

## Financial Mapping of Commission Expenditures to Annual Report Categories

Fiscal Year 2016/2017

Result 1: Improved Family Functioning		Result 1: Improved Family Functioning	
Other Family Functioning Support Services: FRC Services			
Avenal Family Connection	\$ 90,000	Community Based Organization	\$ 205,936
Corcoran FRC	\$ 115,936	Educational Institution	\$ 515,012
Kettleman City FRC	\$ 90,000	First 5 Commission	\$ -
Hanford Family Connection & Lemoore Family Connection	\$ 425,012		
Distribution of Kit for New Parents	\$ -		
<b>TOTAL</b>	<b>\$ 720,948</b>	<b>TOTAL</b>	<b>\$ 720,948</b>
Result 2: Improved Child Development		Result 2: Improved Child Development	
School Readiness Programs			
UCP Parent & Me	\$ 349,800	Community Based Organization	\$ 439,800
Targeted Intensive Intervention for Children		Educational Institution	\$ 404,062
Special Needs Project	\$ 90,000	First 5 Commission	\$ 162,647
Early Education Provider Programs			
CARES	\$ 404,062		
Kinder Transition Services			
Linkages to Learning	\$ 162,647		
Other Child Development Services			
CSP #2	\$ -		
<b>TOTAL</b>	<b>\$ 1,006,509</b>	<b>TOTAL</b>	<b>\$ 1,006,509</b>
Result 4: Improved Systems of Care		Result 4: Improved Systems of Care	
Service Outreach, Planning, Support and Management			
Program Costs	\$ 128,849	Community Based Organization	0
FRC Program Support	\$ -	Educational Institution	0
Provider Capacity Building, Training and Support		First 5 Commission	\$ 128,849
Professional Learning Community	\$ -		
<b>TOTAL</b>	<b>\$ 128,849</b>	<b>TOTAL</b>	<b>\$ 128,849</b>
<b>PROGRAM EXPENSES</b>	<b>\$ 1,856,306</b>	<b>Community Based Organization</b>	<b>\$ 645,736</b>
<b>ADMINISTRATION</b>	<b>\$ 146,582</b>	<b>Educational Institution</b>	<b>\$ 919,074</b>
<b>EVALUTION</b>	<b>\$ 70,884</b>	<b>First 5 Commission</b>	<b>\$ 508,962</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,073,772</b>	<b>TOTAL EXPENDITURES</b>	<b>\$ 2,073,772</b>



**AR1/AR2 Summary Report**  
**For Fiscal Year July 1, 2016 - June 30, 2017**

County: Kings

Friday, October 13, 2017

<b>Result Area</b>	<b>Service</b>	<b>Status</b>	<b>Total Dollars Spent</b>	<b>Total Number of Children Served</b>	<b>Total Number of Parents/Other Family Members/Providers Served</b>
Improved Family Functioning	Distribution of Kit for New Parent	In Progress	\$0	0	1205
Improved Family Functioning	General Parenting Education and Family Support Programs	In Progress	\$720,948	1224	1158
Improved Child Development	Infants, Toddlers, and All-Age Early Learning Programs	In Progress	\$349,800	208	181
Improved Child Development	Early Education Provider Programs	In Progress	\$404,062	0	262
Improved Child Development	Kindergarten Transition Services	In Progress	\$162,647	2441	60
Improved Child Health	Targeted Intensive Intervention for Identified Special Needs	In Progress	\$90,000	207	98
Improved Systems of Care	Organizational Support	In Progress	\$128,849	0	0



**Annual Report Form 1 (AR-1)  
County Revenue and Expenditure Summary  
For Fiscal Year July 1, 2016 - June 30, 2017**

**County: Kings**

**Thursday, October 12, 2017**

<b>Revenue Detail</b>	
Tobacco Tax Funds	\$1,504,259
Small County Augmentation Funds	\$0
IMPACT	\$361,707
Other Funds	\$1,396
Other Funds Description	Miscellaneous Income
Grants	\$0
Grants Description	
Donations	\$0
Revenue From Interest Earned	\$7,034
<b>Total Revenue</b>	<b>\$1,874,396</b>

<b>Improved Family Functioning</b>	
Community Resource and Referral	\$0
Distribution of Kit For New Parents	\$0
Adult and Family Literacy Programs	\$0
Targeted Intensive Family Support Services	\$0
General Parenting Education and Family Support Programs	\$720,948
Quality Family Functioning Systems Improvement	\$0
<b>Total</b>	<b>\$720,948</b>



