b>
<b>Activity 1</b> Parenting Education for High Risk Families	A. Conduct evidence based Nurturing Parent Program (NPP) Groups and one-on-one home based instruction for high risk pre-natal and parenting families in English and Spanish for parents and their children age 0-5. NPP is family centered program designed to help parents/caregivers develop and build nurturing parenting skills.	74 parent/caregivers	A minimum of 14 group sessions once a week with individual parent sessions as needed	Parents/caregivers will complete 75% of required sessions towards completion of NPP parent training.  80% of 75% or more (at least 44 parents/caregivers) will show an improvement in AAPI Scores, Family Nurturing Competency Scales scores and or Family Activity Logs from pre to post assessment
	B. Conduct children's developmental activity groups in concurrence with Nurturing Parent Program parent groups.	84 children annually	A minimum of 14 group sessions once a week	Children identified with special needs will receive referral to programs for mental/developmental intervention or primary care as appropriate

EXHIBIT A – ANNUAL SCOPE OF WORK  
Year 3: FY2014/2015

ACTIVITY	TASKS	SERVICE COUNTS		OUTCOME
<p><i>Contractor will perform the following activities:</i></p>	<p><i>The following services, events and other actions make up the program:</i></p>	<p><i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i></p>		<p><i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i></p>
	Tasks Within Activity	# Served	Service Unit Type/ Length of time	Outcome
<p><b>Activity 2</b> NPP Facilitator Training</p>	<p>B. Conduct provider training to certify community facilitators under the Nurturing Parent Program evidence based parenting education and child abuse prevention program.</p>	<p>10 community partners</p>	<p>3 day facilitator trainings and post training consultation as needed</p>	<p>90% of participants (at least 9) Solano county 0-5 providers/agency staff will gain competency and certification of parenting education for families with children prenatal through age 5 using Nurturing Parent Program</p>

Year 2- FY2013/2014

CONTRACTOR NAME: Children's Nurturing Project

Line Item	FTE	Activities Linked to in Scope of Work	First 5 Solano	Other Sources	Total
<b>Personnel</b>					
NPP and Baby Coach Facilitators	0.6	Activity 1	\$27,099	0	\$27,099
Parenting/Baby Coach	0.8	Activity 1, 2	\$23,230	\$22,667	\$45,897
Benefits			\$12,582	\$5,667	\$18,249
Subtotal Personnel			62,911	\$28,334	91,245
<b>Operating Expenses</b>					
Rent & Utilities		Activity 1-2	\$2,983	0	\$2,983
Office Supplies/Materials		Activity 1-2	\$5,024	0	\$5,024
Postage/Mailing/Copying		Activity 1-2	\$1,000	0	\$1,000
Travel/Training/Conferences		Activity 1-2	\$2,125	0	\$2,125
Other – Outreach/Promo		Activity 1-2	\$1,000	0	\$1,000
Other – NPP Certifications		Activity 1-2	\$2,950	\$7,375	\$10,325
IT/Website		Activity 1-2	\$5,000		\$5,000
Subtotal Operating Expenses			20,082	\$7,375	27,457
<b>Indirect Costs</b>					
Indirect Costs		Subtotal Indirect	\$12,264	0	\$27,457
Grand Total Expenses			\$95,257	\$35,709	\$130,966

Year 3 – FY2014/2015

**CONTRACTOR NAME: Children’s Nurturing Project**

Line Item	FTE	Activities Linked to in Scope of Work	First 5 Solano	Other Sources	Total
<b>Personnel</b>					
NPP and Baby Coach Facilitators	0.8	Activity 1	\$36,132	0	\$36,132
Baby Coach Program Coord	0.6	Activity 1, 2	\$23,230	\$22,667	\$45,897
Benefits			\$14,276	\$5,667	\$19,943
Subtotal Personnel			\$71,380	\$28,334	\$99,714
<b>Operating Expenses</b>					
Rent & Utilities		Activity 1-2	\$2,983	\$0	\$2,983
Office Supplies Materials		Activity 1-2	\$5,024	0	\$5,024
Postage/Mailing/Copying		Activity 1-2	\$625	0	\$625
Travel/Training/Conferences		Activity 1-2	\$2,125	0	\$2,125
Other – Outreach/Promo		Activity 1-2	\$500	0	\$500
Other – NPP Certifications		Activity 1-2	\$2,950	\$7,375	\$10,325
IT/Website		Activity 1-2	\$5,000		\$5,000
Subtotal Operating Expenses			\$19,207	\$7,375	\$26,582
<b>Indirect Costs</b>					
Indirect Costs		Subtotal Indirect	\$13,586	0	\$13,586
Grand Total Expenses			\$104,173	\$35,709	\$139,882



CHILDREN ARE OUR BOTTOM LINE

**DATE:** February 21, 2014

**TO:** First 5 Solano Children and Families Commission

**CC:** Christina Arrostuto, Executive Director

**FROM:** **Jay Speck and Liz Niedziela, Program and Community Engagement Committee**  
by Chris Shipman, Health Programs Manager

**SUBJECT:** Redeployment of funds remaining from BabyFirst Solano termination of subcontractor services (Health and Social Services)

**MOTION:** **Consider redeployment of up to \$163,218 (up to 79,329 for FY2013/14 and up to \$83,889 for FY14/15) to Health & Social Services (H&SS) BabyFirst Solano Initiative to continue behavioral health and other prenatal services**  
*(Source of funding: 2012-2015 Program Investment Plan)*

**SUMMARY/DISCUSSION**

In January, Health and Social Services (H&SS) terminated its agreement with La Clinica de la Raza for behavioral health services within the BabyFirst Solano initiative. The Commission directed First 5 Solano staff to, in consultation with H&SS, bring forward recommendations to the Program and Community Engagement Committee for redeploying these funds within the BabyFirst Solano initiative for prenatal and infant services. The amount in question is up to \$166,339 (\$82,450 for FY2013/14 and \$83,889 for FY2014/15). The Program and Community Engagement Committee received and discussed a detailed report on this item at its meeting of February 14, 2014.

The proposed changes would begin in third quarter this fiscal year and run through the end of the current funding cycle (June 30, 2015). Revised budgets and scope of work are attached. The recommendations include increases in current staff for coverage shortfalls for key staff positions. Other changes are for supplies, travel, outreach incentives and operational costs for FY2013/14 and FY2014/15.

In addition, staff and H&SS recommend including up to \$20,000 for FY2014/15 to help fund the Baby Coach program, administered by Children’s Nurturing Project. This program has been a part of the BabyFirst Solano initiative in the past, and it complements the homevisiting and parent education services offered in the current BabyFirst continuum. (For example, Baby Coach can and does serve high-risk mothers referred by H&SS who are not eligible to Nurse Family Partnership services because they are not first-time mothers and/or not in the specific timeframe of pregnancy required for NFP eligibility.)

Baby Coach was funded on a one-time basis with \$50,000 in county General Fund for FY2013/14 and is seeking ongoing funding. If this recommendation is approved, First 5 staff intend to include an evaluation of Baby Coach in its FY2014/15 evaluation services to help establish this program as a promising practice and increase its chances of competing for sustainable funding.



CHILDREN ARE OUR BOTTOM LINE

**Budget Modification Request Form FY13/14**

Line Item	FTE	Approved Budget	Modification	Requested Budget
<u>Personnel</u>	7.75			
Program Manager	1.00	40,000		40,000
Office Assistant II	0.50	13,572		13,572
Health Education Specialist	0.50	14,877		14,877
Health Education Specialist Sr	0.25	18,083		18,083
Health Assistant	1.00	31,624		31,624
Accounting Technician	0.25	12,275		12,275
HFA Supervisor/SWIII	1.00	49,375		49,375
SWIII	0.25	0	10,447	10,447
Substance Abuse Clinician	0.25	11,062		11,062
HFA Family Assessment	1.00	31,624		31,624
Public Health Nurse	0.25	9,400		9,400
Public Health Nurse:NFP	1.00	50,095	20,976	71,071
Health Assistant	0.50	27,227		27,227
Benefits		144,843	14,597	159,440
Subtotal Personnel		454,057	46,020	500,077
<u>Operating Expenses</u>				
Office Supplies and Materials		2,444		2,444
Telephone/Communications		1,700		1,700
Postage/Copying		2,750		2,750
Travel/Training/Conferences		7,000	4,500	11,500
Client Incentives		2,265	4,566	6,831
Collaborative Meetings		2,000		2,000
Outreach Materials		10,000	6,300	16,300
Data Collection & Licensing		4,800		4,800
HFA Start-Up Support		9,000	2,400	11,400
Subtotal Operating Expenses		41,959	17,766	59,725
<u>Subcontractors</u>				
California Hispanic Commission		107,294	3,579	110,873
Childrens Nurturing Project		95,861	8,385	104,246
LaClinica-Great Beginnings		82,450	(79,329)	3,121
Planned Parenthood		99,950	3,579	103,529
Youth and Family Services		45,681		45,681
Special Projects (Tabor)		5,000		5,000
Subtotal Subcontractors		436,236	(63,786)	372,450
Indirect Costs		94,002		94,002
Subtotal Indirect		94,002	0	94,002
Grand Total Expenses		1,026,254	0	1,026,254



CHILDREN ARE OUR BOTTOM LINE

**Budget Modification Request Form FY14/15**

Line Item	FTE	Approved Budget	Modification	Requested Budget
<u>Personnel</u>	7.75			
Program Manager	0.75	40,850		40,850
Office Assistant II	0.75	13,572		13,572
Health Education Specialist	0.50	17,672		17,672
Health Education Specialist Sr	0.25	19,124		19,124
Health Assistant	1.00	31,624		31,624
Accounting Technician	0.25	8,275		8,275
HFA Supervisor/SWIII	1.00	49,375		49,375
SWIII	0.25	0	20,894	20,894
Substance Abuse Clinician	0.25	11,062		11,062
Health Assistant/HFA FAW	1.00	31,624		31,624
Public Health Nurse	0.25	12,524		12,524
Public Health Nurse/NFP	1.00	50,095	7,221	57,316
Health Assistant/HFA FSW	0.50	28,377		28,377
Benefits		141,863	9,193	151,056
Subtotal Personnel		456,037	37,308	493,345
<u>Operating Expenses</u>				
Office Supplies and Materials		2,400		2,400
Telephone/Communications		1,700		1,700
Postage/Copying		2,750		2,750
Travel/Training/Conferences		6,500		6,500
Client Incentives		2,628		2,628
Collaborative Meetings		2,000		2,000
Outreach Materials		13,750		13,750
Data Collection & Licensing		5,000		5,000
HFA Start-Up Support		7,991		7,991
Subtotal Operating Expenses		44,719	0	44,719
<u>Subcontractors</u>				
California Hispanic Commission		106,378	5,656	112,034
Childrens Nurturing Project		95,863	35,269	131,132
LaClinica-Great Beginnings		83,889	(83,889)	0
Planned Parenthood		99,950	5,656	105,606
Youth and Family Services		45,425		45,425
Subtotal Subcontractors		431,505	(37,308)	394,197
Indirect Costs		93,924		93,924
Subtotal Indirect		93,924	0	93,924
<b>Grand Total Expenses</b>		<b>1,026,185</b>	<b>0</b>	<b>1,026,185</b>



CHILDREN ARE OUR BOTTOM LINE

Year 2 July 1, 2013 –June 30, 2014

<b>APPLICANT NAME:</b>	Solano County Health and Social Services	
<b>PROGRAM NAME:</b>	BabyFirst Solano	
<b>GOAL:</b> What are 1-2 primary goals of your program?	1) Promote healthy pregnancies and birth outcomes; 2) Promote healthy growth and development of babies 0-2	Links to Strategic Plan Result #:  R1, R2

<b>Activity</b>	<b>TASKS</b>	<b>SERVICE COUNTS</b>		<b>OUTCOME</b>
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	<b>Tasks Within Activity</b>	<b># Served</b>	<b>Service Unit Type/ Length of time</b>	<b>Outcome</b>
<b>Activity 1</b> <i>(this activity must link to the budget):</i>	1. Complete ongoing training as required for HFA	16 staff and managers	12 hours/per staff	94% of 49 <sup>1</sup> singleton infants will be delivered at optimum weight (at or above 2500 grams) and at or after 37 weeks of pregnancy
	2. Administer and monitor time studies quarterly to leverage funds	3 staff	Administration of time studies/30 hours per quarter	

<sup>1</sup> 73 new clients in Year 2; 40% deliver in the fiscal year = 29 births. Additional 20 births are expected from Year 1 clients who did not deliver until Year 2. 29 + 20 = 44.





CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	Tasks Within Activity	# Served	Service Unit Type/ Length of time	Outcome
<b>Activity 1</b> <i>(this activity must link to the budget):</i>  Healthy Families America	5. Conduct quarterly HFA team learning and evaluate progress of HFA implementation and supervision of home visitors and family assessment worker weekly	10	Meetings/8 hours per quarter  Supervision: 7 staff/1.5 hours weekly per staff 3 Site Managers/1.5hours quarterly	90% of 67 <sup>3</sup> target infants and children will be screened by 6 months and 18 months
	6. Family Support Workers will administer Ages and Stages Questionnaire and the ASQ-SE at designated intervals to screen children for developmental delay and refer for further evaluation and services as needed	67 children	1 ½ hour per questionnaire	
	7. Family Support Workers will utilize the Partners for Healthy Baby parenting curriculum to all families participating in HFA and develop an Individual Service Plan for HFA participants to enhance family functioning.	118 HFA clients	24 hours per client  1 hour/4x a year/118 clients	80% of target women will have improved observed scores for the H.O.M.E Inventory learning materials and parenting involvement subscales between 6 and 18 months of child's age

<sup>3</sup> ASQs are administered to children of both new and ongoing clients. 18-20 births in Year 1 + 49 births in Year 2 = 67  
 March 2014 Commission Meeting



CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	Tasks Within Activity	# Served	Service Unit Type/ Length of time	Outcome
	8. Family Support Workers will administer the Home Observation for Measurement of Environmental (H.O.M.E.) Inventory assessment at 6 and 18 months of child's age.	118 HFA clients	1 hour/118 clients	
	9. Provide public health nurse to partner with or consult with home visitors where high risk medical issues are present, and/or health education is needed to support good outcomes.	20 HFA clients/100 home visits/encounters	1-5 home visits more if needed per client/ 20 clients	80% of 20 clients as seen by public health nurse will show overall improvement in knowledge and resources for healthy pregnancy and infant/child health



CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<p><i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i></p>	<p><i>What services, events and other actions make up the program?</i></p>	<p><i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i></p>		<p><i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i></p>
<p><b>Activity 2</b> <i>(this activity must link to the budget):</i></p> <p>Nurse Family Partnership</p> <p>March 2014 Commission Meeting</p>	<p><b>Tasks Within Activity</b></p> <p>1. Provide home visits and case management support for 25 first time mothers participating in NFP</p>	<p><b># Served</b></p> <p>25 women</p>	<p><b>Service Unit Type/Length of time</b></p> <p>Home visits/4 monthly per client/1 hour</p> <p>Case conferencing/ monthly/1 hour/as needed</p> <p>Page 8 of 21</p>	<p><b>Outcome</b></p> <p>94% of 10 singleton infants will be delivered at optimum weight (at or above 2500 grams) and at or after 37 weeks of pregnancy</p> <p>60% of 4 women identified prenatally as at risk for substance use will be substance free at delivery</p> <p>80% of 10 clients who give birth will attend postpartum appointments</p> <p>80% of 10 clients who give birth initiate breastfeeding</p> <p>90% of 10 infants born to NFP clients will attend recommended pediatric and well baby appointments and receive required immunizations</p>



CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	<p align="center"><b>Tasks Within Activity</b></p>	<p align="center"><b># Served</b></p>	<p align="center"><b>Service Unit Type/ Length of time</b></p>	<p align="center"><b>Outcome</b></p>
<p><b>Activity 3</b> <i>(this activity must link to the budget):</i></p> <p>Substance Abuse Intervention</p>	<p>1. County Substance Abuse Services will provide substance abuse treatment linkage to pregnant and parenting women through a “warm hand off” to a county substance abuse specialist using three-way personal contact between the referring agency, the substance abuse clinician, and the client</p>	<p>24 pregnant women</p>	<p>Staff time spent on client case/ 8 hours per client</p>	<p>80% of 24 women referred are linked to treatment</p>

Activity	TASKS	SERVICE COUNTS		OUTCOME
<p><i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i></p>	<p><i>What services, events and other actions make up the program?</i></p>	<p><i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i></p>		<p><i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i></p>
	Tasks Within Activity	# Served	Service Unit Type/ Length of time	Outcome
	<p>2. Youth and Family Services will provide substance abuse pre-contemplation interventions for woman at risk or identified as using substances referred from HFA and PCG to assist them to accept substance abuse services and treatment and liaison with county Substance Abuse Services</p>	<p>34 pregnant women</p>	<p>Staff time spent on client case/ 48 hours per client</p>	<p>60% of 34 women referred are linked to treatment</p>
<p><b>Activity 4</b> <i>(this activity must link to the budget):</i></p> <p>Behavioral Health Support</p>	<p>1. Provide Social Worker III (LCSW) to partner with or consult with home visitors where high risk psychosocial issues are present to support good outcomes</p>	<p>10 HFA clients</p>	<p>60 encounters/ home visits; 3Hrs/encounter (includes preparation, intervention, case notes documentation; 2Hrs/month case review</p>	<p>80% of 10 women who receive clinical intervention will report symptom improvement and/or risk reduction.</p>



CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	Tasks Within Activity	# Served	Service Unit Type/ Length of time	Outcome
<b>Activity 5</b> <i>(this activity must link to the budget):</i>  Outreach/ Navigation	1. Provide Toll Free Line w/ navigation assistance to callers seeking prenatal care sites and case management support programs, including Healthy Families America, Nurse Family Partnership, Black Infant Health, Adolescent Family Life Program, and other supportive services.	300 women	1 hour per call/300 hours	<b>End of year narrative report submitted detailing number of callers and referrals provided</b>
	2. Conduct HFA intake screening and referral for teens/women who call the toll free line	80 teens/women	Screening and warm handoff to program/6 hours/80 potential clients	
	3. Conduct targeted outreach to 50 sites, at least 40% being healthcare provider sites	50 sites	4 sites monthly/ 4 hour	



CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	<p align="center"><b>Tasks Within Activity</b></p>	<p align="center"><b># Served</b></p>	<p align="center"><b>Service Unit Type/ Length of time</b></p>	<p align="center"><b>Outcome</b></p>
<p><b>Activity 6</b> <i>(this activity must link to the budget):</i></p> <p>Promote system of care for high risk pregnant</p>	<p>1. Convene BFS/MCAH Referral Quality Management/Outreach Committee, BFS Policy Council, and HFA Advisory Board as needed to achieve fidelity to the HFA model.</p>	<p>40 meeting attendees</p>	<p>Monthly/2 hours  Meeting preparation/ Monthly/6 hours</p>	



CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing and postpartum women/ Systems change</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	Tasks Within Activity	# Served	Service Unit Type/ Length of time	Outcome
	2. Convene PNC Access Workgroup quarterly to assess progress on Access to Early Entry to Prenatal Care Plan indicators and conduct annual gap analysis to identify barriers to early prenatal care and develop recommendations to reduce barriers and present findings at the annual Prenatal Care Access Meeting	50 meeting attendees	Meetings/Quarterly/2 hours	



CHILDREN ARE OUR BOTTOM LINE

July 1, 2014 - June 30, 2015

<b>APPLICANT NAME:</b>	Solano County Health and Social Services	
<b>PROGRAM NAME:</b>	BabyFirst Solano	
<b>GOAL:</b> What are 1-2 primary goals of your program?	3) Promote healthy pregnancies and birth outcomes; 4) Promote healthy growth and development of babies 0-2	Links to Strategic Plan Result #:  R1, R2

<b>Activity</b>	<b>TASKS</b>	<b>SERVICE COUNTS</b>		<b>OUTCOME</b>
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program.            Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change.            The required percentage must be met regardless of total number served</i>
	<b>Tasks Within Activity</b>	<b># Served</b>	<b>Service Unit Type/Length of time</b>	<b>Outcome</b>
<b>Activity 1</b> <i>(this activity must link to the budget):</i>  Healthy	2. Complete ongoing training as required for HFA  3. Administer and monitor time studies quarterly to leverage funds	16 staff and managers  3 staff	12 hours/per staff  Administration of time studies/30 hours per quarter	94% of 55 <sup>4</sup> singleton infants will be delivered at optimum weight (at or above 2500 grams) and at or after 37 weeks of pregnancy  60% of 10 <sup>5</sup> women identified

<sup>4</sup> 29 new clients in Year 3; 40% deliver in the fiscal year = 12 births. Additional 33 births are expected from Year 2 clients who did not deliver until Year 3. 12 + 33 = 55.

<sup>5</sup> 4PsPlus in 2011 averaged 35% of women screened at risk of substance use. 29 new clients x 35% = 10 women identified prenatally at risk  
 March 2014 Commission Meeting



CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i> Families America	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program.            Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change.            The required percentage must be met regardless of total number served</i>
	Tasks Within Activity	# Served	Service Unit Type/Length of time	Outcome
	4. Conduct HFA assessments and develop case plans for new 29 teens/women enrolled in HFA, including but not limited to the Edinburgh screen for depression and 4Ps Plus screen for substance use	29 women/3 family members	Assessment/1x4 hours Care plan 1x3 hours Case conferencing/monthly/as needed	prenatally as at risk for substance use will be substance free at delivery 80% of 55 clients who give birth will attend postpartum appointments
	5. Provide HFA home visits and case management support for up to 118 women/teens	118 women/family members	Home visits/1 hour weekly, biweekly or monthly as needed Case conferencing/monthly/1 hour/as needed	80% of 55 clients who give birth initiate breastfeeding 90% of 55 infants born to HFA clients will attend recommended pediatric and well baby appointments and receive required immunizations
<b>Activity 1</b> <i>(this activity must link to the budget):</i> Healthy Families	6. Conduct quarterly HFA team learning and evaluate progress of HFA implementation and supervision of home visitors and family assessment worker weekly	10 staff	Meetings/8 hours per quarter Supervision: 7 staff/1.5 hours weekly per staff 3 Site Managers/1.5hours quarterly	90% of 118 <sup>6</sup> target infants and children will be screened by 6 months and 18 months

<sup>6</sup> ASQs are administered to children of both new and ongoing clients. 18-20 births in Year 1 + 49 births in Year 2 = 67  
 March 2014 Commission Meeting

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing America</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	Tasks Within Activity	# Served	Service Unit Type/Length of time	Outcome
	7. Family Support Workers will administer Ages and Stages Questionnaire and the ASQ-SE at designated intervals to screen children for developmental delay and refer for further evaluation and services as needed	118 children born to HFA participants	1 ½ hour per questionnaire	
	8. Family Support Workers will utilize the Partners for Healthy Baby parenting curriculum to all families participating in HFA and develop an Individual Service Plan for HFA participants to enhance family functioning.	118 HFA clients	24 hours per client 1 hour/4x a year/118 clients	80% of target women will have improved observed scores for the H.O.M.E Inventory learning materials and parenting involvement subscales between 6 and 18 months of child's age
	9. Family Support Workers will administer the Home Observation for Measurement of Environmental (H.O.M.E.) Inventory assessment at 6 and 18 months of child's age.	118 HFA clients	1 hour/118 clients	
10. Provide public health nurse to partner with or consult with home visitors where high risk medical issues are present, and/or health education is needed to support good outcomes.	20 HFA clients/100 home visits/encounters	1-5 home visits more if needed per client/ 20 clients	80% of 20 clients as seen by public health nurse will show overall improvement in knowledge and resources for healthy pregnancy and infant/child health	

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	Tasks Within Activity	# Served	Service Unit Type/ Length of time	Outcome
	11. Prepare HFA self-assessment and submit for accreditation by HFA.			HFA accreditation achieved by June 30, 2015
<b>Activity 2</b> <i>(this activity must link to the budget):</i>  Nurse Family Partnership	2. Provide home visits and case management support for 25 first time mothers participating in NFP	25 women	Home visits/4 monthly per client/1 hour  Case conferencing/ monthly/1 hour/as needed	94% of 10 singleton infants will be delivered at optimum weight (at or above 2500 grams) and at or after 37 weeks of pregnancy  60% of 4 women identified prenatally as at risk for substance use will be substance free at delivery  80% of 10 clients who give birth will attend postpartum appointments  80% of 10 clients who give birth initiate breastfeeding  90% of 10 infants born to NFP clients will attend recommended pediatric and well baby appointments and receive required immunizations



CHILDREN ARE OUR BOTTOM LINE

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	Tasks Within Activity	# Served	Service Unit Type/Length of time	Outcome
<b>Activity 3</b> <i>(this activity must link to the budget):</i>  Substance Abuse Intervention	3. County Substance Abuse Services will provide substance abuse treatment linkage to pregnant and parenting women through a “warm hand off” to a county substance abuse specialist using three-way personal contact between the referring agency, the substance abuse clinician, and the client	24 pregnant women	Staff time spent on client case/ 8 hours per client	80% of 24 women referred are linked to treatment
	4. Youth and Family Services will provide substance abuse pre-contemplation interventions for woman at risk or identified as using substances referred from HFA and PCG to assist them to accept substance abuse services and treatment and liaison with county Substance Abuse Services	34 pregnant women	Staff time spent on client case/ 48 hours per client	60% of 34 women referred are linked to treatment

Activity	TASKS	SERVICE COUNTS		OUTCOME
<i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i>	<i>What services, events and other actions make up the program?</i>	<i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i>		<i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i>
	<b>Tasks Within Activity</b>	<b># Served</b>	<b>Service Unit Type/Length of time</b>	<b>Outcome</b>
<b>Activity 4</b> <i>(this activity must link to the budget):</i>  Behavioral Health Support	1. Provide Social Worker III (LCSW) to partner with or consult with home visitors where high risk psychosocial issues are present to support good outcomes	20 HFA clients	100 encounters/ home visits; 3Hrs/encounter (includes preparation, intervention, case notes documentation; 2Hrs/month case review	80% of 20 women who receive clinical intervention will report symptom improvement and/or risk reduction.
<b>Activity 5</b> <i>(this activity must link to the budget):</i>  Outreach/ Navigation	4. Provide Toll Free Line w/ navigation assistance to callers seeking prenatal care sites and case management support programs, including Healthy Families America, Nurse Family Partnership, Black Infant Health, Adolescent Family Life Program, and other supportive services.	300 women	1 hour per call/300 hours	End of year narrative report submitted detailing number of callers and referrals provided
	5. Conduct HFA intake screening and referral for teens/women who call the toll free line	80 teens/women	Screening and warm handoff to program/6 hours/80 potential clients	
	6. Conduct targeted outreach to 50 sites, at least 40% being healthcare provider sites	50 sites	4 sites monthly/ 4 hour	

Activity	TASKS	SERVICE COUNTS		OUTCOME
<p><i>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing</i></p>	<p><i>What services, events and other actions make up the program?</i></p>	<p><i># Served: The counts of services provided (to unduplicated clients) and people served over the course of the program. Service Unit Type/Length of Time: The level of services rendered (how often and how long).</i></p>		<p><i>Outcome: The percentage and number of people for whom the program will affect a desired change. The required percentage must be met regardless of total number served</i></p>
	<p><b>Tasks Within Activity</b></p>	<p><b># Served</b></p>	<p><b>Service Unit Type/Length of time</b></p>	<p><b>Outcome</b></p>
<p><b>Activity 6</b> <i>(this activity must link to the budget):</i></p> <p>Promote system of care for high risk pregnant and postpartum women/ Systems change</p>	<p>12. Convene BFS/MCAH Referral Quality Management/Outreach Committee, BFS Policy Council, and HFA Advisory Board as needed to achieve fidelity to the HFA model.</p>	<p>40 meeting attendees</p>	<p>Monthly/2 hours  Meeting preparation/ Monthly/6 hours</p>	
	<p>13. Convene PNC Access Workgroup quarterly to assess progress on Access to Early Entry to Prenatal Care Plan indicators and conduct annual gap analysis to identify barriers to early prenatal care and develop recommendations to reduce barriers and present findings at the annual Prenatal Care Access Meeting</p>	<p>50 meeting attendees</p>	<p>Meetings/Quarterly/2 hours</p>	
<p><b>Activity 7</b> <i>(this activity must link to the budget)</i></p> <p>Baby Coach Home Visiting and support</p>	<p>1. Serve pregnant teens/women in need of social support and case management through one-on-one home based instruction for pre-natal and parenting families with children ages prenatal to approx. 12 months of age.</p>	<p>Maintain a minimum of 10 pregnant Baby Coach clients and their infants matched with a Baby Coach.</p>	<p>Home and community visits/support/education by Baby Coach Volunteer and/or Support Specialist (1 to 4 times per month for average 1 hour)</p>	<p>1. 80% of Baby Coach participants who complete at least 3 months of service will show an improvement in Adult Adolescent Parenting Inventory Scores in the Empathy and Appropriate Expectations Constructs</p>

Activity	TASKS	SERVICE COUNTS		OUTCOME
<p>What broad category (ex: parent ed., case mgmt., home visiting, etc.) are you performing during pregnancy and post-partum</p>	<p>What services, events and other actions make up the program?</p>	<p><b># Served:</b> The counts of services provided (to unduplicated clients) and people served over the course of the program.  <b>Service Unit Type/Length of Time:</b> The level of services rendered (how often and how long).</p>		<p><b>Outcome:</b> The percentage and number of people for whom the program will affect a desired change.                      The required percentage must be met regardless of total number served</p>
	Tasks Within Activity	# Served	Service Unit Type/Length of time	Outcome
	<p>2. Case Management follow up via phone/email/text in between home visits</p>	<p>Minimum 10</p>	<p>At least weekly contact between home visits to check in with clients and document client status and any concerns.</p>	<p>2. 100% of infants of Baby Coach clients who are identified with special needs will receive linkage/referral to eligible programs for mental or developmental intervention such as PEAK and EPSDT, or primary care as appropriate (measured with ASQ3 and ASQ-SE)</p> <p>Contact/Visit logs will be maintained</p>
<p><b>Activity 8</b> (this activity must link to the budget)</p> <p>Baby Coach Volunteer Training</p>	<p>1. Conduct trainings to certify community volunteers as CNP Baby Coaches and parenting facilitators under the Nurturing Parenting Program evidence based parenting education and child abuse prevention model.</p>	<p>Minimum 4 Baby Coach Volunteers</p>	<p>2 training sessions/year</p>	<p>Conduct trainings to certify community volunteers as CNP Baby Coaches and parenting facilitators under the Nurturing Parenting Program evidence based parenting education and child abuse prevention model.</p>



## CHILDREN ARE OUR BOTTOM LINE

**DATE:** February 21, 2014

**TO:** First 5 Solano Children and Families Commission

**CC:** Christina Arrostituto, Executive Director

**FROM:** Jay Speck and Liz Niedziela, Program and Community Engagement Committee  
By Venis Jones Boyd, Child and Family Programs Manager

**SUBJECT:** **Heather House Transitional Housing Grant**

**MOTION:** **Consider a motion to deploy up to \$75,000 for FY2014/15 to Interfaith Council of Solano County for transition to permanent housing services**  
*(Source of Funding: FY2014/15 Discretionary Fund)*

### **Background/Discussion**

In May 2011, First 5 Solano Commission approved an allocation of \$75,000 from the Community Stability Fund (CSF) for basic needs. In October 2011, the Commission approved deployment of the allocated funds to assist homeless families with children ages 0-5 achieve permanent housing. The grant was awarded to Interfaith Council of Solano County, which was to work with other homeless shelters in Solano County to deploy the funds.

For various circumstances, the utilization of the transitional housing funding was delayed. The Commission approved two extensions of the funding to ensure these critical needs would be met. The latest was a 6-month extension of services to December 31, 2013 to give partners an opportunity to utilize these funds.

Since that time, with fresh resolve, the partners led by Interfaith Council of Solano County were quickly able to assist a total of 96 homeless families with transition to permanent housing through partnering agencies such as Salvation Army, The Global Center for Success & Christian Help Center in Vallejo, the Community Action Council, Solano Children's Protective Services, and Mission Solano. In addition, other organizations, such as property management companies, were key partners in referring families to the program and partnering to provide dwellings suitable for the program.

Upon preliminary follow up of the applications granted, **out of 54 clients contacted thus far, 48 (89%) are still in the assisted dwellings after 90 days.** (Note: 90 days is the industry standard for permanent housing of homeless families, and not all families have yet reached the 90-day follow up period.)

Interfaith Council is continuing to receive calls and requests from homeless families, agencies and property managers asking if and when funding may be available again.

### **Recommendation**

The Program and Community Engagement Committee reviewed and discussed this item at its February 14, 2014 meeting. This grant has proven so successful now that the partners are aligned, and the housing needs for young families are so critical, that the Committee

recommend this grant be re-authorized for FY2014/15. This would give the partners an opportunity to serve clients until the end of the current funding cycle.

