



FY 2018-19

EVALUATION REPORT

Our goal is to enhance the network of support services for families with children ages 0 to 5 years.

Table of Contents

- Overview.....1**
- Programs and Evaluation**
 - Improved Family Functioning**
 - Home Visiting.....4**
 - Improved Child Development**
 - School Readiness.....11**
 - Family Behavioral Health.....16**
 - Childcare Quality.....19**
 - Child Health**
 - Oral Health.....23**
 - Child Safety.....25**
- Appendices**
 - I, Home Visiting.....27**
 - II, Transition to School.....29**
 - III, Early Literacy.....31**
 - IV, Peapod Playgroups.....33**
 - V, Childcare Quality.....36**
 - VI, Childcare Availability.....38**
 - VII, Child Health.....39**
 - VIII, Results and Indicators.....40**
 - IX, Fiscal Overview.....43**
 - X, Mono County 2017 Child Care Portfolio.....44**

OVERVIEW

The California Children and Families Act (also known as Proposition 10 or “First 5”) was enacted in 1998, increasing taxes on tobacco products to fund services that promote early childhood development from prenatal to age 5. Mono County currently receives an annual baseline revenue of \$350,000 from tobacco tax allocations and the Small Population County Funding Augmentation from First 5 California. To access these funds, First 5 Mono adopted the 2019-2024 Strategic Plan which describes how Proposition 10 funds will be used to promote a comprehensive and integrated system of early childhood development services.

The Mono County Children and Families Commission, First 5 Mono, was created in 1999 by the Mono County Board of Supervisors to:

- Evaluate the current and projected needs of children birth to five years old.
- Develop a strategic plan describing how to address community needs.
- Determine how to expend local First 5 resources.
- Evaluate the effectiveness of funded programs and activities.

This 2018-19 Evaluation Report helps fulfill the intended function of First 5 Mono, meet state and local requirements, and evaluate funded programs for the purposes of continuous quality improvement. This report includes data on the 19 indicators included in the 2019-2024 Strategic Plan and details of funded programs. The format of the report was guided by Small Population County Funding Agreement requirements and example content from First 5 California.

Throughout the year, First 5 Mono collects participation and survey data from funded programs to monitor and evaluate funded programs. Findings, conclusions, and recommendations in this report are based on evaluation results and describe they are linked to program improvements and funding decisions.

Using US Census American Fact Finder data from 2020, the population estimate for Mono County in 2018 is 14,250 and the 0-5 population is estimated at 691, 5% of the overall population, a decrease of 26 children from the 2017 projection. According to the 2017 Childcare Portfolio, 95 children 0-5 were living in poverty, 13% of the 0-5 population estimate (Appendix XI, Page 44).

First 5 Mono programs served the following number and percent of the 0-5 population (numbers for each program are unduplicated unless otherwise noted, but across programs numbers include duplicates):

- Improved Family Functioning
 - Home Visiting: 150, 22%
- Improved Child Development
 - CDBG Preschools 10, 1%
 - Childcare Quality System 717, 100% includes duplicates

- Footsteps2brilliance 35, 5%
- Peapod Playgroups 143, 21%
- Raising A Reader 177, 26%
- Summer Bridge 46, 7%
- Improved Child Health
 - Oral Health: 114, 17%
 - Safe Kids: 159, 23%
- First 5 Mono Home Visiting demographics:
 - Child Race/Ethnicity
 - Non-Hispanic 74
 - White: 67
 - Black or African American: 1
 - Multi-race: 6
 - Hispanic 76
 - Multi-race: 71
 - White: 5
 - Family Area of Residence
 - Benton, Chalfant, Paradise: 1
 - Mammoth Lakes, Crowley Lake, Sunny Slopes: 119
 - June Lake, Lee Vining, Mono City: 4
 - Bridgeport, Walker, Coleville, Walker, Topaz: 12

Key Findings

- Home Visiting
 - Participating families have improved parental knowledge, understanding, and engagement in promoting their children’s development and physical and mental health.
 - Many enrolled children not already receiving special needs services received developmental screenings (n=138), 72, 54%
 - Mothers participating in First 5 Mono Home Visiting have increased breastfeeding rates compared to California mothers.
- Oral Health
 - Children at kindergarten entry have a high percentage of untreated carries, 33%
- Peapod Playgroups
 - Participating families are receiving child-development and parenting education.

Due to the data, findings, and conclusions herein, First 5 Mono County will continue to fund its currently funded programs in FY 2019-20 while implementing measures to improve quality. First 5 Mono will also continue to work with community partners to leverage supports around investment

areas and the well-being of children birth to five and their families. Some difficult funding decisions lie in our future with Small Population Funding Augmentations (SPCFA) seeking a new round of funding in 2020-21. SPCFA is projected to decrease by \$50,000 due to a slight decline in birthrate will trigger the decrease unless a new funding formula is introduced with the new hoped-for funding cycle. Given this potential revenue decline in FY 2020-21, this evaluation examines efficacy, duplication of efforts across agencies, and rates of participation for the purposes of allocating funding to the most impactful initiatives for Mono County.

During the 2018-19 Strategic Planning process, the Commission identified the Summer Bridge program as not meeting the goals of: 1) improving school readiness, and 2) maximizing the use of funds. Data herein demonstrates that children who participated in Summer Bridge had a readiness rate of 50%, with an overall readiness rate of 51%. Funds allow for enrollment of 60 students in Mammoth Lakes, but over the last several years enrollment was consistently low. Between 2014 and 2018, an average of 37 students participated leaving an average of 23 slots, 38% of the available slots, empty each year. The program began as a First 5 California-funded School Readiness initiative. After state-specific funding ceased, the First 5 Mono Commission opted to continue allocating discretionary funds. Due to the projected \$50,000 decline in FY 2020-21 due to the declining birth rate and the analysis above, the 5-year fiscal plan suspends Summer Bridge funding after FY 20-21.

Another currently funded program deeply considered during the Strategic Planning process was the Oral Health. While First 5 Mono has continued to use discretionary funds for this initiative originally funded by First 5 California, Mono County Public Health now receives funding dedicated to oral health. Consideration for this funding includes knowledge that the 0-5 population still has significant oral health needs--33% of entering kindergartners in the County have untreated cavities. Given program overlap with a partner agency, the First 5 Mono Commission will consider this initiative as a specific agenda item prior to the next evaluation report.

PROGRAMS AND EVALUATION

IMPROVED FAMILY FUNCTIONING HOME VISITING

Home Visiting is included in the First 5 Mono Strategic Plan because it is nationally recognized as a strong strategy to improve outcomes for children and families. Home Visiting is an effective tool to: improve family functioning, decrease child abuse, and improve school readiness and literacy¹. In partnership with Mammoth Hospital, First 5 also provides lactation services through its Home Visiting efforts. Individual breastfeeding support in Labor and Delivery, at home, and through the group meeting Café Mom, enhances the will and ability for moms to sustain breastfeeding, positively contributing to overall childhood health.

The 2018-19 investment in Home Visiting was \$183,039 which includes the following:

1. Welcome Baby!: 9 visits to families with a child prenatal to one year old, visit frequency increases with family stressors.
2. Parenting Partners: 3-24 visits a year depending on need for families with stressors and a child one year old to kindergarten entry.
3. CalWORKS Home Visiting: 24 visits a year for 3 years

First 5 Mono conducts the Home Visiting programs with funding support from First 5 California Small Population County Funding Augmentation (SPCFA) (\$140,043) and Mono County Department of Social Services Community Based Child Abuse Prevention (CBCAP) and Child Abuse Prevention, Intervention, and Treatment (CAPIT) grants (\$33,000). The CalWORKS Home Visiting Initiative, funded through Mono County Department of Social Services (\$9,996), began in FY 2018-19 for families enrolled in Cal WORKS to receive two visits a month for 3 years.

¹ Promising Practice Local Model: Modified Parents as Teachers Evidence-based framework: Pfannenstiel, J. C., & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.

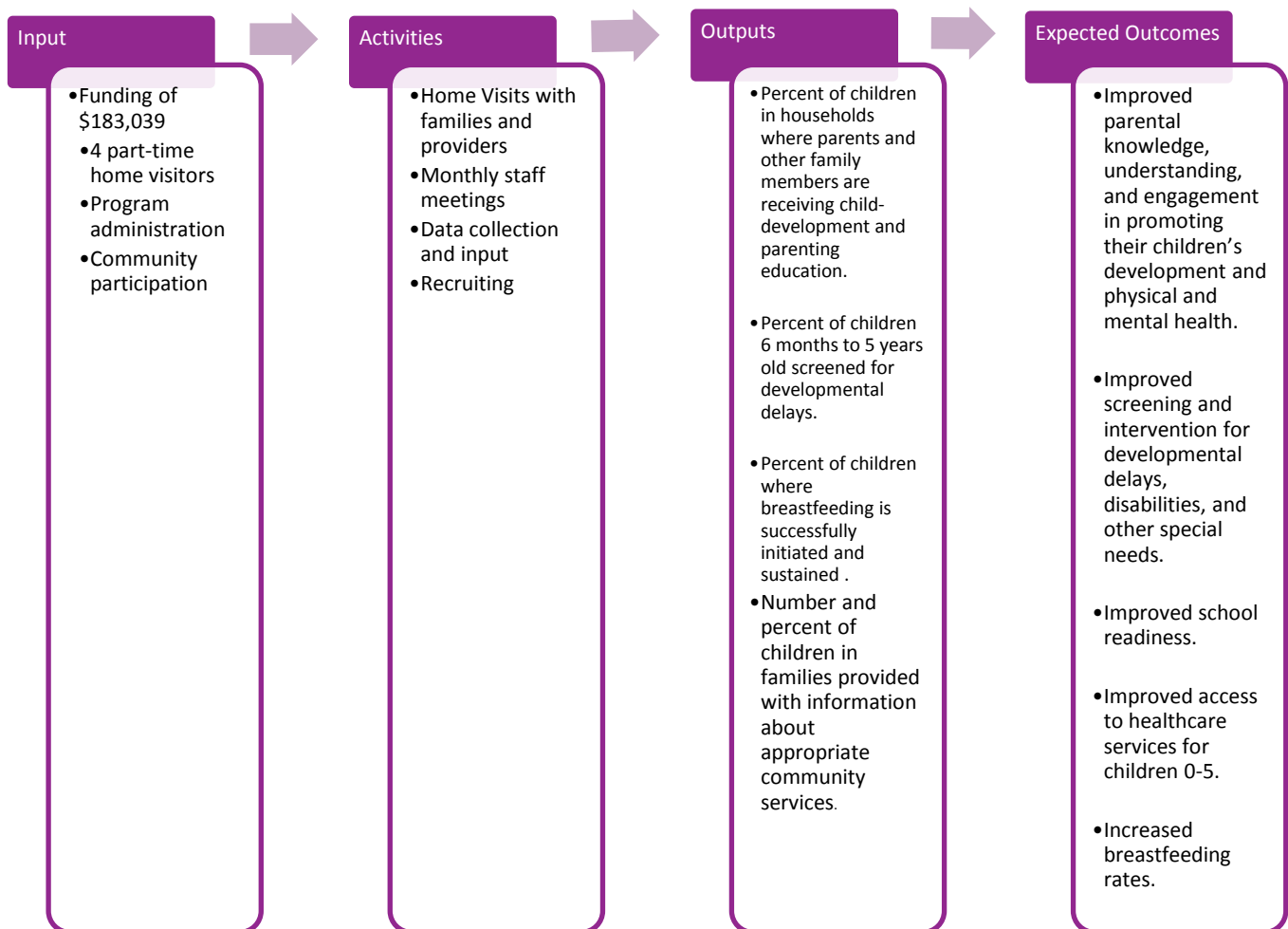
Snow, C.E., Burns, M., and Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

Parents as Teachers has a long history of independent research demonstrating effectiveness. For more details, refer to the Parents as Teachers evaluation brochure or Web site, www.parentsasteachers.org.

