



**Annual Report Form 1 (AR-1)  
County Revenue and Expenditure Summary**

**County: Kings**

**Thursday, September 29, 2016**

<b>Revenue Detail</b>	
Tobacco Tax Funds	\$1,670,554
CARES Plus Program Funds, Round 2	\$2,119
CSP, RFA 1 Extension	\$0
CSP, RFA 3 Extension	\$0
Small County Augmentation Funds	\$0
IMPACT	\$0
Other Funds	\$325
Other Funds Description	Miscellaneous Income
Grants	\$0
Grants Description	
Donations	\$0
Revenue From Interest Earned	\$15,291
<b>Total Revenue</b>	<b>\$1,688,289</b>

<b>Improved Family Functioning</b>	
Community Resource and Referral	\$0
Distribution of Kit For New Parents	\$2,475
Adult and Family Literacy Programs	\$0
Targeted Intensive Family Support Services	\$0
General Parenting Education and Family Support Programs	\$719,393
Quality Family Functioning Systems Improvement	\$0
<b>Total</b>	<b>\$721,868</b>



**Annual Report Form 1 (AR-1)  
County Revenue and Expenditure Summary**

<b>Improved Child Development</b>	
Preschool Programs for 3- and 4- Year Olds	\$0
Infants, Toddlers, and All-Age Early Learning Programs	\$349,800
Early Education Provider Programs	\$159,428
Kindergarten Transition Services	\$137,890
Quality ECE Investments	\$0
Quality ECE Investments Description	
<b>Total</b>	<b>\$647,118</b>

<b>Improved Child Health</b>	
Nutrition and Fitness	\$0
Health Access	\$0
Maternal and Child Health Care	\$0
Oral Health	\$0
Primary and Specialty Medical Services	\$0
Comprehensive Screening and Assessments	\$0
Targeted Intensive Intervention for Identified Special Needs	\$90,000
Safety Education and Injury Prevention	\$0
Tobacco Education and Outreach	\$0
Quality Health Systems Improvement	\$0
Quality Health Systems Improvement Description	
<b>Total</b>	<b>\$90,000</b>

<b>Improved Systems of Care</b>	
Policy and Broad Systems-Change Efforts	\$0
Organizational Support	\$117,191
Public Education and Information	\$0
<b>Total</b>	<b>\$117,191</b>



**Annual Report Form 1 (AR-1)  
County Revenue and Expenditure Summary**

<b>Expenditure Detail</b>	
Program Expenditures	\$1,576,177
Administrative Expenditures	\$113,877
Evaluation Expenditures	\$62,398
<b>Total Expenditures</b>	<b>\$1,752,452</b>
<b>Excess (Deficiency) of Revenues Over (Under) Expenses</b>	<b>(\$64,163)</b>

<b>Other Financing Sources</b>	
Sale(s) of Capital Assets	\$0
Other: Specify Source Below	\$0
Other Description	
<b>Total Other Financing Sources</b>	<b>\$0</b>

<b>Net Change in Fund Balance</b>	
Fund Balance - Beginning July 1	\$2,348,859
Fund Balance - Ending June 30	\$2,284,696
<b>Net Change In Fund Balance</b>	<b>(\$64,163)</b>

<b>FY Fund Balance</b>	
Nonspendable	\$0
Restricted	\$0
Committed	\$2,284,696
Assigned	\$0
Unassigned	\$0
<b>Total Fund Balance</b>	<b>\$2,284,696</b>



**Annual Report Form 1 (AR-1)  
County Revenue and Expenditure Summary**

**Expenditure Notes**

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**For Fiscal Year July 1, 2015 - June 30, 2016**

**County: Kings**

**Thursday, September 29, 2016**

**Service Type: Distribution of Kit for New Parent**



For Fiscal Year July 1, 2015 - June 30, 2016

**Result Type: Improved Family Functioning**

**Provide the most recent compelling service outcome available for this service.**

This project does not represent a significant fiscal investment by the Kings County Children and Families Commission, therefore the commission does not conduct an evaluation of the effectiveness of this service approach.

**Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.**

N/A

**Describe the measurement tool used in the evaluation to measure the outcome.**

N/A



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

<b>Provide a breakdown of the population served by the following demographic categories</b>	
Children Less Than 3 Years Old	0
Children from 3rd to 6th Birthday	0
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	1071
Other Family Members	0
Providers	0
<b>Total Population Served</b>	<b>1071</b>

<b>Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.</b>		
Alaska Native/American Indian	0	0
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	0	0
Pacific Islander	0	0
White	0	0
Multiracial	0	0
Other	0	0
Unknown	0	1071
<b>Sub Totals</b>	<b>0</b>	<b>1071</b>
<b>Total Population Served</b>	<b>1071</b>	





For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Provide a breakdown of the population served by the language that they primarily speak at home. Report children separate from Parents, Guardians, and Primary Caregivers.

English	0	866
Spanish	0	205
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	0	0
<b>Sub Totals</b>	<b>0</b>	<b>1071</b>
<b>Total Population Served</b>	<b>1071</b>	



**For Fiscal Year July 1, 2015 - June 30, 2016**

**County: Kings**

**Thursday, September 29, 2016**

**Service Type: General Parenting Education and Family Support Programs**



For Fiscal Year July 1, 2015 - June 30, 2016

**Result Type: Improved Family Functioning**

**Provide the most recent compelling service outcome available for this service.**

Parents who completed written satisfaction surveys were asked about specific impacts of their participation.

-84% of parents surveyed strongly agreed that participation in FRC classes and activities had helped to prepare their children for kindergarten

-80% of parents strongly agreed that participation in center-based activities had helped to teach their children how to get along with others.

-77% of parents strongly agreed that they felt more knowledgeable about activities they could do at home;

-75% strongly agreed that they were confident in their parenting;

-74% of parents strongly agreed that they felt more connected to other parents in their community as the result of their participation;

-71% of parents strongly agreed that they had become more aware of services and resources that were available to them in their communities; and,

-80% strongly agreed that the center had provided them with learning materials that supported their child's health and development.

**Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.**

The First 5 Kings County FRC initiative provided highly valued school readiness and family support resources to a significant portion of Kings County young children and families, many of whom have income or language barriers that may prevent them from accessing more traditional early learning opportunities, such as quality preschool. Parents' feedback shows that services and activities offered through FRCs were perceived as high quality and were providing meaningful benefits to families by supporting parents and helping to prepare children for school. Findings suggest that demand for FRC programs typically exceeds available program resources, reflecting known constraints tied to the First 5 funding environment. This argues the need to further leverage existing collaborating partner relationships to maximize the value of these partnerships, for example, by engaging in joint funding development efforts.

**Describe the measurement tool used in the evaluation to measure the outcome.**



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Parent Satisfaction Survey  
 Program Administrative Data  
 Attendance Data from Database (AccuSQL)

<b>Provide a breakdown of the population served by the following demographic categories</b>	
Children Less Than 3 Years Old	511
Children from 3rd to 6th Birthday	666
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	1058
Other Family Members	0
Providers	0
<b>Total Population Served</b>	<b>2235</b>

<b>Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.</b>		
Alaska Native/American Indian	5	4
Asian	24	29
Black/African-American	32	31
Hispanic/Latino	862	810
Pacific Islander	3	4
White	161	147
Multiracial	76	15
Other	8	8
Unknown	6	10
<b>Sub Totals</b>	<b>1177</b>	<b>1058</b>
<b>Total Population Served</b>	<b>2235</b>	



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Provide a breakdown of the population served by the language that they primarily speak at home. Report children separate from Parents, Guardians, and Primary Caregivers.