<b>Performance Measure</b>	<b># Served</b>	<b>Budget</b>
Provide one-time financial assistance to families with children ages 0-5 who are transitioning from homeless to permanent housing with rental assistance of up to \$1,000.	Minimum of 70 Families with 0-5 children	\$67,500
Coordinate with Opportunity House and Christian Help Center Shelters to identify families with children ages 0-5 that are ready to transition to permanent housing and are in need of rental assistance		
Transitional Housing Indirect		\$7,500
<b>Total:</b>		<b>\$75,000</b>

Attachments

Attachment A: Vignettes of families assisted

Attachment B: Letters of Endorsement from Christian Help Center and The Salvation Army

Attachment C: Discretionary Fund Tracking

The following are a few of the many success stories as a direct result of the First 5 Solano Transitional Housing Assistance Fund:

- 1) A husband and wife with eight children (three of whom were under age five) entered a shelter. They had a Section 8 voucher, but were unable to find a landlord that would rent a home to a family with 8 children. The family only had a short timeframe to obtain housing—if they pass the deadline, the voucher would be taken from them. The Heather House case manager was able to locate a home in a nice area of Fairfield that would accommodate the family, but the family did not have money for a deposit. If not for the First 5 Housing Assistance Program which supplied the funds for the deposit, this family would have lost their Section 8 voucher and remained homeless.
- 2) A married couple with two children, the youngest of whom has special needs were homeless due to a domestic violence incident and had limited income. The father was incarcerated for approximately 2 months leaving the wife to pay handle all financial responsibilities on her own, which despite working, she was not able to do. They were evicted, abusing substances, the husband lost his job, and CWS opened a case on them. Upon completion of his incarceration, the husband completed anger management classes and took necessary steps to clear his fines, etc. The family was staying at Mission Solano but shelter restrictions dictated that the father could not go with the family to Bridge to Life. Interfaith Council made an exception and they have excelled in the program. They are continuing parenting classes, domestic violence counseling, and are working with Families First for their daughter's special needs. The family was able to utilize the First 5 funds to assist them move into permanent housing. They are still housed and active participants in Heather House's after care program.
- 3) A single mother came into the shelter with her one year-old daughter. She had suffered domestic violence, abused drugs, and had legal issues. During her stay at the homeless shelter, she found employment, completed court appointed parenting classes, and was also able to utilize the First 5 Housing assistance to acquire permanent housing. She has remained housed and has strong ties with Heather House and comes back for after care and case management.
- 4) A young couple, referred from a property management company, both worked part-time during the wife's pregnancy. By utilizing the First 5 Housing Fund, they moved into a small apartment and are still housed and doing very well. She is due to have her baby in late March. The husband obtained a much better (full-time) job working at a refinery. They also stay in touch with Heather House to utilize after care services.



November 7, 2013

Richard Rivera,  
Senior Operations Manager  
Heather House

Dear Richard:

I just wanted to let you know of the positive impact your rental program had on our community. As a result of this program, The Salvation Army helped 25 families get safe, affordable housing that would otherwise not have happened. Unfortunately, there were a number of families that had to be turned away because the program ran out of money. And furthermore, I still have to turn people away when they call on a daily basis.

It is my hope that you can procure more funding for this very important program, so that we can help even more families find a place they can call home. I look forward to partnering up with you and Heather House in the future.

God Bless!



Kandy L. Pires  
Social Service Center Coordinator  
The Salvation Army  
(707) 426-6244

1200-1216 MISSOURI STREET • P.O. BOX 3157 • FAIRFIELD, CALIFORNIA 94533 • (707) 426-6244

2166 Sacramento Street  
Vallejo, CA 94591



Phone: 707-553-8192  
FAX: 707-553-8195

11-6-13

To whom it may concern,  
I'm writing on behalf of the First 5  
Solano Board. The Christian Help Center  
has partnered w/ Heather House/ Richard  
to provide and place 20 families into  
Permanent Housing. As you know the  
need is great and we still have a  
long way to go to put a dent in home-  
lessness. Please press this issue through  
for more funding. Thank you for  
everything

Sincerely,  
Charlotta Webb  
Senior Case Mgr.

"A Caring Shelter for the Homeless since 1983"

11-6-13

10:45:27 AM

NOV-07-2013 14:53 FROM: CHRISTIAN HELP CENTER (707)553-8192

**First 5 Solano  
Discretionary Fund Tracking**

Discretionay Fund Allocation		2012/13	2013/14	2014/15	Total 2012-2015
Beginning Balance		250,000	250,000	250,000	750,000
Roll Forward		-	3,989		
<b>Annual Funding Allocation</b>		<b>250,000</b>	<b>253,989</b>	<b>250,000</b>	<b>750,000</b>
<b>Discretionary Fund Deployment</b>	Authorized				
<i>Child Signature Project Site Grants</i>	<i>May 2012</i>	(150,000)			(150,000)
<i>Art for Kids/Parent Education</i>	<i>Jun 2012</i>	(9,638)			(9,638)
<i>Children's Network Data System Support</i>	<i>Aug 2012</i>	(16,865)			(16,865)
<i>Child Signature Project Site Grants</i>	<i>Jan 2013</i>		(99,000)	(62,500)	(161,500)
<i>2013 Pre-K Academy Expanded Sessions</i>	<i>Mar 2013</i>	(69,508)			(69,508)
<i>2014 Pre-K Academy Expanded Sessions</i>	<i>Dec 2013</i>		(42,645)		(42,645)
<i>2014 Pre-K Academy Expanded Sessions</i>	<i>PROPOSED</i>		(58,136)		(58,136)
<i>2014-15 Transition to Permanent Housing</i>	<i>PROPOSED</i>			(75,000)	(75,000)
					-
					-
					-
<b>Discretionary Fund Remaining Balance:</b>		<b>3,989</b>	<b>54,208</b>	<b>112,500</b>	<b>166,708</b>



CHILDREN ARE OUR BOTTOM LINE

**DATE:** February 21, 2014

**TO:** First 5 Solano Children and Families Commission

**CC:** Christina Arrostituto, Executive Director

**FROM:** Jay Speck and Liz Niedziela, Program and Community Engagement Committee  
by Venis Jones Boyd, Child and Family Programs Manager

**SUBJECT: Early Care and Development Community Indicators**

At its October Commission Retreat, the Agenda item for Public Hearing of the Annual Review of the First 5 Solano Strategic Plan generated questions regarding information and data of child care availability and cost in Solano County. To address those questions, staff have prepared a report in collaboration with staff representing:

- Solano Family and Children’s Services (Kathy Lago);
- Solano Child Care Local Planning Council (Becky Billing); and
- Applied Survey Research/First 5 Solano Evaluator (Christina Branom).

This report includes an analysis of the 2013 California & Solano Child Care Portfolio as well as Solano County Child Poverty Rates and other statistics regarding income-eligible children for subsidized care.

Attachments:

- Solano 2013 Portfolio
- Solano 2013 Child Care Portfolio PowerPoint
- Solano County Child Poverty and Subsidized Care

# Solano County

## Data that describes child care – statewide and in California counties

The 2013 California Child Care Portfolio, the ninth edition of a biennial report, presents a unique portrait of child care supply, demand, and cost statewide and county by county. The child care data in this report was gathered with the assistance of local child care resource and referral programs (R&Rs). R&Rs work daily to

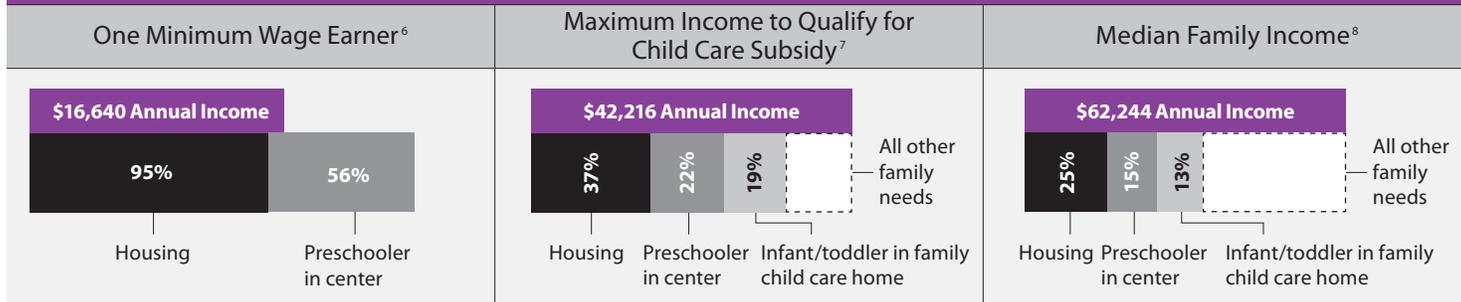
help parents find child care that best suits their family and economic needs. They also work to build and support the delivery of high quality child care services in diverse settings throughout the state. To access the full report summary and county pages, go to our website at [www.rrnetwork.org](http://www.rrnetwork.org).

PEOPLE	COUNTY			STATE		
	2010	2012	CHANGE	2010	2012	CHANGE
Total number of residents <sup>1</sup>	413,344	415,913	1%	37,253,956	37,826,160	2%
Number of employed residents <sup>2</sup>	189,000	195,000	3%	15,916,300	16,560,300	4%
Number of children 0-12 <sup>1</sup>	71,158	69,128	-3%	6,569,785	6,532,111	-1%
Under 2	10,501	10,152	-3%	991,812	1,023,386	3%
2 years	5,477	4,992	-9%	516,002	488,728	-5%
3 years	5,511	5,291	-4%	516,611	493,800	-4%
4 years	5,363	5,434	1%	506,908	508,357	< 1%
5 years	5,384	5,485	2%	505,175	513,252	2%
6 - 10 years	27,402	26,822	-3%	2,512,016	2,492,024	-1%
11 - 12 years	11,520	10,951	-5%	1,021,261	1,012,564	-1%
Children 0-12 with parents in the labor force <sup>3</sup>	49,613	44,760	-10%	4,211,870	4,164,276	-1%
Children 0-5 living in poverty <sup>4</sup>	9,551	7,878	-18%	705,084	760,003	8%

CHILDREN 0-12 WITH PARENTS IN THE LABOR FORCE <sup>3</sup>	
COUNTY	STATE
<b>65%</b>	<b>64%</b>

CHILDREN 0-5 LIVING IN POVERTY IN 2012 <sup>4</sup>	
COUNTY	STATE
<b>25%</b>	<b>25%</b>

### CHILD CARE AND FAMILY BUDGETS<sup>5</sup>



11% of families with children in Solano County earn less than minimum-wage<sup>8</sup>

For more information about child care in SOLANO COUNTY:

**Solano Family & Children's Services**  
1-707-863-3950 x709  
[www.solanofamily.org](http://www.solanofamily.org)

1. U.S Census (2010). CA DOF population projections (2012).
2. Employment Development Department (2010 & 2012).
3. Network calculation based on ACS 2012 1-year estimate.
4. ACS 2010 and 2012 1-year estimates.
5. Median cost of a 2-bedroom (HUD 2012) and mean child care rates (RMR 2012).
6. CA Dept. of Industrial Relations (Minimum wage).
7. Based on 70% of state median income for a family of 3.
8. ACS 2012 1-year estimate.

# Solano County Child Care

## AGE / TYPE

CHILD CARE SUPPLY <sup>1</sup>	LICENSED CHILD CARE CENTERS			LICENSED FAMILY CHILD CARE HOMES			CHILD CARE REQUESTS <sup>2</sup>	
	2010	2012	CHANGE	2010	2012	CHANGE		
Total number of slots	5,090	5,063	-1%	5,944	4,740	-20%	Under 2 years	27%
Infant slots (under 2 years old)	399	401	1%				2 years old	12%
Preschool slots (2-5 years old)	4,021	4,011	-0.2%				3 years old	14%
School-age slots (6 years and older)	670	651	-3%				4 years old	12%
Total number of sites	88	88	—	594	474	-20%	5 years old	10%
							6 years and older	25%

**22%\***

Children 0-12 with parents in the labor force for whom a licensed child care slot is available<sup>3</sup>

**40%**

Child care centers with one or more federal/state/local contracts<sup>4</sup>

\* This estimate is based on the 9,803 licensed slots in Solano County and does not include license-exempt programs.

## SCHEDULE AND COST

CHILD CARE SUPPLY <sup>1</sup>	LICENSED CHILD CARE CENTERS	LICENSED FAMILY CHILD CARE HOMES	CHILD CARE REQUESTS <sup>2</sup>	
			AGES	FULL-TIME <sup>5</sup>
Full-time and part-time slots <sup>5</sup>	74%	90%	Children 0-5	82%
Only full-time slots	10%	10%	Under 2	82%
Only part-time slots	17%	1%	2 years	84%
Sites offering evening, weekend or overnight care	—	29%	3-5 years	80%
Full-time infant care <sup>6</sup>	\$13,245	\$7,836	REQUESTS FOR CARE DURING NON-TRADITIONAL HOURS	
Full-time preschool care <sup>6</sup>	\$9,359	\$7,320		

### MAJOR REASONS FAMILIES SEEK CHILD CARE<sup>7</sup>

**66%**

Employment

**19%**

Parent seeking employment

**11%**

Parent in school or training

## LANGUAGE

### CENTERS WITH AT LEAST ONE STAFF SPEAKING THE FOLLOWING LANGUAGES<sup>7</sup>

English 100%, Spanish 62%, Tagalog 14%, French 3%, Sign language 3% and Other languages 6%

### FAMILY CHILD CARE PROVIDERS SPEAKING THE FOLLOWING LANGUAGES<sup>7</sup>

English 100%, Spanish 11%, Tagalog 8%, Sign language 3%, Chinese 1%, Hindi 1% and Other languages 7%

### LANGUAGES SPOKEN AT HOME<sup>8</sup>

English 71%

Spanish 20%

Asian/Pacific Island Languages 4%

Another Language 4%

1. Child Care Resource & Referral Databases January 2010 and 2012.
2. Child Care Referral Requests April/May/June 2012.
3. Total licensed slots divided by number of children with parents in the labor force.
4. Does not include providers accepting vouchers or FCCH.
5. Full-time is defined as 30 or more hours per week; part-time is less than 30 hours per week.
6. Mean child care cost. Child Care Regional Market Rate Survey 2012.
7. Percentages may exceed 100% when multiple options are chosen.
8. ACS 2012 1-year estimate.

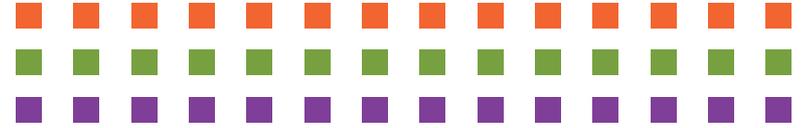
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**www.solanofamily.org**



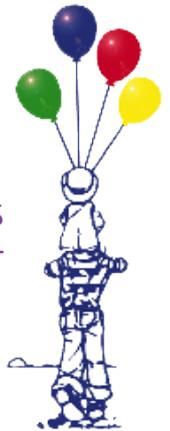
California Child Care Resource & Referral

**NETWORK**



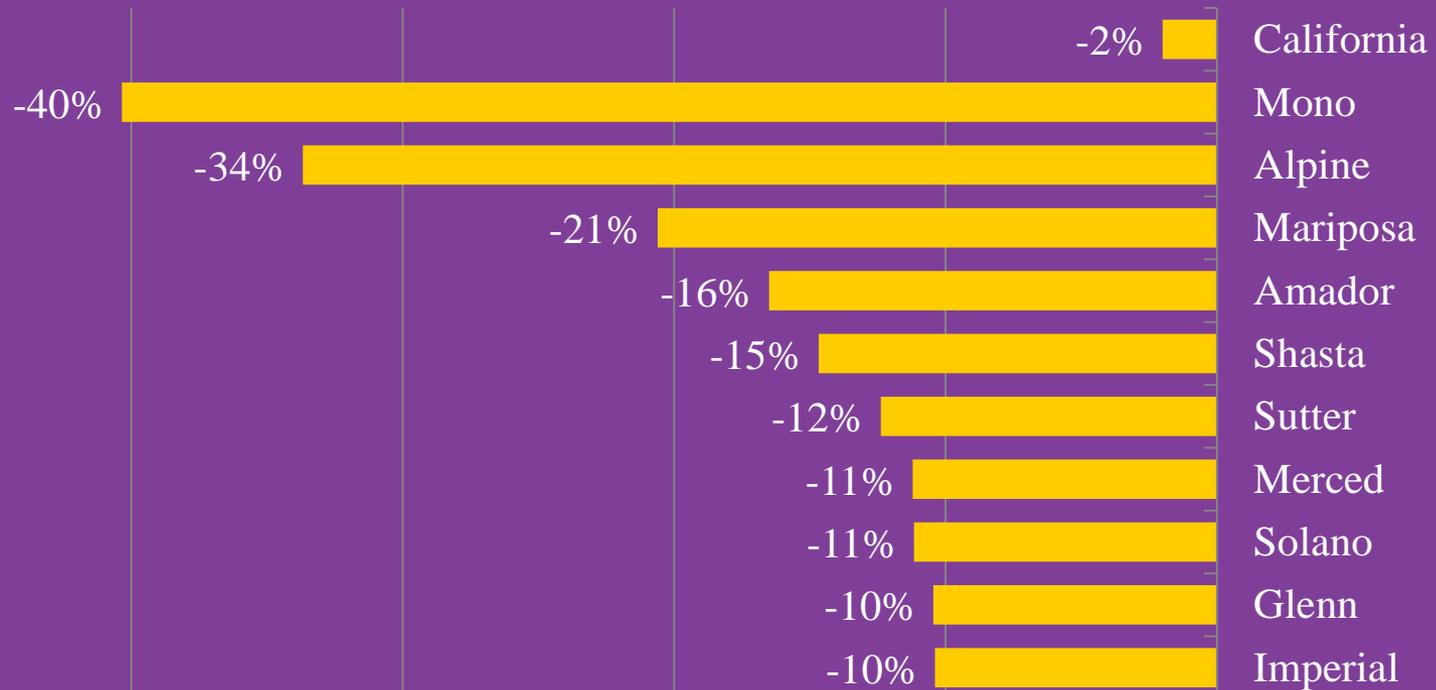
## ***2013 California & Solano Child Care Portfolio***

