



In compliance with the Americans with Disabilities Act, if you require a modification or accommodation to participate in this meeting, including the availability of assistive listening devices or agendas in alternative formats, please contact the First 5 Kings County Children and Families Commission's office at (559) 585-0814 (California Relay 711) at least 48 business hours prior to the start of this meeting.

Meeting Agenda

June 6, 2023

3:00PM

Kings County Department of Public Health
330 Campus Drive Hanford, CA 93230

Call to Order & Welcome

Commissioners Roll Call

Review and Modification to Agenda

Opportunity for Public Comment

This portion of the meeting is reserved for persons to address the Commission on any matter not on this agenda but under the jurisdiction of the Commission. Commissioners may respond to statements made or questions posed. They may ask a question for clarification; make a referral to staff for factual information or request staff to report back to the Commission at a later meeting. Also, the Commission may take action to direct staff to place a matter of business on a future agenda.

Speakers are limited to two minutes. Please state your name before making your presentation.

Consent Calendar

All items listed under the consent calendar are considered to be routine and will be enacted by one motion if no member of the Commission or audience wishes to comment or ask questions. If comment or discussion is desired by anyone, the item will be removed from the consent agenda and will be considered in the listed sequence with an opportunity for any member of the public to address the Commission concerning the item before action is taken.

- P. 003 **2023-06-130 Consent Calendar**
April 28, 2023 Commission Meeting Minutes
April 2023 Fiscal Report

Action Items

- P. 015 **2023-06-131 Election of FY 2023-2024 Chair Elect:** Commission to review, discuss and vote on a Commission Chair-elect for FY 2023-2024.

- P. 017 **2023-06-132 Commission Meeting Schedule for FY 2023/2024:** Commission to review, discuss and consider approving the FY 23/24 schedule and location
- P. 020 **2023-06-133 2020-2025 Strategic Plan Update:** Commission to review, discuss and approve the 2020-2025 First 5 Kings County Strategic Plan update, for submission to First 5 California

Informational Agenda Items

- P. 068 **3rd Quarter Grantee Achievement Report:** Commission to review and discuss the progress of funded projects for FY 22/23.
- P. 071 **Spotlight on Service:** Staff from Recreation Association of Corcoran will present an overview of the funded project, Corcoran Family Resource Center.
- P. 083 **Staff Report:** April and May 2023

Future Agenda Items

August 2023

- Minutes from June 6, 2023 Commission Meeting
- June 2023 Fiscal Report
- Final Grantee Achievement Report
- Spotlight on Service: Kings Community Action Organization's Kettleman City Family Resource Center program
- Staff Report – June-July 2023

Commissioner Comments

Review Next Meeting Date & Adjournment

- August 1, 2023 at 3:00 PM

Public Comment is Taken on Each Agenda Item

Please note that the order in which the agenda items are considered may be subject to change.

*Agenda backup information and any public records provided to the Commission after the posting of the agenda for this meeting will be available for public review at the First 5 office: **330 Campus Drive, Hanford, CA 93230**. Upon a timely request, reasonable efforts will be made to provide such information or records in alternative formats.*



Date of Meeting: June 6, 2023

2023-06-130

Consent Calendar

- April 2023 Meeting Minutes
- April 2023 Fiscal Report



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Meeting Minutes

April 28, 2023

9:00 AM

Kings County Department of Public Health
330 Campus Drive Hanford, CA 93230

Call to Order & Welcome Meeting called to order at 9:02am.

Commissioners Roll Call Quorum met.

| Commissioner | Present | Absent | Joined Meeting After Roll Call |
|------------------|---------|--------|--------------------------------|
| Joe Neves | X | | |
| Dr. Milton Teske | X | | |
| Wendy Osikafo | | | X |
| Todd Barlow | X | | |
| Dr. Lisa Lewis | | X | |

Review and Modification to Agenda None noted.

Opportunity for Public Comment

This portion of the meeting is reserved for persons to address the Commission on any matter not on this agenda but under the jurisdiction of the Commission. Commissioners may respond to statements made or questions posed. They may ask a question for clarification; make a referral to staff for factual information or request staff to report back to the Commission at a later meeting. Also, the Commission may take action to direct staff to place a matter of business on a future agenda.

Speakers are limited to two minutes. Please state your name before making your presentation.

No public comments.

Consent Calendar

All items listed under the consent calendar are considered to be routine and will be enacted by one motion if no member of the Commission or audience wishes to comment or ask questions. If comment or discussion is desired by anyone, the item will be removed from the consent agenda and will be considered in the listed sequence with an opportunity for any member of the public to address the Commission concerning the item before action is taken.

- P. 003 **2023-04-123 Approval of Minutes: February 7, 2023 Commission Meeting**
P. 009 **February 2023 Fiscal Report**

No discussion ensued.

| 2023-04-123 Consent Calendar | | | | |
|-------------------------------------|------------|------------|----------------|---------------|
| Motion Made by: | Teske | | | |
| 2 nd Motion by: | Barlow | | | |
| Motion (Pass/Fail) | PASS | | | |
| Commissioner | Aye | Nay | Abstain | Absent |
| Joe Neves | X | | | |
| Dr. Milton Teske | X | | | |
| Wendy Osikafo | | | | X |
| Todd Barlow | X | | | |
| Dr. Lisa Lewis | | | | X |

Action Items

- P. 012 **2023-04-124 Establish a Nomination Committee for 2023-2024 Chair Elect:** The Chair will create a subcommittee that will be charged with nominating a Chair elect for FY 2023-2024.

Program Officer Clarissa Ravelo introduced the item, informing that Commission policy is for the Chair to create a subcommittee that will be charged with nominating a Chair Elect for the upcoming FY 2023-2024. Commissioner Barlow and Teske volunteered to be on the subcommittee. Ms. Ravelo will coordinate a meeting to complete this task.

Chair Neves inquired about the need to vote on this matter, to which County Counsel Susan Fisher indicated that a vote was not required to create the subcommittee.

| 2023-04-124 Establish a Nomination Committee for 2023-2024 Chair Elect | | | | |
|---|-------------------------|------------|----------------|---------------|
| Motion Made by: | N/A – not needed per CC | | | |
| 2 nd Motion by: | N/A – not needed per CC | | | |
| Motion (Pass/Fail) | N/A – not needed per CC | | | |
| Commissioner | Aye | Nay | Abstain | Absent |
| Joe Neves | | | | |
| Dr. Milton Teske | | | | |
| Wendy Osikafo | | | | |
| Todd Barlow | | | | |
| Dr. Lisa Lewis | | | | |

P. 014 **2023-04-125 Proposed Budget for FY 2023-2024:** Commission to review, discuss and consider approving the 2023-2024 Budget.

Ms. Ravelo reported that Commission Staff have prepared the proposed budget for FY 2023-2024 based on the First 5 California and CDTFA projections, as well as the Commission’s decision at the February 2023 meeting to continue with the current subcontract levels that have been authorized. The proposed budget is for \$1,484,706. Staff recommended that the Commission adopt the proposed budget as presented.

No additional discussion ensued.

| 2023-04-125 Proposed Budget for FY 2023-2024 | | | | |
|---|------------|------------|----------------|---------------|
| Motion Made by: | Barlow | | | |
| 2 nd Motion by: | Teske | | | |
| Motion (Pass/Fail) | PASS | | | |
| Commissioner | Aye | Nay | Abstain | Absent |
| Joe Neves | X | | | |
| Dr. Milton Teske | X | | | |
| Wendy Osikafo | | | | X |
| Todd Barlow | X | | | |
| Dr. Lisa Lewis | | | | X |

P. 022 **2023-04-126 Administrative Cost Limit for FY 2023-2024:** Commission to review, discuss and consider approving the administrative cost limit for FY 2023-2024.

Ms. Ravelo reported on the recommended Administrative Cost Limit of \$10%, based on possible redistribution of County administrative costs, and a potential increase in the administrative cost percentages associated with contracts. Commission staff recommended that the Commission approve the proposed Administrative Cost Limit.

No discussion ensued.

| 2023-04-126 Administrative Cost Limit for FY 2023-2024 | | | | |
|---|------------|------------|----------------|---------------|
| Motion Made by: | Teske | | | |
| 2 nd Motion by: | Barlow | | | |
| Motion (Pass/Fail) | PASS | | | |
| Commissioner | Aye | Nay | Abstain | Absent |
| Joe Neves | X | | | |
| Dr. Milton Teske | X | | | |
| Wendy Osikafo | | | | X |
| Todd Barlow | X | | | |
| Dr. Lisa Lewis | | | | X |

P. 026 **2023-04-127 FY 21/22 Annual Audit:** Commission to review, discuss and consider approving the FY 21/22 audit prepared by Hudson & Henderson.

Ms. Ravelo summarized the Final Audit prepared by the external auditor, highlighting the areas wherein there were significant variance in expenditures compared to the prior year, including lower expenditures in Personnel and Administrative Costs, Travel and Transportation, Program Expenses and Program Services. Commission staff recommended that the Commission adopt the Final Audit and authorize staff to submit the Final Audit to First 5 California and the State Controller’s Office, as required by Proposition 10 statutes.

Commissioner Teske inquired about the affect that underspending would have on the Commission’s financial situation. Chair Neves advised that there will not be an effect on future revenues, due to Proposition 10 funding having a different formulary. He relayed that any excess revenues stay in the Commission’s Trust Fund and does not have to be returned like other State or Federal revenue.

| 2023-04-127 FY 21/22 Annual Audit | | | | |
|--|------------|------------|----------------|---------------|
| Motion Made by: | Barlow | | | |
| 2 nd Motion by: | Teske | | | |
| Motion (Pass/Fail) | PASS | | | |
| Commissioner | Aye | Nay | Abstain | Absent |
| Joe Neves | X | | | |
| Dr. Milton Teske | X | | | |
| Wendy Osikafo | | | | X |
| Todd Barlow | X | | | |
| Dr. Lisa Lewis | | | | X |

P. 030 **2023-04-128 FY 21/22 Annual Report:** Commission to review, discuss and consider approving the FY 21/22 annual report to be submitted to First 5 California.

Ms. Ravelo presented Kings County’s Annual Performance Report Dashboard, describing Expenditures and Revenue Over Time, Population Served, and information for the three Annual Report sections that comprise the Annual Report that will be submitted to First 5 California and the State Controller’s Office, in accordance with Proposition 10 statutes. Ms. Ravelo related staff’s due diligence to keep expenditures within the anticipated revenue to maintain the Trust Account Fund. It was also reported that the number of children and caregivers served has decreased over time. Commission staff recommended that the Commission approve the Annual Report and authorize staff to submit to First 5 California and the State Controller’s Office.

Chair Neves commented that he would like the report to reflect that services delivered were greatly impacted by the pandemic and declining revenue. Other Commissioners also suggested making the font bold or underlining. Ms. Ravelo stated that she will break

the long paragraph up and will change the font and add bullets or numbers to emphasize the request.

| 2023-04-128 FY 21/22 Annual Report | | | | |
|---|------------|------------|----------------|---------------|
| Motion Made by: | Teske | | | |
| 2 nd Motion by: | Barlow | | | |
| Motion (Pass/Fail) | PASS | | | |
| Commissioner | Aye | Nay | Abstain | Absent |
| Joe Neves | X | | | |
| Dr. Milton Teske | X | | | |
| Wendy Osikafo | | | | X |
| Todd Barlow | X | | | |
| Dr. Lisa Lewis | | | | X |

NOTE: The reporting mechanism would not allow reformatting the font (cannot underline or make anything bold). Staff tried to edit the long paragraph as follows, but the pdf generated still lumped everything into one big paragraph:

REVISION with added spacing, numbering:

Evaluation Activities Completed, Findings, and Policy Impact

Provide a description of evaluation activities completed, evaluation findings, and their policy impact during the fiscal year. If findings are published, provide the citation and web link (if available online). These activities should focus on all four Result Areas: Family Functioning, Improved Child Development, Improved Child Health, and Improved Systems of Care. Include evaluations of prior year programs conducted during the current fiscal year. (4,000 characters maximum)

First 5 Kings County partners with an evaluation firm, Evaluation, Management, and Training Associates, Inc. (EMT, Inc.), to evaluate its program investments and to support data system enhancements. The evaluation ensures compliance with state requirements, informs future planning and decision-making, and supports quality improvement efforts.

The First 5 Kings County evaluation approach is guided by the 2021-2025 Strategic Plan, which allocates public resources to fund community-based early childhood programs and services. The strategic plan contains a results matrix that identifies performance indicators for each initiative to measure the achievement of strategic results. Performance indicators are framed as targeted increases in service outputs from year to year as the basis for determining program success.

The strategic plan acknowledges the declining trend in revenue and Commission funding that has occurred over time. This is due both to a newly enacted federal tobacco tax and to reductions in tobacco use statewide that affect the revenue base. The decline in funding, combined with escalating program costs, may require funded partners to reduce scale, limiting their capacity to achieve targeted increases.

1475 characters remaining.

The 2021-22 program year marked a return to in-person services following the COVID-19 pandemic. Although COVID had temporarily disrupted service delivery and impacted staffing and service demand, it also enabled programs to introduce new virtual options for reaching children and families. Funded partners continued to offer virtual programming in response to community needs and preferences, although most parents, when surveyed, indicated a preference for in-person services (80%).

As the Commission continues to move forward in a climate of declining revenues, First 5 Kings County and its funded partners, it is recommended that they concentrate on

- (1) Building partner capacity to pursue new funding opportunities to supplement declining revenues,
- (2) Adopt and implement evidence-based programs (EBPs) and practices with fidelity for parents and caregivers and young children,
- (3) Increase visibility and coordination of First 5 and other early childhood and family services, and
- (4) Strengthen data collection and reporting systems to demonstrate programmatic outcomes more effectively.

NOTE: The Kings County Children and Families Commission would like to emphasize that (1) the PANDEMIC, and (2) DECLINING REVENUES has had a major impact on the reduction of services delivered.

PUBLISHED (all added spacing was removed):

Evaluation Activities Completed, Findings, and Policy Impact

First 5 Kings County partners with an evaluation firm, Evaluation, Management, and Training Associates, Inc. (EMT, Inc.), to evaluate its program investments and to support data system enhancements. The evaluation ensures compliance with state requirements, informs future planning and decision-making, and supports quality improvement efforts. The First 5 Kings County evaluation approach is guided by the 2021-2025 Strategic Plan, which allocates public resources to fund community-based early childhood programs and services. The strategic plan contains a results matrix that identifies performance indicators for each initiative to measure the achievement of strategic results. Performance indicators are framed as targeted increases in service outputs from year to year as the basis for determining program success. The strategic plan acknowledges the declining trend in revenue and Commission funding that has occurred over time. This is due both to a newly enacted federal tobacco tax and to reductions in tobacco use statewide that affect the revenue base. The decline in funding, combined with escalating program costs, may require funded partners to reduce scale, limiting their capacity to achieve targeted increases. The 2021-22 program year marked a return to in-person services following the COVID-19 pandemic. Although COVID had temporarily disrupted service delivery and impacted staffing and service demand, it also enabled programs to introduce new virtual options for reaching children and families. Funded partners continued to offer virtual programming in response to community needs and preferences, although most parents, when surveyed, indicated a preference for in-person services (80%). As the Commission continues to move forward in a climate of declining revenues, First 5 Kings County and its funded partners, it is recommended that they concentrate on (1) Building partner capacity to pursue new funding opportunities to supplement declining revenues, (2) Adopt and implement evidence-based programs (EBPs) and practices with fidelity for parents and caregivers and young children, (3) Increase visibility and coordination of First 5 and other early childhood and family services, and (4) Strengthen data collection and reporting systems to demonstrate programmatic outcomes more effectively. NOTE: The Kings County Children and Families Commission would like to emphasize that (1) the PANDEMIC, and (2) DECLINING REVENUES has had a major impact on the reduction of services delivered.