English	623	570
Spanish	546	475
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	1	2
Unknown	7	11
<b>Sub Totals</b>	<b>1177</b>	<b>1058</b>
<b>Total Population Served</b>	<b>2235</b>	





**For Fiscal Year July 1, 2015 - June 30, 2016**

**County: Kings**

**Thursday, September 29, 2016**

**Service Type: Infants, Toddlers, and All-Age Early Learning Programs**



For Fiscal Year July 1, 2015 - June 30, 2016

**Result Type: Improved Child Development**

**Provide the most recent compelling service outcome available for this service.**

Participants surveyed responded

- Seventy-two percent of parents “strongly agreed” that their child was learning how to get along well with other children
- Seventy-two percent of parents “strongly agreed” that they are more confident in their parenting
- Eighty-two percent of parents “strongly agreed” that they better understood the importance of reading with their child
- Seventy-five percent of parents “strongly agreed” that they understand more about their child’s growth and development
- Eighty percent of parents “strongly agreed” that they are more knowledgeable about activities they can do at home
- Seventy-one percent of parents “strongly agreed” that they have access to more books to read with their child
- Eighty percent of parents “strongly agreed” that their child has developed new skills
- Seventy-four percent of parents “strongly agreed” that they are more aware of how to provide their child with healthy food choices

**Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.**

For children who entered Parent & Me with any delays in social development, the largest gains occurred between intake and the first progress assessment (+20%) followed by smaller gains from progress to exit (+2.8%). This pattern was similar for measures of acquiring and using skills (i.e., +16.8% average gains from entry to progress and +2.5% from progress to exit) and measures of taking action to meet personal needs (i.e., +14.9% average gain from entry to progress and +2.6% gain from progress to exit). The average length of time between the first and second assessments was 10.8 months, and the average length of time between the second assessment and exit was 20.0 months. Before their participation in Parent and Me, one in every five parents ‘never’ read with their children. After enrolling in Parent & Me, all parents read at least one or two times a week and four out of five parents read three days or more (83%).

**Describe the measurement tool used in the evaluation to measure the outcome.**



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Program Administrative Data  
 Program Participant Survey  
 Staff interviews  
 HELP Chart & OSEP Scores

<b>Provide a breakdown of the population served by the following demographic categories</b>	
Children Less Than 3 Years Old	170
Children from 3rd to 6th Birthday	57
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	198
Other Family Members	0
Providers	0
<b>Total Population Served</b>	<b>425</b>

<b>Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.</b>		
Alaska Native/American Indian	0	1
Asian	1	1
Black/African-American	0	0
Hispanic/Latino	192	174
Pacific Islander	0	1
White	15	10
Multiracial	18	10
Other	1	1
Unknown	0	0
<b>Sub Totals</b>	<b>227</b>	<b>198</b>
<b>Total Population Served</b>	<b>425</b>	



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Provide a breakdown of the population served by the language that they primarily speak at home. Report children separate from Parents, Guardians, and Primary Caregivers.

English	102	81
Spanish	124	116
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	1	1
Unknown	0	0
<b>Sub Totals</b>	<b>227</b>	<b>198</b>
<b>Total Population Served</b>	<b>425</b>	



**For Fiscal Year July 1, 2015 - June 30, 2016**

**County: Kings**

**Thursday, September 29, 2016**

**Service Type: Early Education Provider Programs**



For Fiscal Year July 1, 2015 - June 30, 2016

**Result Type: Improved Child Development**

**Provide the most recent compelling service outcome available for this service.**

Kings County CARES About Quality (KCCAQ) participant responded quality, opportunities and resources available through the CARES program.

Responses:

- 90%+ of enrolled participants rated training content as 'extremely or very useful'
- 98% rated the quality of instruction as 'good' or 'excellent'
- 90%+ of participants believed the program had helped to advance their professional careers
- 88% felt that KCCAQ helped them to acquire valuable resources and materials
- 85% felt it was 'very true' that they had become more confident in their teaching ability
- 85% reported that they were able to apply new teaching strategies in their classrooms as the result of the coaching or training they had received.