Solano Family & Children's Services  
Kathy Lago, Resource & Referral Program Manager



# Decrease in total licensed supply

•44 of 58 (76%) counties had a decrease in total licensed supply



# Solano County Child Care



## Solano County Child Care

### AGE / TYPE

CHILD CARE SUPPLY <sup>1</sup>	LICENSED CHILD CARE CENTERS			LICENSED FAMILY CHILD CARE HOMES			CHILD CARE REQUESTS <sup>2</sup>	
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Total number of sites	88	88	—	594	474	-20%	5 years old	10%
							6 years and older	25%



**22%\*** Children 0-12 with parents in the labor force for whom a licensed child care slot is available<sup>3</sup>

**40%** Child care centers with one or more federal/state/local contracts<sup>4</sup>

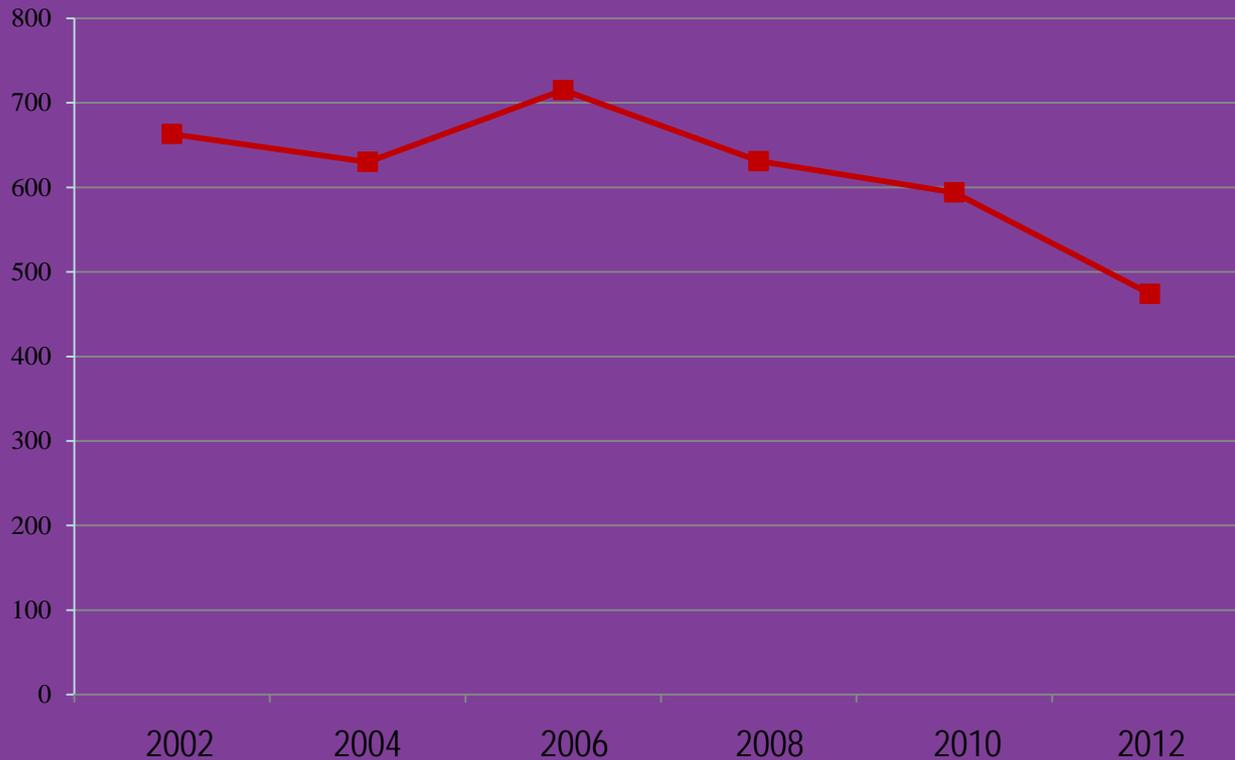
\* This estimate is based on the 9,803 licensed slots in Solano County and does not include license-exempt programs.



# Loss of Family Child Care Home Supply

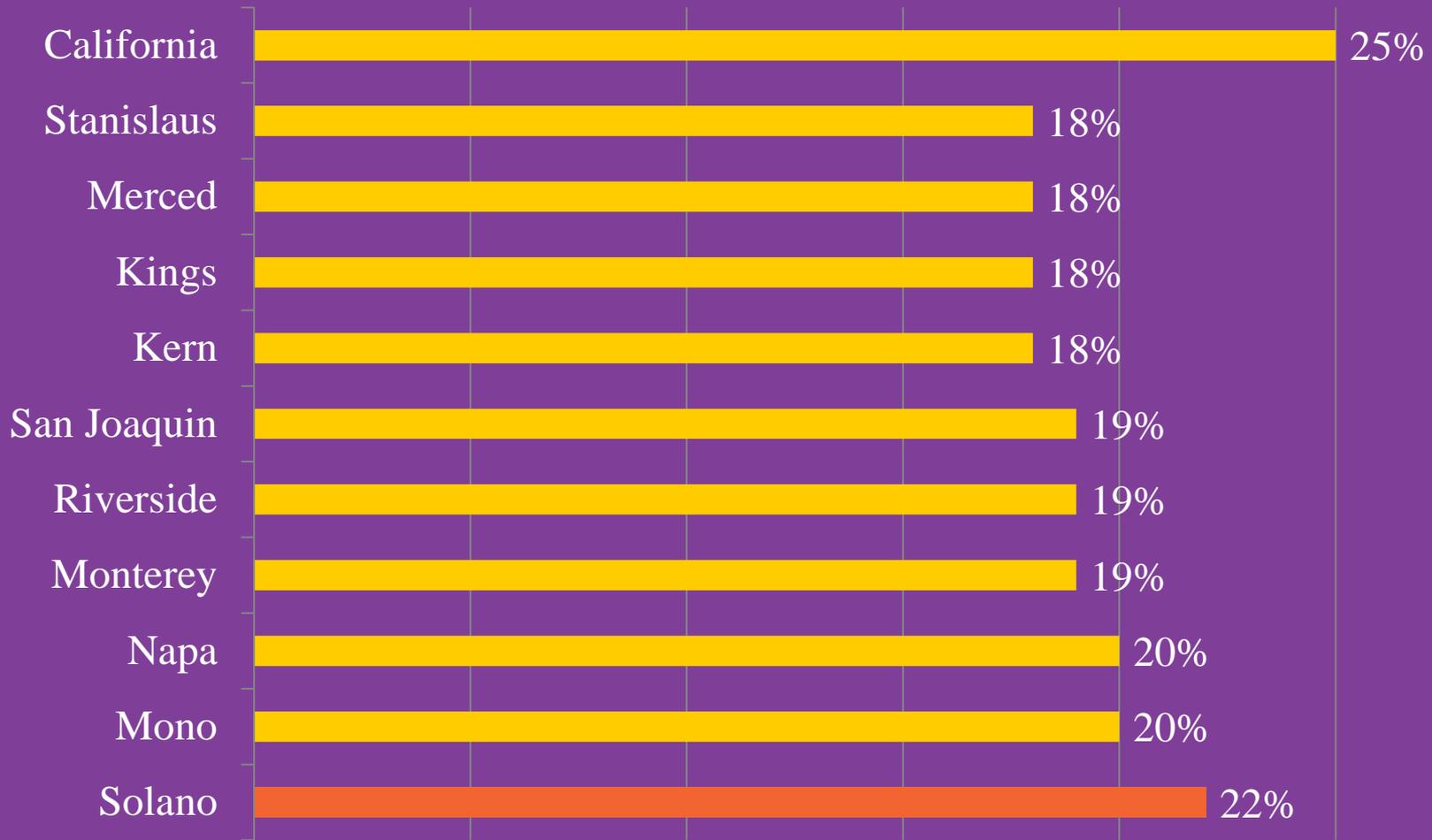


## Solano County Licensed Family Child Care Home Supply



**434 Family Child Care Homes as of January 31<sup>st</sup> 2014**

# Availability of Licensed Supply



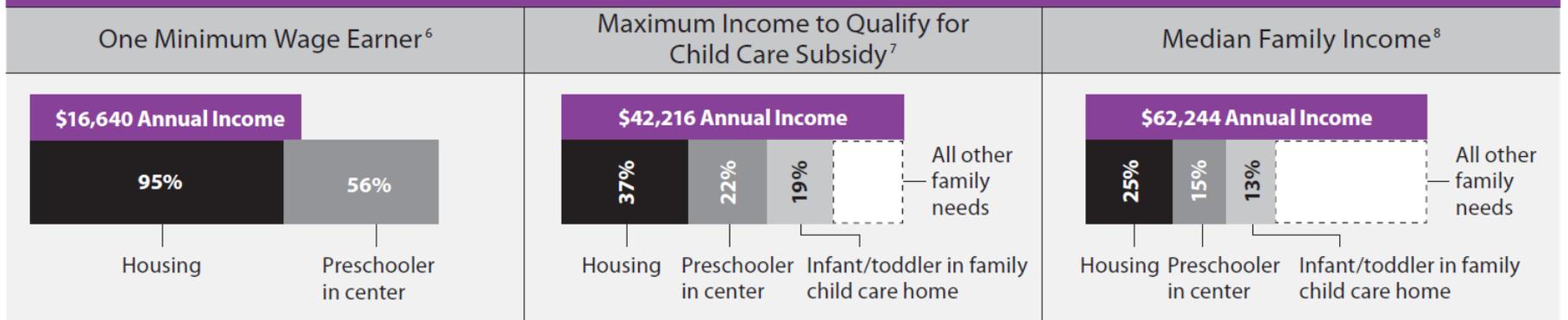
# Counties with the highest percentage of children 0-5 living in poverty



# Child Care and Family Budgets in Solano County



## CHILD CARE AND FAMILY BUDGETS<sup>5</sup>



11% of families with children in Solano County earn less than minimum-wage<sup>8</sup>



# Parents Need Full-Time Care and Flexible Options

- Employment is the top reason families seek care across California - up from 2010 by 4% and down by 2% in Solano
- In Solano seeking employment is down by 1% and attending school/training is up by 2%
- 37 counties had more than 75% of their requests for full-time care for children 0-5 years
- Solano has 82% of requests for full-time care for children 0-5 years
- California had 14% of requests for care during non-traditional hours an increase of 3% from 2010
- Solano had 25%, an increase of 5% from 2010



California Child Care Resource & Referral



The California Child Care  
Resource & Referral Network  
announces the

## 2013 California Child Care Portfolio

County-by-County

at [www.rrnetwork.org](http://www.rrnetwork.org)

For more information, Contact Kathy Lago at  
[klago@solanofamily.org](mailto:klago@solanofamily.org), or by calling 707-864-4620

# Solano County Child Poverty Rates

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## Largest Cities

	Fairfield	Vallejo	Vacaville
Children under 5	15.6%	27.6%	13.2%
Children 5-17	14.9%	18.4%	9.0%

## Zip Codes

	Children under 5	Children 5-17
Solano County	25.4%	17.0%
94510 (Benicia)	6.2%	6.9%
94512 (Birds Landing)	N/A	N/A
94533 (Fairfield)	20.2%	21.5%
94534 (Fairfield)	8.6%	3.1%
94535 (Fairfield)	11.5%	4.0%
94571 (Rio Vista)	0% (+/-12.7)	3.6%
94585 (Suisun City)	8.9%	10.4%
94589 (Vallejo)	24.2%	18.4%
94590 (Vallejo)	41.3%	26.2%
94591 (Vallejo)	20.7%	14.6%
94592 (Vallejo)*	24.0% (+/-19.5)	12.7% (+/-12.9)
95620 (Dixon)**	22.0% (+/-12.6)	7.3%
95625 (Elmira)	N/A	N/A
95687 & 95688 (Vacaville)	13.2%	9.0%
95690 <sup>+</sup>	N/A	N/A
95694 <sup>+</sup>	16.9% (+/14.9)	17.4% (+/-13.0)

Above data from U.S. Census, American Community Survey, 2011 5-year estimates

\*Data from Census Tract 2508.1 (corresponds to zip code 94592)

\*\*Data for Dixon City

+Partially in Solano County

## Solano County Children Eligible for State Early Childhood Programs/State Preschool (2010)<sup>\*\*\*</sup>

	Children under 3		Children 3-4	
	N	Percent of children in county/zipcode	N	Percent of children in county/zipcode
<b>Solano County</b>	9965	68%	6526	62%
<b>94510 (Benicia)</b>	523	74%	391	83%
<b>94512 (Birds Landing)</b>	3	<1%	3	<1%
<b>94533 (Fairfield)</b>	2525	80%	1196	49%
<b>94534 (Fairfield)</b>	0	0%	0	0%
<b>94535 (Fairfield)</b>	325	85%	154	62%
<b>94571 (Rio Vista)</b>	136	92%	113	73%
<b>94585 (Suisun City)</b>	1275	100%	606	70%
<b>94589 (Vallejo)</b>	885	78%	699	80%
<b>94590 (Vallejo)</b>	761	42%	568	48%
<b>94591 (Vallejo)</b>	1058	56%	790	56%
<b>94592 (Vallejo)</b>	3	10%	2	8%
<b>95620 (Dixon)</b>	476	59%	386	62%
<b>95625 (Elmira)</b>	3	<1%	3	<1%
<b>95687 (Vacaville)</b>	1622	74%	1313	85%
<b>95688 (Vacaville)</b>	837	63%	678	73%

<sup>\*\*\*</sup>Data from American Institutes for Research, Early Learning Systems Database. Note: Data are available for the following age groups separately: 0-11m, 12-23m, 24-35m, 3 year olds, 4 year olds  
 Early Learning Systems Database sources: California Child Care Resource and Referral Network, AIR-administered survey of Head Start programs, California Department of Public Health, California Department of Education

## Solano County Income Eligible Children Potentially Needing Care (Parent(s) in Labor Force)<sup>++</sup>

	2008	2010	2012
<b>Children under 5</b>	5710	7465	7040

<sup>++</sup>Estimated from American Community Survey State Median Data, Family Income Data, and Labor Force Participation Data. (Income eligible families earn up to 70% of State median income.)

## Solano County Income Eligible Children Served in Publicly Contracted Programs\*\*\*

	2008		2010		2012	
	Eligible children served	Percent of ALL eligible children	Eligible children served	Percent of ALL eligible children	Eligible children served	Percent of ALL eligible children
<b>Children under 3</b>	104	2%	82	1%	163	2%
<b>Children 3-4</b>	1441	23%	1483	23%	1370	19%

**NOTE:** *Publicly contracted programs* include Title V, State Preschool, Head Start, and Early Head Start, where the state and federal government pays some or all of the cost of the program. Aside from Head Start programs, subsidized care is subject to family fees dependent upon income and family size, even for part-day state preschool.