**Annual Report Form 1 (AR-1)  
County Revenue and Expenditure Summary  
For Fiscal Year July 1, 2016 - June 30, 2017**

<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	\$404,062
Kindergarten Transition Services	\$162,647
Quality ECE Investments	\$0
Quality ECE Investments Description	
<b>Total</b>	<b>\$916,509</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	\$128,849
Public Education and Information	\$0
<b>Total</b>	<b>\$128,849</b>



**Annual Report Form 1 (AR-1)  
County Revenue and Expenditure Summary  
For Fiscal Year July 1, 2016 - June 30, 2017**

<b>Expenditure Detail</b>	
Program Expenditures	\$1,856,306
Administrative Expenditures	\$147,977
Evaluation Expenditures	\$70,884
<b>Total Expenditures</b>	<b>\$2,075,167</b>
<b>Excess (Deficiency) of Revenues Over (Under) Expenses</b>	<b>(\$200,771)</b>

<b>Other Financing Sources</b>	
Sale(s) of Capital Assets	\$0
Other: Specify Source Below	\$5,005
Other Description	Prior Period Adjustment
<b>Total Other Financing Sources</b>	<b>\$5,005</b>

<b>Net Change in Fund Balance</b>	
Fund Balance - Beginning July 1	\$2,058,158
Fund Balance - Ending June 30	\$1,862,392
<b>Net Change In Fund Balance</b>	<b>(\$195,766)</b>

<b>FY Fund Balance</b>	
Nonspendable	\$0
Restricted	\$0
Committed	\$1,862,392
Assigned	\$0
Unassigned	\$0
<b>Total Fund Balance</b>	<b>\$1,862,392</b>



**Annual Report Form 1 (AR-1)  
County Revenue and Expenditure Summary  
For Fiscal Year July 1, 2016 - June 30, 2017**

**Expenditure Notes**

General Fund Budgetary Highlights

Budget comparisons for Proposition 10 revenue and expenditures reveal minor variances from previous spending trends. These variances are explained below.

? Increase Salary Expenses:

During FY 16/17 there was an increase in staffing costs due to a Cost of Living Adjustment and regularly scheduled step increases.

? Increase to Program Expenses:

In FY 15/16 a surplus of Program supplies were used in the Linkages to Learning project. Specifically the Backpack to Success project distributed over 1,000 from inventory, additional backpacks were not required during FY 15/16. Going forward there will no longer be a surplus of inventory and backpacks will be distributed the year that they are purchased.

? Increase to Travel Expenses:

In FY 16/17 there was an opportunity for staff to be trained in the Parent as Teachers (PAT) program and curriculum. This is a one time cost preparing for the development and launch of a volunteer home visitation program.

? Increase to Administration Allocation:

The methodology used to calculate and distribute the Administrative Allocation by the Kings County Department of Public Health was changed. The new formula distributes costs based on a percentage of Employee Salaries instead of Full Time Equivalency (FTE).

? Increase to E3 Initiative:

FY 16/17 marked the second year of the IMPACT project in partnership with First 5 California. The first year consisted mostly of planning, development and outreach. The second year the majority of the project services were delivered increasing the number of teachers and childcare sites.



**For Fiscal Year July 1, 2016 - June 30, 2017**

**County: Kings**

**Thursday, October 12, 2017**

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



For Fiscal Year July 1, 2016 - June 30, 2017

**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 the 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, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

<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	1205
Other Family Members	0
Providers	0
<b>Total Population Served</b>	<b>1205</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	1205
<b>Sub Totals</b>	<b>0</b>	<b>1205</b>
<b>Total Population Served</b>	<b>1205</b>	



For Fiscal Year July 1, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

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	800
Spanish	0	405
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>1205</b>
<b>Total Population Served</b>	<b>1205</b>	



**For Fiscal Year July 1, 2016 - June 30, 2017**

**County: Kings**

**Friday, October 13, 2017**

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



For Fiscal Year July 1, 2016 - June 30, 2017

**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, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

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	719
Children from 3rd to 6th Birthday	505
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	1158
Other Family Members	0
Providers	0
<b>Total Population Served</b>	<b>2382</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	9
Asian	42	55
Black/African-American	36	32
Hispanic/Latino	890	865
Pacific Islander	6	6
White	124	141
Multiracial	103	20
Other	10	15
Unknown	8	15
<b>Sub Totals</b>	<b>1224</b>	<b>1158</b>
<b>Total Population Served</b>	<b>2382</b>	