Staff rated the CARES program components:

- (1) Ability to access web-based training activities
- (2) Assistance developing implementation plans based on ECERS.
- (3) Feedback that was provided through ECERS

**Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.**

CARES enrolled 127 licensed child care providers in 2014–15, who were employed across more than 50 Kings County state preschool programs, private preschools, and family child care programs. CARES participants included a mix of classroom teachers, teacher's aides, family child care providers, program directors or supervisors, and other ECE program staff. About two-thirds of participants reside in Lemoore (34 percent) or Hanford (33 percent), and the remaining third live in Avenal (13 percent), Corcoran (7 percent), or other communities in Kings County and neighboring areas.

**Describe the measurement tool used in the evaluation to measure the outcome.**





For Fiscal Year July 1, 2015 - June 30, 2016



**For Fiscal Year July 1, 2015 - June 30, 2016**

Program Administrative Data  
 QRIS Matrix  
 Improvement Plans  
 Classroom Assessment Scoring System (CLASS)  
 Early Childhood Environmental Rating Scale (ECERS)

<b>Provide a breakdown of the population served by the following demographic categories</b>	
Children Less Than 3 Years Old	0
Children from 3rd to 6th Birthday	0
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	0
Other Family Members	0
Providers	148
<b>Total Population Served</b>	<b>148</b>

<b>Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.</b>		
Alaska Native/American Indian	0	0
Asian	0	0
Black/African-American	0	0
Hispanic/Latino	0	0
Pacific Islander	0	0
White	0	0
Multiracial	0	0
Other	0	0
Unknown	0	0
<b>Sub Totals</b>	<b>0</b>	<b>0</b>
<b>Total Population Served</b>	<b>0</b>	



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Provide a breakdown of the population served by the language that they primarily speak at home. Report children separate from Parents, Guardians, and Primary Caregivers.

English	0	0
Spanish	0	0
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	0	0
<b>Sub Totals</b>	<b>0</b>	<b>0</b>
<b>Total Population Served</b>	<b>0</b>	



**For Fiscal Year July 1, 2015 - June 30, 2016**

**County: Kings**

**Thursday, September 29, 2016**

**Service Type: Kindergarten Transition Services**



For Fiscal Year July 1, 2015 - June 30, 2016

**Result Type: Improved Child Development**

**Provide the most recent compelling service outcome available for this service.**

The intended outcomes associated with this approach include the following:

Increase number/% of kindergarten serving school sites that have kindergarten transition practices.

Increase the number/% on incoming kindergarten children who are prepared for kindergarten entry.

Increase number/% of children with the material necessary for kindergarten entry.

Parents and teachers surveyed on the value of different L2L activities in supporting school transitions.

408 were asked to rate different transition activities, with responses ranging from 'very helpful (4)' to 'not helpful at all (0)'. The activities that parents perceived to be most beneficial included:

- Visiting their child's classroom (mean = 3.91),
- Meeting with the teacher (mean = 3.91),
- Touring the school (mean = 3.83), and,
- Pre-registering to receive backpacks (mean = 3.81).

**Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.**

Activities targeting children enrolled or enrolling in kindergarten were viewed as more helpful than activities targeting preschool-age children. Overall, parents rated L2L activities highly favorably, with more than half (51%) rating services as 'definitely' helpful in easing the entry into school. Two-thirds felt that their own child's school transition had been 'very successful'. Perceptions held by Spanish speaking parents were comparable to those of English-speakers suggesting that L2L staff and schools succeeded in overcoming barriers to engaging harder-to-reach families. Teacher perceptions of L2L activities were also positive, though more mixed, with 32 percent reporting that transition activities were 'definitely' helpful and 59 percent rating them as at least 'sort of' helpful.

**Describe the measurement tool used in the evaluation to measure the outcome.**



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Transition plans  
 Activity sign-in sheets  
 Program administrative data parents survey  
 Kindergarten teacher survey  
 Backpack distribution data

<b>Provide a breakdown of the population served by the following demographic categories</b>	
Children Less Than 3 Years Old	0
Children from 3rd to 6th Birthday	2330
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	86
Other Family Members	0
Providers	77
<b>Total Population Served</b>	<b>2493</b>

<b>Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.</b>		
Alaska Native/American Indian	5	0
Asian	7	0
Black/African-American	18	0
Hispanic/Latino	501	11
Pacific Islander	0	0
White	131	3
Multiracial	83	1
Other	0	0
Unknown	1585	71
<b>Sub Totals</b>	<b>2330</b>	<b>86</b>
<b>Total Population Served</b>	<b>2416</b>	





For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Provide a breakdown of the population served by the language that they primarily speak at home. Report children separate from Parents, Guardians, and Primary Caregivers.