Program objectives include:

- Facilitate parents' role as their child's first and most important teacher
- Provide information on typical child development
- Stimulate child development by providing age-appropriate activities
- Increase and support breastfeeding and literacy activities
- Link families to community services and support access to services
- Conduct developmental screenings and refer families to early intervention programs
- Provide culturally competent services in Spanish and English
- Facilitate optimal family functioning
- Decrease child abuse and neglect

Logic Model



Evaluation Findings and Conclusions

1. Are parents participating in Home Visiting receiving child development and parenting education? (indicator 14, page 41) Yes

- Data Source: Home Visiting exit surveys and resource referrals (below)
 - Table 1: Parenting Partners Exit Survey

<i>scale of 1 (strongly disagree) to 5 (strongly agree)</i>	N=6	Before Program Average	After Program Average	Change
<i>I know how to meet my child's social and emotional needs.</i>		3.3	4.3	1
<i>I understand my child's development and how it influences my parenting responses.</i>		3	4.2	1.2
<i>I regularly support my child's development through play, reading, and shared time together.</i>		4	4.5	.5
<i>I establish routines and set reasonable limits and rules for my child.</i>		3.3	4.3	1
<i>I use positive discipline with my child.</i>		3.7	4.2	.5
<i>I make my home safe for my child.</i>		4.2	4.7	.5
<i>I am able to set and achieve goals.</i>		3.5	4	.5
<i>I am able to deal with the stresses of parenting and life in general.</i>		3	4.2	1.2
<i>I feel supported as a parent.</i>		2.8	4.2	1.4
Total				7.8

- Table 2: Welcome Baby! And Parenting Partners Exit Surveys

	Strongly Agree FY 18-19 N=16	Strongly Agree FY 17-18 N=26
<i>I feel comfortable talking with my parent educator.</i>	94%	100%
<i>I would recommend this program to a friend</i>	94%	100%
<i>My parent educator gives me handouts that help me continue learning about parenting and child development.</i>	94%	93%
<i>My parent educator is genuinely interested in me and my child.</i>	94%	93%
<i>My parent educator encourages me to read books to my child.</i>	88%	93%
<i>This program increases my understanding of my child's development.</i>	69%	87%
<i>My parent educator helps me find useful resources in my community.</i>	75%	80%
<i>Activities in the visits strengthen my relationship with my child.</i>	69%	73%
<i>I feel less stressed because of this program.</i>	50%	73%

• Table 3: Resource Referrals

<i>Community Resource</i>	<i>FY 2016-17</i>		<i>FY 2017-18</i>		<i>FY 2018-19</i>	
	<i>Referred</i>	<i>Accessed</i>	<i>Referred</i>	<i>Accessed</i>	<i>Referred</i>	<i>Accessed</i>
<i>Adult Education</i>	8	1	17	2	5	1
<i>Dental Services</i>	1	0	2	1	4	1
<i>Early Intervention</i>	9	6	10	5	16	4
<i>Early Education Setting & General Childcare/Preschool Information</i>	8	3	21	9	16	5
<i>Financial Resources</i>	4	2	13	1	4	0
<i>Food Resources (WIC, IMACA, DSS)</i>	0	0	6	2	8	1
<i>General Parenting or Social Support, Community Participation/Recreation</i>	41	11	102	33	104	21
<i>Health Insurance</i>	-	-	-	-	1	0
<i>Language/Literacy Activities</i>	6	1	19	4	8	1
<i>Medical Services</i>	7	2	10	5	10	6
<i>Mental Health Services</i>	9	5	9	4	12	5
<i>Subsidy for Child Care/Preschool</i>	1	0	2	0	1	0
<i>Domestic Violence Services</i>	1	1	3	3	0	0
<i>Other (injury prevention, crisis intervention, employment and legal resources)</i>	2	0	13	2	16	2
Total	97	32	227	71	104	47
% Referrals Accessed	33%		31%		45%	

- Findings: Survey data yielded agreement of 70% or higher in measures pertaining to child development and parenting and an increase in activities related to child development after program participation. Referral data demonstrates parent engagement in accessing resources related to health and development and referrals to support families.
- Conclusion: The program is achieving this outcome

2. Does Home Visiting improve screening and intervention for developmental delays, disabilities, and other special needs? (indicator 4, page 40) Yes

- Data Source: Ages and Stages Questionnaire (ASQ) screening data

- Table 4: Home Visiting Ages and Stages Questionnaire Developmental Screenings

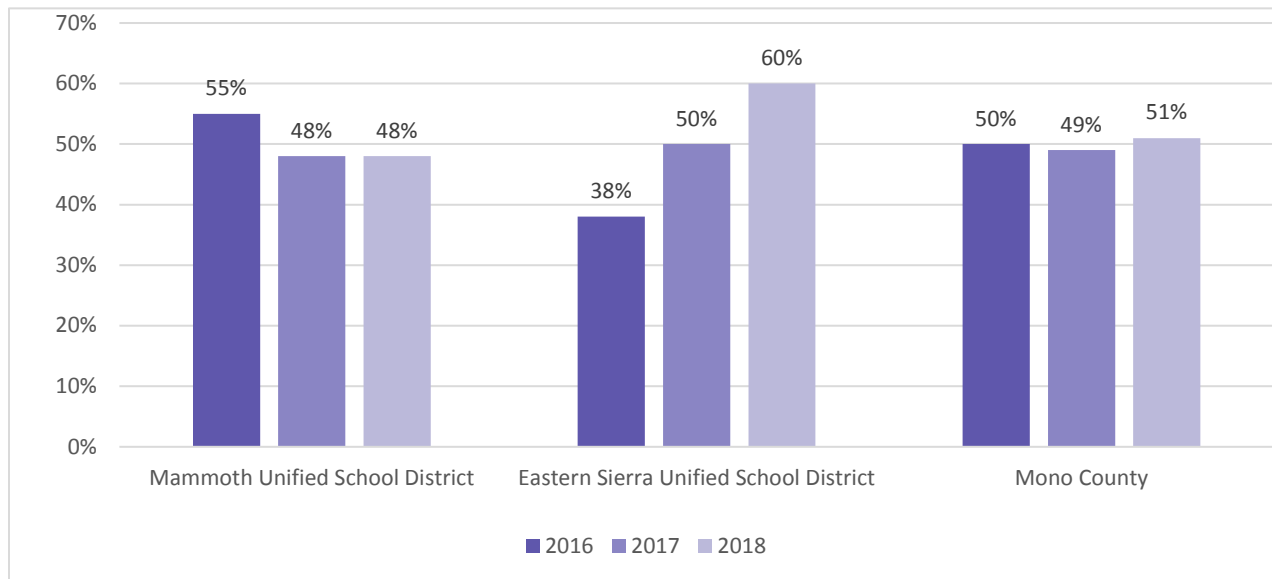
	<i>Number of children</i>	<i>Percent of children without an identified delay or disability n=138</i>
<i>Screenings Completed</i>	72*	54%
<i>With one or more identified concern(s)</i>	21	29% of those screened
<i>Who received Early Intervention Services as a result of a screening</i>	4	6% of those screened

*children are not screened for the following reasons: under 4 months old or less than 3 home visits.

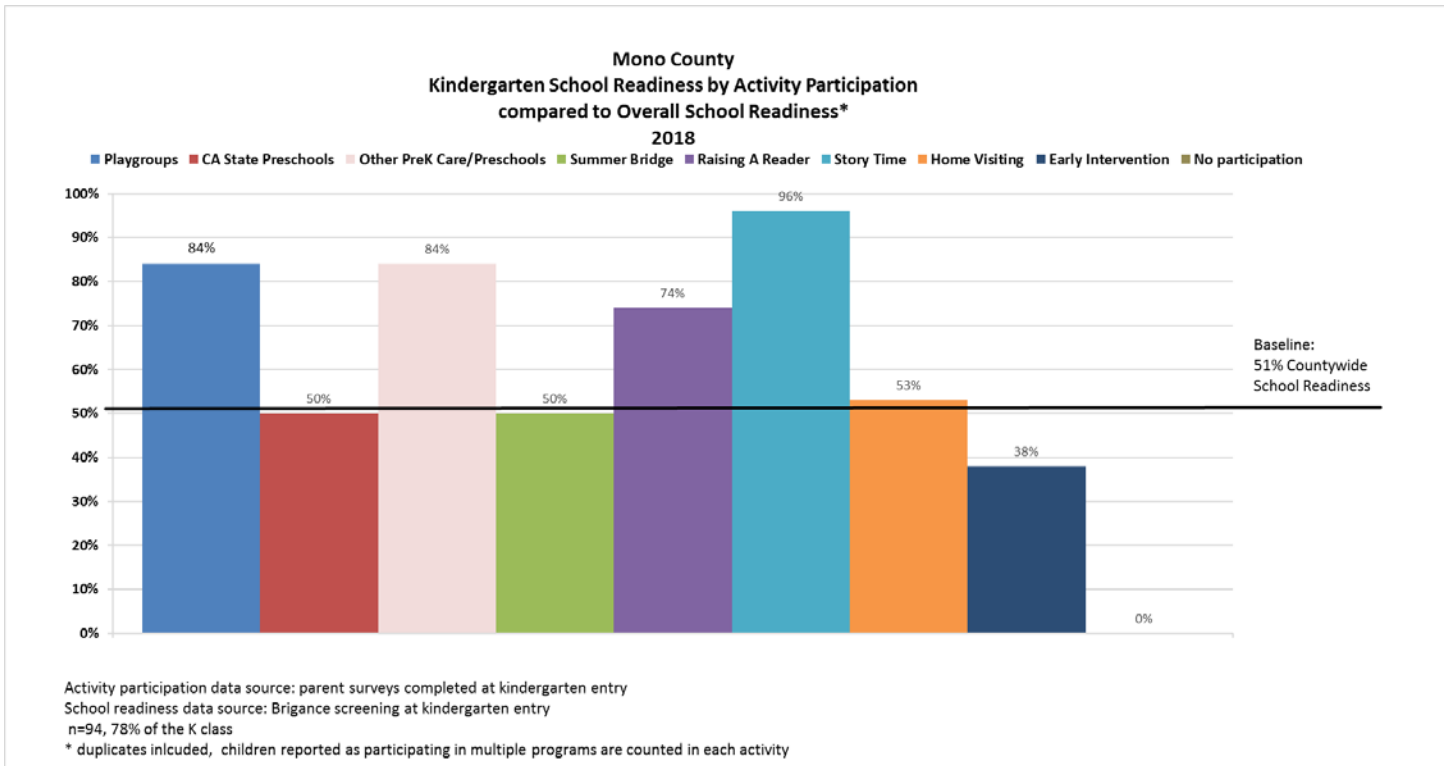
- Finding: 54% of enrolled children without an identified delay received a screening. Of those screened, 29% had a concern identified, and 6% of all children screened received early intervention services because of a screening. Only 6% of children with a screening received services compared to 29% for whom a concern was identified for the following reasons:
 1. Concerns were addressed by providing activities to families that lead to growth to the extent that there was no longer a concern;
 2. The parents refused a referral; 3) after assessment by early intervention specialists, the concern did not meet the threshold to qualify for early intervention services.
- Conclusion: The program is achieving this outcome; however, the program will seek to improve the rate of screening.

3. Does Home Visiting improve school readiness? (indicator 9, page 41) Yes

- Data Source: Kindergartners Assessed as School ready and Kindergarten School Readiness by Activity Participation (both below)
 - Figure 1: Kindergartners Assessed as School Ready by District 2016-2018



- Figure 2: Percent of Kindergartners Assessed as School Ready by Program Participation 2018.

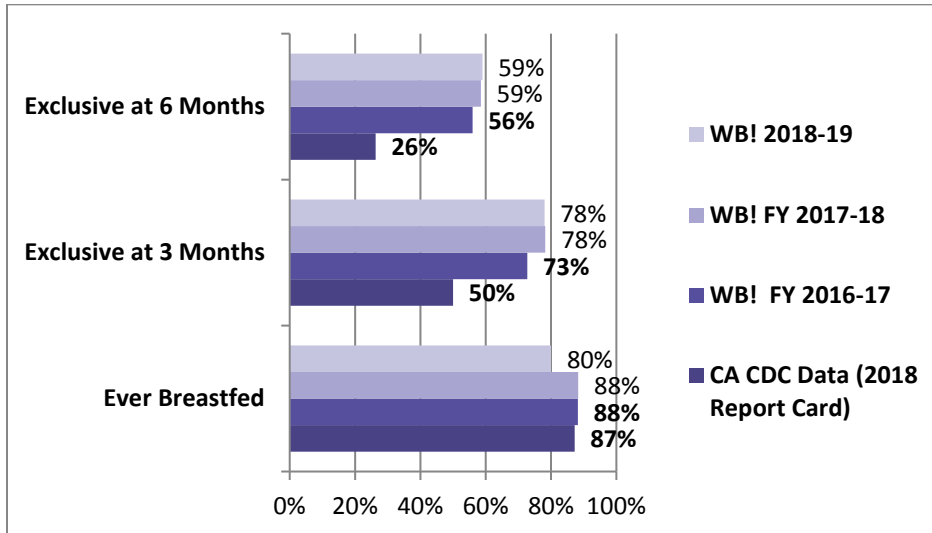


- Finding: Compared to an overall school readiness rate of 51%, 53% of children who participated in Home Visiting were assessed as school ready. Compared to the school readiness rate of 0 for children who did not participate in any early learning programs, 53% is a marked improvement. Overall, school readiness continues to hover around 50%.
- Conclusion: Children who participate in Home Visiting are 53% more likely to be school ready than those who did not participate in any early learning programs, and slightly more likely (2%) to be assessed as school ready than the cohort as a whole. We do not have data on the kindergarteners' demographic characteristics, e.g., how many come from families with low income, low educational attainment, or other stressors. If the proportion of children experiencing stressors served through Home Visiting (35%) was higher than those of the kindergarten cohort as a whole, it would point to significant readiness gains for children enrolled in Home Visiting. At the February 2019 Strategic Planning Retreat, the Commission asked staff to seek additional funding to fund home visiting to model fidelity as school readiness is a demonstrated outcome of model-fidelity home visiting.

4. Do children whose mothers participate in Home Visiting have increased breastfeeding rates? (related indicator:15, page 42) Yes

- Data Source: Visit records

- Figure 3: Breastfeeding Rates for Moms Enrolled in First 5 Mono Home Visiting Compared to California 2016-17 to 2018-19



- Finding: Mothers enrolled in Welcome Baby! exclusively breastfed at 3 and 6 months at a substantially higher rate than the state rate for the last 3 years.
- Conclusion: The program is achieving this outcome.

5. Is the number of parents participating high or increasing for the following age ranges: prenatal to 1 and prenatal to 5? (indicators, 2 & 3, page 40) TBD

- Data Source: participation in home visiting: 66% of parents with a child prenatal to age 1 participated while 22% of parents with a child prenatal to 5 did.
- Finding: A higher number of parents with infants access home visiting. As infants have been the funding focus of the program, this is a success.
- Conclusion: This will serve as the baseline to gauge participation in the years to come.