P. 046 **2023-04-129 First 5 California Annual Report:** Commission to review and discuss the First 5 California 2021-2022 Annual Report.

Ms. Ravelo presented the item, indicating that Proposition 10 statutes require local Commissions to review, discuss and approve First 5 California’s Annual Report. She indicated that like the local Annual Report, the State-level report also described the financial and programmatic state of the State Commission, as well as highlights from each of the local Commissions. Staff recommended that the Commission approve said report.

No additional discussion ensued.

| 2023-04-129 First 5 California Annual Report | | | | |
|---|------------|------------|----------------|---------------|
| Motion Made by: | Teske | | | |
| 2 nd Motion by: | Barlow | | | |
| Motion (Pass/Fail) | PASS | | | |
| Commissioner | Aye | Nay | Abstain | Absent |
| Joe Neves | X | | | |
| Dr. Milton Teske | X | | | |
| Wendy Osikafo | | | | X |
| Todd Barlow | X | | | |
| Dr. Lisa Lewis | | | | X |

Informational Agenda Items

P. 096 **Annual Evaluation Report:** Commission to review and discuss the progress of funded projects for FY 21/22 presented by Evaluation, Management & Training (EMT).

Ms. Ravelo introduced EMT staff, Victoria Stuart-Cassel, who will be providing the presentation on the annual evaluation report. The annual evaluation provided demographic and quantitative data on the populations served by each of the funded partners. In addition to evaluating the quantitative data, EMT also conducted surveys with the FRC and UCP parents. EMT recommended 4 areas of improvement to continue to provide substantive services to the 0-5 population, including building the professional capacity of partner agencies to seek and obtain new funding sources, integration of Evidence-Based Programs, increasing visibility and coordination of Commission-funded programs, and enhancing the data collection system, to accurately account for each program's reach, to identify duplication, and to increase the capacity for more robust evaluation of programs and services.

Commissioner Teske inquired about what was being evaluated – numbers versus what has changed. Ms. Cassel emphasized the need for quality data, and the difficulty of evaluating services that families have freedom to choose which services to avail of, not allowing for any comparison with other families access of services. Commissioner Barlow echoed the difficulty in evaluating varying amounts of participation. Commissioner Osikafo brought up the need to partner with Managed Care Plans and the CalAIM program, that could be alternative funding sources. She also relayed that although many are aware of Unite Us, it has not reached its full utilization/potential. Commissioner Osikafo also expressed her sadness about the lack of services in Avenal and requested that staff revisit conversations with Reef-Sunset Unified School District's Family Engagement program.

P. 129 **Staff Report:** February-March 2023

Ms. Ravelo described the various projects she has been involved in since the last Commission meeting, referring to the Staff Report on page 130 of the agenda packet. Ms. Ravelo related that First 5 California continues to utilize the regionalized approach for its contracts, including the RFA for Regional TA for Home Visiting Coordination, and the IMPACT RFA that should be released shortly. She also informed the Commission about the recently held Advocacy Day, wherein we had an opportunity to speak to Assembly person Mathis and Senator Hurtado's staff, about the need for their continued support of First 5, as well as other early childhood care and education-related legislation.

Chair Neves discussed the Future Agenda Items

June 6, 2023

- Minutes from April 28, 2023 Commission Meeting
- April 2023 Fiscal Report
- Commission Budget Modification/Augmentation for FY 2022/2023 (if necessary)
- Election of Vice Chair for FY 23-24
- Commission Schedule for FY 2023/2024
- 2020-2025 Strategic Plan update
- 3rd Quarter Grantee Achievement Report

- Spotlight on Service: Recreation Association of Corcoran’s Corcoran Family Resource Center
- Staff Report: April-May 2023

Commissioner Comments No additional comments were made by the Commissioners.

Review Next Meeting Date & Adjournment

- Chair Neves reviewed the next Commission meeting that will be held on June 6, 2023 at 3:00 PM location to be announced, depending on any state or health orders regarding public gatherings at the time. The meeting was adjourned at 10:26am.

Public Comment is Taken on Each Agenda Item

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FY 22/23
April Fiscal Report
First 5 Operations

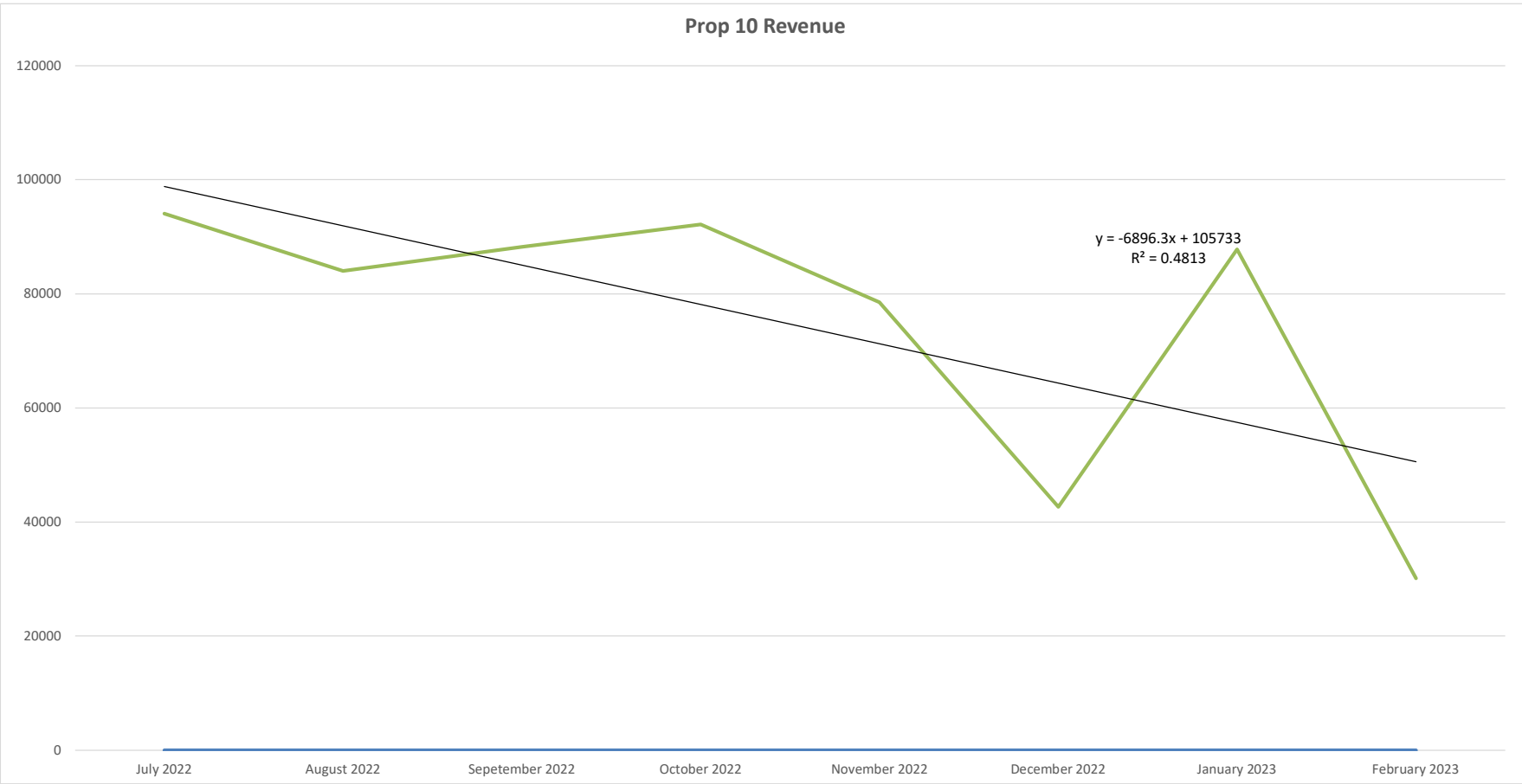
| SALARY SUMMARY | | \$ 202,719 | \$ 106,623 | \$ 96,096 | 52.60% |
|--------------------------------------|-------|-------------------|-------------------|-------------------|---------------|
| SERVICES & SUPPLIES | | BUDGET | YTD | BALANCE | % |
| Communications | 92006 | \$ 3,117 | \$ 1,526 | \$ 1,591 | 48.96% |
| Office Equipment | 92018 | \$ 1,000 | \$ 816 | \$ 184 | 81.59% |
| Maintenance SIG | 92021 | \$ 2,549 | \$ 1,202 | \$ 1,347 | 47.15% |
| Memberships | 92027 | \$ 4,000 | \$ 4,000 | \$ - | 100.00% |
| Postage & Freight | 92033 | \$ 201 | \$ 78 | \$ 123 | 38.78% |
| Offset Printing | 92035 | \$ 500 | \$ - | \$ 500 | 0.00% |
| Legal Services | 92038 | \$ 1,500 | \$ 297 | \$ 1,203 | 19.80% |
| Community Outreach | 92045 | \$ 1,500 | \$ 165 | \$ 1,335 | 10.97% |
| Auditing & Accounting | 92046 | \$ 6,560 | \$ - | \$ 6,560 | 0.00% |
| Contractual Services | 92047 | \$ 25,000 | \$ 6,250 | \$ 18,750 | 25.00% |
| Publications & Legal Notices | 92056 | \$ 250 | \$ - | \$ 250 | 0.00% |
| Special Dept Expense | 92063 | \$ 30,000 | \$ 2,584 | \$ 27,416 | 8.61% |
| Purchasing Charges | 92068 | \$ 600 | \$ 493 | \$ 107 | 82.14% |
| Brd. & Comm. Meeting Expense | 92069 | \$ 500 | \$ 54 | \$ 446 | 10.73% |
| Public Education Material | 92075 | \$ 1,500 | \$ - | \$ 1,500 | 0.00% |
| Motor Pool | 92089 | \$ 2,000 | \$ 113 | \$ 1,887 | 5.65% |
| Travel Expenses | 92090 | \$ 10,000 | \$ 2,583 | \$ 7,417 | 25.83% |
| Utilities | 92094 | \$ 2,071 | \$ 1,382 | \$ 689 | 66.74% |
| Electronic Hardware | 92103 | \$ 8,264 | \$ - | \$ 8,264 | 0.00% |
| Liability Claim | 93041 | \$ 621 | \$ 622 | \$ (1) | 100.16% |
| Information & Technology | 93048 | \$ 4,707 | \$ 3,279 | \$ 1,428 | 69.67% |
| IT Managed Contracts | 93051 | \$ 3,660 | \$ 3,026 | \$ 634 | 82.68% |
| Admin Allocation | 93057 | \$ 30,606 | \$ 11,376 | \$ 19,230 | 37.17% |
| TOTAL SERVICES & SUPPLIES | | \$ 140,706 | \$ 39,845 | \$ 81,631 | 28.32% |
| TOTAL OPERATIONS COSTS | | \$ 343,425 | \$ 146,468 | \$ 177,727 | 42.65% |

| First 5 Contracted Programs | | BUDGET | YTD | BALANCE | % |
|---|-------|---------------------|---------------------|-------------------|---------------|
| FRC Initiative | 93033 | \$ 684,961 | \$ 543,474 | \$ 141,487 | 79.34% |
| Avenal Family Connection | | \$ 85,500 | \$ - | \$ 85,500 | |
| Corcoran Family Resource Center | | \$ 110,200 | \$ 109,743 | \$ 457 | |
| Kettleman City Family Resource Center | | \$ 85,500 | \$ 67,651 | \$ 17,849 | |
| KCOE: Hanford & Lemoore Family Connection | | \$ 403,761 | \$ 366,080 | \$ 37,681 | |
| E3 Initiative | 93034 | \$ 85,834 | \$ 85,446 | \$ 389 | 99.55% |
| Kings County Office of Education CARES | | \$ 85,834 | \$ 85,446 | \$ 389 | |
| School Readiness | 93035 | \$ 417,810 | \$ 404,975 | \$ 12,835 | 96.93% |
| UCP Parent & Me Program | | \$ 332,310 | \$ 332,310 | \$ - | |
| Special Needs Project | | \$ 85,500 | \$ 72,665 | \$ 12,835 | |
| New Project | 93053 | \$ 38,000 | \$ 38,000 | \$ - | 100.00% |
| Kings United Way | | \$ 38,000 | \$ 38,000 | \$ - | |
| TOTAL CONTRACT COSTS | | \$ 1,226,605 | \$ 1,071,895 | \$ 154,710 | 87.39% |
| TOTAL EXPENDITURES | | \$ 1,570,030 | \$ 1,218,363 | \$ 332,437 | 77.60% |
| RESERVE FUNDS (25% of Operations and Contracts) | | \$ 392,508 | Trust Balance | \$ 1,354,252 | |

FY 22/23 April Fiscal Report Revenue

| Revenue FY 2022/2023 | | | | | | | | |
|----------------------|---------------------|------------------------|-------------------|-----------------|-------------------------|------------------|-------------------|--|
| Month | Estimated Prop 10 | Actual Prop 10 Revenue | Prop 56 Backfill | Interest | Home Visitation (KCHSA) | Misc Revenue | Total | Revenue Received (% of Prop 10 Estimate) |
| July 2022 | \$ 116,217 | \$ 94,064 | | \$ 2,878 | \$ 1,705 | | \$ 98,646 | 81% |
| August 2022 | \$ 116,217 | \$ 84,030 | \$ 690 | | \$ 1,628 | | \$ 86,347 | 72% |
| September 2022 | \$ 116,217 | \$ 88,253 | | | \$ 1,428 | | \$ 89,681 | 76% |
| October 2022 | \$ 116,217 | \$ 92,185 | | | \$ 2,183 | | \$ 94,367 | 79% |
| November 2022 | \$ 116,217 | \$ 78,512 | | | \$ 1,378 | | \$ 79,890 | 68% |
| December 2022 | \$ 116,217 | \$ 42,645 | \$ 318,855 | | \$ 1,537 | \$ 46,018 | \$ 409,054 | 37% |
| January 2023 | \$ 116,217 | \$ 87,774 | | \$ 3,413 | \$ 1,972 | | \$ 93,159 | 76% |
| February 2023 | \$ 116,217 | \$ 30,133 | | | \$ 1,485 | | \$ 31,618 | 26% |
| March 2023 | \$ 116,217 | | | | \$ - | | \$ - | 0% |
| April 2023 | \$ 116,217 | | | | \$ - | | \$ - | 0% |
| May 2023 | \$ 116,217 | | | | \$ - | | \$ - | 0% |
| June 2023 | \$ 116,217 | | | | \$ - | | \$ - | 0% |
| TOTAL REVENUE | \$ 1,394,605 | \$ 597,595 | \$ 319,545 | \$ 6,291 | \$ 13,315 | \$ 46,018 | \$ 982,763 | 65.76% |

Prop 10 Chart





330 Campus Drive • Hanford • CA • 93230 • (559) 585-0814

Date of Meeting: June 6, 2023

2023-06-131

**Election of FY 2023-2024
Chair-elect**



330 Campus Drive • Hanford • CA • 93230 • (559) 585-0814

Date of Meeting: June 6, 2023
Agenda Item: 2023-06-131
Discussion/Action Item: Action Item

AGENDA ITEM: Election of FY 2023-2024 Chair-Elect

A. Background/History:

Current Policy requires the Commission establish a nominating committee for the purpose of nominating a Chair-Elect for the Commission. At the April 2023 Commission meeting, a nomination committee was created, comprised of Commissioners Milton Teske and Todd Barlow. The 2023/2024 Chair-Elect nominee is Commissioner Wendy Osikafo. If elected, she will ascend to the Chair-Elect position in FY 2023/2024 and to the Chair position in FY 2024/2025.