English	1727	15
Spanish	498	1
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	105	70
<b>Sub Totals</b>	<b>2330</b>	<b>86</b>
<b>Total Population Served</b>	<b>2416</b>	



**For Fiscal Year July 1, 2015 - June 30, 2016**

**County: Kings**

**Thursday, September 29, 2016**

**Service Type: Targeted Intensive Intervention for Identified Special Needs**



For Fiscal Year July 1, 2015 - June 30, 2016

**Result Type: Improved Child Health**

**Provide the most recent compelling service outcome available for this service.**

The support of this initiative – Parent & Me – is the flexibility to do assessments or treatment or support in the community where it is needed. This project supports inclusion and integrates the Parent & Me project with Early Start Program as well as the school district. It is a community resource, provides intentional training to support caregivers, and is especially important for the children who fall through the cracks because their need does not reach the threshold for funding intervention. The training and capacity building activities/coaching also creates knowledgeable community contacts that can screen and link families to special needs services throughout the County of Kings. The Special Needs project does not represent a significant enough investment for the Commission to evaluate the effectiveness of the service separately from the Initiative. Typically the commission does not perform evaluation activities on individual projects with less than \$100,000 budget.

**Provide the comparison data used to determine whether the service outcome was an improvement and specify the origin of the data.**

During FY 2014-2015 the following services were provided:  
230 assessments to children  
276 interventions and treatments  
44 follow-ups conducted by a speech, physical or occupational therapist  
214 providers, teachers, and/or parents received training/support

**Describe the measurement tool used in the evaluation to measure the outcome.**

Program Administrative Data  
Child and Family Data collected through the Program



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

<b>Provide a breakdown of the population served by the following demographic categories</b>	
Children Less Than 3 Years Old	138
Children from 3rd to 6th Birthday	50
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	83
Other Family Members	0
Providers	0
<b>Total Population Served</b>	<b>271</b>

<b>Provide breakdown of the population served by ethnic or racial category. Report children separate from Parents, Guardians, and Primary Caregivers.</b>		
Alaska Native/American Indian	1	1
Asian	0	4
Black/African-American	7	2
Hispanic/Latino	128	45
Pacific Islander	0	0
White	25	12
Multiracial	17	3
Other	3	2
Unknown	7	14
<b>Sub Totals</b>	<b>188</b>	<b>83</b>
<b>Total Population Served</b>	<b>271</b>	



For Fiscal Year July 1, 2015 - June 30, 2016



For Fiscal Year July 1, 2015 - June 30, 2016

Provide a breakdown of the population served by the language that they primarily speak at home. Report children separate from Parents, Guardians, and Primary Caregivers.

English	117	57
Spanish	65	9
Cantonese	0	10
Mandarin	0	0
Vietnamese	0	2
Korean	0	0
Other	3	1
Unknown	3	4
<b>Sub Totals</b>	<b>188</b>	<b>83</b>
<b>Total Population Served</b>	<b>271</b>	





**For Fiscal Year July 1, 2015 - June 30, 2016**

**County: Kings**

**Thursday, September 29, 2016**

**Service Type: Organizational Support**



For Fiscal Year July 1, 2015 - June 30, 2016

**Result Type: Improved Systems of Care**

**Who was the primary audience for the service?**

First 5 Kings County supports multiple agencies throughout the year. During FY 2015-2016 First 5 Kings worked provided support to Local Government Agencies such as County Office of Education, Local School Districts and Department of Public Health; Not for Profit Organizations such as United Way, Local 501c3 and United Cerebral Palsy ;and Local School Districts.