6. Is the percent of children 0-5 with the expected BMI high or increasing? Yes (indicator 16, page 42). Data from Mammoth Hospital; Finding: this is increasing; Conclusion: Continue to educate parents on healthy nutrition.

The Commission will continue to fund Home Visiting programs as program-specific evaluation results indicate achievement of the desired outcomes. Thanks to funding allocated by the Mono County Board of Supervisors and funded by the taxpayers of Mono County, home visiting will be conducted to model fidelity in the 2019-2020 fiscal year and significant gains in the evaluation results are expected over the next 5 years as children receiving visits to model fidelity enter kindergarten.

IMPROVED CHILD DEVELOPMENT

SCHOOL READINESS

A child's education begins very early. Since school-based educational systems do not begin until 3-5 years of age, First 5 and community partners offer programs to help prepare children for school in the early years. School readiness programs include all Mono County public elementary schools, childcare and preschool centers, special needs programs, and the Mono County Library System. The FY 2018-19 investment in school readiness was \$82,066 with funding support from First 5 SPCFA (\$82,063). For all incoming kindergartners planning to attend a public school, First 5 Mono funds transition to school support including Kindergarten Round Up (which First 5 also implements in partnership with the schools), Summer Bridge, and incoming kindergarten assessments (Conducted by Eastern Sierra and Mammoth Unified School Districts). Early literacy investments include: Raising A Reader and Story Time (conducted and partially funded by Mono County Libraries), Readers' Theatre and First Book (conducted and funded by First 5 Mono), and Footsteps2brilliance (operated and primarily funded by Mono County Office of Education with funding support from First 5 Mono and Mono County) .

The objectives and a brief description for the programs funded in this category are as follows:

Transition to School Programs

Kindergarten Round Up: informational meeting held at all public elementary schools in the County

Objectives:

- Introduce families and children to the school, teachers, principal, and each other
- Provide information on entering school and kindergarten readiness
- Facilitate children and families' smooth transition into the education system
- Enroll children in kindergarten
- Sign children up for Summer Bridge

Summer Bridge: two week kindergarten transition program held in the summer for incoming kindergartners

Objectives:

- Identify children's skill development needs before school begins
- Improve school readiness

Incoming Kindergarten Assessments: school readiness assessments conducted by teachers in the first month of school

Objectives:

- Assess students' school readiness
- Identify children's skill development needs

Early Literacy Programs

Raising A Reader: book bags distributed by libraries and early learning programs

Objectives:

- Increase literacy for young children
- Encourage use of the library system
- Increase parental and care-provider literacy activities

Readers' Theatre: a literacy program provided to licensed childcares

Objectives:

- Increase literacy for young children
- Increase care-provider literacy activities

Footsteps2brilliance: a literacy application

Objective:

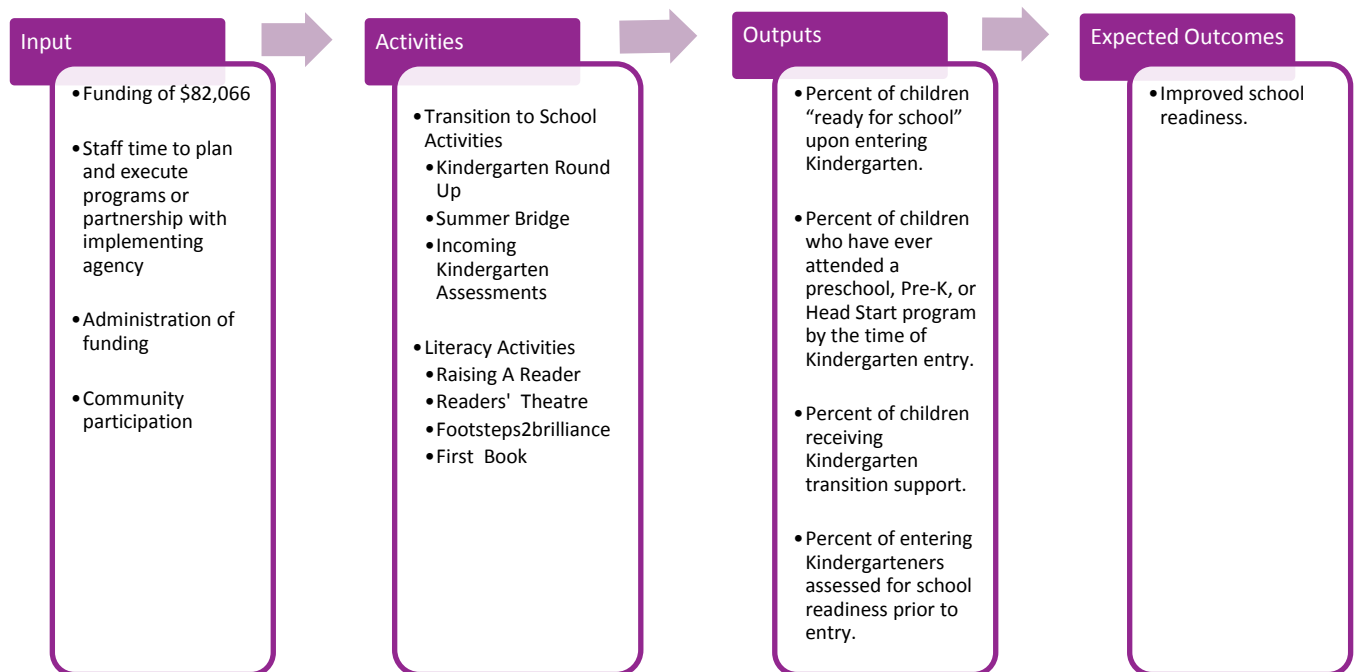
- Increase literacy for young children

First Book: free children's books

Objectives:

- Increase parent-child literacy activities
- Facilitate positive parent-child interaction

Logic Model



Evaluation Findings and Conclusions

1. Is the percent of children “ready for school” upon entering kindergarten increasing? (indicator 9, page 41) Yes, but minimally

- Data Source: Brigance Assessments (Figure 1, Page 8)
- Finding: Readiness increased to 51% from 49% last year
- Conclusion: While school readiness has been a major investment for 19 years, only in the last 3 years was a standardized universal assessment used to measure school readiness. The Percent of Kindergartners Assessed as School Ready by Program Participation (Figure 2, Page 10) demonstrates that funded programs support school readiness across the county. Although the school readiness rate is low, 51%, and improvement is a goal, without current investments in early learning our County school readiness rates would be much lower.

2. Is the percent of children who have ever attended a preschool, Pre-K, or Head Start program by the time of Kindergarten entry increasing? Yes (indicator 8, page 41)

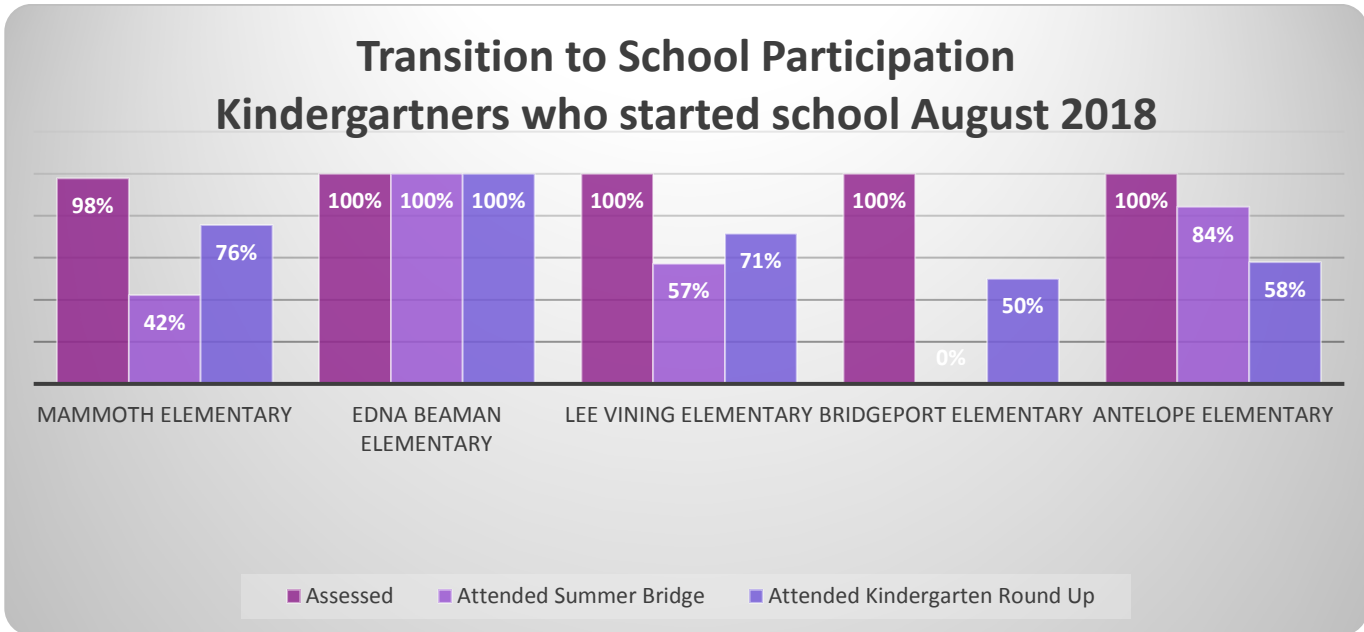
- Data Source: Incoming Kindergarten Parent Survey
- Finding: yes, 70% compared to 65% last year
- Conclusion: Efforts to maximize enrollment and increase the number of available slots coupled with the district-mandated Transitional Kindergarten program had a positive impact on the rate of preschool attendance.

3. Is there a high or increasing percent of preschool slots for age-eligible children? (indicator 12, page 41)

- Data Source: Resource and Referral agency data.
- Finding: 100%
- Conclusion: Although countywide data shows 100% of age-eligible children have a preschool slot, some slots remain unfilled. The reasons for underutilization are:
 - Slots are located in towns without enough children to fill them
 - Children are not able to enroll because of income requirements (e.g., State Preschool, CDBG, or Head Start)
 - Lack of transportation
 - Federal employment requirements for parents (e.g., Mountain Warfare Training Facility Child Development Center).

4. Is the percent of children whose parents attended Kindergarten and TK Round-Up increasing or remaining high? (indicator 10, page 43)

- Data Source:
 - Figure 1: Participation in Transition to School Activities



- Finding: Kindergarten Round Up participation increased to 73%, up from 54% last year. Summer Bridge participation remained low at Lee Vining and Mammoth, and was not offered in Bridgeport.

- Round-Up Conclusion: The program is achieving its goal.

This is a new indicator this year, the previous indicator for transition to school participation included the Summer Bridge program. To ensure evaluation of the Summer Bridge program, please see the conclusion below:

- Summer Bridge Conclusion: Low rates of participation primarily in Mammoth Summer Bridge continue to decline to 42% this year from 51% last fiscal year. During the 18-19, Strategic Planning process the Commission identified the Summer Bridge Program as not meeting the goals of: 1) improving school readiness, and 2) maximizing the use of funds. Data herein demonstrates that children who participated in Summer Bridge had a readiness rate of 50%, while the overall readiness rate was only one percent higher at 51%. Funds allow for enrollment of 60 students in Mammoth Lakes but over the last several years, enrollment was consistently low: a 5 year average of 37 students participated between 2014 and 2018, leaving an average of 23 slots (38% of the available slots) empty each year. The program began as a First 5 California funded school readiness initiative, and after state specific funding ceased, the First 5 Mono Commission opted to continue funding the program using discretionary funds. The Commission’s discretionary funds are projected to drop by \$50,000 in FY 20-21 due to the

declining birth rate which (using the current funding formula) is projected to lead to a decline of Small Population County Augmentation. For these reasons, the 5 year fiscal plan suspends Summer Bridge program funding after FY 20-21.

5. Is the percent of entering Kindergartners assessed for school readiness at entry increasing or remaining high? (indicator 13, page 41) Yes

- Data Source: Kindergarten readiness assessments (Figure 1, page 8)
- Findings: yes, 98% of kindergartners
- Conclusion: The new protocol to assess kindergartners at kindergarten entry (instead of prior to kindergarten) had a positive impact on the percentage of students assessed for the past two years.

6. Is the percent of children birth to 5 accessing funded literacy activities high or increasing? (indicator 11, page 41) new indicator, TBD

- Data Source: Participation in Raising a Reader and Home Visiting includes duplicates.
- Findings: TBD, baseline is 47%
- Conclusion: This data is challenging, as First 5 does not have access to the Raising a Reader participant names so cannot provide unduplicated numbers. Future assessment with multi-year data will help identify the utility of this indicator.

As the majority of the program-specific evaluation results indicate achievement of the desired outcomes, the Commission will continue to fund the same School Readiness activities in 2018-19 as in 2017-18. The Commission plans to end Summer Bridge program funding in FY 2020-21 as it is 1) not achieving its intended outcomes, and 2) has had low participation at some schools. Coupled with projected funding declines, the Commission decided to cease funding Summer Bridge in the future.