B. Summary of Request, Description of Project and/or Primary Goals of Agenda Item:

The nominating committee has met and is recommending Commissioner Wendy Osikafo for Chair-Elect in FY 2023/2024.

C. Timeframe:

Term of office is 7/1/23 through 6/30/24 as Chair-elect, then 7/1/24 through 6/30/25 as Chairperson.

D. Costs:

No costs are associated with this item.

E. Staff Recommendation:

Staff recommends that the Commission consider the Nomination Committee's recommendation and vote for Commissioner Wendy Osikafo as Chair-elect for FY 2023/2024.



330 Campus Drive • Hanford • CA • 93230 • (559) 585-0814

Date of Meeting: June 6, 2023

2023-06-132

**Commission Meeting
Schedule for
FY 2023/2024**



330 Campus Drive • Hanford • CA • 93230 • (559) 585-0814

Date of Meeting:
Agenda Item:
Agenda Item Type:

June 6, 2023
2023-06-132
Action Item

AGENDA ITEM: FY 2023-2024 Commission Meeting Schedule

A. Background/History:

At the June 2015 meeting the First 5 Children and Families Commission modified the bylaws so that an annual calendar will be adopted by the commission at the June meeting each year. The Commission is being presented the annual calendar at this meeting.

B. Summary of Request, Description of Project and/or Primary Goals of Agenda Item:

Staff requests that the commission review, discuss, and consider approving the First 5 Kings Commission Meeting Schedule. The meetings will take place at the regular date and time (first Tuesday of even months at 3:00pm).

C. Timeframe:

If approved the Commission Meeting Schedule will go into effect immediately.

D. Costs:

No costs associated with this item.

E. Staff Recommendation:

Staff recommends the commission review, discuss and consider approving the First 5 Kings County Commission Meeting Schedule as presented.

F. Attachments:

- First 5 Kings FY 2023-2024 Commission Meeting Schedule



Commission Meeting Schedule FY 2023-2024

August 1, 2023

October 3, 2023

December 5, 2023

February 6, 2024

April 2, 2024

June 4, 2024

All First 5 Kings County Commission Meetings are held on the first Tuesday of even-numbered months, at 3:00 pm at the Kings County Department of Public Health, located at 330 Campus Drive in Hanford, CA 93230, unless otherwise posted.



330 Campus Drive • Hanford • CA • 93230 • (559) 585-0814

Date of Meeting: June 6, 2023

2023-06-133

**2020-2025 Strategic Plan
Draft Update June 2023**

AGENDA ITEM: First 5 Kings County 2020-2025 Strategic Plan – Draft Update June 2023

A. Background/History:

Proposition 10 Statutes require all county commissions to “adopt an adequate and complete County Strategic Plan for the support and improvement of early childhood development within the county. The strategic plan must include a description of the goals and objectives proposed to be attained, a description of the programs, services, and projects proposed to be provided, sponsored or facilitated; and a description of how measurable outcomes of such programs, services, and projects will be determined by the County Commission using appropriate and reliable indicators.”

It is a legislative requirement that the Commission review its strategic plan on an annual basis and makes modifications if necessary.

B. Summary of Request, Description of Project and/or Primary Goals of Agenda Item:

Commission staff requests the Commission review, discuss and approve the 2020-2025 Strategic Plan Draft Update, providing direction for future implementation.

C. Timeframe:

The Commission approved the 2020-2025 Strategic Plan on June 2, 2020. The plan is due for an annual review/update.

D. Costs:

The Strategic Plan would allocate \$6,623,261 over the 5 years course of the plan.

E. Staff Recommendation:

Staff recommends the commission approve the Draft Strategic Plan Update as presented.

F. Attachments:

- First 5 Commission 2020-2025 Strategic Plan Update June 2023 (Draft)

First 5 Kings County Strategic Plan

2020-2025

Updated June 2023



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Introduction

The Kings County Children and Families Commission (First 5 Kings) was established in 1998 when California voters passed Proposition 10 – The California Children and Families Act – which levied a 50-cent tax on each pack of cigarettes and other tobacco products sold. Revenue generated from the tobacco tax are distributed to all counties in California to fund local programs that promote early childhood development for children ages 0 to 5 years of age in the areas of health and wellness, early child care and education, parent education and support services and integration of services.

First 5 Kings has established, as mandated by law, this Strategic Plan in order to effectively guide the Commission in its efforts to make a significant impact in the lives of children age 0-5 residing in Kings County. This document outlines the Commission’s strategic focus, implementation, financial plan and evaluation processes. It shall be used as a living document requiring action, reflection, and revision in an ongoing effort for quality improvement.

Vision of First 5 Kings County

First 5 Kings envisions that all Kings County families receive access to the tools, knowledge and quality care necessary to encourage each child to develop to their fullest potential.

Mission of First 5 Kings County

First 5 Kings, in partnership with the community, will strengthen families, communities and systems of care for children prenatal to 5 years of age.

Guiding Principles of First 5 Kings County

- (1) Recognize and promote services and support for children ages 0-5 as the foundation for a lifetime of growth and success.
- (2) Support access and encourage outreach to geographically and socially isolated families
- (3) Provide appropriate services and support to children with disabilities and other special needs and their families
- (4) Support and encourage collaboration and leveraging opportunities among grantees
- (5) Support promising practices and evidenced-based models

Background

For more than 25 years, First 5 Kings has been working collaboratively across Kings County to ensure that every child enters kindergarten ready to succeed in school and life. First 5 Kings is a public organization charged with directing Proposition 10 tobacco tax revenues in Kings County toward issues relating to children from prenatal to age 5 and their families. Since its inception, First 5 Kings has invested more than \$30 million to improve the health, safety, and school readiness of children prenatal to age 5 by supporting multiple programs, research, partnerships, public education, and other policy and systems change efforts throughout the county.

Beginning January 2014, First 5 Kings County merged with Kings County Department of Public Health to better serve the children of Kings County. The new partnership allows for First 5 Kings to leverage synergies and expand collaboration opportunities with Public Health Department programs expanding the reach and access to children aged 0 to 5.

First 5 Kings is poised to undergo a significant transition in its role and function, to increase its ability to make lasting impact for the greatest number of children. This transition is informed by a much clearer understanding of how to maximize First 5 Kings' impact given changing needs within Kings County, shifts in the early care and development and health systems for children, and declining tobacco tax revenues that have supported its work to date. Built on a robust foundation of data, analysis, consultation with the community and First 5 Kings' stakeholders, and deliberation amongst the Commission and staff, the strategies presented in this plan provide a road map for navigating the transition and increasing First 5 Kings' contribution to improving conditions for families, the communities they live in and the systems that support them.

In Fiscal Year 2022-2023, Commission staff were involved in a number of projects to continue to strengthen the systems that serve the First 5 population, including Car Seat Check event, Families First Prevention Services Act-related activities, Local Childcare Planning Council, Regional First 5 Executive Director meetings, First 5 Association Leadership Cohort, Early Childhood Home Visiting Collaborative, and Regional Help Me Grow planning. Commission staff also collaborated on two (2) regional Request for Applications for First 5 funding related to Home Visiting Coordination Technical Assistance and IMPACT Legacy.

The Strategic Plan

The First 5 Kings County Strategic Plan serves as a roadmap to focus the Commission’s investments over the next five years toward achieving key results that best promote early childhood development in Kings County. The plan guides funding decisions at a strategic level and establishes a framework to assist the Commission in measuring progress towards meeting its goals and holding it accountable in the work that it does. The Implementation Initiatives, Evaluation Framework, the 5-Year Financial Plan align with the Strategic Plan, and together these documents specify a detailed strategy for how the Commission will target its investments and the type of outcomes it seeks to achieve.

Strategic Results Sought by Proposition 10

Activities sponsored with Proposition 10 funds are expected to focus specifically on children 0-5 and their families. Further, according to established state level guidelines, four strategic results should be pursued:

1. Improved Child Health: Healthy Children.
2. Improved Child Development: Children Learning and Ready for School.
3. Improved Family Functioning: Strong Families.
4. Improved Systems: Integrated, Consumer-Oriented, Accessible Services.

These four strategic results served as the initial basis for strategic plans that are developed at both the state and county levels and drive the data reporting structure to First 5 CA by the counties.

Focus Areas, Goal, and Objectives

Result We Seek – Children develop to their potential

Focus Area 1 - Early Child Care and Education – Quality early childcare and education services will be accessible.

- Quality programs through research and best practices, including promoting higher education for teachers and provision of higher quality programs
- Capacity through availability of quality childcare slots appropriate for all skills and ages (infant, toddler, special needs)
- Parent education with emphasis on child development, parenting skills and parent/family stability
- Advocacy efforts for greater public investment in quality care and education

Focus Area 2 - Parent Education and Support - All parents/guardians and caregivers will be knowledgeable about early childhood development, effective parents and community resources.

- Evidence-based parent education that is culturally relevant
- Focus on language and literacy promotion within the family
- Promote and ensure child safety through exploration and implementation of healthy living models

Focus Area 3 - Healthy Children - All children will have an early start toward good health.

- Engagement of women from preconception to birth
- Early identification, developmental assessment and supportive referrals for children
- Support families develop life-long healthy habits

Focus Area 4 - Systems Integration & Alignment – A cohesive system of services for children and families will exist.

- Demonstrate integration through identifiable measures, including blended funding, MOUs, participation and joint work plans
- Leveraging Family Resource Centers as focal point for community access, incorporate Healthy Children, Parent Education and Support, and Early Childcare and Education as part of the RFP process
- Community-wide shared vision around early childhood
- Replicable and sustainable

All focus areas and goals contribute toward:

- Children prenatal to age 5 reach their maximum physical health potential
- Children prenatal to age 5 achieve their maximum socio-emotional health potential
- Children prenatal to age 5 attain their maximum cognitive development potential

Results Matrix

| Focus Area 1 – Early Childhood Education | |
|--|--|
| Goal: Quality early childcare and education services will be accessible | |
| Objectives | Result Indicators |
| Quality and affordable early childhood education and childcare services will be supported to allow for retention and expansion | Increase in the number of children who participate in quality early childhood programs. |
| | Increase in the number of children who participate in First 5 funded projects. |
| | Increase in resources to support early care and education for Kings County. |
| | Increase in availability of high quality, affordable childcare programs/slots. |
| Strong professional development system will be in place that improves the quality of Early Childhood Education services | Increase in advocacy efforts for greater public investment in quality early care and education. |
| | Increase in skill development and mastery in the Kings County early care and education workforce. |
| | Increase of Kings County early care and education workforce in the knowledge necessary to help young children and their families prepare for success in school. |
| | Increase in Kings County early care and education workforce job retention. |
| | Increase in career development plans for Kings County early care and education workforce, including post-secondary units completed, attainment of certifications, permits and degrees. |

Focus Area 2 – Parent Education and Support

Goal: All parents/guardians and caregivers will be knowledgeable about early childhood development, effective parenting, and community resources.

| Objectives | Result Indicators |
|---|--|
| Parents/guardians and caregivers will have access to linguistically, culturally-relevant parenting education and family-strengthening support | Increase in the number of parents/guardians who receive general parenting education. |
| | Increase in the number of parents/guardian who participate in educational workshops. |
| | Increase in the number of parents/guardian who receive supportive services. |
| Parents/guardians and caregivers will have access to educational services to increase family reading/literacy and school readiness | Increase the number of parents/guardian who participate in school readiness events and activities. |
| | Increase the number of parents/guardian who access school readiness resources. |
| | Parents report that their children birth to 5 years of age are read to five hours per week. |

| Focus Area 3 – Healthy Children | |
|--|---|
| Goal: All children will have an early start toward good health. | |
| Objectives | Result Indicators |
| Pregnant women will be linked to early and continuous care | Increase the number of pregnant women who are referred to services. |
| | Increase the number of pregnant women and mothers provided information and/or education on the importance of prenatal care. |
| | Increase the number of pregnant women and mothers provided information and/or education on the importance of breastfeeding. |
| | Increase in the rate of mothers who report they are breastfeeding for the first six months of a child's life. |
| | Increase the number of pregnant women and mothers provided information and/or education on fetal alcohol syndrome. |
| | Increase the number of pregnant women and mothers provided information and/or education on the importance of smoking cessation. |
| | Increase the number of pregnant women and mothers provided prenatal and/or postnatal home visits. |
| Children will be provided medical, dental, mental health, developmental and vision screenings and/or preventive services | Increase the number of children who receive developmental screenings. |
| | Increase the number of children who receive health screenings. |
| | Increase the number of children who receive dental screenings. |
| | Increase the number of children who receive a social-emotional screening (ASQ-SE). |
| Children with identified special needs will be referred and linked to appropriate services | Increase the number of children who receive developmental screenings prior to 3rd birthday. |
| | Increase the number of identified special needs children who receive special needs services. |
| Children will develop early healthy habits | Increase the number of children who receive nutrition and/or fitness education. |
| | Increase the number of parents/guardians who receive nutrition and/or fitness education. |
| | Increase the number of children who receive a health profile assessment. |

| Focus Area 4 – Systems Integration & Alignment | |
|---|---|
| Goal: A cohesive system of services for children and families will exist. | |
| Objectives | Result Indicators |
| Community members will have a shared vision and act collectively to improve the policies, access to services and environments that impact families | Increase the number of community members and other stakeholders who attend educational events on early childhood. |
| | Increase the number of community members and providers who attend Commission-led trainings, workshops or meetings. |
| | Increase the opportunity for community members to support advocacy efforts on behalf of early care and education. |
| Early childhood education and health-related supports will be established to reflect desires of the community and needs of the families | Increase the number of new partnerships within Family Resource Centers. |
| | Increase the number of parents and community members who participate in process to design FRC services offered. |
| | Increase in the depth and breadth of services offered within Family Resource Centers. |
| Communities will have physical places and spaces that promote early childhood education, support health and encourage interaction while leveraging resources to sustain | Increase community awareness of the value of the FRC model. |
| | Increase the number of new collaborations among parents/caregivers, organizations and institutions across multiple sectors to work together to achieve results through the FRC model. |
| | Increase the percentage of new leveraged resources that support FRC operations. |

Financial Overview

The First 5 Kings County Children & Families Commission (Commission) has completed a financial plan as a means to determine funding allocations to support the Strategic Plan. This plan will be the guideline for future funding of programs and projects.