## Solano County Income Eligible Children Served in All Publicly Supported Programs\*\*\*

### Children Under 3

	2008	2010	2012
<b>Early Head Start (full day/full year center-based)</b>	0	0	44
<b>Early Head Start (Homebase)</b>	0	0	66
<b>Title 5 Contracted Programs (CFCC and CCTR)</b>	104	82	53
<b>Title 5 Family Child Care Homes</b>	0	0	0
<b>Alternative Payment Programs</b>	42	40	30
<b>CalWORKs Stage 2 Programs</b>	244	123	224
<b>CalWORKs Stage 3 Programs</b>	74	46	29
<b>TOTAL</b>	464	291	446

### Children 3-4

	2008	2010	2012
<b>Head Start</b>	584	590	627 <sup>1</sup>
<b>State Preschool</b>	657	850	743 <sup>2</sup>
<b>Other Publicly Supported Programs</b>	575	346	438
<b>TOTAL</b>	1816	1786	1808

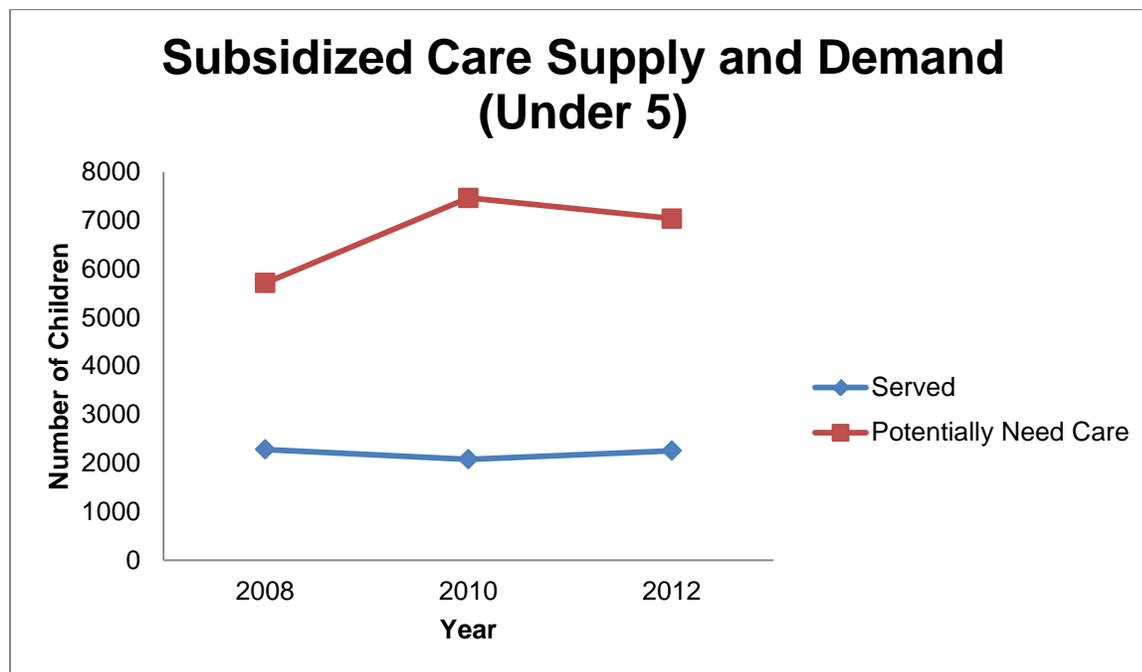
<sup>1</sup> 46 of these children receive full day/full year care

<sup>2</sup> 159 of these children receive full day/full year care

## Children Under 5

	2008	2010	2012
All Publicly Supported Programs	2280	2077	2254
Percent of Income Eligible Potentially Needing Care	40%	28%	32%

**NOTE:** Publicly supported programs include publicly contracted programs, plus other forms of subsidized care like Alternative Payment vouchers. Subsidized care does not necessarily mean free – dependent upon income and family size, there are family fees, even for part-day state preschool.



\*\*\*Data from American Institutes for Research, Early Learning Systems Database. Note: Data are available for the following age groups separately: 0-11m, 12-23m, 24-35m, 3 year olds, 4 year olds  
 Early Learning Systems Database sources: California Child Care Resource and Referral Network, AIR-administered survey of Head Start programs, California Department of Public Health, California Department of Education (801A Reports)

Head Start Program Information Reports (PIRs) were the source of Infant/Toddler Early Head Start enrollment data. AIR imputed data to provide a better match between the county totals provided in Head Start's Program Information Reports (PIRs) and data from AIR's earlier surveys.

(NOTE: for the 2012 EHS/HS data, information obtained from Community Assessment prepared by Child Start, Inc., the HS/EHS contractor for Solano County)

**DATE:** February 25, 2014  
**TO:** First 5 Solano Commission  
**From:** Christina Arrostuto, Executive Director  
**SUBJ:** **Executive Director's Report for March 2014**

**Action Item:**

**Motion:** **Approve a position of support for SB837, the Kindergarten Readiness Act of 2014**

**Summary** – SB 837 (Steinberg) is a bill to expand and improve the quality of voluntary Transitional Kindergarten for all 4-year-olds in California.

The Bay Area First 5 Executive Directors have taken a position of support. While First 5 Solano is advisory to the Board of Supervisors on legislative issues, this bill is already consistent with the Board's 2014 State Legislative platform, Health and Human Services Section, #7 (page 4): *"Support legislation and budget action that would protect and enhance funding for subsidized child care services which in turn provide employment and education opportunities for residents of the County, and for child development programs including Preschool and Transitional Kindergarten for all children."*

SB 837 has a 5-year phase-in and will cost approximately \$1.2 billion annually when fully implemented, with estimated savings far exceeding the cost in the form of reduced special education and the costs of eventual school failure that studies show can be avoided if children access quality preschool.

Note that SB 1123 (Liu), a companion bill to restructure services to low-income children aged 0-3, was also recently introduced as a "spot bill." That restructuring is still in the design phase and would be funded separately from the TK expansion.

Staff recommend that the Commission formally approve a position of support for SB 837 and authorize the Chair/designee to forward letters of support, including Attachment A.

**Information Items**

**Letters of Support** – Since the last Commission meeting, the Chair/designee have signed two letters of Support (Attachments B & C). One was in support of a grant application by Vallejo City Unified School District, and the other was the letter of support for SB 837 signed by the Bay Area First 5 Executive Directors.

**Solano Safety Net Summits on Poverty Update** – Four work groups are forming, and the one devoted to early childhood ("Close the Word Gap") met on February 24. There were 16 participants who came up with many creative and feasible ideas to support parents, caregivers and the early childhood community in expanding the early literacy of young children, such as promoting nursery rhymes, expanding children's access to books and helping parents become aware of the power they have to change their children's lives simply by talking, reading and singing to them effectively and regularly. Other work groups that will be meeting over the next six months will address expanding

Community Schools, improving food security and helping to align the large systems that educate and train our workforce.

The Bay Area “Rise Together” movement is getting significant notice, including invitations to present at the recent Bay Area Early Childhood Funders meeting, the April First 5 Association of California meeting, and the United Way Worldwide Conference in May<sup>1</sup> and helped submit a workshop proposal on Rise Together for the annual Grantmakers for Children Youth and Families in October 2014. United Way of the Bay Area has also been invited to assemble a team (and I have been invited) present on the Rise Together movement at the United Way Worldwide Conference in May.

Commissioner Aaron Crutison recently appeared on television at the invitation of Phil Matier, in conjunction with the 50<sup>th</sup> Anniversary of the War on Poverty. UC Davis (one of the 3 federally-funded National Poverty Research Center) hosted a “War on Poverty” conference and Stanford (also an NPRC grantee) released a “National Scorecard on Poverty and Inequality” in January, with the promise of a Bay Area scorecard in Spring 2014. The newly-formed Ending Poverty and Inequality in California (EPIC) Caucus had its first meeting in February and plans to host poverty expert Joseph Stiglitz in April.

The Solano SNS Steering Committee launched the Solano SNS Network, powered by Groupsite, on February 21. 298 people in and around Solano County that have participated in or expressed interest in local anti-poverty/pro-prosperity activities were invited to join this site, which provides information and resources to address poverty. The SNS Steering Committee, which meets next in March, will ask the Solano Coalition for Better Health to endorse the Roadmap to Cut Bay Area Poverty in April. We submitted our Interim Report to United Way of the Bay Area in January and are being considered for another year of “backbone” funding to support Solano activities.

**Community Engagement** – Note that staff are working to produce a Video Annual Report to the Community to replace the printed report that was previously incorporated into the Parent Information Calendar. Not only will a video version of the Annual Report be more “user-friendly,” it also freed up space in the Calendar to print a 2-year version, greatly expanding parent access to valuable early childhood tips and resources. In addition, staff are working to create a Social Media Plan, which is required by Solano County to complement its Social Media Policy for any department that wants to make the business case for use of social media in its work.

**Children’s Alliance/Community Activities**– The Children’s Network is developing a 2014 Solano County Children’s Report Card that will likely be completed in May and presented to the Alliance, the Board of Supervisors and the Community. First 5 staff are also participating in the Children’s Network-led meetings and activities connected to “Funding the Next Generation” efforts, and the upcoming “Children and Families Policy Forum” on March 15.

**North Bay Region First 5 Commissioners Convening** – Commissioners Speck, Betz and Hannigan represented First 5 Solano at the first-ever regional convening of First 5 County Commissioners on February 13. They joined Commissioners from Napa, Sonoma and Marin Counties in a discussion (facilitated by Moira Kenney, First 5 Association of California Executive Director) about issues of mutual interest – declining funding, evolving to evidence-based practices, aligning and reporting on same/similar services to better-tell the First 5 story. One of the ideas that came out of the meeting was to host a regional “Children’s Cabinet,” to bring sectors together that should be aligning and leveraging resources. Commissioners who attended all agreed that there should be some mechanism for them to share information directly.

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<sup>1</sup> I’ve been invited to participate and plan to attend if there is no cost to the Commission other than my time.

**First 5 Association/First 5 CA Updates** – The January 2014 “Prop 10 Briefings” (Attachment D, with a related article on the escalating charges being assessed against Proposition 10 revenues by the Board of Equalization) documents highlights of the January F5 Assn. and F5 CA meetings. As in each January, the First 5 Association elected Officers and Executive Committee members (I was elected to a second year as Program Committee Chair). There was a very informative presentation on Family Support Standards and how they are being utilized to improve the quality of FS Services.

The Program Committee report included information about a survey of the membership re: interest in a statewide training summit. There was a rich discussion about SB 837 and (what was then) the planning for a companion bill to address services for low-income children aged 0-3.

Note that First 5 Association and First 5 CA staff meet quarterly to discuss issues of mutual interest. Their last meeting topics included Board of equalization charges and First 5 CA matching fund programs.

Attachment A: First 5 Solano draft letter of support for SB 837 and informational materials

Attachment B: Letter of Support for VCUSD grant application

Attachment C: Letter of Support for SB 837 from Bay Area First 5 Executive Directors

Attachment D: Prop 10 Briefings and article re: Board of Equalization costs

**COMMISSIONERS**

Jay Speck

*Chair*

Dan Ayala

Marisela Barbosa

Stephan Betz

Elise Crane

Aaron Crutison

Dana Dean

Erin Hannigan

Liz Niedziela

**STAFF**

Christina Arrostuto

*Executive Director*

Megan Richards

*Deputy Director*

Venis Jones Boyd

*Family Support Programs Mgr.*

Cherelyn Ellington

*Early Learning & CE Programs Mgr*

Ciara Gonsalves

*Policy & Fund Development Mgr.*

Chris Shipman

*Health Programs Mgr.*

Irma Calderon

*Office Assistant III*

Amanda Holmes

*Office Assistant II*

Joshua Bongawil

*First 5 Futures College Intern*

Latoya Long

*Anti-Poverty/CE College Intern*

Kara Wilson

*CE College Intern*

*First 5 Solano Children & Families Commission uses Proposition 10 tobacco tax and other funds for prenatal, health, quality child care, school readiness and parent, provider, and family support programs across Solano County. These services help ensure that children thrive and enter school healthy and ready to learn, grow and become productive members of Solano County's workforce and community.*

[Date], 2014

The Honorable Darrell Steinberg  
Senate President pro Tempore, State of California  
State Capitol, Room 205  
Sacramento, CA 95814

**RE: Support the Kindergarten Readiness Act of 2014 - SB 837 (Steinberg)**

Dear Senate President pro Tempore Steinberg:

On behalf of First 5 Solano Children and Families Commission, I am writing to convey our support of the **Kindergarten Readiness Act of 2014 - SB 837 (Steinberg)**.

Currently, less than half of all California's preschool-age children are enrolled in preschool, with significant disparities in enrollment related to poverty and inequity. With one in four of California's youngest children living in poverty, access to free, quality preschool is critical to their readiness for school, which is in turn highly correlated with school success, benefitting all our communities and our economy.

SB 837 would make a high-quality, developmentally appropriate transitional kindergarten (TK) program available to every 4-year-old in California, greatly increasing the opportunity for all of California's children to be successful in school.

In TK, children not only develop core academic knowledge in pre-literacy and early math, they build critical lifetime learning skills such as paying attention, managing emotions and completing tasks. Moreover, parents are engaged early in actively supporting and promoting their child's educational progress and success.

Economists have found that every dollar invested in high-quality early learning programs can save more than \$7 in the form of fewer students being held back, placed in special education or getting involved in crime,<sup>1</sup> and more graduating from high school and college and earning higher salaries in their careers. In both economic and human terms, this is the wisest investment we can make.

And yet, only half of California's low-income preschool-aged children currently benefit from existing State Preschool or federal Head Start programs, and only one-quarter of all children have access to TK.

We can give all children the strong start they need for success by improving and expanding TK to serve all 4-year-olds. Once again, we support SB 837.

Sincerely,

Jay Speck  
Chair, First 5 Solano Children and Families Commission



<sup>1</sup> If California invests in SB 837, the savings in the prison system alone are estimated to be \$1.1 billion annually due to the reduction in prison population by 13,000 prisoners.

# FREQUENTLY ASKED QUESTIONS

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## 1. What is this proposal?

This proposal is about ensuring every child in California has the same opportunities to learn and thrive. SB 837 would provide all 4 year olds with high-quality transitional kindergarten that meets the specific learning and developmental needs of children.

By expanding and improving transitional kindergarten, we can connect early learning with the K-12 grades, which we know are built upon the foundation established by a child's earliest schooling.

For more information about the proposals, please visit: <http://www.earlyedgecalifornia.org/our-issues/improving-early-learning-in-ca.html>

## 2. Who are the authors and sponsors of SB 837?

SB 837 is authored by Senate President pro Tempore Darrell Steinberg and co-sponsored by Early Edge California and State Superintendent of Public Instruction Tom Torlakson.

Joint authors are Senators Jim Beall (D-San Jose), Marty Block (D-San Diego), Kevin de León (D-Los Angeles), Mark DeSaulnier (D-Concord), Loni Hancock (D-Berkeley), Jerry Hill (D-San Mateo), Mark Leno (D-San Francisco), Carol Liu (D-La Canada Flintridge) and Lois Wolk (D-Davis).

The bill is co-authored by Assemblymember Rob Bonta (D-Alameda).

## 3. How is transitional kindergarten defined in SB 837?

Transitional kindergarten is a “school-year long kindergarten readiness grade level that is age and developmentally appropriate” that will support all children in developing cognitive and social-emotional skills, and build upon existing high-quality programs.

## 4. How is transitional kindergarten proposed in SB 837 different from transitional kindergarten currently being implemented throughout California?

Current transitional kindergarten is the first year of a two year kindergarten program for children who have their fifth birthday between September 2 and December 2. SB 837 creates a new developmentally appropriate kindergarten readiness grade level for all children who will have their fourth birthday on or before September 1.

## 5. What is the minimum age for admittance to transitional kindergarten as proposed in SB 837?

As stated in the proposed legislation, a child shall be admitted to a transitional kindergarten maintained by the school district or charter school at the beginning of the year if the child will have his or her fifth birthday between the following dates:

- September 2, 2015 to February 1, 2016 for the 2015-16 school year
- September 2, 2016 to April 1, 2017 for the 2016-17 school year
- September 2, 2017 to June 1, 2018 for the 2017-18 school year
- September 2, 2018 to August 2, 2019 for the 2018-19 school year
- A child shall be admitted to a transitional kindergarten if the child will have their fourth birthday on or before September 1 of the 2019-20 school year and each school year thereafter.

**6. Must children attend transitional kindergarten as proposed in SB 837?**

No. Transitional kindergarten is a voluntary program for all 4 year olds.

**7. Must districts and charter schools offer transitional kindergarten as proposed in SB 837?**

Yes. Each elementary or unified school district and charter school that offers kindergarten must offer transitional kindergarten for all 4 year olds. School districts are encouraged to contract with existing preschool providers to expand high-quality transitional kindergarten for all 4 year olds.

**8. How many years can a district claim apportionment for transitional kindergarten as proposed in SB 837?**

For apportionment purposes, a district or charter school may not include the attendance of students for more than two years in kindergarten or for more than two years in a combination of transitional kindergarten and kindergarten.

**9. Will standards be available for transitional kindergarten as proposed in SB 837?**

Yes, and they are to be based on the current state Preschool Learning Foundations. Until statewide standards are adopted, the Preschool Learning Foundations will be used for content standards.

**10. Will the transitional kindergarten program as proposed in SB 837 participate in the California Longitudinal Pupil Achievement Data System (CALPADS)?**

Yes. Student participation in a transitional kindergarten program must be reported via CALPADS.

**11. What does this mean for Common Core implementation?**

SB 837 will help prepare 4 year olds to be ready to learn and succeed in kindergarten and beyond with transitional kindergarten curriculum frameworks and instructional materials aligned to the new Common Core State Standards.

The proposed legislation requires districts to use the Common Core-aligned Preschool Learning Foundations and kindergarten education content standards until Common Core-aligned statewide standards are adopted by the State Board of Education for transitional kindergarten.

**12. How can we find out more information about SB 837?**

The CDE is engaged in ongoing discussions regarding SB 837 and will post additional information as it becomes available.

Please visit [www.earlyedgecalifornia.org](http://www.earlyedgecalifornia.org) for more information about SB 837.

## **WHO THIS SERVES**

**13. What happens to kids who aren't low-income and who are currently in full-day preschool?**

This is a voluntary program for parents. Parents will have the choice of whether or not they want to participate in transitional kindergarten. They can choose what works for their children and their family.

**14. How does this bill provide for full-day, full year transitional kindergarten for income-eligible students?**

Our goal is to improve access to high-quality early learning for all children in California, and serving the students who need it most is an important value that we share. This is an area that is currently in development. Our intent is to ensure that income-eligible children have access to the full-day, full year services they need and deserve.

We are advocating for expanding full-day, full year services and are engaged in a budget discussion.