Family Behavioral Health

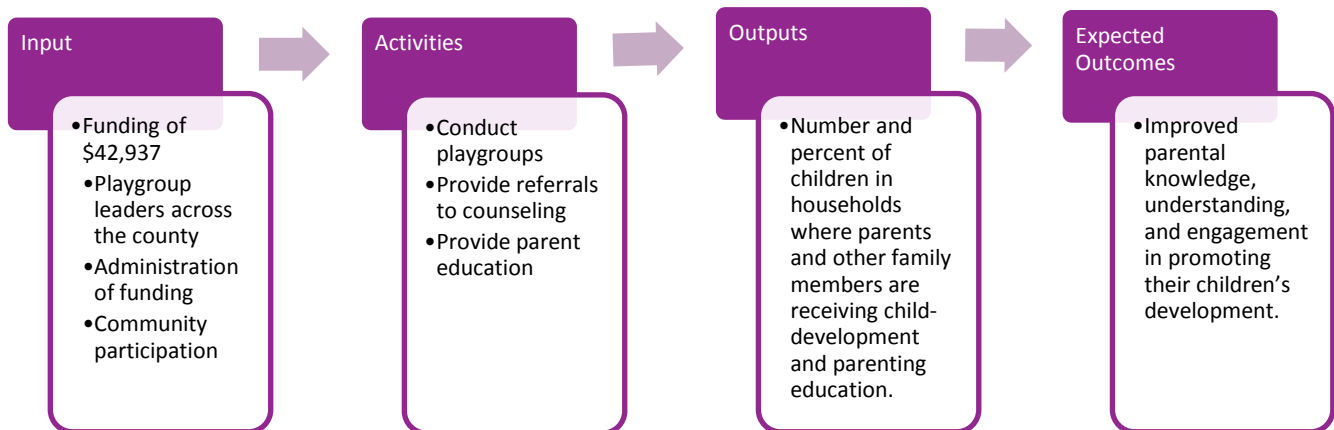
In such a rural and geographically isolated county, it is easy for families to feel alone. Opportunities for children and their parents are fewer than in more populated areas. To meet the social needs of parents and their children, a weekly playgroup program was developed. Funding is primarily from Mono County Behavioral Health (\$40,000) with a small contribution from First 5 Mono (\$2,937) for a total investment of \$42,937. Playgroups and parent education are conducted by First 5 Mono.

The objectives and a brief description for the program funded in this category is as follows:
Peapod Playgroups: For parents, caregivers, and children birth to 5 years old. Playgroups meet for 10-week sessions. Sessions were held in the following communities: Walker, Bridgeport, Mammoth Lakes, Crowley Lake, Lee Vining, June Lake and Chalfant/Benton.

Objectives:

- Decrease isolation by providing parents and children an opportunity to socialize
- Destigmatize seeking behavioral health services
- Link families to community services
- Encourage school readiness and early literacy.

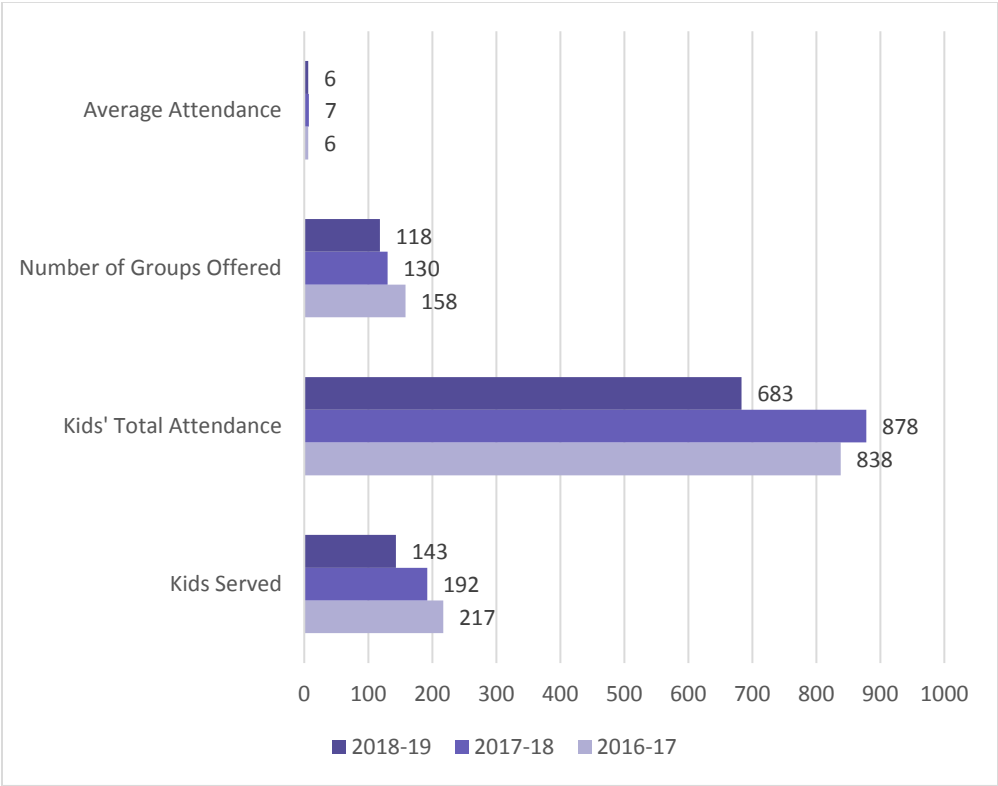
Logic Model



Evaluation Findings and Conclusions

1. Is the percent of children in households where parents and other family members are receiving child-development and parenting education high or increasing? (part of indicator 14, page 41) No

- Data Source: Number of children participating in playgroups.
 - Figure 1: Participation 2016-17 to 2018-19

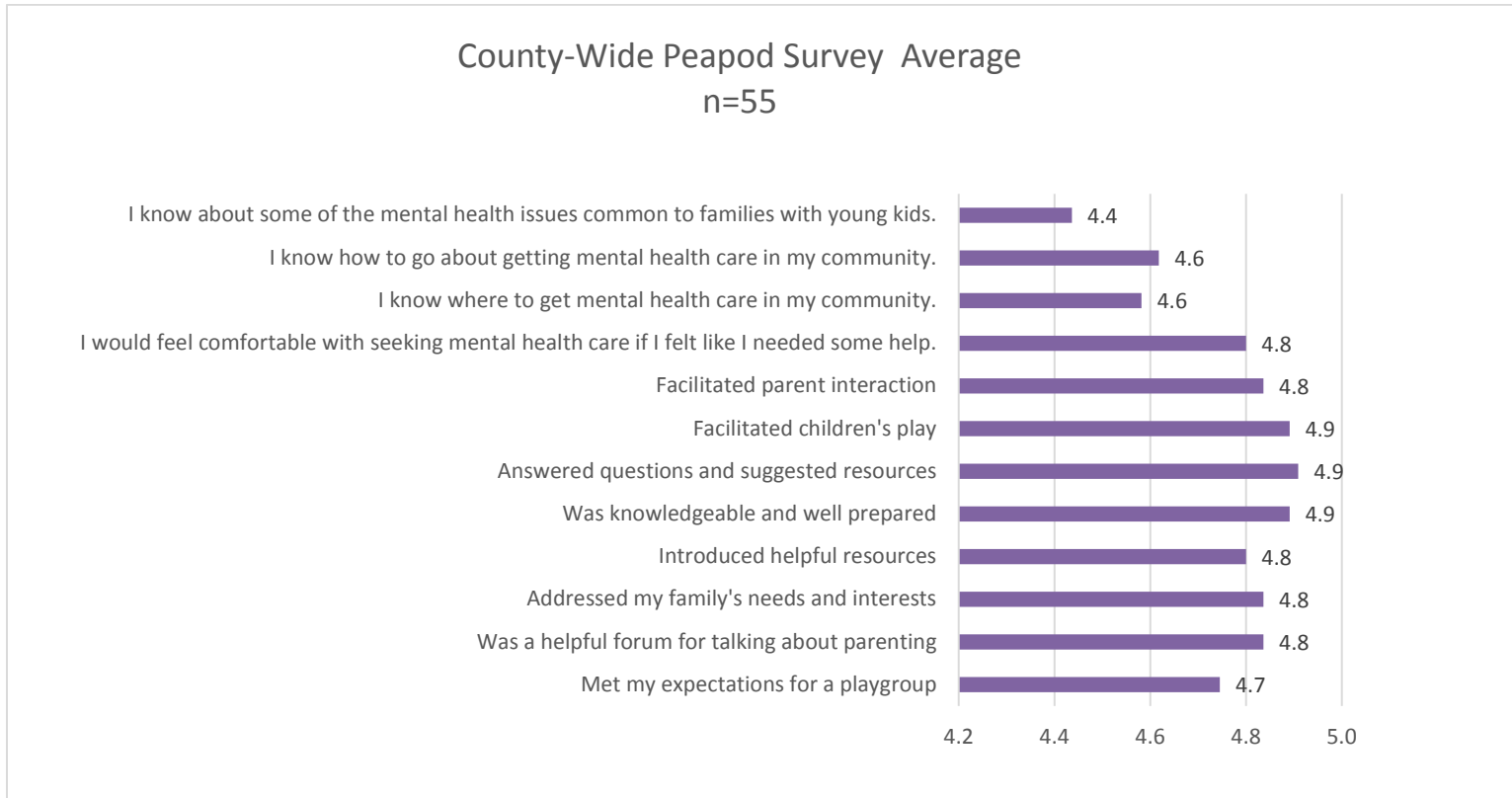


- Finding: Down to 21% from 27% of children birth to 5 in the County last year.
- Conclusion: Due to participation in Peapod, children lived in households receiving child-development and parenting education. Although there was a decrease in the percent of children who participated this year, the program is still achieving its intended outcome.

2. Does Peapod survey data yield 100% satisfaction or an average of 4-5 on a scale of 1-5 that the playgroup met participant expectations. (indicator 1, page 40) Yes

- Data Source: Peapod surveys
 - Figure 1: Participant Survey Results

Scale of 0-5: 1 Strongly Disagree; 2 Disagree; 3 Neither Agree nor Disagree; 4 Moderately Agree; 5 Strongly Agree



- Finding: Yes
- Conclusion: Due to client satisfaction with the program, the program will continue to offer services as it has in the past.

Families have more information about parenting and child development because of the Family Behavioral Health investment. The Commission will continue to invest in and seek funding partnership for this initiative. As part of the continuous quality improvement of the Peapod Program, outreach efforts to ensure as many families as possible participate will continue. First 5 will also work to ensure that information about parenting and child-development is included in groups as a part of each 10 week session cycle

Childcare Quality

First 5 Mono includes Childcare Quality in the strategic plan as many children spend a significant amount of their early years with their childcare provider. The initiative is fiscally supported by First 5 California, the California Department of Education, and a federal Community Development Block Grant through Mono County. Educating child care providers on how to best meet the needs of children helps ensure children will spend their formative years in optimal learning environments.

The Childcare Quality investment for FY 2018-19 was \$447,999 that came from the following funding streams:

- Improve and Maximize Programs so All Children Thrive (IMPACT), conducted by First 5 Mono for Mono and Alpine Counties funded by First 5 Mono & First 5 California (\$97,790);
- Region 6 Training and Technical Assistance Hub, funded by First 5 California (\$103,060);
- California Department of Education (CDE) Certification and Certification & Coordination Grants (\$2,625);
- Infant/Toddler Quality Rating and Improvement System (I/T QRIS) Block Grant (\$6,854);
- Childcare services provided by Eastern Sierra Unified School District funded by the Community Development Block Grant (CDBG) through Mono County (\$230,899).

The objectives and a brief description for the programs funded in this category are as follows:

IMPACT: Training, coaching, rating, stipends, and support for childcare providers for the provision of high-quality care for children and their families.

Objectives:

- Provide site-specific professional development to child care providers.
- Support providers' implementation of developmental screenings and parent engagement activities
- Build public awareness and support for quality early care
- Build a Childcare Quality System that leverages funding and maximizes support for care providers

QRIS and CSPP QRIS Block Grants: Support for state preschool sites and sites serving infants and toddlers.