For Fiscal Year July 1, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

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	686	631
Spanish	529	502
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	3	11
Unknown	6	14
<b>Sub Totals</b>	<b>1224</b>	<b>1158</b>
<b>Total Population Served</b>	<b>2382</b>	



**For Fiscal Year July 1, 2016 - June 30, 2017**

**County: Kings**

**Friday, October 13, 2017**

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



For Fiscal Year July 1, 2016 - June 30, 2017

**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, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

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	162
Children from 3rd to 6th Birthday	46
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	181
Other Family Members	0
Providers	0
<b>Total Population Served</b>	<b>389</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	5	5
Black/African-American	0	0
Hispanic/Latino	172	152
Pacific Islander	0	1
White	15	14
Multiracial	14	7
Other	2	2
Unknown	0	0
<b>Sub Totals</b>	<b>208</b>	<b>181</b>
<b>Total Population Served</b>	<b>389</b>	



For Fiscal Year July 1, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

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	96	77
Spanish	112	103
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	1
Unknown	0	0
<b>Sub Totals</b>	<b>208</b>	<b>181</b>
<b>Total Population Served</b>	<b>389</b>	





**For Fiscal Year July 1, 2016 - June 30, 2017**

**County: Kings**

**Friday, October 13, 2017**

**Service Type: Early Education Provider Programs**



For Fiscal Year July 1, 2016 - June 30, 2017

**Result Type: Improved Child Development**

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

Kings County preschool QRIS programs (n =18) were rated in the high-quality range on measures of emotional support (mean = 6.08), and within the mid-quality range in the areas of classroom organization (mean = 5.57). Programs received lower quality ratings on the dimension of instruction support (mean =2.44) indicating an area of need for continuous quality improvement efforts. Toddler QRIS programs (n=4) were rated as high quality on EBS (mean = 6.07) and mid-range quality on ESL.

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

Participating QRIS early care and education programs enrolled a total of 4,339 children 0 to 5 years countywide, including 172 infants, 371 toddlers, 1,580 preschool-age children, and 2,216 children served in alternative enrollment sites. Alternative enrollments, who account for more than half of participating children (51%) countywide, were served through family resource centers or UCP Parent & Me programs.

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

Program Administrative Data  
Classroom Assessment Scoring System(CLASS)  
Early Childhood Environmental Rating Scale (ECERS)  
iPinwheel Data



For Fiscal Year July 1, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

<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	262
<b>Total Population Served</b>	<b>262</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, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

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, 2016 - June 30, 2017**

**County: Kings**

**Friday, October 13, 2017**

**Service Type: Kindergarten Transition Services**



For Fiscal Year July 1, 2016 - June 30, 2017

**Result Type: Improved Child Development**

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

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.**

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).

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

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





For Fiscal Year July 1, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

<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	2441
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	0
Other Family Members	0
Providers	60
<b>Total Population Served</b>	<b>2501</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	107	0
Asian	30	0
Black/African-American	41	0
Hispanic/Latino	1417	0
Pacific Islander	0	0
White	488	0
Multiracial	181	0
Other	12	0
Unknown	165	0
<b>Sub Totals</b>	<b>2441</b>	<b>0</b>
<b>Total Population Served</b>	<b>2441</b>	



For Fiscal Year July 1, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

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	1780	0
Spanish	511	0
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	0	0
Unknown	150	0
<b>Sub Totals</b>	<b>2441</b>	<b>0</b>
<b>Total Population Served</b>	<b>2441</b>	



**For Fiscal Year July 1, 2016 - June 30, 2017**

**County: Kings**

**Friday, October 13, 2017**

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



For Fiscal Year July 1, 2016 - June 30, 2017

**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:  
202 assessments to children  
223 interventions and treatments  
38 follow-ups conducted by a speech, physical or occupational therapist  
222 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, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

<b>Provide a breakdown of the population served by the following demographic categories</b>	
Children Less Than 3 Years Old	175
Children from 3rd to 6th Birthday	32
Children - Ages Unknown (birth to 6th Birthday)	0
Parents/Guardians/Primary Caregivers	98
Other Family Members	0
Providers	0
<b>Total Population Served</b>	<b>305</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	8	3
Black/African-American	4	2
Hispanic/Latino	133	62
Pacific Islander	2	1
White	31	10
Multiracial	25	2
Other	3	5
Unknown	0	12
<b>Sub Totals</b>	<b>207</b>	<b>98</b>
<b>Total Population Served</b>	<b>305</b>	