**15. What is the teacher-student ratio for transitional kindergarten as proposed in SB 837?**

Transitional kindergarten shall have a class size of no more than 20 children and shall be taught by one teacher and one associate teacher for a ratio of 1 adult for every 10 children.

**16. How can we be sure that transitional kindergarten is developmentally appropriate?**

SB 837 calls for a distinct curriculum that is developmentally appropriate for 4-year-olds.

Because SB 837 establishes a process for adopting distinct TK standards, it provides an opportunity to guide a curriculum that includes learning through play, builds pre-literacy skills and attends to children's social and emotional development. These standards would use existing state Preschool Learning Foundations until TK standards, curriculum frameworks and instructional materials are adopted, thereby building on the best aspects of the State Preschool program. This new proposal would take the best quality standards from both to make a high-quality program that's effective and appropriate for young learners.

## **MIXED DELIVERY**

**17. What will happen to current private preschool teachers and providers?**

By expanding transitional kindergarten to serve all 4 year olds, we are going to need more preschools, not less. And, there are many ways this proposal can play out with school districts and providers across California.

The legislation outlines the new teacher requirements. After a five year phase-in:

- Head teachers must have a Bachelor's degree, at least 24 units in early childhood education and a teaching credential
- Associate teachers must have an Associate's degree with at least 24 unites in early childhood education.

Additionally, teachers will be compensated on par with their K-12 peers. The legislation says that "commencing with the 2015-16 school year, for purposes of compensation, including salary and benefits, transitional kindergarten teachers and associate teachers shall provide two part-day sessions per day in order to be considered full-time employees."

Our goal is to create a developmentally appropriate grade that serves the needs of four year olds. We know that developmentally appropriate practice is important. This legislation calls upon the State Superintendent of Public Instruction and the Commission on Teacher Credentialing to "establish a workforce development plan for transitional kindergarten teachers and associate teachers that provides for adequate opportunities for existing early childhood education educators to obtain the necessary transitional kindergarten qualifications by 2019."

Discussions are ongoing for additional ways SB 837 could support teachers.

**18. Are private school providers that contract with the local school district now public employers?  
How does this work with the unions?**

The teachers will be employed by the organization that is providing transitional kindergarten. The legislation says “for purposes of establishing collective bargaining rights for employees of a private local provider of transitional kindergarten pursuant to the terms of an agreement with the administering school district or charter school, as a condition of the receipt of funds, the private local provider shall be considered a public school employer.”

## TEACHERS

**19. Does the transitional kindergarten teacher as proposed in SB 837 need a teaching credential?**

The proposed language in SB 837 outlines the following requirements for transitional kindergarten teachers:

- On or before July 1, 2015 all transitional kindergarten classes shall be taught by a teacher who holds at a minimum an associate degree, a professional plan for a baccalaureate degree with 24 units in early childhood and a teaching credential by July 1, 2019.
- On or before July 1, 2019 all transitional kindergarten classes shall be taught by a credentialed teacher with 24 units of early childhood education.

**20. Does the transitional kindergarten associate teacher as proposed in SB 837 need a teaching credential?**

The proposed language in SB 837 outlines the following requirements for transitional kindergarten associate teachers:

- On or before July 1, 2015 all transitional kindergarten associate teachers shall have at a minimum, 24 units in early childhood education and a professional development plan for an associate degree by July 1, 2019.
- On or before July 1, 2019 all transitional kindergarten associate teachers shall have an associate degree with at least 24 units in early childhood education.

**21. Are there any plans to provide a career advancement pathway for current preschool teachers?  
Will there be any funding to support teachers as they obtain their higher qualifications?**

Yes. SB 837 asks the State Superintendent, the Commission on Teacher Credentialing and higher education institutions to develop a plan for teachers to meet the higher qualifications. School districts will receive an estimated \$6,300 per child in Average Daily Attendance (ADA), which would allow several different ways to support teachers in obtaining higher education. Discussions are ongoing for additional ways SB 837 could support teachers.

**22. What happens to teachers who have years of experience, but don't have a teaching credential?**

The experience of teachers and staff working in state subsidized early education settings and programs is a valued component of providing care to California's youngest learners. Discussions between the author's office, the CDE, Early Edge and stakeholders is ongoing to explore options for the support of our early educators to obtain the necessary training and professional learning experiences to qualify to work in the proposed transitional kindergarten program in SB 837.

The intent of this bill is that TK teachers are paid on par with their K-12 colleagues.

**23. How will professional development work for transitional kindergarten teachers working in private settings?**

Professional development must align with professional learning provided in other grades.

The proposed legislation states: “It is the intent of the Legislature that a school district or charter school offering transitional kindergarten provide high-quality professional development aligned to transitional kindergarten standards adopted by the state board and designed to improve child learning and development. It is further the intent of the Legislature that professional development for transitional kindergarten teachers and associate teachers supports teacher-child interactions that promote child engagement and learning, and the use of child-level and class-level data to inform instructional strategies.”

**24. Are TK teachers in private settings required to be compensated on par with their school district peers?**

The proposed legislation states: “Commencing with the 2015–16 school year, for purposes of compensation, including salary and benefits, transitional kindergarten teachers and associate teachers shall provide two part-day sessions per day in order to be considered full-time employees.” The intent of this bill is that, as full time employees, TK teachers are paid on par with their K-12 colleagues.

## **INCREASED STANDARDS**

**25. I know there’s a five year phase-in for teachers to meet the higher standards, but will the ratios and the class sizes go into effect immediately?**

The proposed legislation states that commencing with the 2015-16 school year, transitional kindergarten shall be taught by at least one teacher and one associate teacher, and class size shall be limited to no more than 20 children.

**26. What role will families play in choosing a transitional kindergarten class for their child?**

This is a voluntary program for parents. Parents will have the choice of whether or not they want to participate. They can choose what works for parents and their children.

The proposed legislation states: “A school district or charter school that offers kindergarten shall make transitional kindergarten available to all eligible children and shall allow, to the greatest extent possible, a parent of an eligible child to choose the transitional kindergarten that the eligible child attends.”

## **FUNDING**

**27. Will this proposal mean less federal and state money will be allocated for existing Child Care and Development programs?**

No. The proposed legislation states: “Transitional kindergarten funds shall supplement, and not supplant, federal and state funding for existing child care and development programs.” The intent of this bill is that more children are able to be served using federal and state funding. The goal of this

legislation is to expand children's access to full-day, full year services and we are engaged in ongoing budget discussions around funding.

**28. Will there be added language to fund facilities and to dedicate the facilities to be developed and/or adapted to follow the developmental needs of 4 year olds?**

Currently, the proposed legislation states: "To encourage the efficient use of existing facilities, transitional kindergarten may be operated using available classroom space at a public school site meeting kindergarten classroom requirements, or at any public or private facility that has a child care license for age-eligible children, as defined in Division 12 of Title 22 of the California Code of Regulations." We are engaged in ongoing discussions around facilities issues.



CHILDREN ARE OUR BOTTOM LINE

**COMMISSIONERS**

Jay Speck  
*Chair*  
Dan Ayala  
Marisela Barbosa  
Stephan Betz  
Elise Crane  
Aaron Crutison  
Dana Dean  
Erin Hannigan  
Liz Niedziela

January 16, 2014  
  
Ramona Bishop, Ed.D  
Vallejo City Unified School District  
665 Walnut Avenue  
Vallejo, California 94592

Re: Letter of Support – Youth Careers Connect Grant

Dear Dr. Bishop,

On behalf of the First 5 Solano Children and Families Commission, I am pleased to offer this letter of commitment to the Vallejo City Unified School District (VCUSD) to support the work of the “Wall to Wall College and Career Academy” initiative.

**STAFF**

Christina Arrostuto  
*Executive Director*  
Megan Richards  
*Deputy Director*  
Venis Jones Boyd  
*Family Support Programs Mgr.*  
Cherelyn Ellington  
*Early Learning & CE Programs Mgr*  
Ciara Gonsalves  
*Policy & Fund Development Mgr.*  
Chris Shipman  
*Health Programs Mgr.*  
Irma Calderon  
*Office Assistant III*  
Amanda Holmes  
*Office Assistant II*  
Joshua Bongawil  
*First 5 Futures College Intern*  
Latoya Long  
*Anti-Poverty/CE College Intern*  
Kara Wilson  
*CE College Intern*

First 5 Solano Children and Families Commission is a funder of family and children’s services in the areas of health and well-being, early childhood care/education, and family support and parent/caregiver education of children aged 0-5, their families and providers of services. Based on our grantmaking focus, First 5 Solano is best-aligned to support the Biomedical Academy.

First 5 Solano understands the growing importance of providing high school students and teachers with the industry perspective to best prepare them for the 21<sup>st</sup> Century work world and life after high school graduation. We are committed to working with the staff at VCUSD to offer a variety of support options, including but not limited to:

- Help define the academy program and goals;
- Assist with curriculum development and program design;
- Provide on-going technical assistance, including participation on the advisory board; and
- Support the engagement of populations historically underrepresented such as field females and persons of color.

We look forward to working with VCUSD and seeing the evolution of teaching and learning that this specialized collaboration will help make possible.

Sincerely,

Aaron Crutison, Vice Chair  
First 5 Solano Children & Families Commission

*First 5 Solano Children & Families Commission uses Proposition 10 tobacco tax and other funds for prenatal, health, quality child care, school readiness and parent, provider, and family support programs across Solano County. These services help ensure that children thrive and enter school healthy and ready to learn, grow and become productive members of Solano County's workforce and community.*





February 4, 2014

The Honorable Darrell Steinberg  
Senate President pro Tempore, State of California  
State Capitol, Room 205  
Sacramento, CA 95814

**RE: Support for SB 837 (Steinberg), The Kindergarten Readiness Act of 2014**

Dear Senate President pro Tem Steinberg,

The coalition of Bay Area First 5 Executive Directors is writing in support of the Kindergarten Readiness Act of 2014 - SB 837 (Steinberg). We thank you for your vision and leadership in working to provide every 4-year-old in California with high-quality, developmentally appropriate, transitional kindergarten (TK). High-quality early education is the wisest investment we can make, and we are elated at the prospect that all California children will have the opportunity to be ready for school, succeed academically, and thrive as adults.

For 15 years, First 5 Commissions in the Bay Area and across the state have invested in making high-quality early education accessible and meaningful for all children. Equally important is the role that First 5 Commissions play as a catalyst to systems and policy change by engaging local and state leaders, public education systems, non-profit organizations, private preschool, childcare, and health care providers, and the families in our communities.

As a result, First 5 Commissions are in a prime position to offer valuable input and feedback to you, the State Legislature, Superintendent Torlakson, and the SB 837 sponsors to ensure the bill is passed and implemented with the utmost diligence, thoughtfulness, and impact. As the bill moves through the legislature, we ask that First 5 be invited and engaged to offer input – from our communities to your ears. Our particular areas of interest include:

- The TK Workforce Development Plan including teacher credentialing requirements, career advancement plans, and timing
- The TK Standards including developmental appropriateness of curriculum and inclusion of social-emotional development
- Articulation with Quality Rating Improvement System (QRIS) work
- Articulation with existing, publicly-funded or subsidized programs (e.g. Head Start)
- Potential unintended impacts to non-profit, private, and home-based preschool providers
- Evaluation and assessment of TK
- Communication of TK implementation including common language and terminology

We look forward to working with you, the legislature, Superintendent Torlakson, and other supporters on the passage and implementation of SB 837. We urge you and your colleagues to support SB 837 and lead us in a constructive dialogue that ensures the success of this landmark legislation.

Sincerely,



Mark Friedman  
Chief Executive Officer  
First 5 Alameda County



Sean Casey  
Executive Director  
First 5 Contra Costa



Amy Reisch  
Executive Director  
First 5 Marin



Francine Rodd  
Executive Director  
First 5 Monterey County



Sally Sheehan-Brown  
Executive Director  
First 5 Napa County



Laurel Kloomok, M. Ed.  
Executive Director  
First 5 San Francisco



Kitty Lopez  
Executive Director  
First 5 San Mateo County



Jolene Smith  
Chief Executive Officer  
FIRST 5 Santa Clara County



David Brody  
Executive Director  
First 5 Santa Cruz County



Christina Arrostuto  
Executive Director  
First 5 Solano County



## Proposition 10 Briefings

January 2014

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### Annual Meeting January 22, 2014

#### Early Bird on Family Support

Andrew Russo and Heather Nemour, co-chairs of the California Network of Family Strengthening Networks, gave a presentation about the state-wide network, which was founded in 2009. They reviewed the Standards of Quality for Family Strengthening and Support, which were developed from a scan of 17 sets of standards and vetted by over 1,000 organizations. The standards are grouped into 5 sections and are part of a suite of materials including a Program Self-Assessment Tool, a Standards Participant Survey, and a Staff Self-Reflection Checklist. Full-day certification trainings are available to ensure effective implementation of the Standards.

Wendy Rowan (Humboldt) and Theresa Zighera (San Francisco) then gave presentations about their local use of the Standards. They are using the Standards to improve the quality of funded programs, and have found that the Standards help to enable a common understanding of quality, operationalize expectations, and strengthen partnerships.

The Association will compile a roster showing which First 5 county commissions have trained staff, so that regions can collaborate effectively.

#### Association Elections

Mark Friedman (Alameda) reported out for the Nominations Committee, and thanked all the

regions for their participation. Ballots for the election were circulated.

#### Welcoming of the New Executive Committee

President, John Sims  
Vice President, Kim Medeiros  
Secretary-Treasurer, Sean Casey  
Communications Chair, Kendra Rogers  
Advocacy Chair, Mark Friedman  
Program Chair, Christina Arrostituto  
Evaluation Chair, Amy Reisch  
Immediate Past President, Harry Freedman

#### Regional Representatives:

Bay Area, Laurel Kloomok  
Central, Martha Herмосillo  
Northeast, Sheila Kruse  
Northwest, Karen Pautz  
Sacramento, Lani Schiff-Ross  
Southern, Kim Belshé  
Southern, Christina Altmayer

#### Bylaws Approval

Membership reviewed and approved proposed revisions to the bylaws. Detailed information can be found on the Association's website: [first5association.org/meetings](http://first5association.org/meetings).

#### Committee Updates

Program Committee – Christina Arrostituto reported that the Committee is focusing on developing content for the Association meetings and supporting the development of quarterly webinars.

Evaluation Committee – Jamie Henderson reported that the Committee is working with First 5 California on formal adoption of the new Annual Report definitions, and has developed a work plan for 2014.

Fiscal Workgroup – Janice LeRoux reported that the Workgroup is meeting to update the Financial Management Guide and will report out as needed.

### **Association 2014 Goals and Activities**

Moira Kenney reported that the Association’s goals for the year include a continued focus on raising the visibility of the county commissions, and working with members and partners across the state to:

- Partner with First 5 CA on the implementation of their strategic plan
- Continue to support and convene county commissions around best practices, sustainability, and policy
- Continue to expand the Association’s policy and advocacy efforts
- Build on the momentum of the 15<sup>th</sup> anniversary campaign to effectively tell the First 5 story
- Support county commissions’ evaluation capacity and efforts

The complete document can be found on the Association’s website:  
[first5association.org/meetings](http://first5association.org/meetings).

### **Overview of TK and Birth to 3 Early Learning Bills**

Advocacy Committee Chair Mark Friedman (Alameda) provided an overview of the Kindergarten Readiness Act, or SB 837, introduced by Senate President pro Tempore Darrell Steinberg on January 7, 2014.

Mark reported that First 5s have been in close communication with Early Edge. While many details still remain to work out, this is a tremendous opportunity to have universal preschool for all 4s.

SB 837 Details:

- Provides all 4 year olds with high-quality TK that meets the specific learning and development

needs of children. We can do this by improving and expanding transitional kindergarten to serve all 4 year olds in California.

- Combines the best quality standards from TK and State Preschool, creating a model to ensure sustainable gains in school performance.
- Allows for a mixed delivery system, while utilizing funding generated by Average Daily Attendance (ADA).
- No funds would be taken away from existing state-contracted child development system.
- Existing federal and state preschool funds can be focused on additional early care and education programs for low-income 3 and 4 year olds.
- Has five year phase-in to expand services to all children.

In addition, Early Edge is working on a spot bill with Senator Liu to increase the access and quality of programs for infants and toddlers.

- Through the “Strong Start” and Head Start programs, California could more than double the number of 3 year olds and infants and toddlers served.
- This framework would combine part-day and full-day State Preschool for 3 year olds with our General Child Care for infants and toddlers program
- The “Strong Start” program would be the nation’s first evidence-based, comprehensive, locally controlled birth through age 3 program.
- \$200 million of the \$400 million previously spent on part-day State Preschool could fund California's “Strong Start.”

Araceli Sandoval-Gonzalez of Early Edge later spoke with Association members about the bills. There was discussion about the importance of institutionalizing efforts that many First 5s have invested in at the local level. In addition, Association members discussed how to describe and understand the small county piece, specifically what it has meant for counties without support from First 5 CA to invest in quality early learning.