Objectives:

- Provide site-specific professional development to child care providers
- Support provider understanding of quality care and education

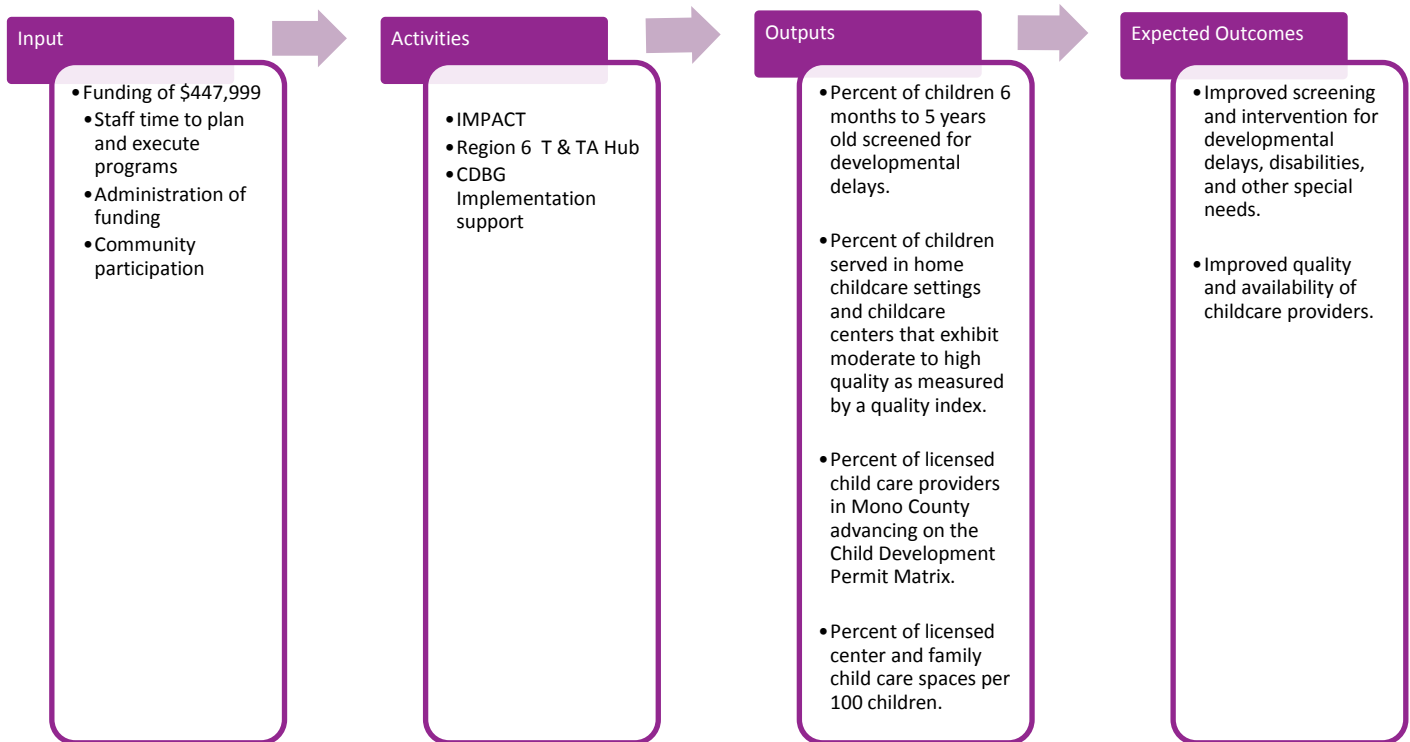
Training and Technical Assistance Hub: Support regional efficiencies in Childcare Quality work

Objectives:

- Provide assessors for Spanish speaking sites
- Contract with Viva for coordination for the Hub
- Contract with i-Pinwheel database to track sites' participation
- Contract with American Institute of Research for the Early Learning Needs Assessment Tool (ELNAT) database to analyze child data to determine needs

CDBG Childcare: Provide high-quality care to preschool age children in Bridgeport and Benton.

Logic Model



Evaluation Findings and Conclusions

1. Is the percent of children 6 months to 5 years old screened for developmental delays increasing? (indicator 4, page 40) Yes

- Data Source: Completed ASQs
 - Table 1: Developmental Screening, ASQ, from Participating Sites

<i>Fiscal Year</i>	<i>Number of Screenings</i>	<i>Percent of enrolled children screened</i>	<i>Number of children screened with an identified concern</i>	<i>Percent of children screened with an identified concern</i>
2017-18	130	60%	22	23%
2018-19	180	85%	33	18%

- Finding: Yes, 85% of children enrolled at participating sites were screened for a developmental delay, up from 60% the previous year.
- Conclusion: More children are being screened for developmental delays through their childcare provider.

2. Is the percent of children served in home childcare and childcare centers that exhibit moderate to high quality as measured by a quality index increasing? (indicator 5, page 40) Yes

- Data Sources: Site ratings and Childcare Quality System participation data
- Finding: Yes, 192 children in Mono County attended a site with a high quality rating, 91% of children enrolled in programs participating in the Childcare Quality System and 28% of all children in the county up from 44% and 13% respectively last year. (indicator 6, page 40)
- Conclusion: More sites were rated as having high quality this year, 9 sites were rated as 4—exceeding quality; and 3 sites were rated at 3—achieving quality. Due to more sites being rated as high quality, a higher percentage of children were served in sites with high quality as measured by a quality index, a number that has increased from 8% in FY 2016-17 to 27% in 2018-19. (table 5 page 37)

3. Is the percent of licensed childcare providers in Mono County advancing on the Child Development Permit Matrix high or increasing? (indicator 6, page 40) No

- Data Source: Childcare Quality System participation
- Finding: 0, down from 2 in 2017-18

- Conclusion: Although child development permits are an element of a high quality program, the incentive to improve quality is not enough to support providers to overcome the barriers to attaining child development permits. Barriers include low pay regardless of permit achievement, no licensing requirement to have a permit, and the difficulty of gathering supporting documents and properly completing the permit application.
- 4. Is the percent of licensed center and family childcare spaces per 100 children high or increasing? (indicator 7, page 40) Yes, it is increasing**
- Data Source: IMACA Resource and Referral slot numbers and the Childcare Portfolio
 - Findings: In 2016 (the most current Childcare Portfolio), 24% of children 0-12 with parents in the workforce had a licensed childcare slot available, an increase from 17% in 2014.
 - Conclusion: Although the number of slots available to children in Mono County decreased dramatically from 56% in 2008, the percent of available slots has increased over the years and is now 47%, a steady increase over the last three years. The percent increase is related to decreases in the 0-5 county population (data from the Childcare Portfolio, Appendix IX, Page 44) which may in turn be related to the lack of available child care. First 5 partnered with Mono County, Eastern Sierra Unified School District, and the Mono County Office of Education to open two new preschools—one in Bridgeport and one in Benton—which helped with the increase, but due to closures of family childcares there was still a net loss of slots in the county. First 5 Mono continues to actively participate in the Mono County Child Care Council to support initiatives seeking to increase the number of child care slots in Mono County. And to collaborate with the Mono County Office of Education, which has taken the lead on a coordinated effort to create more slots in Mammoth Lakes.

The Commission will continue to invest in the Childcare Quality initiative because it is rating sites, supporting developmental screenings, and impacting the number of available slots in the county. Coaching and assessing capacity was created in FY 2018-19 as part of continuous quality improvement. Coaches provided teacher specific coaching based on classroom observations and instead of paying a contractor to travel to obtain CLASS observations (one of the rating tools) an in-house observer was hired and trained in all three CLASS tools (infant, toddler, and pre-k). First 5 hopes that funding for these capacity increases will continue to support the system.

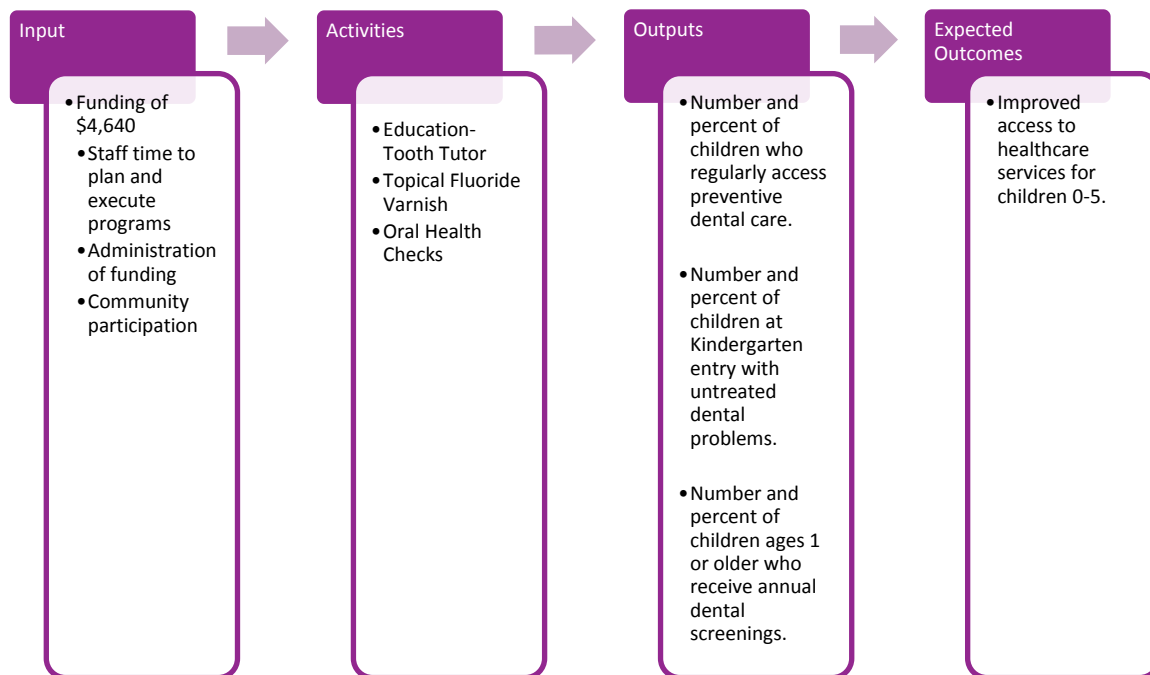
IMPROVED CHILD HEALTH

ORAL HEALTH

The 2009 First 5 Mono Strategic Plan identified a significant community need in the area of oral health. Pediatricians saw visible tooth decay and an opportunity to provide topical fluoride varnish and oral health education through paraprofessionals was developed. Pediatricians in the County continue to report needs for sustained efforts in oral health due to high numbers of children with poor oral health. The Oral Health program consists of education, oral health checks, and topical fluoride varnish application for children in childcare settings across the County. The program was funded and operated by First 5 Mono at a cost of \$4,640 for FY 2018-19. The program provides free toothbrushes, toothpaste, and floss to families to help maintain oral health.

Objective: Provide application of topical fluoride varnish twice a year to all Mono County children age 1-5 not already receiving services from a dentist, and educate children and parents about oral health.

Logic Model



Evaluation Findings and Conclusions

- 1. Is the percent of children ages 1 or older who receive annual dental screenings high or increasing? (indicator 17, page 42) No**
 - Data Source: Sierra Park Dental Data, 2016-18
 - Finding: 51% of children age 1-5 years old had an annual exam at Mammoth Hospital—, a drop from 59% the previous year. There was a corresponding drop in the reporting rate as the number of patients at Sierra Park Dental declined by 61 individuals.
 - Conclusion: First 5 will continue oral health education efforts to support higher percentages of children receiving an annual screening. A data challenge is that only one dental provider is included.

- 2. Is there a low percent of children at Kindergarten entry with untreated dental problems? (indicator 18, page 42) No**
 - Data Source: Kindergarten Oral Health Checks
 - Finding: 33% of the oral health checks turned in at kindergarten enrollment indicated the child had untreated caries (cavities), up from 30% last year.
 - Conclusion: The percent of untreated caries at kindergarten entry increased.

The oral health needs of young children in Mono County continue to be high, only around 50% of children in the County are receiving annual screenings at the Mammoth Hospital Dental Clinic. The actual rate is certainly higher as some children access care through a private provider or out of County. For the next year, the Commission will continue to invest in this initiative and seek to improve oral health for children 0-5. As part of the continuous quality improvement of the oral health investment, First 5 will target education for parents to get annual dental checkups and preventative care for their children. Additionally, First 5 will continue to provide topical fluoride varnish and oral health checks for children between one and 5-years-old.

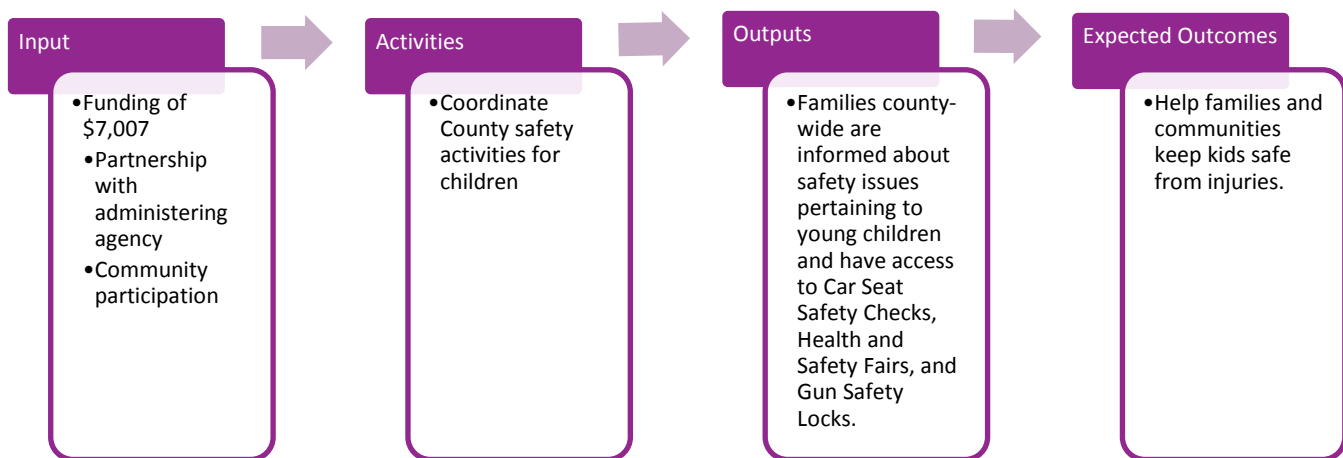
First 5 Mono has continued allocate discretionary funds for the oral health initiative, once funded by First 5 California. The Health Department was awarded funding for an oral health initiative last year, and the pediatric office provides topical fluoride varnish, topics which arose in the Strategic Planning process. The 0-5 population has significant needs based on the rate of untreated carries at kindergarten entry-- 33%. Although the need exists, considerations for continuation of this funding allocation are: new Oral Health Education funds awarded to Mono County Public Health, lack of First 5 California oral-health specific funding, and potential Small Population County Funding Augmentation declines associated with lower birth rates. The First 5 Mono Commission will consider continued funding of this initiative as a specific agenda item prior to the next evaluation report.