The 5 year projection takes into account the Proposition 10 sales tax revenues, which are predicted to decline regularly each year as the new federal tobacco tax takes affect and as efforts to curtail smoking among adults and teens continue to be an effective deterrent. This plan does not authorize or appropriate funding. This plan is a tool for the Commission to guide its actions and community investments given that its revenue is declining with program costs increasing.

This plan will be reviewed annually and updated if necessary to reflect actual revenue and expenditures at the end of each fiscal year. The assumptions used in development of this plan will be consistently reviewed to ensure there have been no changes to invalidate or change their effectiveness. The remaining sections of the plan will detail goals and objectives for the plan, outline the assumptions used to assemble the data, and present the spreadsheet view of the results.

Background

One of the purposes of this plan was to acknowledge the declining balance of funds and indicate how they will be used over the course of the 5-year strategic plan. It is anticipated that annual budgets will flow from this plan.

Concurrently, the Commission is encouraged to continue to pursue additional funding sources in partnership with their funded contractors. Federal, State, foundation or private grants should be researched as a means to build sustainability for the funding investments of the commission.

Financial Plan Goals

The main goal of the financial plan is to provide the guiding financial framework for appropriate funding decisions and encouraging long-term sustainability to the most successful and effective programs developed and supported with Prop 10 funds.

Additionally, the plan reflects the acknowledgement that revenues are declining, and that adjustments are necessary for long-term impact. The plan outlines the Commission's ability to fund its targeted initiatives and associated projects at approximately \$6.6 million over 5 years.

This funding commitment spends down the commission fund balance, but still attempting to maintain at least 25% of the projected budget each year. In November 2022, SB 793 (flavored tobacco ban) was upheld, resulting in a decline in revenues, beginning in the 3rd quarter of Fiscal Year 2022-2023. The Commission revisited the Fiscal Plan at the February 7, 2023, Commission meeting, and decided to continue with the current committed projects, with the intent to review periodically to ensure continued ability to fund said projects.

The current rate of spending will result in the commission ending the 5-year term with a reserve account of approximately \$517,992. Cost savings due to a vacant position and Commission Staff's diligence in monitoring operational expenses have contributed to the Fund Balance remaining untouched.

The current multi-year contracts will end on June 30, 2025, and a new round of procurement will be initiated in Fiscal Year 2024-2025. The Commission will continue to consider its options for obtaining additional revenue, as well as consider the need to reduce funding support as needed.

Financial Plan Objectives

The objective of the plan is planned actions to achieve the above stated goals.

- Provide stable funding over 5 years to select programs in an effort to achieve long-term results.
- Spend down the fund balance in an effort to provide services to children 0 through 5 and their families.
- Maintain a fund balance of no less than 25% of annual operational costs in an effort to meet financial obligations.

Financial Plan Principles

The financial plan provides the following guidelines and procedures.

- **Timeframe** – For operational purposes, the financial plan projects revenue and expenditure estimates for a 5-year period of time.
- **Annual Budget** - The annual budget will be based on guidelines approved in the 5-year financial plan.
- **Monitoring** – Commission Staff shall update the financial plan each year to reflect the actual expenditures and revenues for the fiscal year and prepare a report to the Commission. The Staff will also validate that the assumptions used in the preparation of the plan are still appropriate. If any assumptions require modifications, they will be included as part of the annual update.
- **Changes to Plan** – Changes can only be made to the financial plan with Commission approval. Request for changes to the plan will be accompanied by a financial projection spreadsheet reflecting the suggested modifications.
- **Surplus Budget Funds** – If the revenues and expenditures in the annual budget result in a surplus of funds, these funds will be placed in the operating fund.
- **Annual Review** - The Commission will evaluate the goals, objectives and principles of the financial plan on an annual basis.

Plan Assumptions and Funding Strategies

Economic Assumptions

- Revenue projections are based on figures provided by First 5 California and/or California Department of Finance for FY 23/24, FY 24/25, FY 25/26 and FY 26/27.
- .5% interest earnings.
- Fund Balance not to fall below 25% of annual operational costs per year.

Funding Strategies

- FRC Initiative Allocation:
 - Consistent funding level for FY 2020/2021, with a 2% decrease in FY 2021/2022, 5% decrease in FY 2022/2023, and a 10% decrease in FY 2023/2024 through FY 2024/2025.
- School Readiness Initiative Allocation:
 - Consistent funding level for FY 2020/2021, with a 2% decrease in FY 2021/2022, 5% decrease in FY 2022/2023, and a 10% decrease in FY 2023/2024 through FY 2024/2025.
- E3 Initiative Allocation:
 - Consistent funding level for FY 2020/2021, with a 2% decrease in FY 2021/2022, 5% decrease in FY 2022/2023, and a 10% decrease in FY 2023/2024 through FY 2024/2025.
- New Projects Initiative Allocation:
 - Consistent funding level for FY 2020/2021, with a 2% decrease in FY 2021/2022, 5% decrease in FY 2022/2023, and a 10% decrease in FY 2023/2024 through FY 2024/2025.

A new round of procurement will occur in FY 2024/2025. The projections for FY 2025/2026 and FY 2026/2027 are estimates and not a commitment to fund listed projects.

Results

- Funding to the community to support outcomes through services for children ages 0-5 and their families over the time period of the plan.

Implementation

The financial plan was initially approved by the Commission on June 2, 2020. It was the guideline for the preparation of the annual budget for FY 21/22 and FY 22/23 and will be the guideline for the preparation for future budgets for FY 23/24, FY 24/25, FY 25/26 and FY 26/27. The plan is to be reviewed annually and updated if necessary.

The plan has been updated to reflect revenues with the Flavor Ban as upheld in November 2022.

First 5 Kings County Fiscal Plan FY22/23 through FY26/27

| | FY20/21 | FY21/22 | FY22/23 | FY23/24 | FY24/25 | FY25/26 | FY26/27 |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | Actual | Actual | Budgeted | Projected | Projected | Projected | Projected |
| Revenue | | | | | | | |
| General Allocation Revenues | \$1,614,766 | \$1,449,281 | \$1,269,907 | \$1,184,227 | \$1,123,494 | \$1,098,583 | \$1,048,880 |
| Interest | -\$3,503 | \$8,217 | \$6,000 | \$6,000 | \$6,000 | \$6,000 | \$6,000 |
| Miscellaneous Income | \$41,667 | \$53,929 | \$24,936 | \$28,618 | \$25,285 | \$29,019 | \$25,639 |
| Total Revenue | \$1,652,930 | \$1,511,427 | \$1,300,843 | \$1,218,845 | \$1,154,779 | \$1,133,602 | \$1,080,519 |
| Expenditures | | | | | | | |
| Salaries & Benefits | \$115,421 | \$135,431 | \$202,719 | \$191,437 | \$191,437 | \$191,437 | \$191,437 |
| Services & Supplies | \$130,521 | \$126,638 | \$140,706 | \$131,221 | \$131,221 | \$131,221 | \$131,221 |
| Contributions to Agents | \$1,199,642 | \$1,174,248 | \$1,226,606 | \$1,162,048 | \$1,162,048 | \$1,162,048 | \$1,162,048 |
| FRC Initiative | \$631,012 | \$618,392 | \$684,961 | \$648,911 | \$648,911 | \$648,911 | \$648,911 |
| Avenal | \$0 | \$0 | \$85,500 | \$81,000 | \$81,000 | \$81,000 | \$81,000 |
| Corcoran | \$116,000 | \$113,680 | \$110,200 | \$104,400 | \$104,400 | \$104,400 | \$104,400 |
| Kettleman City | \$90,000 | \$88,200 | \$85,500 | \$81,000 | \$81,000 | \$81,000 | \$81,000 |
| Hanford & Lemoore | \$425,012 | \$416,512 | \$403,761 | \$382,511 | \$382,511 | \$382,511 | \$382,511 |
| FRC Support | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| School Readiness Initiative | \$438,278 | \$431,004 | \$417,810 | \$395,820 | \$395,820 | \$395,820 | \$395,820 |
| Parent & Me | \$349,800 | \$342,804 | \$332,310 | \$314,820 | \$314,820 | \$314,820 | \$314,820 |
| Special Needs | \$88,478 | \$88,200 | \$85,500 | \$81,000 | \$81,000 | \$81,000 | \$81,000 |
| E3 Initiative | \$90,352 | \$88,545 | \$85,834 | \$81,317 | \$81,317 | \$81,317 | \$81,317 |
| CARES | \$90,352 | \$88,545 | \$85,834 | \$81,317 | \$81,317 | \$81,317 | \$81,317 |
| New Projects | \$40,000 | \$36,307 | \$38,000 | \$36,000 | \$36,000 | \$36,000 | \$36,000 |
| United Way | \$40,000 | \$36,307 | \$38,000 | \$36,000 | \$36,000 | \$36,000 | \$36,000 |
| PROP 56 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Expenditures | \$1,445,584 | \$1,436,317 | \$1,570,031 | \$1,484,706 | \$1,484,706 | \$1,484,706 | \$1,484,706 |
| Excess of Revenues or Expenditures | \$207,346 | \$75,110 | -\$269,188 | -\$265,861 | -\$329,926 | -\$351,104 | -\$404,187 |
| Fund Balance | \$1,356,361 | \$1,446,183 | \$1,521,293 | \$1,252,105 | \$986,245 | \$922,179 | \$517,992 |
| Fund Balance % of Revenues (25% floor) | 87.49% | 100.65% | 96.25% | 80.92% | 79.86% | 56.03% | 47.94% |

Assumptions

- Fund balance minimum is currently set at 25% of annual budget by First 5 Policy

Manual

Funding Plan

The Commission has committed to continue the following three Initiatives as a mechanism to fulfill the goals and objectives of the strategic plan. This strategic plan will be reviewed annually, and a new strategic planning cycle will be initiated in Fiscal Year 2024/2025:

- to ensure that the initiatives and programs are addressing the Goals and Objectives of this five year plan,
- to identify the appropriateness of the initiatives identified,
- to address the ever-changing needs of the community, including any adjustments post-pandemic, and
- to ensure the Commission’s ability to fund the initiatives, considering the continued dwindling of Proposition 10 revenue

Due to the unique services/programming provided through the Family Resource Center Initiative, School Readiness Initiative and Elevating Early Care and Education Initiatives, the Commission was able to pursue sole source justification for these projects. The entities that were funded under these Initiatives are uniquely suited to provide the services and program requirements of Proposition 10 statutes. These organizations have provided these services for numerous years, continue to be in good standing with the Commission, and are trusted resources within their respective communities. Multi-year agreements through FY 2024/2025 are currently in place with the agencies listed below.

Funding Policy: **FAMILY RESOURCE CENTER INITIATIVE**
Total Funding: **\$721,012/Year 1; \$2,689,375/Year 2-5**

The First 5 funded Family Resource Centers employ various models constructed to support the delivery of health, education, childcare, and other support services to children and families. Additionally, FRC’s have the additional impact of building communities and systems that support these families.

Programs funded by the Family Resource Center Initiative:

- Corcoran Community Foundation – Corcoran Family Resource Center
- Kings County Office of Education– Hanford Family Connection
- Kings County Office of Education – Lemoore Family Connection
- Kings Community Action Organization – Kettleman City Family Resource Center

Funding was set aside to support a Family Resource Center in the city of Avenal; however, a contract was not executed in FY 2020-2023. The Commission will diligently seek ways to provide sources covered by this initiative for the remaining years of this strategic plan.

Funding Policy: **SCHOOL READINESS INITIATIVE**
Total Funding: **\$439,800/Year 1; \$1,640,454/Year 2-5**

The School Readiness Initiative is designed to develop and sustain a system of collaborative school-based or school-linked services/supports that are based on research and promising

practices to improve “school readiness” for children, families, communities and schools.

Programs funded by the School Readiness Initiative:

- UCP - Parent & Me Program
- UCP - Special Needs Program

Funding Policy: ELEVATING EARLY CARE & EDUCATION (E3) INITIATIVE

Total Funding: \$90,352/Year 1; \$337,013/Year 2-5

The Elevating Early Care & Education (E3) Initiative provides a comprehensive approach to increasing childcare quality at family day care centers, Head Start, State and Private preschool programs, as well as support for Family, Friend and Neighbor homes and Home Visitors. This is accomplished by conducting Quality Rating Improvement System (QRIS), developing Quality Improvement Plans and by providing the necessary supports such as technical assistance, material supports, and professional growth services that are responsive to site specific needs.

Programs funded by the E3 Initiative:

- Kings County Office of Education CARES Program

Additionally, the Commission has committed to set aside funding to support systemic coordination of services for children and families through the New Projects Initiative.

Funding Policy: NEW PROJECTS INITIATIVE

Total Funding: \$40,000/Year 1; \$149,200/Year 2-5

A cohesive system of services for children and their families, that is easily available and accessible to families, will promote the physical, educational, and social-emotional needs of the children in our community.

Programs funded by the New Projects Initiative during Year 1:

- Kings United Way 211 Intellifull Translation

Programs funded by the New Projects Initiative during Year 2-5:

- Kings United Way – Kings County Referral Exchange System (Unite Us)

First 5 Backpack and Kindergarten Entry Support

First 5 Kings County supported programming related to Kindergarten registration and orientation during the 1st two years of this plan. The Commission originally committed to support the backpack program throughout the entirety of this plan. Every year First 5 Kings County provided all registering Kindergartners the opportunity to prepare for their transition to kindergarten by

providing them with basic tools such as crayons, pencil, sharpener, ruler, and magnetic letters and numbers, all packaged in an attractive and age-appropriate backpack. The backpack also included information for parents to assist in their child's transition by offering practical and home-based activities that can help children develop the core competencies expected of children upon kindergarten entry.

Commission staff will continue to identify ways to support children's transition to elementary school, regardless of participation in early care and education setting prior to entering Transitional Kindergarten or Kindergarten.

Evaluation Plan

The Children and Families Act of 1998 mandates the collection of data for the purpose of demonstrating results. The results-based accountability model as adopted by the state First 5 Commission requires the collection of data, the analysis of data, and the reporting of findings in order to evaluate the effectiveness of programs. Ultimately the goal of evaluation is to demonstrate best practices in order to build a "road map" for continued development of programs to serve the needs of all children. The Commission is committed to basing its funding decisions on the results achieved by funded programs. Because the Commission believes that program evaluation is an ongoing feedback process, it will provide technical assistance and support to funded providers for purposes of data collection and evaluation.