## **Family Support and Child Abuse Prevention Partnerships**

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Sarah Rock, Bureau Chief of the Office of Child Abuse Prevention and a founding commissioner for First 5 Yolo, opened the panel discussion by framing the work of OCAP and emphasizing opportunities for partnership. OCAP can help to be a catalyst and leverage the work that First 5s and school districts are doing; OCAP is working to measure outcomes more effectively, and it interested in telling the story together with First 5s.

Nilofer Ahsan from the Center for the Study of Social Policy then provided an overview of the Strengthening Families initiative, which is a framework that uses the Protective Factors approach, focusing on good outcomes for parents in order to result in good outcomes for children.

Teressa Rodriguez-Johns (Santa Barbara) then discussed why First 5 Santa Barbara and their local Child Abuse Prevention Council adopted the Strengthening Families framework. She explained that the Protective Factors approach has provided common language and assisted with standardized training factors, alignment of funded programs, and the use of common tools to track outcomes – for example, finding that the percentage of clients in Santa Barbara County with a subsequent child abuse referral has dropped from 30% to 2.9% in just four years.

Lastly, Theresa Zighera (San Francisco) discussed how the Strengthening Families framework brings their two primary service platforms together, enabling three county departments to blend funds and coordinate efforts across Preschool for All and Family Resource Centers.

The presentation is available on the Association’s website: [first5association.org/meetings](http://first5association.org/meetings).

## **Report from the State Commission**

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Camille Maben provided the following updates to Association members:

- Commissioner Joyce Iseri has been reappointed.
- First 5 CA continues to work in partnership with the Association on BOE administrative cost issues.

- The Attorney General’s office informed First 5 CA last month that they have been in conversations with several tribes that are selling non-taxed tobacco products on tribal lands. The AGs office is working with the tribes on possible alternatives to participating in the state taxation program, such as a tribal tax that would generate revenue for tribal early childhood programs.
- Camille was appointed to the Child Welfare Council.
- Commission Chair George Halvorson retired from Kaiser at the end of December. His priority continues to be messaging to parents and he has been spending time in Sacramento meeting with Agency directors and other advocates.

Camille and Jung Fitzpatrick of the Glen Price Group then presented an update on First 5 CA’s strategic plan, which is now a 5-year plan. The State Commission approved the Statement of Strategic Direction in October 2013; First 5 CA posted the draft Strategic Objectives and Activities Framework for public comment earlier this month, and comments were incorporated into the final draft. Camille noted that the next phase will be implementation planning. A spending plan has not yet been determined.

The presentation is available on the Association’s website: [first5association.org/meetings](http://first5association.org/meetings).

## **First 5 CA Communications Strategies for 2014**

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Renee Fraser of Fraser Communications presented a summary of the current plan for First 5 CA’s 2014 media campaign and educational television spots. The new campaign will focus on the brain development of babies and young children, and the critical role of parents and other caregivers.

Fraser Communications convened seven focus groups last fall to evaluate five creative concepts; Renee reviewed storyboards for the most impactful and most likeable concepts with Association members. Their research identified preferences for the following taglines:

- “Your words have the power to shape their world.”
- “Talk. Read. Sing. Their future depends on it.”

Television spots in English and Spanish will go into production in early February and will air March through June across the state (excluding San Diego).

Association members encouraged Fraser Communications to include the use of the word “play” in its campaign. Members also asked whether television spots could be made available to small counties who are not in a CA media market. Renee Fraser committed to making the ads available for the 13-weeks that they will be shown on broadcast TV.

The presentation is available on the Association’s website: [first5association.org/meetings](http://first5association.org/meetings).

Renee also screened a 15<sup>th</sup> anniversary video that Fraser Communications created for First 5 CA. A version for use by county commissions has been created, and First 5 CA will cover the cost of a final slide that can include each county’s logo. The Association will provide county commissions with information about next steps and timelines.

## State Commission Meeting January 23, 2014

### Commissioners Present:

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George Halvorson, Chair  
 Magdalena Carrasco  
 Conway Collis  
 Muntu Davis  
 Kathryn Icenhower  
 Joyce Iseri  
 Casey McKeever  
 Ex Officio Member: Jim Suennen

### Opening Remarks

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Commissioner Halvorson commented on the fact that this is an ideal time to focus on early childhood. He also announced the reappointment of Vice Chair Iseri, who has been reappointed for another four-year term.

Commissioner Collis provided a report on the “California’s Crisis: Ending Child Poverty” conference, cosponsored by GRACE and The California Endowment, which was held in Los Angeles on December 16, 2013. The event included panels on early intervention, breaking the cycle of poverty, and more. Additional information can be found here:

<http://grace-inc.org/events-main/california-crisis/>

### Executive Director Report

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Camille Maben provided the following updates to the State Commission:

#### Budget News

- The Federal Budget for 2014 includes \$1.4 billion for early care and early learning – the estimate is that 10% of this would come to California. This includes:
  - \$1.25 billion increase to Head Start
  - \$250 million for a new round of Race to the Top
  - \$158 million to maintain Striving Readers grants
  - \$194 million for WIC

- The California budget includes a line item of \$17.5 million to increase dental outreach for children. First 5 CA is obtaining additional information.

#### New Staff

- Kelly Sherlock, Consultant
- Erin Dubey, Child Development Program Consultant

#### Research and Evaluation

- The new CARES Plus data system has been implemented. The PROOF data system has been retired.
- A UCLA study using CHIS data (partially funded by First 5 CA) found that the majority of young children in California eat fast food regularly, but are drinking less soda:  
<http://healthpolicy.ucla.edu/newsroom/press-releases/pages/details.aspx?NewsID=155>
- First 5 CA continues to work with the Association about improving and streamlining the Annual Report.

#### Other Updates

- Camille looks forward to visiting additional county commissions this year.

Please see the Association Meeting Highlights for additional details of Camille Maben’s report.

### **Association Report**

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Moira Kenney reported that the Association held its Annual Meeting, which included the election of new leadership and an opportunity to outline the Association’s ambitious goals for 2014.

- The Association is taking a support position on SB 837 – the Transitional Kindergarten proposal. The Association sees the First 5 county investments as the anchor for early learning program improvement for 10 years, and recognizes the need to seize this historic opportunity to ensure California’s 4-year olds have access to public education before Kindergarten. The Association will also stay engaged on the parallel Strong Start effort to

ensure that infants and toddlers are not left behind.

- This Association is also working closely with other statewide advocates and partners to address a number of dental systems issues, including Healthy Families transition and pediatric dental essential health benefit (EHB) in Covered California. Commissions invested \$15 million in this area, serving nearly 200,000 children with necessary services, but we need to ensure that these children are connected to coverage.
- The third major policy push continues to be the need to ensure that young children receive the developmental and behavioral screenings for all children. We have begun conversations with the Department of Health Care Services about the woefully low rate of children receiving mandated screenings under the EPSDT program (30% of eligible children) and the need to align the Medi-Cal CHDP periodicity schedule with the federal preventive services mandate for children.

*Public Comment:* Laurel Kloмок (San Francisco) stated that Bay Area First 5s are in support of SB 837, based on the need and the potential of universal preschool. She also stated that there is support for both the TK and the birth to three strategies.

Commissioner Halvorson commented that it’s clear we need to help support parents. We need to keep this as a key part of the agenda.

### **Advisory Committee Reports**

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Commissioner Halvorson reported that the committees of the Commission have been meeting regularly, and that later reports will address their work.

Commissioners Conway Collis and Casey McKeever reported that there is support for SB 837, and that there needs to be cognizance of the sentiments expressed in the January 23 LA Times editorial that it can’t be afforded right now (see <http://www.latimes.com/opinion/editorials/la-ed->

[preschool-universal-transitional-kindergarte-20140123,0,4254728.story#axzz2rFX9vkTl](http://preschool-universal-transitional-kindergarte-20140123,0,4254728.story#axzz2rFX9vkTl)).

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### **Fiscal Year 2012-13 Annual Report**

Camille Maben presented the Annual Report, which was approved unanimously. Commissioners McKeever and Halvorson commented that they found the county highlights to be impressive and useful.

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### **Transitional Kindergarten Study**

Deanna Gomby, Executive Director of the Heising-Simons Foundation made a presentation regarding a study to examine the implementation, quality and outcomes of Transitional Kindergarten in California. American Institutes for Research (AIR) has been commissioned to conduct the study, funded by Heising-Simons Foundation and The David and Lucile Packard Foundation. The study, which will use various methods, will be representative of California.

Commissioners engaged in a lengthy discussion about the study, raising concerns about the need to assess children who speak languages other than English or Spanish, the need to review the composition of cohorts to ensure full inclusion of children most at-risk, and the overall design of the study.

Commissioners approved one-third of the recommended funding and agreed to reconsider the study at the April meeting.

*Public Comment:* Moira Kenney concurred with the Commissioners about the need to conduct a culturally competent evaluation and encouraged them to consider making the same recommendations for the RTT evaluation that is about to get underway.

Laurel Kloomok (San Francisco) said that county commissions would be very interested in similar evaluation investments POP, preschool, and/or high-quality preschool being made. Laurel also spoke about local investments that First 5 San Francisco has made around language capacity, including translation and training assessors, and

encouraged First 5 CA to turn to county commissions as needed for resources.

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### **Educare Partnership Time Extension**

Jessie Rasmussen, President of the Buffett Early Childhood Fund, made a presentation about Educare, a research-based program that prepares at-risk children for school. Extension of the time period for funding authority was approved unanimously.

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### **Strategic Planning Update**

Glen Price presented an overview of the strategic planning process, including an overview of the Statement of Strategic Direction, and the Strategic Objectives and Activities. Please see the Association Meeting Highlights for details of the Glen Price Group report.

*Public Comment:* Mark Friedman (Alameda) remarked that this was the most inclusive strategic process he has seen, including significant input from county commissions.

The strategic plan was approved unanimously.

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### **First 5 CA Media Contract**

Lindsay VanLaningham presented an overview of the Mass Media Communications Account, which receives 6 percent of the twenty percent of Proposition 10 funds allocated to the State. The current mass media contract was awarded to Fraser Communications for \$64 million over six years. First 5 CA will issue an RFP. She noted that this is different from a media strategy.

*Public Comment:* Francine Rodd (Monterey) asked the Commission to ensure that the RFP includes language about continuing to collaborate with county commissions to design and implement media campaigns.

Patricia Loera (Glenn) commented that her county is rural, impoverished, and divided. Hands on Health Express has helped unify the community.

## **Financial Update**

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Jennifer Clark reported on the financial status of the Commission, which is essentially unchanged since the last meeting. She also reported out on the conversations she is having with BOE staff and expressed her belief that these conversations may prove fruitful.

*Public Comment:* Moira stated that the Association believes there is additional work to be done regarding BOE cost issue, and that Association members will be meeting with BOE members in the upcoming weeks.

Commissioner Collis commented that as former Chair of the BOE, it's advisable to hire someone to conduct an independent analysis. There is little that can be done by going to a Board member. First 5 CA will look into this further in partnership with the First 5 Association.

## **Small Population County Funding Augmentation**

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Jennifer Clark and Sarah Neville-Morgan presented a new funding methodology and an accountability framework for allocation of augmentation funds to small population counties as well as related training and technical assistance funds.

Moira Kenney reported on the collaborative process and the fact that the proposal came from county commissions.

*Public Comment:* Ellen Viera (Plumas), Sheila Kruse (Tuolumne), and Karen Pautz (Siskiyou) thanked First 5 CA staff for their partnership and willingness to work with small counties in creating a flexible yet accountable system for small counties.

Lisa Faulkner (San Benito) shared her perspective as a gap funding county, noting that their commission made the difficult decision to cut 3 of their 6 funded programs.

Commissioner McKeever commented that there was a lengthy process last time of negotiations with counties, and a compromise was presented. Moira Kenney responded that while there was a compromise decision, it was made with very tight parameters set forth by First 5 CA staff. This process, in contrast, has been more inclusive and open-ended.

## **First 5 CA Media Campaign**

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Please see the Association Meeting Highlights for details of Renee Fraser's report.

# Children and Families Agency Crying Foul Over Fee Hikes

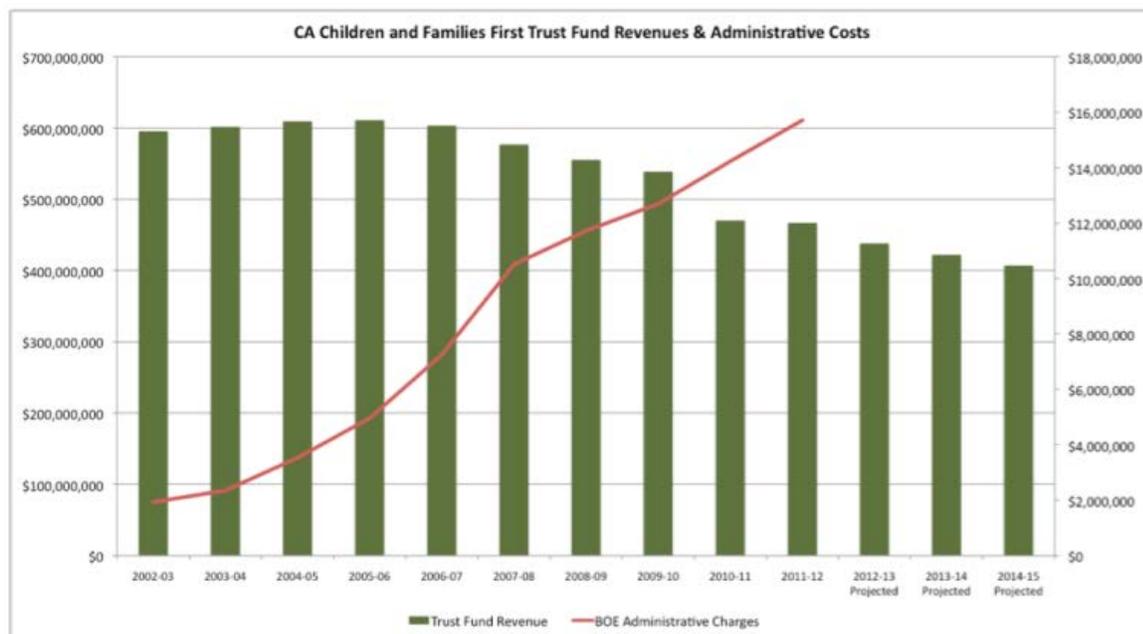
Voice of OC | Orange County's Nonprofit Investigative News Agency

By NICK GERDA | Posted: Monday, February 10, 2014 6:00 am

Health and education programs for California's young children are taking a financial hit because the state has been unfairly hiking its cut of tobacco tax money, said officials with the Orange County agency in charge of such programs locally.

The Children and Families Commission of Orange County and similar commissions across the state are funded through tobacco tax revenues authorized by 1998's Proposition 10.

The "administrative fees" charged to collect that tax by the state Board of Equalization have jumped from about \$2 million in 2003 to more than \$17 million this fiscal year, according to Orange County's commission.



Children

and Families Commission of Orange County

"That cost has really grown astronomically," said Christina Altmayer, executive director of the local commission during its regular meeting last week.

And they keep on rising, Altmayer said, affecting Orange County to the tune of \$1 million per year.

Commissioners aren't happy about it.

"It's just ridiculous what we get charged," said new commission Chairwoman Sandra Barry.

The commissions are tasked with spending Proposition 10 money on health and education programs such as developmental disability screenings and dental care for children up to age 5. Orange County's commission has a budget of \$24.5 million this year.

The commission voted unanimously Wednesday to join other large commissions in pursuing a new state law that would cap the fees. The cost would be limited to 1 percent of the tax revenue, down from the current level of more than 3 percent, commission officials said.

And in another sign of their frustration, commissioners are talking openly about taking their case to court.

"I do think there's something fundamentally wrong here," said Commissioner Hugh Hewitt, who is also a nationally-known radio talk show host.

"The last time we sued the state we won," he added, referring to a lawsuit that challenged the state's efforts to use about \$1 billion in children's commission funding to plug its budget hole.

Hewitt directed commission staff to investigate whether there's an equity-based argument for a lawsuit.

It's unclear why the Board of Equalization has been raising its fees. Its spokesman Brian Miller declined to comment, referring questions to the state Department of Finance.

The finance department's chief spokesman, H.D. Palmer, also declined to comment, saying staff is still looking into the issue.

Meanwhile, the commission's lobbyist, Curt Pringle, said the children's commissions are paying the state "far beyond" what they're getting. Another difficulty, he told commissioners, lies with the state's ever-changing fee formula.

"Every year they will take this formula requirement and come up with [a new] one," Pringle said.

Pringle added that he believes all five equalization board members are “sympathetic” to the county commission’s position. He described it as a “staff-driven issue.”

A representative of board Vice Chairwoman Michelle Steel reiterated that position.

“Our office is on standby to work with you to resolve this matter,” said Tyler Diep, a senior advisor to Steel, who is also running for a seat on the Orange County Board of Supervisors.

“Whether we ultimately seek a legislative or administrative remedy, we will work with you,” Diep added.

Pringle doubted that the Board of Equalization will back down on its own. “It needs to be imposed on them, if the Legislature feels this is a reasonable request,” Pringle said.