For Fiscal Year July 1, 2016 - June 30, 2017



For Fiscal Year July 1, 2016 - June 30, 2017

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	135	70
Spanish	63	18
Cantonese	0	0
Mandarin	0	0
Vietnamese	0	0
Korean	0	0
Other	6	6
Unknown	3	4
<b>Sub Totals</b>	<b>207</b>	<b>98</b>
<b>Total Population Served</b>	<b>305</b>	



**For Fiscal Year July 1, 2016 - June 30, 2017**

**County: Kings**

**Friday, October 13, 2017**

**Service Type: Organizational Support**



For Fiscal Year July 1, 2016 - June 30, 2017

**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 2016-2017 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, 2016 - June 30, 2017



**For Fiscal Year July 1, 2016 - June 30, 2017**

**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, 2016 - June 30, 2017**

**County: Kings**

**Friday, October 13, 2017**

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

The evaluation has three key components that include the following:

- (1) countywide monitoring of community archival indicators selected by First 5 California to provide standard measurement of community conditions related to children's health and early development,
- (2) evaluation of funded initiatives using measurement of key result indicators defined by the First 5 Kings County Commission, and
- (3) a cost-benefit analysis covering the five-year funded period that will inform decisions regarding future resource allocation.

The present report is an interim evaluation update that highlights data findings through the 2015–16 fiscal year. The report presents baseline data for selected result indicators for the 2014–15 fiscal year with comparisons to 2015–16. In some instances, indicators and data sources outlined in the Strategic Plan are continuing to be developed and will be included as future data points.

The report is structured into three sections.

The first section presents community archival indicators proposed by First 5 California to support standardized outcome measurement across counties.

The second section presents data supporting measurement of selected performance indicators for each funded initiative.

The third section concludes the report with summary findings related to the overall status of program implementation and trends in program performance over time, 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.

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



## **Annual Report Form 3 (AR-3) County Evaluation Summary For Fiscal Year July 1, 2016 - June 30, 2017**

The First 5 Kings County interim evaluation update serves as a data snapshot for FY 2015–16 that documents the scope and reach of Commission investments in early education, health, and family support for families with young children 0 to 5 years. These investments fund a mix of long-standing programs with successful track records of service to local Kings County communities, as well as newly funded initiatives that have expanded the scope and impact of Commission investments over time. The report highlights the efforts of multiple funded partner agencies working with the Commission to bring resources to high need children and families and to enhance early childhood systems of care. The First 5 Kings County evaluation approach was guided by a results-based accountability framework, outlined in the 2015–20 Strategic Plan, that defines sets of performance indicators within key result areas to monitor performance over time. Most result indicators are framed as targeted increases in service outputs or related outcomes. As such, the interim evaluation report compares baseline and follow-up data points between FY 2014–15 and FY 2015–16 and provides measurement of growth in outputs over time.

It is important to note that although performance indicators target increases in service delivery as a measure of program success, due to changes in the funding landscape and resulting declines in the Commission's revenue base, programs will face challenges continuing to maintain service levels. Moving forward, First 5 Kings County staff and funded partners should increasingly pursue resource development and collaborative strategies that enable programs to identify new funding streams and better leverage existing resources. The evaluation team will continue to actively monitor the impacts of declining tax revenues, not only on the number of participants reached, but on the scope and quality of services delivered, and will incorporate new measures of systems integration, collaboration, and resource development.

First 5 Kings County has been successful in bringing in new sources of revenue, most notably, to support early care and education program quality improvements. The QRIS approach is still in its early developmental phase. As program sites increase participation and as the iPinwheel data system infrastructure becomes more fully developed, more information can be gleaned regarding the overall scope of quality improvement efforts countywide, and their corresponding impact on children's access to quality early care and education environments.

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





**Annual Report Form 3 (AR-3)  
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Next steps for the evaluation will include continuing refinement of measurement approaches to best capture program accomplishments and to expand the number of reliable metrics available to assess community conditions and program-related performance (e.g., kindergarten readiness assessments, QRIS quality indicators, community surveys assessing awareness). As additional metrics are expanded and refined, the evaluation team will continue to monitor program performance longitudinally, and will be positioned to use data to assess relative costs and benefits of funded initiatives, as an additional tool to support future planning and funding decision-making.