The purpose of program evaluation is to understand, through tangible results, the relative importance of service program impact toward achieving the goals and objectives as outlined in the Strategic Plan. The process of program evaluation involves analysis of planning and outreach to underrepresented groups, the performance of programs, as well as the successes and challenges at improving the health and school readiness of Kings County's youngest children.

First 5 Kings' approach to monitoring, evaluation and learning will reflect the organization's commitment to using data to advance strategies that change policies and systems for the benefit of children from prenatal to age 5 and their families, as well as for learning how to continuously improve the efforts the organization participates in and supports. Evaluation activities during the life of this strategic plan, will include, but not be limited to:

- Increased project management activities and closer collaboration with the Evaluation Consultant,
- Technical consultation/assistance to enhance data system infrastructure and outcome measurement,
- Data collection and analysis activities, and
- Supplemental data collection and analysis activities.

The above-mentioned concentrated activities will also assist Commission staff in completing a cost effective analysis, with the help of the external Evaluation Consultant. Currently outcomes are measured primarily quantitatively; the hope is that qualitative measurements will also be developed, to truly measure the effectiveness of First 5-funded initiatives/programs. Commission staff and the Evaluation Consultant are reviewing the

current Results Matrix, and the Scope of Work of the funded programs, to ensure that the goals and objectives of this Plan are addressed throughout the funded programs, and to identify areas of the Plan that may have service gaps.

Implementation

First 5 Kings staff will continue to develop and refine the initial strategies identified by the Commission. Focus areas, goals, objectives and result indicators identified during this strategic planning process served as the basis for providing the Commission with examples of how to deploy the strategies; ongoing strategy refinement may result in the identification of additional activities that will effectively advance the desired outcomes and areas of focus contained in this Plan. This strategy refinement work will include the following key steps:

1. Identifying key implementation details associated with each activity, including responsible personnel, time frames, and variables that could affect implementation.
2. Refining the estimated cost of implementation for each activity.
3. Developing a comprehensive policy, data development, and communications agenda across the strategies.
4. Identifying timely partnership opportunities that will accelerate the achievement of impact.
5. Updating the financial projections presented as released by First 5 California, First 5 Association and/or California Department of Tax and Fee Administration.

Appendices

- Appendix A Family Resource Center (FRC) Initiative
- Appendix B School Readiness Initiative
- Appendix C Elevating Early Care and Education Initiative
- Appendix D Strategic Planning Timeline
- Appendix E Focus Group Results
- Appendix F Community Survey Results
- Appendix G Kindergarten Transition Survey Results
- Appendix H Kindergarten Parent Survey Results

Appendix A



Family Resource Center Initiative

DESCRIPTION

The First 5 funded Family Resource Centers (FRC's) within Kings County; employ various models constructed to support the delivery of health, education, childcare, and other support services to children and families. FRC's have the additional impact of building communities and systems that support these families.

INTENT

It is the intent of the Commission to provide through either direct service or coordinated efforts a comprehensive system of support to children 0-5 and their families through the Family Resource Center model of service delivery. It is the goal of the Commission that all Kings County early childhood education services coordinated through Family Resource Centers will be delivered in a fully integrated manner, with an emphasis on quality, cultural competency, best practice and collaboration.

EXPECTED OUTCOMES

Strategic Plan Result Area I: Early Childcare and Education

Result/Outcome Indicators

- Increase in the number of children who participate in quality early childhood programs.
- Increase in the number of children who participate in First 5 funded projects.

Strategic Plan Result Area II: Parent Education and Support

Result/Outcome Indicators

- Increase in the number of parents/guardians who receive general parenting education.
- Increase in the number of parents/guardian who participate in educational workshops.
- Increase in the number of parents/guardian who receive supportive services.
- Increase the number of parents/guardian who participate in school readiness events and activities.
- Increase the number of parents/guardian who access school readiness resources.
- Parents report that their children birth to 5 years of age are read to up to five hours per week.

Strategic Plan Result Area III: Healthy Children

Result/Outcome Indicators (e.g.,)

- Increase the number of pregnant women who are referred to services.
- Increase the number of pregnant women and mothers provided information and/or education on the importance of prenatal care.
- Increase the number of pregnant women and mothers provided information and/or education on the importance of breastfeeding.

- Increase in the rate of mothers who report they are breastfeeding for the first six months of a child's life.
- Increase the number of pregnant women and mothers provided information and/or education on fetal alcohol syndrome.
- Increase the number of pregnant women and mothers provided information and/or education on the importance of smoking cessation.
- Increase the number of pregnant women and mothers provided prenatal and/or postnatal home visits.
- Increase the number of children who receive developmental screenings.
- Increase the number of children who receive a social-emotional screening (ASQ-SE).
- Increase the number of children who receive developmental screenings prior to 3rd birthday.
- Increase the number of children who receive nutrition and/or fitness education.
- Increase the number of parents/guardians who receive nutrition and/or fitness education.

Strategic Plan Result Area IV: Systems Integration & Alignment

Result/Outcome Indicators (e.g.,)

- Increase the number of new partnerships within Family Resource Centers.
- Increase the number of parents and community members who participate in process to design FRC services offered.
- Increase in the depth and breadth of services offered within Family Resource Centers.
- Increase community awareness of the value of the FRC model.
- Increase the number of new collaborations among parents/caregivers, organizations and institutions across multiple sectors to work together to achieve results through the FRC model.
- Increase the percentage of new leveraged resources that support FRC operations.

BACKGROUND

Providing funding and support for Family Resource Centers (FRC's) throughout Kings County remains a key strategy of the Kings County Children and Families Commission (Commission). FRC's were established to be a single point of access for multiple services for children 0-5 and their families. They are designed to be community driven and coordinated services should be responsive to the needs of the community they serve. The goals of each FRC are specific to the local community with an overarching goal of increasing children's readiness for school. Integral to their success is their ability to foster relationships with community and local leaders. FRC's are meant to coordinate services and ensure that they are delivered in an integrated and culturally competent manner.

The Family Resource Center Initiative dates back to FY 2001/2002 when initial planning grants were offered by First 5 Kings County to entities representing each Kings County community to include Armona, Avenal, Corcoran, Hanford, Home Garden, Kettleman City, Lemoore, and Stratford. In March 2006, a new Family Resource Center Initiative was adopted, representing a shift from a planning to implementation stage of development. In 2008, the Commission was presented with the results of the 2006-2008 Evaluation that explored the effectiveness of the Family Resource Center strategy. While the results of the evaluation indicated that overall, "the FRC's are offering a number of useful services to families of children birth to five years of age", it also made a number of findings and recommendations in an effort to strengthen the approach. One of the findings of the evaluation was that the demographics being served by FRC's support the assumption that the strategy is targeting low income populations. While the FRC strategy was not originally intended to serve only low-income populations, it was apparent that by its original design it did just that.

FISCAL ALLOCATIONS

The Commission has allocated a total of \$721,012 to support the Family Resource Center Initiative during the 1st year of this plan. \$2,689,375 is tentatively allocated for this initiative for Year 2-5.

Future funding for this initiative will be distributed through the RFA process and once awarded, funding is contingent upon the successful completion of the previous year's Scope of Work. It is the intention of the Commission to continue to provide ongoing funding, if available, so long as this initiative continues to be an identified needed community resource.

It should be noted that the California Children and Families First Act of 1998, (HSC 130100) states that, "There is hereby created a program in the state for the purposes of promoting, supporting, and improving the early development of children from the prenatal stage to five years of age." Therefore, as the Commission's mandate is to serve children ages 0-5, the grantees must identify other funding resources for services in which there is not a direct link to children 0-5.

CERTIFICATION

As Commissioners of the Kings County Children and Families Commission, each certified their support and commitment to the above Initiative for an additional year, as adopted by the Commission on February 11, 2020.

Appendix B



School Readiness Initiative

DESCRIPTION

School Readiness as defined by the National Education Goals Panel includes children’s readiness for school, schools’ readiness for children, and family as well as community supports and services that contribute to children’s readiness for school success. The School Readiness Initiative is designed to develop and sustain a system of collaborative school-based or school-linked services/supports that are based on research and promising practices to improve “school readiness” for children, families, communities and schools.

INTENT

It is the intent of the Commission to work collaboratively with early education service providers in Kings County to improve the ability of families, schools and communities to prepare children to enter school ready to succeed.

EXPECTED OUTCOMES

Strategic Plan Result Area I: Early Childcare and Education

Result/Outcome Indicators

- Increase in the number of children who participate in quality early childhood programs.
- Increase in the number of children who participate in First 5 funded projects.

Strategic Plan Result Area II: Parent Education and Support

Result/Outcome Indicators

- Increase in the number of parents/guardians who receive general parenting education.
- Increase in the number of parents/guardian who participate in educational workshops.
- Increase in the number of parents/guardian who receive supportive services.
- Increase the number of parents/guardian who participate in school readiness events and activities.
- Increase the number of parents/guardian who access school readiness resources.
- Parents report that their children birth to 5 years of age are reading up to five hours per week.

Strategic Plan Result Area III: Healthy Children

Result/Outcome Indicators (e.g.)

- Increase the number of children who receive developmental screenings.
- Increase the number of children who receive health screenings.
- Increase the number of children who receive dental screenings.
- Increase the number of children who receive developmental screenings prior to 3rd birthday.
- Increase the number of identified special needs children who received special needs services.
- Increase the number of children who receive nutrition and/or fitness education.

- Increase the number of parents/guardians who receive nutrition and/or fitness education.

Strategic Plan Result Area IV: Systems Integration & Alignment
Result/Outcome Indicators (e.g.,)

- Increase the number of community members and other stakeholders who attend educational events on early childhood.
- Increase the number of community members and providers who attend Commission-led trainings, workshops or meetings.

BACKGROUND

When children start school without certain skills, they are at a disadvantage that is difficult, if not impossible, to overcome – often resulting in poor school performance throughout their school experience. Children who come from low-income households or live in poverty are at greatest risk for school failure. Kings County is a community with both high ethnic diversity and high levels of poverty.

SCHOOL READINESS PROGRAM APPROACH

United Cerebral Palsy – Parent & Me Programs

The goal of the Parent & Me program is to provide a community-based, inclusive child development program for parents to attend with their children 0-5 for an interactive early childhood learning experience. The emphasis is on birth to three and services focus on prevention and early intervention strategies. Children age 3-5 who do not have other early learning opportunities are also offered support through this program approach. The program is designed to support and strengthen the parent as their child's first teacher. Teachers model developmentally appropriate practices as well as parenting practices and support parents to see their child's unique strengths and needs. The program provides resources and a hands-on growth experience for parent and child which can be repeated at home during the week through take-home materials. Additionally, comprehensive and periodic screening captures delays and concerns early so that early intervention may occur either through the special needs project and/or referral to another resource. All services provided through the Parent & Me program center around service integration, are provided in a culturally competent fashion, and encourage parent peer support. A sense of belonging and parent buy-in are achieved by providing service in a culturally competent environment and activities that encourage peer parent support and long-term relationships.

Special Needs Project

The Special Needs project seeks to provide services to children identified as having or being at risk for developing a special need. This is a gap funding strategy to provide intervention to a population of children that because of stringent qualification standards, would otherwise not qualify for services under typical funding streams. Services provided through this project include conducting child development assessments, developing and providing interventions based on such assessments, and providing support services for children identified as having a special need for their inclusion into the Parent & Me program. Additionally, this project provides capacity building support to ensure providers are delivering services to children with special needs in an appropriate and inclusive fashion. This funding stream also supports the infrastructure of the Armona Parent & Me inclusion site.

FISCAL ALLOCATIONS

The Commission has allocated a total of \$439,800 to support the School Readiness Initiative during the first year of this plan. \$1,640,454 is tentatively allocated for this initiative for Year 2-5.

Future funding for this initiative will be distributed through the RFA process and once awarded, funding is contingent upon the successful completion of the previous year's Scope of Work. It is the intention of the Commission to continue to provide ongoing funding, if available, so long as this initiative continues to be an identified needed community resource.

CERTIFICATION

As Commissioners of the Kings County Children and Families Commission each certified their support and commitment to the above Initiative for an additional year, as adopted by the Commission on February 11, 2020.

Appendix C



Elevating Early Care & Education (E3) Initiative

DESCRIPTION

Improving the quality of child care is a key strategy of the Kings County Children and Families Commission (Commission) targeted at improving child development and school readiness of Kings County's children. The E3 Initiative is charged with facilitating and supporting Quality Rating Improvement System (QRIS) and related quality improvement activities identified for Family Childcare Providers, Kings County Head Start, State and Private Preschool centers.

INTENT

It is the intent of the Commission to work collaboratively with individuals, organizations, and community agencies to see that all Kings County children ages 0 – 5 will have access to high quality preschool, child care, early learning opportunities and be ready for school. The Commission plans to do so by funding a mechanism which will identify the quality enhancement needs of child development settings and provides the necessary supports to increase the quality of care provided.

EXPECTED OUTCOMES:

Strategic Plan Result Area I: Early Childcare and Education

Result/Outcome Indicators

- Increase in resources to support early care and education for Kings County.
- Increase in availability of high quality, affordable childcare programs/slots.
- Increase in advocacy efforts for greater public investment in quality early care and education.
- Increase in skill development and mastery in the Kings County early care and education workforce.
- Increase of Kings County early care and education workforce in the knowledge necessary to help young children and their families prepare for success in school.
- Increase in Kings County early care and education workforce job retention.
- Increase in wage earnings of Kings County early care and education workforce.
- Increase in career development plans for Kings County early care and education workforce, including post-secondary units completed, attainment of certifications, permits and degrees.
- Continued implementation of QRIS for Kings County.
- Increase in awareness of parents and other stakeholders of QRIS (i.e., attend information session, read literature, view website).
- Increase in resource investment informed by QRIS.

BACKGROUND

Approximately 200 licensed family child care providers in Kings County have the capacity to care for and educate over 1600 children. Forty-seven licensed childcare centers have the capacity to serve an

additional 2,178 children. Fourteen licensed-exempt centers serve approximately 242 children. The programs which provide care and education to children prior to kindergarten entry are found in many different settings under various names: child care centers, Head Start programs, family child care homes, and preschools. No matter what the name or the setting, it is crucial that children be safe and that their development and learning be enhanced in these environments. We know that the experiences children have and the skills they develop in these programs can help or hinder their development, not just during childhood, but throughout their lifetime. A child's development is multifaceted, with development occurring in multiple domains simultaneously (physical well-being and motor development, social and emotional development, approaches to learning, language development, cognition and general knowledge). Appropriate child development programs promote a smooth transition from child care to school, preparing children to be ready to learn.

Numerous recent studies suggest that many programs for preschool children in centers and homes fail to provide a level of care that enhances or maximizes a child's early development and learning. There are many contributing factors which hinder the delivery of high quality education in these settings. Many programs rely heavily on parent fees for program revenue (even programs associated with public schools), and many parents are unable to afford the cost of high-quality care.