As less tobacco products are sold statewide, the Proposition 10 funding also falls — from more than \$600 million to \$481 million over the last decade. And last week's announcement that CVS pharmacies will stop selling cigarettes is expected to bring a further drop in funds.

Aside from the fees issue, commission officials said the declining Proposition 10 revenue, which accounts for 96 percent of its budget, has been expected all along.

“We were created to eventually go out of business,” said Kelly Pijl, spokeswoman for Orange County’s commission.

She added that the commission has focused on funding sustainable efforts that will continue after their funding is reduced or eliminated.

The commission’s programs include funding early learning specialists at every school district in Orange County, who help introduce young children to reading and other programs that prepare them for kindergarten, Pijl said.

The commission also funds 29 school nurses, who screen children for developmental challenges, Pijl said.

Detecting vision and reading issues in younger children helps remove educational stumbling blocks early, she added. Other programs center on children’s health and wellness, such as dental services and developing shelters for homeless families, Pijl said.

Meanwhile, advocates for new cigarette taxes in California have learned from the Proposition 10 experience and are putting caps on the state’s administrative fees, Altmayer said.

One example is a proposed ballot initiative that adds a new \$2.50-per-pack tax to raise money for cancer research.

But the flip side of that, according to Altmayer, is that the state would effectively charge their extra costs – to collect a different tax – to the children’s commissions.

“I was under the false impression ... that if we got a new tax increase it would actually be a benefit” in spreading costs, Altmayer told commissioners. “In effect it’s actually the reverse.”

*Please contact Nick Gerda directly at [ngerda@gmail.com](mailto:ngerda@gmail.com) and follow him on Twitter: @nicholasgerda.*

# FIRST 5 PROGRAM UPDATES

First 5 Solano Children and Families Commission



## The Protective Factors Survey

By Venis Jones Boyd  
*Child and Family Programs Manager*

Venis Jones Boyd attended the First 5 Association of California meeting in Sacramento on January 22<sup>nd</sup>. A presentation of Family Support and Strengthening Families Framework: Tools to Support Strengthening Families Implementation included The Protective Factors survey.

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The Protective Factors Survey (PFS) is an evidence-based, (reliability and validity tested) 20-item caregiver-completed tool to help measure changes in family protective factors. The PFS is a pre-post evaluation tool for use with caregivers receiving child maltreatment prevention services. It is a self-administered survey that measures the presence of 5 protective factors associated with good family functioning/resiliency, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development. When used as a pre/post survey, it can show change in family functioning and has been validated in both English and Spanish.

Solano County Family Resource Centers join California counties: Amador, Butte, Imperial, Inyo and Placer in implementing this national administrated survey to its clients seeking family support services. The primary purpose of the Protective Factors Survey is to provide feedback to agencies for continuous quality improvement and evaluation purposes. The survey results are designed to help agencies measure changes in protective factors and identify areas where workers can focus on increasing individual family protective factors.

## Community engagement activities support First 5 partners

By Cherelyn Ellington Hunt  
*Community Engagement and Early Childhood Education Programs Manager*

### Community Engagement Events.

First 5 Solano interns attended several events in January and February.

#### Benicia Pre-School Fair hosted by the Benicia Mom's Club-January 11, 2014

Staff handed out over 25 Kits for New Parents and received requests for additional kits to be mailed. Approximately 75 parents attended this event which promoted knowledge and access about pre-school and other resources for parents of pre-school age children.

#### KROC Center Health Fair-January 25, 2014

Staff provided health related information to parents including information about Potter the Otter, Drink More Water and It's Picnic Day Potter books. Kits for New Parents and the Parent Information Calendar were also distributed.

### Community Housing Conference-January 25, 2014

The First Annual Community Housing Conference provided information related to financial education and housing information for those trying to get into affordable housing or remain in their current house. First 5 Solano provided Parent Information Guides/Calendars, and promoted information about the services available at Family Resource Centers.

### BFF Express

The Breastfeeding Friendly Express has been requested and approved for lease from First 5 Fresno. The BFF is making its third appearance at the Solano County Fair, July 30-August 3, 2014. The family friendly BFF Express provides a comfortable, safe environment for moms to breastfeed while attending the fair. All applications have been submitted and staff will be working to finalize the arrangements to provide this important service to breastfeeding mothers. The Solano County Breastfeeding Coalition has committed to help provide volunteer staffing for the event. Contract negotiations have begun with First 5 Fresno.

### Parent Education Materials

Over 10,000 English and 4,000 Spanish Parent Education Guides and Calendars have been distributed in Solano County. The calendars were distributed via mail to all Pre-schools, Family Childcare Centers. Calendars and information about how to request additional copies were mailed to the First 5 Solano mailing list which is extensive and includes pediatricians, legislators, educators, hospitals, parents, businesses, faith based organizations. All First 5 Solano Grantees have received calendars and will distribute within their communities. Staff continues to receive requests for calendars from the community.

Annual Report Video

Social Media Plan

## **CDA CARES Dental Clinic Coming Soon – April 25-26, 2014**

By Christine Shipman  
*Health Programs Manager*

### **CDA CARES – April 25-26, 2014**

In August 2013, First 5 Solano Commission and Families Commission approved a challenge grant up to \$20,000 to support the 2014 California Dental Association Foundation (CDA) CARES Clinic in Solano County. The Solano CDA Cares Committees have worked diligently to obtain match funding and have secured the matched funding totaling \$20,000 from Valero.

### **California Women Policy Summit**

Chris Shipman and Cherelyn Ellington-Hunt attended the 2014 Women's Policy Summit held on January 16, in Sacramento, California. The opening general session, moderated by Diana S. Dooley, Secretary of California's Health and Social Services Agency, offered a set of case studies and approaches to mobilize women's networks to educate and enroll women and their families in Covered California and Expanded Medi-Cal. Many counties may employ one or several of these strategies, but this panel offered a *comprehensive* approach to identify and educate women about health coverage options and services.

# First 5 Futures Update

By Ciara Gonsalves  
*Policy & Fund Development Manager*



## **Business Engagement/Fund Development**

### **2014 Pre-K Business Champions Campaign**

The 2014 Pre-K Business Champions Campaign launched Monday, February 18. Initial outreach included a news release (Attachment A), as well as First 5 Solano website information with links to donate and view a video of 2013 Pre-K Academy results. Additional methods of advertising include partnerships with the Solano County Chambers of Commerce, circulating flyers through hot-sheets and member newsletters in both electronic and print format. Past donors were mailed a packet of information that includes a thank you letter (Attachment B), a one-page summary of 2013 Pre-K Academy results (Attachment C), a 2014 flyer (Attachment D) and donation form (Attachment E). Future efforts in March, April, and May include reaching out to potential business donors in Solano County via post card, mail, and e-mail along with service club presentations in all Solano County cities at Rotaries, Soroptimist, Kiwanis, and Lyons clubs. In the first week of outreach, a local hospital, physician, and non-profit have inquired for more information and details on how they could donate.

### **Funding the Next Generation Solano**

Funding the Next Generation Solano is a local effort focused on future funding and sustainability headed by the Children's Network of Solano County, originating from the larger initiative of Margaret Brodtkin and Associates. First 5 Solano participates in the monthly collaborative with participants that have included: Solano County Board of Supervisors, the Solano County Administrator's Office, Children's Nurturing Project, and The Children's Network. The latest development from late 2013 to present is the concept of a future ballot initiative that Solano County constituents will support in favor of children. The January 15, 2014 meeting included special guest speaker Dave Metz, a Pollster from FM3, a Public Opinion Research and Strategy Firm. Mr. Metz presented recent polling information regarding where the public stands regarding funding children's services and how to use the polling information to shape a ballot initiative. In short, the information conveyed by Mr. Metz revealed that democrats and republicans alike support children's issues and 70% reveal we are not doing enough to prepare the children for kindergarten. The information presented by Mr. Metz will be useful in identifying how a ballot initiative will take shape in Solano County for the 2016 election and the strategy behind developing a winning measure for our future workforce as the workgroup continues its work.

## **Grant Seeking**

### **RFQ 2014-02: Request for Grant Writing, Technical Assistance, and Consultation**

RFQ #2014-02 Request for Grant Writing, Technical Assistance, and Consultation results are in. First 5 Solano solicited requests for proposals from qualified grant writers late December 2013 through the end of January 2014. Following the review panel early February, all that applied were accepted on the eligibility list as a go-to resource when grant opportunities with time-sensitive deadlines are identified. Each applicant is unique and brings a different skill-set, diversifying the types of resources available to

First 5 Solano. There are two individual applicants and one firm consisting of three possible professionals.

**Attachments:**

- A. News Release
- B. Thank you letter to 2013 PKBC donors
- C. 2013 Pre-K Academy Outcomes
- D. 2014 Flyer
- E. 2014 Donation Form

**URLs to Pre-K Business Champs**

Video: <http://vimeo.com/86577475>

Sponsor now: <https://paydirect.link2gov.com/First5/ItemSelection/SelectItems>



**SOLANO COUNTY**



**ATTACHMENT A**

**FOR IMMEDIATE RELEASE**

February 19, 2014

Contact: Ciara C. Gonsalves, 707-784-1338, [ccgonsalves@solanocounty.com](mailto:ccgonsalves@solanocounty.com)

**First 5 Solano seeks ‘Business Champions’ for summer preschool programs**

SOLANO COUNTY - First 5 Solano has launched its second-annual “Pre-K Business Champions” campaign, seeking local businesses to donate at least \$200 each to fund summer Pre-Kindergarten Academies across Solano County for children who have never been to preschool.

“One of the most powerful indicators of a student being at risk for school failure in their later years is their lack of readiness for kindergarten,” said Jay Speck, who serves as both First 5 Solano Children and Families Commission Chair and Solano County Superintendent of Schools. “For years the Pre-K academies have successfully helped prepare students that have little or no preschool experience. There is no question in my mind that this relatively small investment at this early age absolutely can change the course of a child’s life.”

Each tax-deductible business donation of \$200, matched by First 5 Solano, funds one seat in the summer preschool program. The academies target children who have not had the opportunity to attend preschool. Last year, 35 Solano Pre-K Business Champions raised \$13,450, with some businesses donating as much as \$1,000 to support five children.

The program has a proven track record – in 2013 alone, the 4 to 6 week Pre-K Academy programs averaged a 90 percent attendance rate and resulted in measurable gains in early literacy and social adjustment skills for the 426 entering Kindergarteners who participated. In addition, parents are introduced to the school routine and actively engaged as their children’s first and best teachers.

The three-month “Pre-K Business Champions” campaign will include awards for participating businesses on at a breakfast on May 29, co-sponsored by First 5 Solano and the Solano Economic Development Corporation (EDC). This year’s theme is “Transitional Kindergarten,” highlighting the benefits of a two-year kindergarten for all 4-year-olds in California.

“The strong partnership between Solano EDC and First 5 Solano has helped local business understand how important the first years are for our children – our future workforce -- and our economy,” said Sandy Person, President of Solano EDC. “We are committed to strengthening efforts like the Pre-K Academies that support early learning programs.”

Interested business representatives should contact Ciara Gonsalves, First 5 Solano, at 707-784-1338.

To see a short video of highlights from 2013 Pre-K Academies, [click here](#).  
Sponsor online today! [Yes, I want to sponsor a child!](#)

# # #



February 14, 2014

Dear Solano County Business Leader:

I am writing to thank you again for your sponsorship of a 2013 Pre-Kindergarten Academy child, and let you know about the opportunity to again support an at-risk child to become more prepared to succeed in Kindergarten is upon us.

***Thanks in part to your generous donation, the 2013 Pre-Kindergarten Academies served more than 400 children - nearly double the number served in 2012 – in every Solano County city.***

Attached is a one-page summary of the very positive results of your investment. You can also visit the First 5 Solano website to view a short video on the 2013 Pre-K Academies or [click here](#).

Children participating in the Pre-K Academies made significant improvements in their skills, which increases their chances of doing well in Kindergarten. In addition, your donation helped make it possible for parents to become familiar with the child's school and feel comfortable talking with teachers and staff.

As we prepare to launch the 2014 summer Pre-Kindergarten Academies, we want to double the number of children helped this year, too! Please consider serving our community once again as a **SOLANO PRE-K BUSINESS CHAMPION in 2014.**

**Your tax-deductible<sup>1</sup> donation of \$200 will be matched dollar-for dollar by First 5 Solano** to provide Pre-K instruction for a young child who has never been to pre-school, and to support parents as the critical link to their child's success.

As a 2014 Pre-K Business Champion donor, your business will be publicly honored at the annual First 5-sponsored Solano Economic Development Corporation breakfast on May 29, 2014, and recognized in print, electronic and social media. Most importantly, you will have the satisfaction of knowing that you gave a better start to the education of a young child in your very own community.

***Please make your tax-deductible donation today! Contribute by:***

- ***Visiting/Clicking [Yes, I want to sponsor a child!](#)***
- ***Calling 707.784.1338 or***
- ***Mailing the attached completed form to First 5 Solano  
601 Texas Street, Suite 210, Fairfield CA 94533***

Sincerely,

*Christina Arrostuto*

Christina Arrostuto,  
Executive Director

<sup>1</sup> Donations to First 5 Solano are tax-deductible under Internal Revenue Code Section 170 (c) (1). EIN: 94-6000538. First 5 Solano Children and Families Commission is a division within Solano County.



## 2013 Pre-K Academies Outcomes

The 2013 Solano Pre-Kindergarten Academy campaign served 426 children, most of whom had never had the chance to go to preschool. The Academies were held in every city in Solano county (20 sites in all). Most of the Academies were conducted by School Districts; in addition, a coalition of Family Child Care homes worked together with their School Districts to offer quality Pre-K instruction at 4 child care sites. Each Pre-Kindergarten Academy's curriculum included early development and literacy activities, helping ensure that every child served got an opportunity to acquire vital social and academic skills they needed to be successful in Kindergarten. The Pre-Kindergarten class of 2013 achieved many milestones, including but not limited to:

- ✓ Attendance rate of 78% across all pre-k sites and 90% full attendance rate at 6 of the 9 sites.
- ✓ 83% of the 130 primarily Spanish speaking students in the pre-k academies recognized their written names and associated numbers with quantities in English.
- ✓ 25% of all pre-k academy participants improved competency in the basic social, emotional and academic skills such as:
  - Cooperation with peers
  - Attention to tasks
  - Maintaining interest in school
  - Problem solving skills
- ✓ 90% of pre-k academy participants recognized their written names by the end of the program.
- ✓ 86% of pre-k academy participants improved in competencies to share, cooperate and accomplish group tasks.
- ✓ 80% of pre-k academy participants improved their ability to maintain full attention to completing tasks.

First 5 Solano's 2013 Pre-K academies demonstrates the positive difference that can be made in a child's life by spending four weeks playing games, carrying a backpack for the first time, learning to write their name and counting to ten. The Pre-K academy participants of 2013 doubled from the 2012 cohort, increasing from 193 to 426. Every Pre-K site is equipped with a modern curriculum which is founded on the suggestion that successful lives are linked with the simultaneous acquisition of emotional, social, and academic intelligence. With every additional Pre-K classroom seat filled, there is a better chance that a kid from Solano will grow up and lead a productive life for him or herself and their community.



# Support Your Future Workforce

*For just \$200, you can sponsor a child in your community to begin their education with the skills necessary to succeed academically.*



First 5 Solano wants to partner with you to support County-wide "Pre-Kindergarten Academies"

### ***"Pre-K Business Champion" benefits:***

***Your business will be publicly honored at the upcoming Solano Economic Development Corporation breakfast on May 29, 2014, and recognized in print, electronic and social media.***

More importantly, you will have the satisfaction of knowing that you gave a better start to the education of a young child in your very own community.

***Make your tax-deductible donation today!***

**Visit: [Yes, I want to sponsor a child!](#)**

**or call 707.784.1338**



**PRE-K BUSINESS CHAMPIONS CAMPAIGN**

First 5 Solano Children and Families Commission  
601 Texas Street, Suite 210  
Fairfield, CA 94533



**MAKE YOUR TAX DEDUCTIBLE DONATION TO  
SPONSOR A PRESCHOOL CHILD TODAY!**

**CONTACT INFORMATION**

Business Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Contact Name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
E-mail/Alt Contact: \_\_\_\_\_

**SPONSORSHIP INFORMATION**

I want to sponsor \_\_\_\_\_ # of students at \$200 each      **Total \$** \_\_\_\_\_

**METHOD OF PAYMENT**

**Credit Card**

It's easy to donate online: [Yes, I want to sponsor a child!](#)

**Check**

If donating by check, please return this form with payment. Make checks payable to Solano County. Write "First 5 Solano 2014 Pre-K Academy" in the memo line.

**NOTES**

- Donations to First 5 Solano are tax-deductible under Internal Revenue Code Section 170 (c)(1): EIN#: 94-6000538
- First 5 Solano Children and Families Commission is a division within Solano County
- For more information about First 5 Solano visit the website at [www.first5solano.org](http://www.first5solano.org) or call Ciara Gonsalves: 707-784-1338