CHILD SAFETY

Prior to the formation of *Safe Kids California, Mono Partners*, no agency in the County specifically focused on child safety. While some agencies conducted safety activities, services were not coordinated. Initially spearheaded by Mammoth Hospital, multiple community agencies met to pursue the formation of a Safe Kids Coalition. Based on higher than average injury data for Mono & Inyo Counties, and after learning the benefits of such collaborations, the Commission decided to fund the coordination of *Safe Kids California, Mono Partners* as no other participating agencies had the necessary funding to conduct coordinating activities. With combined funding from SPCFA (\$7,000) and the Mono County Office of Education, the Mono County Office of Education coordinates *Safe Kids California, Mono Partners*.

Objective: Bring safety services & resources to families

Logic Model



Evaluation Findings and Conclusions

1. Are families countywide informed about safety issues pertaining to young children and able to access Car Seat Safety Checks, Health and Safety Fairs, and Gun Safety Locks?

Yes

- Data Source: Health and Safety Fair Participants (Appendix VIII, Page 39)
- Finding: approximately 80% of the 0-5 population and a parent accessed resources, an increase from 27% last year
- Conclusion: As a result of Health and Safety Fairs, families across the county were informed of safety issues and had increased access to safety materials.

Families have more information about child safety as a result of the Safe Kids investment, thus the Commission will continue to invest in this initiative. Safe Kids also successfully leveraged funds in FY 2018-19 including a grant the Safe Kids Coordinator obtained to provide additional safety resources to families. As part of the continuous quality improvement of the Safe Kids California, Mono Partners work, outreach efforts will continue to ensure as many families as possible participate in Health & Safety Fairs.

APPENDICIES

Appendix 1, Home Visiting

Table 1: Referral Source

	Number	Percent
Mammoth Hospital Labor & Delivery	25	24%
Self	18	17%
Childbirth Education Class	11	12%
First 5 Home Visitors	10	10%
Doctor, Pediatrician, or Nurse Practitioner	10	10%
Northern Inyo Hospital	5	5%
Peapod	4	4%
Mono County Child Protection Services	4	4%
CalWORKS Home Visiting Initiative	4	4%
Other, Family/Friends	4	4%
Mammoth Hospital ER	3	3%
Early Start	2	6%
Mammoth Hospital Dietician & Women's Clinic	2	
Parent Child Workshop	1	
School	1	
18-19 Total	104	
2017-18 Total	70	
2016-17 Total	69	

Table 2: Visits Provided

<i>Visit Type</i>	<i>FY 2016-17*</i>	<i>FY 2017-18*</i>	<i>FY 18-19</i>
<i>Prenatal Home Visits</i>	38	63	65
<i>Birth-5 Home Visits</i>	564	561	527
<i>Total Visits</i>	602	624	592

*numbers updated from previous years due to database calculation updates.

Table 3: Families Served

	<i>FY 2016-17</i>	<i>FY 2017-18</i>	<i>FY 18-19</i>
<i>New Babies Enrolled in WB! Births to Mono County Residents*</i>	69	58	89
<i>Percent of Mono County Babies Enrolled Total Families Served</i>	52%	43%	66%
	141	125	136

*Source: California Department of Finance January 2019, projections
 FY calculations use the calendar year projections of the year the FY begins (e.g., 2018 for FY 2018-19)

Table 4: Child's Race & Ethnicity, N=150

Non-Hispanic	74, 49%	Black or African American	1
		White	67
		Multi-race	6
Hispanic	76, 51%	Multi-race	71
		White	5

Table 5: High Needs

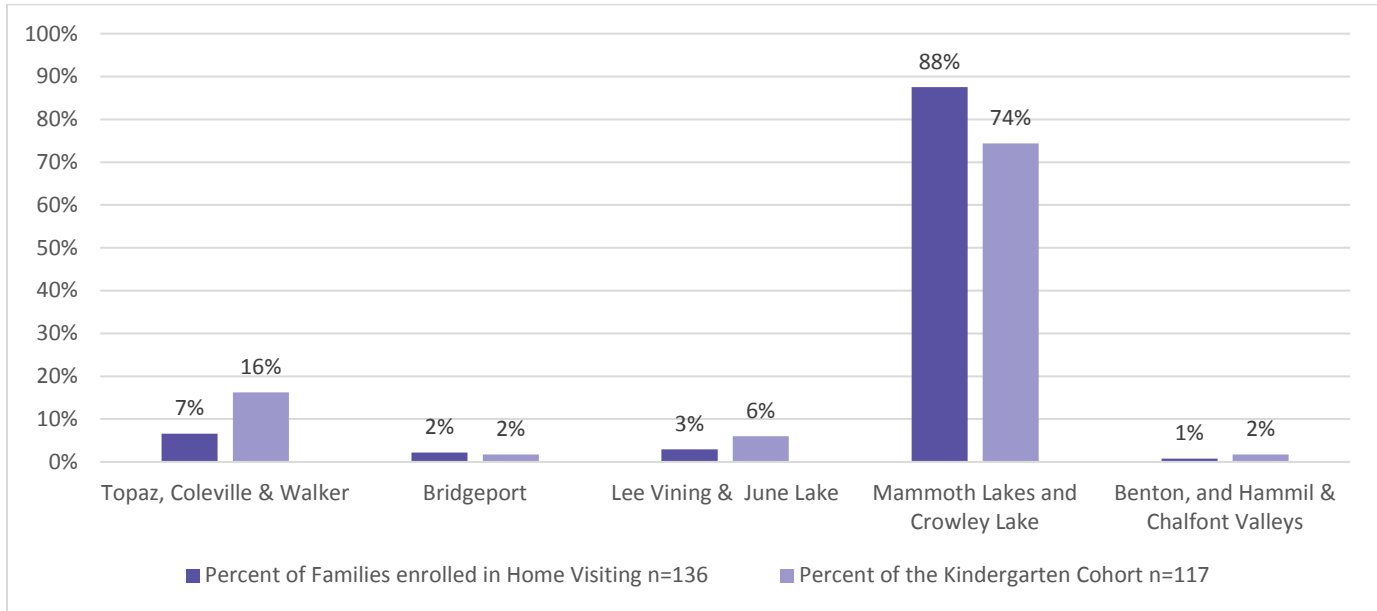
Families with high needs: 52, 38%

High Needs is determined using the national home visiting standard. If a family has *more than one of the following* stressors

- | | | |
|-----------------------------------|-----------------------|-------------------------------|
| low income or education, | foster parents | death in the immediate family |
| child or parent with a disability | incarcerated parent | child abuse or neglect |
| homeless or unstable housing | very low birth weight | active military family |
| young parent | domestic violence | |
| substance abuse | recent immigrant | |

<i>Select stressors</i>	<i>Number of families</i>
<i>Low income</i>	46
<i>High School Diploma or Equivalency not attained</i>	27
<i>Child with a Disability</i>	16
<i>Parent with a Disability</i>	5
<i>Young Parent (parenting under age of 21)</i>	5
<i>Housing Instability</i>	5

Figure 1: Home Visiting Families' Town of Residence Compared to the Kindergarten Cohort



Exit Comments

1. What about this program has been most helpful to you and your family?

- Debbie's support through everything and always ready to help.
- Annaliesa's kind approach, willingness to share experiences and knowledge.
- Me ayudo mucho a trabajar juntos para ayudar a mi nina ya que tuvo tardanza en ablor como entenderla y ayudarla en todo. (It helped me a lot to work together, to understand, and help my daughter in everything because she was slow to speak.)
- I felt safe if I need help I can always call Lara. I loved the books Lara gave to us, all educational.
- Having Lara come to the house.
- Tips and suggestions for my daughter's routine and sensory needs.

2. What suggestions do you have to improve the Home Visiting program?

- Para nosotros esta muy bien, porque nos ayudo en todo. Gracias (For us it is very good, because it helped us with everything. Thank you)
- I think just perfect.
- n/a
- Activities which require parent/child teamwork and engagement with parent teacher guidance.

3. Additional Comments:

- I like a monthly prints about what to practice with baby and what to accept every age. I love the monthly daily fun with your little one schedule.
- Lara is amazing!
- My child loves the program and her parent-teacher. Thank you!

Appendix II, Transition to School

Kindergartners who Started School in August of 2018

Table 1: Summer Bridge Parent Survey

In which ways do you feel Summer Bridge helped prepare your child for Kindergarten?

<i>Classroom Skill</i>	Percent of Parents, N=49 (82% reporting)
<i>Getting used to the classroom</i>	90%
<i>Meeting the teachers</i>	86%
<i>Increased self-confidence</i>	67%
<i>Adjusting to a group learning environment</i>	65%
<i>Development of social skills</i>	55%
<i>Learning how to follow directions</i>	55%
<i>Increased attention span</i>	45%

How could we improve the Summer Bridge Program next year?

- No improvements, Monica and Bessie provided a fun and rich learning environment for [child's name].
- It was great! I loved seeing so many students participating. In [previous state of residence] it was really only a few who had never attended pre-school or been away from home.
- It was wonderful!
- Send some paperwork home for how to do the first day of school for new parents sending a child to school.
- I liked the fact that it was available, but maybe make it closer to when school starts. I think one week between Summer Bridge and the first day is plenty of time.
- I thought it was perfect!
- Don't know, I'm very happy.
- Maybe more advertising for a possible bigger turnout.
- Do we get feedback on [child's name] and what we should work on this summer before kindergarten starts?
- Bus transportation
- Doing it like this it is perfectly fine. Maybe one more hour.
- I don't know of any improvements as [child's name] has enjoyed coming to bridge every day and always comes home happy.
- You are doing everything right. Thank you.
- Nothing.

Translated from Spanish:

- I think your program is wonderful in making children know new things and prepare them to continue without fear of school.
- Everything is very good now.
- I think everything is fine. a little more hours and / or a little longer the program not separating children due to their language / race
- I think the Summer Bridge program should last longer for children to function more in school
- Everything seems very good to us, thank you for your help in teaching our children more.
- Thank you very much.
- I think it's very good That the program takes more than 2 weeks for children, so they have more time to connect to school.
- For me it's ok

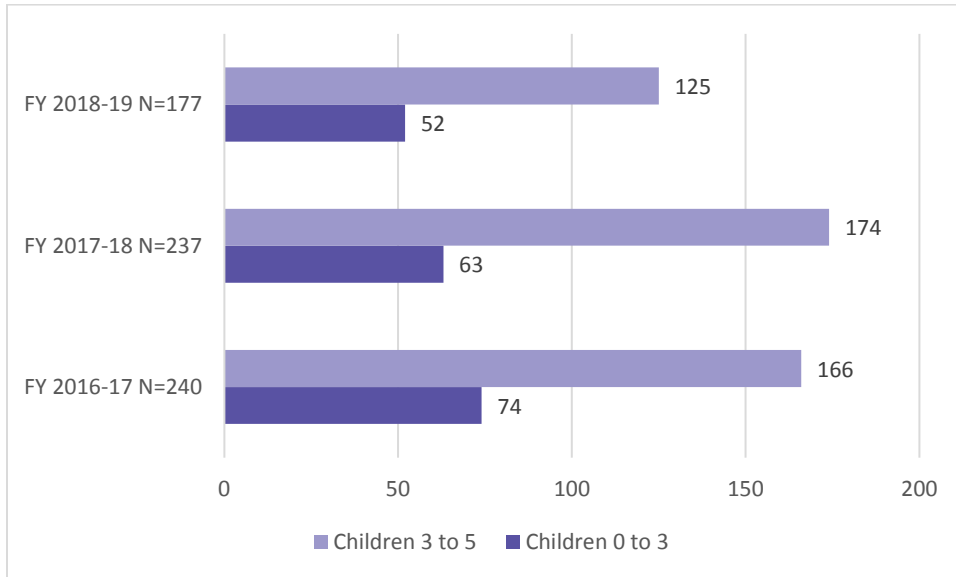
Summer Bridge Teacher Survey

How could we improve the Summer Bridge Program next year?

- Assessing students in spring to make sure all students are identified who have not been to preschool.
- Footsteps2Brilliance login and passwords for each student enrolled in Summer Bridge.
- I believe the program works well. We might want to try advertising in the newspapers and radio stations.
- It was great!

Appendix III, Early Literacy

Figure 1: Raising A Reader, Participation by Age 2016-17 to 2018-19



Raising A Reader Parent Survey

What did you enjoy about the RAR Program?

- The bi-weekly visits from Kacee are wonderful. It is a special day that the children all look forward to.
- Kacee has been a very good teacher in encouraging students to engage in reading.
- The variety of books, loved that [it] offers books in English/Spanish
- We love when Kacee comes for site visit reads.
- Parents enjoyed each book, easy to keep organized and hand them out.
- We love Kacee!
- Story time with Miss Kacee and the children's eagerness to take home new books!
- I believe that the more adults children see reading and have reading to them, increased their understanding of the importance of books and reading!