Given the inadequate funding and financing that characterize the delivery of many early childhood services, the costs associated with making improvements to meet and maintain professional development standards can be a burden. High-quality program costs are significant and include facility improvement, ongoing consumables and staff professional development activities. Therefore, to alleviate this concern in part, the Commission has dedicated funding for the cost of a quality enhancement program through the E3 Initiative.

E3 INITIATIVE APPROACH

The E3 Initiative has identified three systems which are intended to work collaboratively to increase the quality of care provided to preschool aged children in Family Childcare Centers, Head Start, State and Private Preschool settings. Investments have been divided based on the centers being served and the funding stream supporting such efforts, however the approach is meant to be streamlined.

The activities which will be supported through the E3 Initiative include:

- Enrollment and program orientation to new sites
- Provision of technical assistance, trainings and materials supports
- Provision of coaching to FCC providers
- Collaboration with local Resource and Referral program to provide trainings
- Establishment and distribution of a county-wide training calendar for ECE professionals

CARES Project

The CARES Project is funded partially by First 5 Kings County and will offer concurrent services as that provided through the Early Learning Quality Enhancement Project to Family Childcare Homes, non-KCAO State funded Preschool Centers, and Private Preschool Centers.

FISCAL ALLOCATIONS

The Commission has allocated a total of \$90,352 to support the E3 Initiative during the first year of this plan. \$337,013 is tentatively allocated for this initiative for Year 2-5.

Future funding for this initiative will be distributed through the RFA process and once awarded, funding is contingent upon the successful completion of the previous year's Scope of Work. It is the intention of the Commission to continue to provide ongoing funding, if available, so long as this initiative continues to be an identified needed community resource.

CERTIFICATION

As Commissioners of the Kings County Children and Families Commission each certified their support and commitment to the above Initiative for an additional year, as adopted by the Commission on February 11, 2020.

Appendix D

Timeline for Development of 2020-2025 Strategic Plan

- At the April 2019 Commission meeting, the Commission discussed the process to develop a new Strategic Plan. As a result, the commission requested that staff host a convening of funded partners to discuss the impact of static funding.
- A convening of the funded partners occurred on May 13, 2019. The grantees brought up challenges related to the increase in minimum wage, which will affect all grantees and programs.
- At the October 2019 Commission meeting, staff presented a draft Strategic Plan Timeline; however, the Commission requested that a special meeting be held, to conduct an inventory of community services first, in order to inform the Strategic Plan. Staff were tasked with gathering information on community services from various agencies, and to compile the information gathered into a single document.
- At the December 2019 Commission meeting, staff presented an Inventory of Community Services to the Commission, as well as an updated Strategic Plan Timeline. The Commission agreed that staff could continue with the process and begin gathering community input.
- At the February 2020 Commission meeting, the Commission voted to extend the current contracts for one year, to allow for continued services to the community while staff finalized the Strategic Plan.
- Focus groups took place January 21, 2020 to February 18, 2020, throughout the county with parents, caregivers and other interested parties. Community input surveys were conducted between February 14, 2020 to February 28, 2020. A survey for parents of Kindergarten students, and Kindergarten teachers was conducted between March 2, 2020 to March 15, 2020.

Appendix E

COMMUNITY CONVERSATIONS/FOCUS GROUPS:

First 5 staff facilitated community conversations at each of the FRC's currently funded by First 5 Kings County between January-February 2020. The areas explored covered Early Childhood Well-being, Health, Early Childhood Care and Education, and Strong Families. A set group of questions were used for each community conversation; however, additional or clarifying questions were also asked, based on the participants' responses.

At each of the events, the participants emphasized the importance of their local FRC to their children and family, as well as to their community. The participants also shared the value of the relationship that they have built with FRC staff, and how they have learned to trust FRC staff. They relayed how the FRC's are central hubs in their community, where community members are able to learn about various resources available, and are connected with existing services. Many told stories about the importance of the socialization activities for the children, and the parents. A number of participants expressed concern about their local FRC being 'shut down' or losing funding.

Each community was able to identify existing resources, as well as resources needed. Some of the common barriers to resource access identified were community members' lack of knowledge of resources, lack of outreach/education to the community of available resources, lack of transportation, and costs of services. Each community also listed unique barriers in their community:

- Corcoran - a lack of an obstetrician was noted. Pregnant mothers have to seek prenatal care in Hanford or Visalia. This is a huge issue especially for those that lack transportation.
- Hanford & Lemoore – participants identified a lack of services overall due to limited slots available for early childhood education programs, or the high costs of programs.
- Kettleman City – participants identified a lack of programming available that is convenient for working families. They identified a need for more health-related activities (i.e., exercise classes, gym). Kettleman City does not have a grocery store either, so community members have to travel to purchase groceries or pay higher prices at neighborhood stores.
- Avenal – Participants identified a need for advocacy on their behalf to communicate with the local clinics, to improve services. Community members are unable to engage in walking as a form of exercise after work, due to the number of loose dogs in the community after hours.

| | Existing Resources | Resources Needed | Barriers to Access to Resources | Potential Resources |
|---|--|---------------------------|--|------------------------------------|
| Early Childhood Well-being | Safety/ Car seat classes | Transportation | Not as many classes (Exercise/Dance) | Family |
| | Parent-child bonding classes | Attention | Parent and Me | Friends |
| | Child age activities | Education | New residents unaware of programs | Teachers |
| Health | Food bank/ farmers market | Pediatrician in Corcoran | Emergency room (30 minutes) | Nothing noted |
| | Community booths | Need an OBGYN in Corcoran | No doctors at the clinics | |
| | Community festivals (cotton fest, Spring fest) | | Childcare for self care/ health appointments | |
| Early Childhood Care & Education | KCAO | | Lots of planning ahead of time | Sister |
| | Home Licensed Childcare | | Late to appointments | Close Friend |
| | After School Programs | | Ask for a ride | Mom |
| Strong Families | Nothing noted | Nothing noted | Health | Independence |
| | | | College- commute | Gym- affordable |
| | | | Teens- no transportation | High school- Provides after school |

Hanford FRC

| | Existing Resources | Resources Needed | Barriers to Access to Resources | Potential Resources |
|---|--|--|--|--|
| Early Childhood Well-being | Parent and me | Healthy | On a waitlist at parent and me | None noted |
| | Library | Stability | Not aware of any other services on the community | |
| | Preschools | Dedicate time to our children | KCAO has a waitlist with childcare | |
| Health | FRC's | More veteran services | Childcare for self care/ health appointments | Bilingual classes for children |
| | Socialization for children (FRC) | More female providers | Trying to get counseling | More art classes |
| | Schools who provide bilingual classes for children | After school programs- extending to all children and not just to select grades | Obtaining health insurance | More ESL classes for children |
| Early Childhood Care & Education | Counseling | Friends | Have nobody | Speak to the children in other languages |
| | Kings River- grade status check | Field trips | Having counselor's at the schools- discuss child's future, career. | Family member |
| | Hug bug program- how to express emotions | Reading program | Focus more on cultures | Certified referral |
| Strong Families | Nothing noted | Nothing noted | Learn to communicate with the children | More daycare/childcare |
| | | | Emotional support for parents | Teach children CPR |
| | | | Have more seminars for parents | Safety programs for children |

Lemoore FRC:

| | Existing Resources | Resources Needed | Barriers to Access to Resources | Potential Resources |
|---|---|---|--|---|
| Early Childhood Well-being | FRC's | Safe Environment | Parenting levels are different for each child. | How to be playful and not to always be serious as a parent. |
| | UCP | Social and Emotional needs met | Age of the internet. Not knowing what to trust. | Other adults to help out. |
| | La Leche League | Routines and boundaries | Hard to find affordable programs with children their age | Coming to the FRC helps parents to help the children. |
| Health | WIC | Nothing noted | Asthma- wildfires, air quality | Nothing noted |
| | Medi-cal | | Wait times to be seen by a doctor | |
| | Food banks | | Environment- community wellness | |
| Early Childhood Care & Education | Rec center | Childcare centers at the base for doctor appointments | Liability | Babysitter |
| | Storybook- Hanford | The First 5 years of the child's life is important for the children. | Availability | Siblings |
| | The FRC helps prepare the children for school | Children are prepared and ready for school (knowing ABC's, numbers, Name, etc.) | Certified Childcare | Family |
| Strong Families | KCAO- lending library | More Parks | Nothing noted | Girl scouts |
| | Bright by text | Mommy and me classes | | Safety programs for children |
| | | More of a community Involvement | | |

Kettleman City FRC:

| | Existing Resources | Resources Needed | Barriers to Access to Resources | Potential Resources |
|---|---------------------------|--|--|---|
| Early Childhood Well-being | KCAO | Healthy food | Fast food vs Healthy food | Nothing noted |
| | Home visiting program | Play more | Hard about giving the children nutritious food | |
| | Food program | Good family | Picky eaters | |
| Health | Church | Nothing noted | Having to wait for a referral | Farmer's market |
| | Clinic to see a therapist | | Lack of access to exercise/workout | Play outside with the children |
| | Family | | More stores | Timing their screen time |
| Early Childhood Care & Education | Nothing noted | Asking around | Work | Bring in a professional teacher |
| | | Finding licensed childcare providers | Doctor's appointments | Challenging a provider who would raise their voice with the children. It's important to know who you leave your child with. |
| | | FRC | Clean environment | Providers from KCAO get professional development that helps with materials. |
| Strong Families | Food | Parenting classes | Hours- classes are too early and parents have to work. | Recognition of attendance |
| | More resources | More of a community involvement | | Free food/ refreshments |
| | Activities for all ages | Providing activities for parents to learn and take home. | | Safety programs |

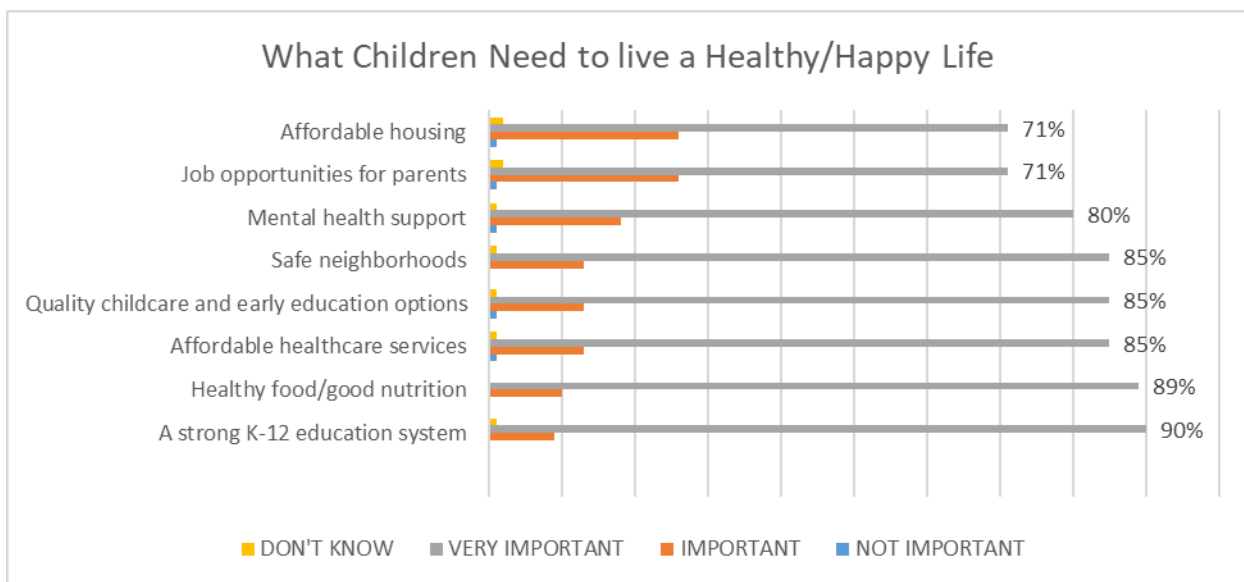
Avenal FRC:

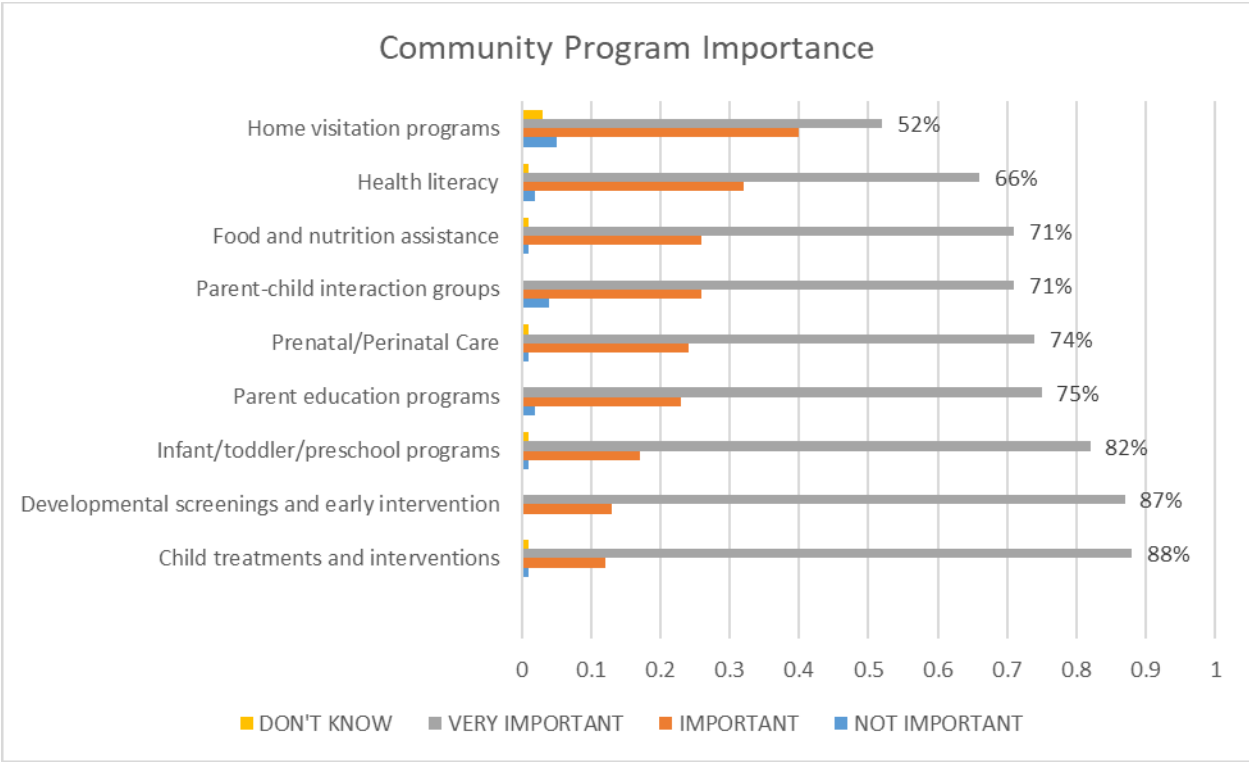
| | Existing Resources | Resources Needed | Barriers to Access to Resources | Potential Resources |
|---|---|---|---|--|
| Early Childhood Well-being | Different programs- but focus on different themes such as immigration program. | Dedicate your time to the children when they need it physically, emotionally and socially | Taking the bus you lose lots of time in your day. | A parent learned about the FRC and Mrs. Dulce through her sister. |
| | Afterschool program (k-8) | Healthy food | There's 2-3 buses but all come at certain hours | A parent's sister in law introduced the parent to the FRC and Mrs. Dulce. |
| | Parent and Me | To be ready for school | No childcare for parents who work late | Mrs. Dulce introduced a parent to the FRC and the different programs. |
| Health | Zumba- you have to pay | Nothing noted | Adult school | Reading books to the children at the FRC and at home. |
| | Sports- for children | | Walk-in clinics won't see you even when the lobby is empty. | |
| | Sports for children- but hard for parents to register more than 1 child because it's expensive. | | If it's an emergency, the clinic will tell you to go to the emergency room. | |
| Early Childhood Care & Education | Parents | | Waitlist | Transportation to school |
| | Providers | | Only two preschools | House has all requirements to watch children. |
| | Friends | | Child could only miss so many days before being dropped. | Teach responsibilities- how to be clean |
| Strong Families | | | | Educate parents- better vocabulary |
| | | | | Parents to be responsible and have quality time with the children so there aren't a lot of children walking the streets. |
| | | | | More Programs to be offered for parents. |