**What were the types of services provided?**

First 5 Kings provided support in planning conferences, writing grants, planning community events, and developing community wide collaboration. The support provided to each agency is based on the event, need and logistics of each event/organization.



For Fiscal Year July 1, 2015 - June 30, 2016



**For Fiscal Year July 1, 2015 - June 30, 2016**

**What was the intended result of the service? What was the community impact of the service?**

The intent of these services is to develop a stronger community collaboration and develop stronger partnership to better serve the zero to five population in Kings County. First 5 consistently seeks out opportunities to support and provide technical assistance in regards to both funded organizations and non-funded organizations.

First 5 Kings County intended to increase the capacity of the organizations it supports to increase the quantity, quality and availability of services in Kings County. Additionally, First 5 Kings County looks to increase the cultural competency of services offered to children 0 to 5, their families and providers receive.



**Annual Report Form 3 (AR-3)  
County Evaluation Summary  
For Fiscal Year July 1, 2015 - June 30, 2016**

**County: Kings**

**Friday, September 30, 2016**

**Provide a description of the evaluation activities completed during the fiscal year**

First 5 Kings County shifted from an annual evaluation approach that took the individual initiatives and created a one year look at various programmatic elements and outcomes. These reports demonstrated the effectiveness of these programs, but failed to deliver deeper analysis such as long-term outcomes and cost effectiveness. During Fiscal Year 2015/2016 a new evaluation framework was developed that will measure all of First 5 Kings County's initiatives in the following ways; on a rotating annual basis, longitudinally over the 5 year strategic plan, and using a cost-benefit analysis. The entire evaluation framework includes indicators, Program Approaches, and Data Sources. This evaluation framework was adopted by the First 5 Kings county Children and Families Commission at the August meeting. The finalized framework has been integrated into the First 5 Kings County Strategic Plan.

First 5 Kings County is using a cost-benefit analysis (CBA) that compares costs to economic social benefits. In this approach, child outcomes are monetized based on their benefit to society. Using the example above, children who show kindergarten readiness will reduce costs incurred by various payers, such as school districts or social service agencies. For example, school districts might save money because children who are kindergarten ready are less likely to require special education services.

For First 5 the CBA approach represents the best way to allot limited funding across different programs. This approach will produce an outcome metric – the cost-benefit ratio – which can be directly compared across programs, as long as a number of caveats are taken into consideration (these caveats are enumerated below). By contrast, a CEA would produce different outcome measures for each program, making them hard to compare.

Once the Evaluation Plan was complete both First 5 Kings County and Evaluation Management & Training (EMT), the evaluation contractor for First 5 Kings, worked to gather baseline data. This information will be used to evaluate the effectiveness of programs in changing the community knowledge, opinions and feelings in regards to parenting, early childhood education and child development.

**Describe the evaluation findings reported during the fiscal year**



**Annual Report Form 3 (AR-3)  
County Evaluation Summary  
For Fiscal Year July 1, 2015 - June 30, 2016**

Due to the implementation of a new strategic plan First 5 Kings County did not produce any evaluation reports during fiscal year 2015-2016. Data was gathered on all major funded projects, this data will be used as a baseline for longitudinal analysis and while evaluating the individual initiatives contained in the Strategic Plan. Additionally First 5 Kings county and EMT developed a social media survey that will run annually on Facebook and other sites that targets individuals living in the various communities in Kings County. The data gathered from this survey will measure awareness, participation and consumer satisfaction in each city. This information will be isolated so that the individual Programs can use the information for targeted outreach, program development, strategic planning, and grant writing.

Individual initiative evaluation reports will resume in FY 16/17 and continue from the remainder of the 2015-2020 strategic plan. At the completion of the 2015-2020 strategic plan a comprehensive report will be generated that provided detail regarding all funding investments.

**Describe the policy impact of the evaluation results**

First 5 Kings County did not produce an evaluation report this fiscal year, therefore there are no policy impact or results to report.