Table 1: Readers' Theater Participation by Location

<i>Readers' Theater Location</i>	<i>FY 2016-17</i>	<i>FY 2017-18</i>	<i>FY 2018-19</i>
<i>Family Child Care Providers</i>	4	-	-
<i>Edna Beaman Elementary Preschool</i>			2
<i>Bridgeport Elementary Preschool</i>	-	8	10
<i>Coleville State Preschool</i>	12	9	11
<i>Coleville Marine Base Childcare</i>	13	18	8
<i>Lee Vining Head Start Preschool</i>	15	7	6
<i>Lutheran Preschool</i>	-	9	9
<i>Kids' Corner</i>	15	15	17
<i>Mammoth Head Start Preschool</i>	21	18	18
<i>MCOE Preschool or TK Room</i>	-	9	14
Total	80	93	95

Table 2: First Book Distribution

<i>Program</i>	<i>Number of Books</i>
<i>Home Visiting & Peapod</i>	415
<i>Health & Safety Fairs</i>	10
<i>Back to School Night</i>	30
<i>Total</i>	455

Table 3: Birth to Five-Year-Old Footsteps2Brilliance Participation

2017-18	500
2018-19	35

Appendix IV, Peapod Playgroups

Table 1: Families Served by Location 2016-17 to 2018-19, includes duplicates between locations

<i>Playgroup Location</i>	<i>FY 16-17</i>	<i>FY 17-18</i>	<i>FY 18-19</i>
<i>Benton/Chalfant</i>	3	2	3
<i>Bridgeport</i>	15	12	21
<i>Crowley Lake</i>	32	45	38
<i>Lee Vining/ June Lake</i>	2	0	3
<i>Mammoth English</i>	74	55	38 (bilingual)
<i>Mammoth Spanish</i>	0	4	
<i>Walker</i>	12	4	15
<i>Total</i>	138	122	118

Survey Comments:

- All the fun activities and kids interacting.
- Fun, friendly group.
- Fun beautiful kind graceful environment, great songs.
- Songs, toys, chatting.
- Keep doing what you're doing. We love the group.
- The leaders are great. They even went beyond and cleaned some cow poop that was in the way.
- Consistent attendees and experience lets [child's name] be comfortable.
- Kids interaction and learning, as well as parent interaction.
- Safe, fun, on time.
- Inclusive, friendly leaders.
- Great community feel
- The kids, leaders, and moms and dads are wonderful and we have learned so much.
- Consistent activities and attendees.
- Jackie and Robin are very sociable with the parents and kids. They never cease to ask how we're doing and what activities she's been up to.
- Playing with different toys, songs, chatting.
- Always changing the toys and play equipment (teeter totters/slides)
- Socialization for my daughter
- Consistent activities and people
- Children interaction and learning.
- More classes.
- Nada, it's perfect, Jackie is amazing.
- Interaction with younger and older children
- Consistent activities and attendees.
- Started introducing crafts

Survey Comments (continued)

- Kids interacting, singing, playing, Jackie & Lara are awesome!
- Group leaders helping when conflict arises between kids.
- Introducing different topics for kids and parents.
- Focusing of children's play and parent interaction.
- Spanish songs.
- Fun, social, developmental play for kids
- Opportunity to interact with parents
- Open mind conversation, great program for kids
- I like how group play is encouraged. The toys are age appropriate too.
- Everyone hanging out socializing.
- Child and parent interaction.
- Getting to know parents, singing, great leaders getting the kids involved but not being pushy.
- Jackie & Lara are very friendly and quick to welcome me and my child to the group. They encourage my child without being pushy. They have activities that engage the kids (age appropriate).
- Friendly welcoming atmosphere, inclusion, research based play.
- Kept child's interest and encouraged socialization.
- My daughter loves the parachute and songs. Learning new songs, getting comfortable with the Leaders, and looking forward to coming and push toys.
- Well organized, great toys, great kid interaction as well as parent.
- An opportunity for families snowbound for outlet and for children who aren't in childcare or preschool to be acquainted with others.
- Younger and older children access
- Structured play
- Jackie talks to every parent and child. Both my children can have fun with toys and songs. Parents working together to make sure kids play well and have fun.
- Group singing.
- I love the free play time for the babies and social time with adults. It's a really great change of pace for the baby and I during long days at home.
- Music both English and Spanish, sharing practice.

Survey Suggestions:

- Longer parachute
- No suggestions. It has been great as it is. Really enjoy it, my daughter has so much fun, and has learned so much.
- Could be more often.
- More outreach, bring in more children.
- Conflicts with other activity (bilingual playgroup next door)
- Everything is great, would only suggest an afternoon session. Dad would love to join but work doesn't allow it during morning sessions.
- Read a book after song time.
- Field trips (fires station, police, etc)
- Would love more afternoon sessions.
- It's excellent
- Stay like now is great
- None. Thank you for all that you do!
- Everything is great.
- No suggestions.
- I am new to the group so currently no suggestions.
- More of the same, maybe more activities/songs with parent and child interacting with other parent/child like partners.
- Read simple book after song.
- I like a less structured playgroup but understand that may conflict with the wishes of other families.

Appendix V, Childcare Quality

Table 1: Participating Childcare Sites in Mono County

Site Type	Number of Sites Served	Percent of Qualifying Sites Served
Center	8	100%
Family Childcare	7	78%
Total	15	88%

Table 2: Children Served at Participating Childcare Sites in Mono County

Year	Number of Children birth-5 Served	Percent of County birth-5 population Served
2017-18	217	30%
2018-19	211	31%

Table 3: Alternative Sites Served Mono County

Site Type
Home Visiting 0-3
Home Visiting 3-5
Peapod North County
Peapod South County

Table 4: Participating Sites in Alpine County

Site Type	Number Served	Percent Served
Center	1	50%
Alternative Site--Playgroups	1	100%

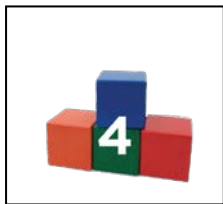
Table 5: Ratings

Rating is based on the following set of California State standards known to promote high-quality early learning for kids.

- Interactions between teachers and children
- The health and safety of the classroom
- How teachers meet and support the developmental needs of children
- Staff qualifications and training
- Group size, number of children per teacher

	COMMITTED TO QUALITY – participating in quality improvement efforts
	RAISING QUALITY – meeting some quality standards
	ACHIEVING QUALITY – meeting multiple quality standards
	EXCEEDING QUALITY – meeting quality standards in all areas
	HIGHEST QUALITY – exceeding quality standards in all areas

Rated Sites—participating sites that opted to be rated



- Bridgeport Elementary Preschool
- Coleville IMACA State Preschool
- Edna Beaman Elementary Preschool
- Kindred Spirits
- Lee Vining IMACA Head Start/ State Preschool
- Mammoth IMACA Head Start/ State Preschool
- Mammoth Lakes Lutheran Preschool
- Mountain Warfare training Center Child Development Center
- Alpine Early Learning Center (Alpine County)



- Cherubs Academy—Etelvina Rios
- Kids Corner
- Vasquez Family Day Care—Guillermina Vasquez

Appendix VI, Childcare Availability

Figures 1-3: Source-California Child Care Resource and Referral Network Child Care Portfolios
2009-2016 (https://www.rrnetwork.org/california_child_care_portfolio)

Figure 1:

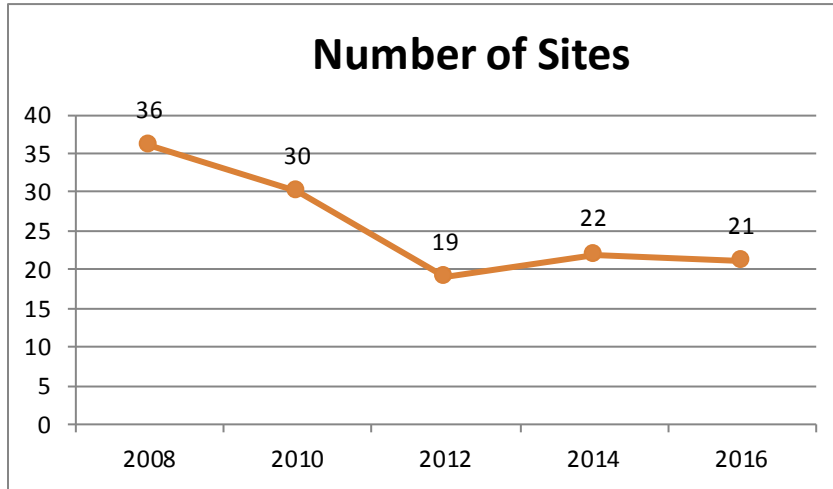


Figure 2:

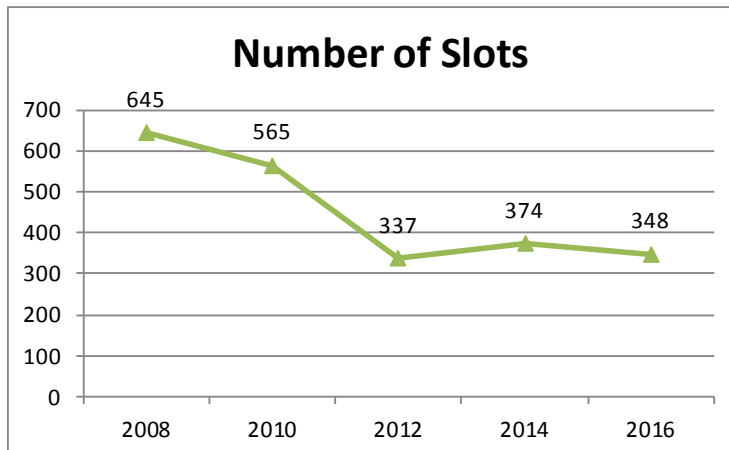
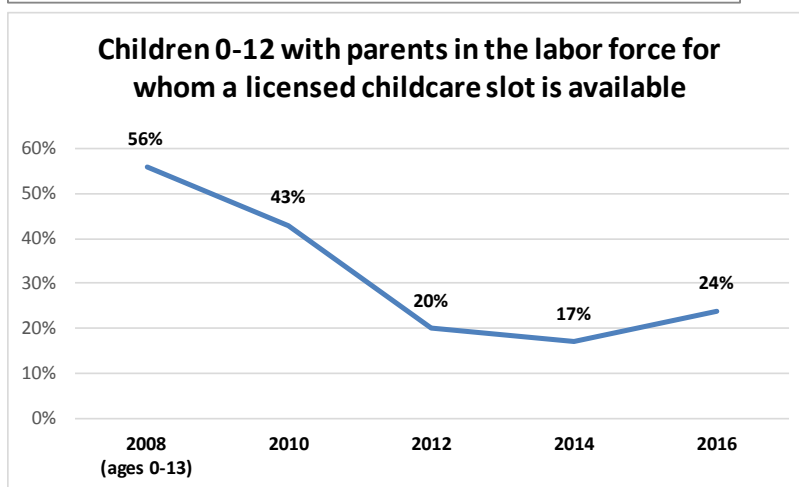


Figure 3:



Appendix VII, Child Health

Table 1: Oral Health Services Provided

	<i>Oral Health Education</i>	<i>Fluoride Varnish</i>
FT 2018-19 Total	114	114
FY 2017-18 Total	102	155

Table 2: Safe Kids Activities

County-Wide Birth to 5 Health & Safety Fairs

Activities for Families and Children Birth to 5	Estimated Children Served	Estimated % of children Birth-5 served
Eastern Sierra Unified School District fairs	306	44%
Mammoth Lakes Fair	250	36%
Child Passenger Car Seat Check or Replacement	41	6%
Accident Prevention Supplies	206	30%
Bike Helmets	215	31%

Mammoth Lakes Birth to 5 Health & Safety Fair

Activities & Resources Offered	People Reached 2017	People Reached 2018	People Reached 2019
Car Seat Safety Checks or Replacements	17	16	28
Department of Social Services Information	31	50	60
Gun Safety Locks/Information	55	50	25
Bike Helmets staffed by State Farm	66	80	103
Health Department Information	32	50	60
Home Safety Kits/ Poison Prevention	41	80	75
Fruit & Hot Dogs sponsored by Rotary	224	238	250
Fair Attendance	300	263	350

Other 2019 Activities: First Books for ages 0-5, Kids' Bike Rodeo, Probation & Behavioral Health Info, Library & Raising A Reader programs, Town of Mammoth summer programs, Peapod Playgroup toys, face painting, ambulance tour, Mammoth Mountain Wooley visit, Lion's Vision checks, Kern Regional Center information, Mammoth Hospital pediatrics, music from Luke Kinney.