Appendix F

COMMUNITY SURVEY RESULTS

First 5 Kings County conducted a survey to obtain community input on the importance of a variety of community services. The survey was offered online or hard copy, in English and Spanish. Three hundred sixty-three surveys were completed between February 15, 2020 and February 28, 2020. Almost $\frac{3}{4}$ of the respondents resided in Hanford and Lemoore (50% and 21% respectively). Over half of the respondents were Hispanic or Latino (61%). The majority of respondents were female (87%). The tables below summarize the respondents' thoughts on what children need, which community programs are important to have, and barriers to accessing services/programs in the community.





| BARRIERS TO ACCESS TO PROGRAMS/SERVICES | % OF RESPONSES |
|---|----------------|
| Financial (not having enough money and/or high costs) | 74% |
| Lack of information | 63% |
| Limited transportation | 50% |
| Language or other communication barriers | 47% |
| Concerns about privacy or safety | 20% |
| Lack of services offered in the community | 55% |
| Don't know | 3% |
| Other | 7% |

Appendix G

KINDERGARTEN TEACHER SURVEY RESULTS:

Thirty-one Kindergarten teachers throughout Kings County responded to our survey. At the time of the survey, the teachers reported that their average class size was 22 students, with class size ranging from 17-28 students. Six hundred seventy-five students were represented in the survey results, with 5% (42 students) having an Individualized Education Plan (IEP), 2% (15 students) having a Section 504 Accommodation, and 27% (180 students) being English Language Learners (ELL). Students whose primary language is Spanish represented 94% of the ELL population.

A variety of questions were asked in the survey, including inquiries about:

- Student transition to Kindergarten experience
- Skills indicating Kindergarten readiness
 - Activities/practices to facilitate children's transition into Kindergarten
- Barriers to successful transition into Kindergarten
 - Kindergarten teacher's relationship with preschool or early childhood professionals

Some highlights of the survey can be found below:

STUDENTS' TRANSITION TO KINDERGARTEN EXPERIENCE

Survey responses regarding students' experiences transitioning into Kindergarten and their overall adjustment, indicates that 55% of students successfully entered Kindergarten, having virtually none to some problems (Graph G-1). Identification of practices and activities to increase students' successful entry shall be a priority during the upcoming fiscal year. Further inquiry into commonalities or best practices that contributed to their success level should also be studied.

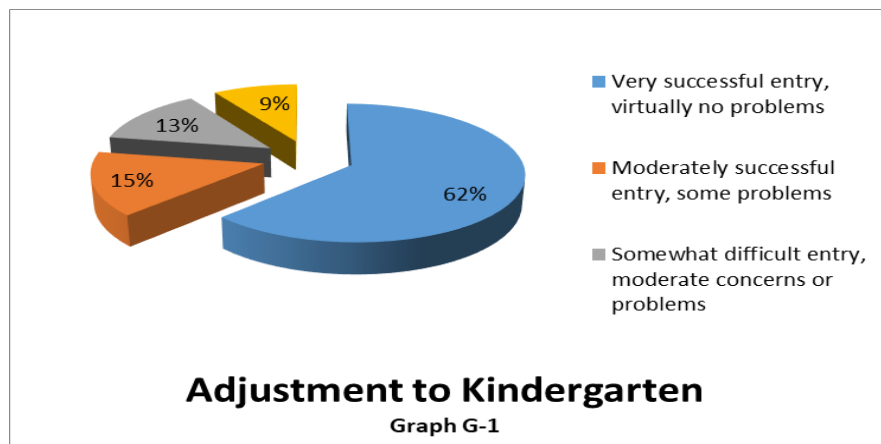


Table G-2 below represents further review of successful transition to kindergarten by special populations. It shows that the majority of children from diverse cultural and ethnic backgrounds (51%) and low-income families (58%) transitioned successfully to kindergarten. The highest percentage of children who did not attend any preschool fell into the 'Some' successfully

transitioned category (42%). English Language Learners was a mixed representation, primarily students identified as ‘Most or all’ having a successful transition (39%) and students identified as ‘A Few’ having a successful transition (36%). Students who entered late in the school year, who had disabilities and other special needs primarily showed only ‘A Few’ of these students transitioning successfully, 35% and 29% respectively.

| Special Populations | Most or all | Some | A Few | None | Group not present | Don't know |
|---|-------------|------|-------|------|-------------------|------------|
| Children from low-income families | 58% | 29% | 13% | 0% | 0% | 0% |
| Children who are English learners | 39% | 19% | 36% | 3% | 3% | 0% |
| Children who did not attend any preschool program | 26% | 42% | 29% | 0% | 0% | 3% |
| Children with disabilities and other special needs | 16% | 16% | 29% | 10% | 16% | 13% |
| Children who entered late in the school year | 19% | 23% | 35% | 10% | 10% | 3% |
| Children from diverse cultural and ethnic backgrounds | 51% | 29% | 10% | 10% | 0% | 0% |

Table G-2 Targeted Activities by Special Population

Closer study of the reasons why students who had higher percentages in the ‘Most or all’ category would be highly recommended, to identify best practices, and the ability to replicate said practices, to increase the number of children falling into the ‘Most or all’ category.

IMPORTANCE OF ACADEMIC AND EMOTIONAL SKILLS

Survey respondents categorized the importance of 13 academic and emotional skills for incoming Kindergarteners as follows:

| ACADEMIC AND EMOTIONAL SKILL IMPORTANCE | | | | |
|--|--------------------|---|---|---|
| Not Important | Not Very Important | Somewhat Important | Very Important | Essential |
| | | Can count to 20 or more | Finishes tasks | Takes turns and shares |
| | | Has good problem-solving skills | Takes turns and shares | Participates without disrupting activities |
| | | Knows most of the letters of the alphabet | Is able to use pencils and paintbrushes | Can follow directions |
| | | Identifies primary colors and shapes | Is sensitive to other children's feelings | Communicates needs, wants, and thoughts verbally in child's primary |

| | | | | |
|--|--|--|---|----------|
| | | | | language |
| | | | Sits still and pays attention | |
| | | | Communicates needs, wants, and thoughts verbally in English | |

Table G-3

Although basic academic skills are important, the respondents consider emotional skills far more important. First 5 programming related to school readiness should consider increasing activities related to acquiring emotional skills, as well as targeted community education on the importance of soft skills and emotional regulation. It should also be noted that the respondents placed greater emphasis on a child’s ability to communicate verbally in their primary language (49% of the respondents) compared to their ability to do the same in English (26% of the respondents).

Early learning education comes in a number of forms, including childcare, preschools and informal education by parents/caregivers. Regardless of the early educational setting that children experience, each child should receive exposure to a variety of educational experiences to ensure their future success in school. University of Missouri’s College of Education published a study in October 2019, indicating that a school readiness test can predict kindergartener’s success in school after 18 months. The study emphasizes the importance of early assessment of student academic and emotional readiness to provide support as early as possible.

PRACTICES TO FACILITATE KINDERGARTEN TRANSITION

Survey respondents were asked a series of questions related to practices used to facilitate children’s transition into kindergarten. The practices could have been completed by the responding teacher or anyone at their school site, prior to or shortly after kindergarten started this school year (2019-2020). Responses indicated that the majority of the teachers and/or school sites had opportunities for parents and children to visit the classroom and school before school started, sent information to the parents related to contacting school personnel, or communicated one-on-one with the parents. It should be noted that only a small percentage of activities concentrated on assessing children’s skills prior to entering kindergarten, communication with childcare or preschool teachers, or inquiring about the student’s home environment.

Table G-4 below shows the percentage of the activities that occurred for the current kindergarten class.

| FACILITATION OF KINDERGARTEN ENTRY | |
|---|-----|
| Invited parents and children to visit the classroom and school before the school year began (e.g., open house) | 94% |
| Sent home information on how to get in touch with the teacher or school staff to discuss any concerns or questions about children | 87% |
| Had one-on-one conversations with parents (either by telephone or face to face) | 74% |
| Reviewed information about children's home experiences from a parent survey or checklist (e.g., bedtime, being read to by parent, use of library) | 32% |
| Communicated with child care or preschool teachers about children | 23% |
| Screened children for developmental delays by using a formal instrument | 23% |
| Reviewed written records of children's past experiences or status | 19% |
| Facilitated parent-to-parent contact | 16% |
| Other | 6% |
| Interviewed parents to screen children for developmental or learning delays | 6% |
| No practices or strategies were used. | 0% |
| Visited children's homes | 0% |

Table G-4

The survey also asked the kindergarten teachers to recall if they or anyone at their school did any special activities or practices to facilitate entry into kindergarten, for specific populations. Based on their answers, over half of the teachers and/or school personnel currently have targeted activities or practices with low-income families and English Learners. Approximately one-third of the school sites had targeted activities to facilitate entry for the other special populations. A third of the school sites also did not have any activities for the special populations mentioned in Table G-5 below.

| FACILITATION OF KINDERGARTEN ENTRY BY SPECIAL POPULATION | |
|---|-----|
| Children from low-income families | 52% |
| Children who are English learners | 58% |
| Children from diverse cultural and ethnic backgrounds | 35% |
| Children who did not attend any preschool program | 35% |
| No activities for special populations occurred | 35% |
| Children with disabilities and other special needs | 29% |
| Children who entered late in the school year | 23% |
| Other | 6% |

Table G-5

BARRIERS TO SUCCESSFUL TRANSITION TO KINDERGARTEN

First 5 Kings County also wanted to identify potential barriers to a successful kindergarten transition. Respondents were given a list of barriers, and were asked to mark all that applied to their school site. The main reason that stood out as a barrier to successful transition was parents not bringing children in for registration or open house (48%). Almost one-third of the respondents indicated that no barriers were present. Additional barriers were identified; however, they were at fairly low percentages. Table G-6 below provides a full listing of the survey results:

| BARRIERS TO SUCCESSFUL TRANSITION | |
|---|-----|
| Parents did not bring children in for registration or open house. | 48% |
| No barriers to successful transition were present. | 32% |
| Parents cannot read letters, etc. sent home. | 19% |
| I could not reach most of the parents who needed help transitioning. | 16% |
| Parents were not interested. | 16% |
| Class lists were generated too late. | 13% |
| Work was required in summer but was not supported by salary | 13% |
| Information from childcare or preschool teachers was incomplete. | 10% |
| The school/district does not provide teachers with a transition plan or suggested activities/practices. | 6% |
| The school or district does not support transition activities. | 6% |
| Contacts with parents before the start of school were discouraged. | 3% |
| Funds were not available. | 3% |
| Transition activities take too much time. | 3% |
| Creating negative expectations with parents was a concern. | 0% |
| Materials were not available. | 0% |
| Childcare or preschool teachers were not interested. | 0% |
| It was dangerous to visit students' homes. | 0% |
| Other | 0% |

Table G-6

Strategies to overcome the above-mentioned barriers should be explored, including but not limited to increased outreach to parents about the importance of early registration and orientation attendance. Examining relationships between Kindergarten teachers and early childhood or preschool professionals, and involvement in First 5 School Readiness Initiative activities as potential solutions to remove these barriers should also be taken into consideration. Table G-7 and G-8 below provide further information on the aforementioned topics:

| RELATIONSHIPS WITH EARLY CHILDHOOD OR PRESCHOOL PROFESSIONALS IN THE PAST 12 MONTHS | % of Respondents |
|--|-------------------------|
| Invited preschool teachers(s) to bring this year's children to your classroom | 48% |
| I do not have a relationship with early childhood or preschool professionals | 45% |
| Attended regular meetings of elementary school, early childhood, and preschool staff in the community | 13% |
| Participated in joint workshops with school staff on issues of interest with early childhood or preschool staff in the community | 6% |
| Made contacts to develop a coordinated curriculum with preschool programs | 6% |
| Other (please specify) | 10% |

TABLE G-7

Respondents were able to mark all scenarios listed in Table G-7. Almost half of the respondents invited preschool teacher(s) and their class to a Meet and Greet; however, almost half of the respondents also indicated that they did not have a relationship with early childhood or preschool professionals. First 5 could continue to assist in engaging early childhood educators and kindergarten teachers to ensure readiness of children for transition to kindergarten.

| INVOLVEMENT IN FIRST 5 SCHOOL READINESS INITIATIVE ACTIVITIES | % of Respondents |
|--|-------------------------|
| Working on school readiness issues with your First 5 County Commission or Linkages 2 Learning Coordinator | 84% |
| Working with programs or organizations in your community to promote school readiness (e.g., preschools, social service agencies) | 32% |
| Establishing school readiness programs and/or activities that take place in your school | 61% |
| I am not involved in any school readiness activities | 0% |
| Other (please specify) | 3% |

TABLE G-8

Survey respondents indicated that aside from participating in First 5 School Readiness Initiative activities, they also work with other programs and organizations in the community, as well as have programs and activities taking place at their school site (Table G-8). First 5 Kings County should explore increased coordination of community-wide school readiness programs and activities, to avoid duplication of programs, and to maximize funding to ensure the future educational success of young children.

Appendix H

KINDER PARENT SURVEY RESULTS:

One hundred forty-six parents of current kindergarten students completed a reflection survey. The table below represents the parents' answers regarding transition activities that parents may have/may not have participated in prior to their child entering kindergarten. The last 3 questions only applied to children who attended preschool.

| Transition Activity | Participated? | | Very Useful | Somewhat Useful | Not Useful |
|---|---------------|-----|-------------|-----------------|------------|
| | YES | NO | | | |
| 1. My child and I visited their Kindergarten classroom prior to the start of school. | 85% | 15% | 91% | 5% | 0% |
| 2. My child and I attended a spring (April-June) Kindergarten Orientation. | 57% | 43% | 94% | 5% | 1% |
| 3. My child and I attended a fall (July-August) Kindergarten Orientation. | 60% | 40% | 91% | 6% | 1% |
| 4. At Kindergarten Registration, I was provided with information about preparing my child for Kindergarten. | 84% | 16% | 88% | 7% | 1% |
| 5. At Kindergarten Registration, my child was provided with a free school readiness backpack. | 74% | 26% | 87% | 8% | 2% |
| 6. My child received a kindergarten assessment prior to the beginning of school. | 65% | 35% | 93% | 3% | 0% |
| 7. My child and I met their Kindergarten Teacher prior to the first day of Kindergarten. | 81% | 19% | 93% | 2% | 1% |
| 8. My child and I received a tour of the school prior to the first day of Kindergarten. | 54% | 46% | 94% | 8% | 1% |
| 9. My child received a postcard from his/her school prior to the first day of school. | 50% | 45% | 88% | 7% | 4% |
| Only complete the following (10-12) questions, if your child attended preschool. | | | | | |
| 10. My child attended a preschool, and they visited a Kindergarten Classroom. | 50% | 50% | 81% | 6% | 6% |
| 11. My child attended preschool, and a Kindergarten Teacher visited their preschool classroom. | 30% | 70% | 73% | 10% | 10% |
| 12. My child attended preschool, and I was provided with information about preparing my child for Kindergarten. | 80% | 20% | 70% | 6% | 1% |

TABLE 6-9

The parents' responses indicate that the majority of families had an opportunity to visit the kindergarten classroom and meet the teacher, attended an orientation and were provided information related to preparing their child for kindergarten, as well as a free school readiness backpack. For those children who attended preschool, 80% indicated that they were provided kindergarten preparation information, half visited a kindergarten classroom, and one-third of the children were visited by a kindergarten teacher at preschool.



330 Campus Drive • Hanford • CA • 93230 • (559) 585-0814

Date of Meeting: June 6, 2023

Study Session

3rd Quarter Grantee Achievement Report



330 Campus Drive • Hanford • CA • 93230 • (559) 585-0814

Date of Meeting:
Agenda Item Type:

June 6, 2023
Informational Item

AGENDA ITEM: 2022-2023 Third Quarter Achievement Report for First 5 Funded Projects

A. Background/History:

The Commission has transitioned from a formative evaluation framework into a summative evaluation framework; therefore, the reporting of program status reports and evaluation results are now two separate items for the Commission to consider. Staff is providing the Commission, on a quarterly basis, a progress report regarding the status of programs attaining contracted goals and deliverables.

B. Summary of Request, Description of Project and/or Primary Goals of Agenda Item:

Staff is requesting the Commission review and discuss the program status report representing activities and number of clients served January through March of FY 2022-2023.

C. Timeframe:

Reports will be provided to the Commission on a quarterly basis, on the following schedule:

- 1st Quarter Report: December 2022
- 2nd Quarter Report: February 2023
- 3rd Quarter Report: June 2023
- Year End Report: August 2023

D. Costs:

No costs associated with this item.


E. Staff Recommendation:

Staff recommends the commission review and discuss the program reports as provided.

F. Attachments:

- FY 2022-2023 Third Quarter Project Achievement Report

FY 2022-2023 3rd Quarter Achievement Report for First 5 Kings Funded Programs

|  | Unduplicated Count of Clients Served YTD | | | Objectives to be Achieved | Objectives that were Achieved | Objectives that did not meet Target | Objectives that are Inactive | Percentage of Budget Expended Goal 75% | Timely Progress Report Submission |
|---|--|-----------------|--------------------|---------------------------|-------------------------------|-------------------------------------|------------------------------|--|-----------------------------------|
| | Children 0 to 2 | Children 3 to 5 | Significant Others | | | | | | |
| Family Resource Center Initiative | | | | | | | | | |
| Corcoran FRC | 84 | 52 | 141 | 41 | 20 | IP | N/A | 74.59% | Yes |
| KCOE – HFC & LFC | 153 | 159 | 268 | 146 | 66 | IP | N/A | 65.67% | Yes |
| Kettleman City FRC | 19 | 37 | 50 | 32 | 25 | IP | N/A | 54.12% | Yes |
| School Readiness Initiative | | | | | | | | | |
| UCP Parent & Me | 101 | 45 | 129 | 40 | 17 | IP | N/A | 75.94% | Yes |
| UCP Special Need Program | | | | 16 | 9 | IP | N/A | 59.99% | Yes |
| E3 Initiative | | | | | | | | | |
| KCOE – CARES | N/A | N/A | 172 | 19 | 16 | IP | N/A | 74.55% | Yes |
| New Project Initiative | | | | | | | | | |
| United Way 211 | N/A | N/A | N/A | 6 | 4 | IP | N/A | 83.84% | Yes |



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Date of Meeting: June 6, 2023

Study Session

Spotlight On Service:
Corcoran Family Resource
Center



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Date of Meeting:
Agenda Item Type:

June 6, 2023
Study Session

AGENDA ITEM: Spotlight on Service: Recreation Association of Corcoran – Corcoran Family Resource Center

A. Background/History:

The First 5 Commission has scheduled annual program presentations by funded programs. This offers grantees the opportunity to share their successes, achievements, and progress from the last year.

B. Summary of Request, Description of Project and/or Primary Goals of Agenda Item:

The Corcoran Family Resource Center (CFRC) is a community based family resource center that is providing school readiness services to families residing in Corcoran and surrounding communities. The services offered at the CFRC are developmentally appropriate, and specifically engineered to the age of the child.

C. Timeframe:

The Corcoran Family Resource Center has been a component of the First 5 Kings County strategic plan since FY 2003/2004.

D. Costs:

There is no additional cost associated with this agenda item. CFRC's budget is a part of the approved FY 2022-2023 budget.

E. Staff Recommendation:

Staff recommends that the commission review the information provided by Recreation Association of Corcoran regarding the Corcoran Family Resource Center.

F. Attachments:

- Recreation Association of Corcoran – Corcoran Family Resource Center – PowerPoint Presentation

CORCORAN FAMILY RESOURCE CENTER

CFRC Staff

Executive Director: Steve Brown

Program Coordinator: Ana Cortes

Child Enrichment Teacher: Stephany Martinez



0-6 Months:

Tummy Playtime

This class provides a place for parents and their babies to connect through various music and movements. It also provides tummy exercises for a child to improve their baby motor skills.



6-24 Months:

Time 2 Fingerprint

This class provides activities for toddlers to express their creativity and get to experience different textures through paint to create unique, artistic crafts.

EARLY CHILDHOOD ACTIVITIES



2-5 Years of Age:

Dramatic Play

This class encourages children to learn through play and social interactions giving the opportunity to improve cognitive, social and emotional, and language skills.

Little Chef

This class gives the child and parent the opportunity to learn how to prepare a nutritional snack in a healthy and simple way.



EARLY CHILDHOOD ACTIVITIES



2-5 Years of Age cont.

Let's Move and Play

The objective of this class is to develop the framework for a healthy lifestyle by incorporating exercise in the child's development and improve their gross motor skills.



Times For Art

This class encourages children to explore their creativity through a variety of venues, such as: textures colors and ceramics.

EARLY CHILDHOOD ACTIVITIES



Fun at The FRC





Parent Education Workshops

- Provides educational topic workshops about various services offered to the community.

Health and Nutrition

- This workshop provides parents and children information on health related topics such as healthy foods and healthy habits.



UCP – Parent & Me

- This program offers children 0-5 and their parents the ability to strengthen the parent and child's hands-on growth experiences and also demonstrates their child's intellectual development.

COORDINATED SERVICES



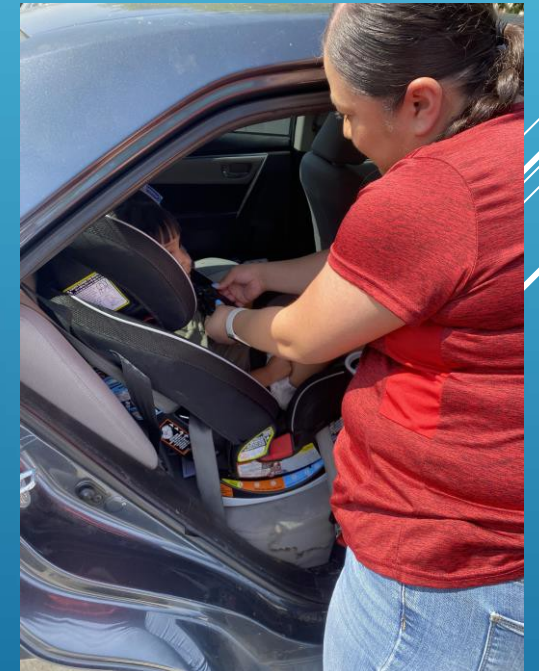
Community Baby Shower

Provides expecting mothers with information about our program and other resources needed during and after their pregnancy.



Car Seat Check-ups

- The car seat tech demonstrates to the parent on how to properly install their child's car seat. The technician also provides information on car seat regulations.



COORDINATED SERVICES CONT.

- Corcoran Farmer's Market
- Police Night Out
- Corcoran Cotton Festival
- Corcoran Trunk-or-Treat Event
- Provide ongoing mailing to FRC clients to include calendars, brochures, and upcoming events.
- Provide information and FRC highlights to local newspaper, and local businesses to promote FRC services.



OUTREACH ACTIVITIES





Questions/ Comments



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Date of Meeting: June 6, 2023

Study Session

Staff Report

April-May 2023



Staff Report April-May 2023

Program Officer Report

- **Administrative Activities**
 - Home Visitation oversight
 - 3rd Quarter Progress & Expenditure Reports
 - First 5 Office Assistant I/II Recruitment
 - KCDPH Accreditation
 - KCDPH Senior Leadership
 - LCW training: Human Resources Academy I

- **Meetings, Webinars and Conferences:**
 - First 5 Association Advocacy Day training – April 13
 - Central Valley Educational Coalition – April 17
 - First 5 Association Advocacy Day – April 19
 - Early Childhood Home Visiting Collaborative -April 19
 - First 5 California Commission Meeting – April 20
 - Regional Help Me Grow Retreat – April 25
 - Local Childcare Planning Council & Kings Early Education Program – May 3
 - First 5 Central Region ED Meeting – May 5
 - IMPACT Legacy RFA Regional Discussion – May 8
 - First 5 Association ED Meeting- May 11
 - Central CA Home Visiting and NIH/ENRICH – May 12
 - First 5 CA IMPACT Legacy RFA Informational Webinar – May 15
 - 2023 Statewide Collaborative Prevention Convening – May 16-17
 - Region 5 – IMPACT Hub Meeting – May 17
 - Regional Help Me Grow follow-up – May 18
 - ECHVC Workforce Training & Development workgroup – May 22

Linkages 2 Learning Activities

No additional activity in April-May 2023.

First 5 California's *Kit for New Parents*

A Look at the Distribution of *Kits* Across California, 2021–22

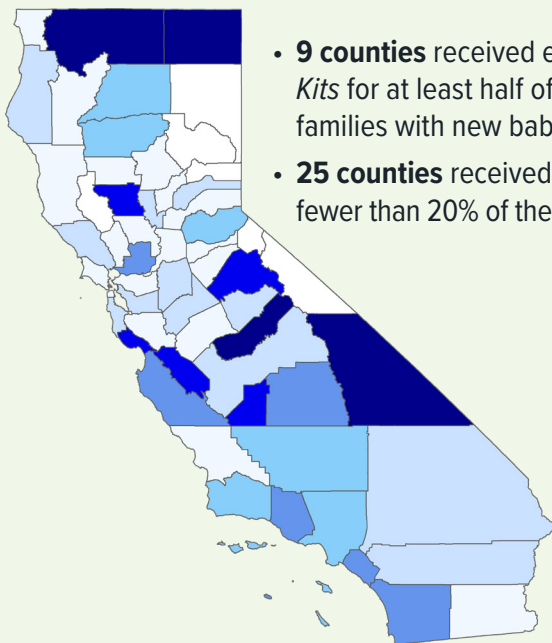


March 2023

Since 2001, First 5 California has been supporting families with books and other resources through the *Kit for New Parents*. Families can order this free resource here: <https://first5parentingkits.com>

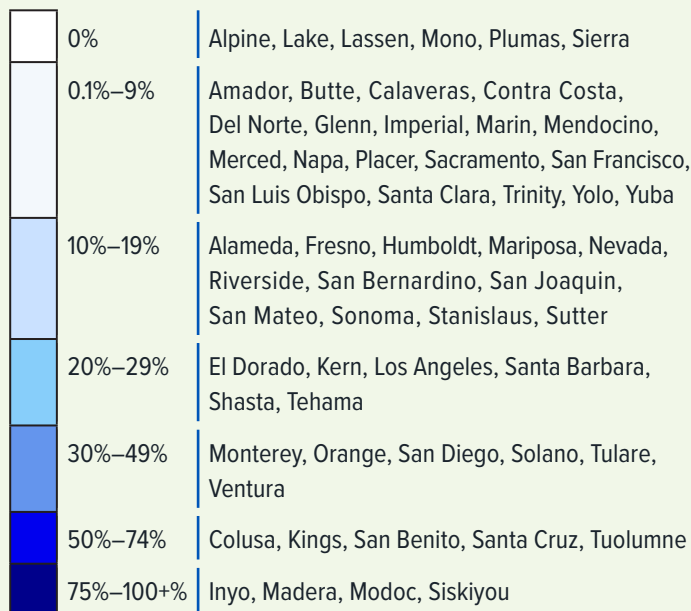
First 5 California distributed 83,074 *Kits* to families and family-serving agencies in 2021–22

***Kits* were sent to families and agencies in 52 out of 58 counties—but rates of distribution varied widely by county**



- **9 counties** received enough *Kits* for at least half of their families with new babies
- **25 counties** received *Kits* for fewer than 20% of their families

Kits distributed, as a percentage of births in each county



97% of *Kits* were sent to county First 5s and other local agencies to distribute to families



Hospitals and other health care providers are the number one *Kit* distributors

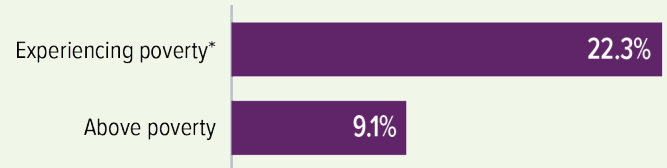
***Kits* were sent out in 5 different languages**

Number of *Kits* sent



Families experiencing poverty were more likely to receive a *Kit*

Percent of families who received a *Kit* in 2021, by income category



*Considering California's high cost of living, the cutoff for "experiencing poverty" is 200% of the federal poverty level (a federal measure taking income and household size into account).

Source: California Health Interview Survey, 2021 (<https://ask.chis.ucla.edu>); includes families with a child 0–5 years old.