Appendix VIII, Results and Indicators

Result I: <i>Mono County children 0-5 are educated to their greatest potential.</i>				
Indicator	Investment area	2016-17	2017-18	2018-19
1. Peapod survey data yields 100% satisfaction or an average of 4-5 on a scale of 1-5 that the playgroup met participant expectations	Family Behavioral Health			Yes
2. Number and percent of children prenatal to age 1 whose parents accessed Home Visiting	Home Visiting	New indicators		89, 66%
3. Number and percent of children prenatal to age 5 whose parents accessed Home Visiting.		148, 22%		
4. Number and percent of children 6 months to 5 years old screened for developmental delays.	Home Visiting & Childcare Quality	28%	29%	252, 35%
5. Number and percent of children served in home childcare settings and childcare centers that exhibit moderate to high quality as measured by a quality index.		8%	13%	192, 28%
6. Number and percent of licensed child care providers in Mono County advancing on the Child Development Permit Matrix.	Childcare Quality	unavailable	4%	0
7. Number and percent of licensed center and family child care spaces per 100 children.		30%	37%	47, 47%

Sources:

1. Peapod Program Parent Surveys
2. Home Visiting Participation 150/ 691 US Census population estimate children birth to 5 in Mono County
3. Home Visiting Participation/ 691 US Census population estimate children 0-5 in Mono County
4. Children in commission-run programs a with developmental screening—Home Visiting (72) & children in child care programs participating in quality programs who received a developmental screening (180) 252/ 691 US Census population estimate children 0-5 in Mono County (50% reporting rate as 50% of the birth-5 population is enrolled in home visiting or with a provider who participates in the childcare quality system from which the data is derived, includes duplication). Screened is defined by using an evidence and research-based formal screening tool like the Ages and Stages Questionnaire.
5. Children served at the sites with a rating of 3 or higher 192/ 691 US Census population estimate children 0-5 in Mono County (100% reporting rate)
6. Childcare Quality System data (88% reporting rate, the percent of sites participating in the Childcare Quality System)
7. Number of licensed child care spaces available to Mono County children birth-5 on the IMACA Resource and Referral list, 326 /691 US Census population estimate children 0-5 in Mono County (100% reporting rate)

Result I continued: *Mono County children 0-5 are educated to their greatest potential.*

Indicator	Investment area	2016-17	2017-18	2018-19
8. Number and percent of children who have ever attended a preschool, Pre-K, or Head Start program by the time of Kindergarten entry.		24%	66%	71, 76%
9. Number and percent of children “ready for school” upon entering Kindergarten.		50%	49%	60, 51%
10. Number and percent of children whose parents attended Kindergarten and TK Round Up.		67%	54%	87, 73%
11. Number and percent of children birth to 5 accessing funded literacy activities.	School Readiness	New Indicator		325, 47%
12. Number and percentage of age-eligible children for whom a preschool slot is available.				286, 100%*
13. Number and percent of entering Kindergartners assessed for school readiness at entry.				99%
14. Number and percent of children in households where parents and other family members are receiving child-development and parenting education.	Home Visiting & Family Behavioral Health	46%	44%	273, 40%

*although there are slots available for 100% of preschoolers, some remain unfilled due to: 1) the location of the available slots, or 2) eligibility based on income or parental employment by the federal government.

Sources:

8. Incoming Kindergarten Parent Surveys indicating enrollment in preschool or pre-K--71/94 surveys=76%. The reporting rate is 78%: surveys 94/120 kindergarten students. 2016-17 data was from the Summer Bridge Parent Survey with a much lower reporting rate.
9. In-kindergarten Brigance screens of students assessed as within the typical range and above the gifted cutoff 60/118 number of assessments=51%.118 assessed 118 /120 kindergarten students=98% reporting rate. Previous year's reporting rates: 2016, 99%; 2017 100%.
10. Children participating in Kindergarten and TK Round Up or Summer Bridge, whichever is highest (Round Up for FY 2018-19) 87/120 number of children on the first day of kindergarten, school district data (100% reporting rate)
11. Number of children enrolled in Raising a Reader and or Home Visiting, includes duplicates 325/ 691 US Census population estimate children 0-5 in Mono County.
12. The number of available slots in the County based on resource and referral numbers 286 / 280-- Five-year Kinder and TK average (2014-2018) multiplied by 2 to get a projected number of 3 & 4 year olds.
13. Number of Brigance screens completed by the school district 118/ 120 kindergarten students
14. Children in commission-run programs with child-development education components (Home Visiting 150 and Peapod-unduplicated 123) 273/ 691 US Census population estimate children 0-5 in Mono County. Only includes First 5 operated programs that gather identifying information so as to be able to omit duplicates—40% reporting rate, same calculation as above.

Result II: All Mono County children 0-5 are healthy.				
Indicator	Investment Area	2016-17	2017-18	2018-19
15. Number and percent of children where breastfeeding is successfully initiated and sustained.		91%	Not available	88, 86%
16. Number and percent of children 0 to 5 years of age who are in the expected range of weight for their height and age, or BMI.	Home Visiting	77%	Not available	280, 81%
17. Number and percent of children ages 1 or older who receive annual dental screenings.		60%	59%*	355, 51%
18. Number and percent of children at Kindergarten entry with untreated dental problems.	Oral Health	18%	30%	26, 33%

*numbers updated to reflect 1-5.99 age range seen at Sierra Park Dental Clinic, previous numbers included the 0-5.99 age range.

Sources:

15. Sierra Park Pediatrics number of Mono County children still breastfed at visits to pediatrics up to 1 month of age. Children seen up to 1 month 88/ 137 births in 2019 Department of Finance projection January 2020. 2016-17 data was from Welcome Baby! and 2017-18 data not able to be collected due to a change in record keeping at the hospital
16. Sierra Park Pediatrics number of Mono County 2-5 year olds seen in 2018-19 within the expected range of weight and height. 2017-18 data not able to be collected due to a change in record keeping at the hospital. 2015-16 data from children enrolled in CHDP from the Mono County Public Health Department. 2018-19. 50% reporting rate, 346 patients/691 US Census population estimate children 0-5 in Mono County.
17. Children 1 year- to age 5.99 seen at Sierra Park Dental annually for a screening. Number of children 1 year to 5.99 years old seen annually for a screening in the Mammoth Hospital Dental Clinic 355/691 US Census population estimate children 0-5 in Mono County. 51% reporting rate, same as previous calculation. Note: the number of patients in the age range declined by 61 clients (from 452 to 391) between FY 2017-18 and FY 2018-19.
18. Oral Health Assessments turned into the school indicating untreated dental problems 26/79 completed oral health assessments. 66% reporting rate from the SCOHR school reporting system oral health assessments 79 /120

Appendix IX, Fiscal Overview

Revenue		Amount		
Prop. 10 Tax Revenue		\$73,624		
Small County Augmentation		\$268,120		
Prop 56 apportionment		\$8,033		
CalWORKS HVI		\$9,996		
SMIF (Surplus Money Investment Fund)		\$223		
CBCAP/CAPIT (Parenting Partners)		\$33,000		
IMPACT		\$97,790		
Region 6 T&TA Hub		\$103,060		
CDBG Administration		\$5,547		
CDBG		\$225,352		
CDE Certification & Coordination Grant		\$2,625		
Infant Toddler Block Grant		\$6,854		
Peapod Program (Prop. 63 Funds)		\$40,000		
Miscellaneous		\$17,077		
Interest on Mono County First 5 Trust Fund		\$13,081		
Total Revenue		\$904,382		
Expense	Amount	% of Expenditures	% of Discretionary Funds	5-year Strategic Plan % of Discretionary Funds
Home Visiting	\$183,039	21%	37%	33%
School Readiness	\$82,066	9%	22%	22%
Peapod	\$42,937	5%	1%	0%
Childcare Quality	\$447,999	50%	2%	3%
Oral Health	\$4,640	.5%	1%	1%
Safe Kids Coalition	\$7,007	.5%	2%	2%
Operations/Support/Evaluation	\$122,528	14%	32%	39%
Total Expenses	\$890,216			
Total Revenue	\$904,382			
Net Revenue	\$14,166		4%	
Fund Balance		Amount		
Fund Balance Beginning		\$543,551		
Fund Balance End		\$557,717		
Net Change in Fund Balance		\$14,166		

Mono County Report

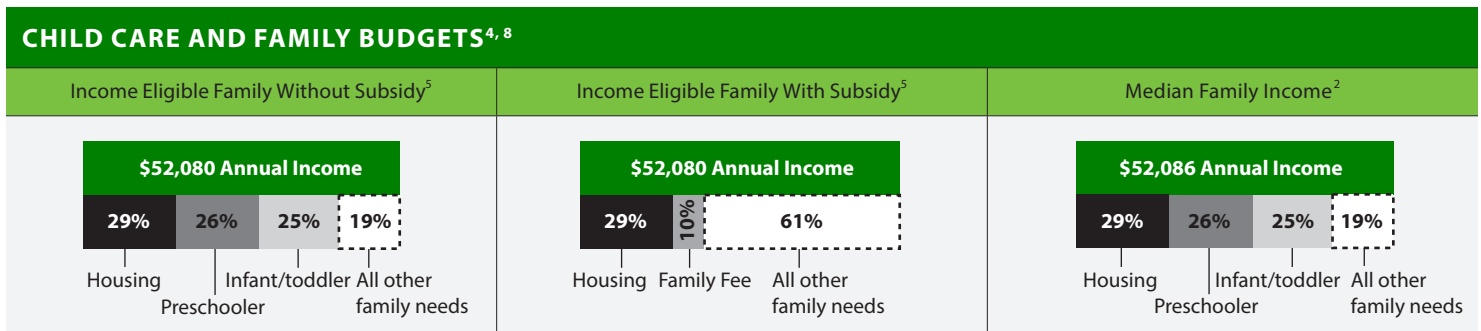
Family & Child Data

The 2017 California Child Care Portfolio, the 11th edition of a biennial report, presents a unique portrait of child care supply, demand, and cost statewide and county by county, as well as data regarding employment, poverty, and family budgets. The child care data in this report was gathered with the assistance of local child care resource and referral programs (R&Rs). R&Rs work daily to help parents find child care that best suits their family and economic needs. They also work to build and support the delivery of high quality child care services in diverse settings throughout the state. To access the full report summary and county pages, go to our website at www.rrnetwork.org.

PEOPLE ¹	COUNTY			STATE		
	2014	2016	CHANGE	2014	2016	CHANGE
Total number of residents	14,440	13,785	-5%	38,548,204	39,354,432	2%
Number of children 0-12	2,182	2,069	-5%	6,533,125	6,631,621	2%
Under 2 years	319	287	-10%	1,002,081	982,688	-2%
2 years	160	149	-7%	498,124	498,782	0.1%
3 years	165	126	-24%	503,950	503,064	-0.2%
4 years	167	138	-17%	497,010	503,461	1%
5 years	185	144	-22%	496,168	518,282	4%
6-10 years	866	861	-1%	2,541,962	2,596,934	2%
11-12 years	320	364	14%	993,178	1,028,410	4%

LABOR FORCE ²	COUNTY			STATE		
	2014	2016	CHANGE	2014	2016	CHANGE
Children 0-12 in single-parent family, parent in labor force	440	357	-19%	1,733,794	1,730,412	-0.2%
Children 0-12 in two-parent family, parents in labor force	956	1,096	15%	2,427,771	2,496,144	3%

POVERTY ²	COUNTY			STATE			PEOPLE IN POVERTY IN 2016 ²				
	2014	2016	CHANGE	2014	2016	CHANGE					
Number of people living in poverty	1,197	684	-43%	6,259,098	5,525,524	-12%	<table border="1"> <tr> <th>COUNTY</th> <th>STATE</th> </tr> <tr> <td>6%</td> <td>20%</td> </tr> </table>	COUNTY	STATE	6%	20%
COUNTY	STATE										
6%	20%										
Children 0-5 living in poverty	93	95	2%	690,825	608,247	-12%					
Children in subsidized care ³	80	112	40%	301,973	315,100	4%					



Mono County

Child Care Supply Data

AGE/TYPE

CHILD CARE SUPPLY ⁶	LICENSED CHILD CARE CENTERS			LICENSED FAMILY CHILD CARE HOMES			CHILD CARE REQUESTS ⁷	
	2014	2017	CHANGE	2014	2017	CHANGE		
Total number of slots	236	234	-1%	138	114	-17%	Under 2 years	6%
Under 2 years	52	36	-31%				2-5 years	82%
2-5 years	184	198	8%				6 years and older	12%
6 years and older	-	-	-					
Total number of sites	7	9	29%	15	12	-20%		

24%*

Children 0-12 with parents in the labor force for whom a licensed child care slot is available

56%

Child care centers with one or more federal/state/local contracts

*This estimate is based on 348 licensed slots and does not include license-exempt programs.

SCHEDULE AND COST

CHILD CARE SUPPLY	LICENSED CHILD CARE CENTERS	LICENSED FAMILY CHILD CARE HOMES	FULL-TIME REQUESTS FOR CHILD CARE
Full-time and part-time slots	100%	93%	82%
Only full-time slots	0%	7%	
Only part-time slots	0%	0%	
Sites offering evening, weekend or overnight care	22%	67%	REQUESTS FOR CARE DURING NON-TRADITIONAL HOURS
Full-time infant care ⁸	\$18,781	\$13,141	
Full-time preschool care ⁸	\$13,636	\$12,488	
MAJOR REASONS FAMILIES SEEK CHILD CARE ⁹			
76% Employment	12% Parent seeking employment	6% Parent in school or training	Evening / weekend / overnight care 32%

LANGUAGE

CENTERS WITH AT LEAST ONE STAFF SPEAKING THE FOLLOWING LANGUAGES ⁹	LANGUAGES SPOKEN AT HOME
English 100%, Spanish 33%	English 76%
FAMILY CHILD CARE PROVIDERS SPEAKING THE FOLLOWING LANGUAGES ⁹	Spanish 23%
Spanish 67%, English 50%	Asian/Pacific Island languages 1%
	Another language 1%

1. CA Department of Finance Population Projections 2016
 2. American Community Survey 2016 1-year and 2015 5-year estimates
 3. CA Department of Education CDD 801-A October 2016, CA Department of Social Services CW115, October 2016
 4. U.S. Housing and Urban Development rent for 2-bedroom 50th percentile
 5. 70% of 2015 State Median Income for a family of three
 6. Resource and referral (R&R) databases
 7. R&R child care referrals April/May/June 2016
 8. 2016 Regional Market Rate Survey, Network estimate
 9. Percentages may exceed 100% when multiple options are chosen

For more information about child care in **MONO COUNTY**:

IMACA Community Connections for Children
800-317-4700
www.imaca.net