

REQUEST FOR PROPOSAL

Community
Collaborative
Implementation
Funding
Application

*Community Collaborative Funding Project
Overseen by First 5 Santa Barbara County*



Application must be
received by
Thursday, April 7, 2011
by 1:00 pm

Table of Contents

| | |
|---|-----------|
| Part 1: Overview | 3 |
| A. Introduction | 3 |
| B. Funding Partners | 4 |
| Part 2: The Community Collaborative Model | 5 |
| A. What Research Tells Us | 7 |
| B. The Vision for Santa Barbara County | 7 |
| C. Funding Strategy | 8 |
| Part 3: Eligibility and Requirements for all Applicants | 10 |
| A. Eligibility | 10 |
| B. Grant Requirements and Conditions for Lead Agency and Subcontractors | 10 |
| C. Submission Guidelines | 10 |
| Part 4: Phase II Implementation Grant Application Process | 13 |
| A. Timeline for Phase II Implementation Grant only: | 13 |
| B. Phase II Implementation Grant Application | 13 |
| C. Phase II Mandated Strategies | 14 |
| D. Phase II Mandated Collaborative Results | 18 |
| E. Phase II Data Collection and Evaluation Participation | 19 |
| F. Phase II Award Process | 20 |
| Part 5: Application for Phase II Funding | 22 |
| Part 6: Appendix | 27 |
| Appendix A: Examples of National Evidence-Based Parenting Models | 27 |
| Appendix B: Grantee Requirements for Lead Agency and Subcontractors | 29 |
| Appendix C: Grant Conditions | 32 |
| Appendix D: Attachments | 37 |
| Appendix E: Check List | 40 |
| Appendix F: Description of Planning Grant Deliverables | 41 |

Part 1: Overview

A. Introduction

First 5 Santa Barbara County (First 5), the Santa Barbara Foundation, the James S. Bower Foundation, the Hutton Foundation, and the Orfalea Foundations, and other community funders have joined together to release this Request for Proposals (RFP) to fund Implementation grants for Community Collaboratives. The purpose of this funding is to help designated high need communities incrementally implement comprehensive services directed towards maximizing school readiness success for children prenatal through age 5 and their families.

Applicants who have successfully completed their comprehensive planning process can apply for implementation funding. It is expected that full implementation will take place over two to three years. The three year application request is expected to incorporate a monitored roll-out process that is reflective of funding and capacity to position the project to provide the greatest impact on the lives of young children and their families in the targeted neighborhoods.

Under the new Community Collaborative model, defined communities will establish new and ongoing strength-based partnerships that include families, residents, early childhood education providers, community-based organizations, school districts, and others to create commitment and coordinated services focused on school readiness for all children in the defined community. The planning process that has taken place has identified key partners who have committed to the Collaborative, and the implementation grants will continue to identify key partners for future collaboration.

By integrating services and investments within specific geographic areas, First 5 and community funders are able to focus resources in places of greatest need while also increasing community investment toward common goals and indicators leading to children's school readiness. By utilizing model programs, building community leadership and strengthening advocacy for the needs of young children, each Community Collaborative is expected to show significant progress towards the goal of ensuring that all children are successful in school and in life.

Although this RFP is the result of a funding collaboration, it aligns with First 5 Santa Barbara County's Strategic Plan 2010-2015 Focus Areas, and the overarching results for children prenatal through age 5 and their families in Santa Barbara County. Future ongoing funding of each collaborative will also need to be an effort of both the funding collaborative, engagement of local resources, and active fund solicitation by each Community Collaborative.

Focus Area: Child Health & Safety

Result: Improve children's health and safety by increasing access and utilization of comprehensive, preventative and primary health care

Focus Area: Early Development & Education

Result: Support each child's innate ability to grow and develop cognitively, emotionally, socially and physically by increasing and enhancing early learning opportunities

Focus Area: Family Strengthening

Result: Increase support for families so that they are able to provide safe, stable and nurturing environments for their children

Focus Area: Systems Improvement

Result: Improve the systems of programs and services for children and families so that they are easily accessible for all families

B. Funding Partners

First 5 Santa Barbara County

Research shows that a child’s brain develops more during the first 5 years of life than at any other time of their lives. What parents and caregivers do during these first years of a child’s life can make a profound difference on their brain development and can impact the rest of their life. Based on this research, California voters passed Proposition 10, the California Children and Families Act, in 1998. Proposition 10 added a 50 cent tax on all tobacco products to fund early childhood development, health care, parent education and programs that improve services for children prenatal through age 5 and their families.

First 5 is led by a Commission appointed by the County Board of Supervisors. An Advisory Board with community representatives is actively involved in First 5 programs and projects including strategic planning, the funding process and evaluation.

First 5 envisions a future where all children in Santa Barbara County will live and thrive in safe, supportive, nurturing, and loving environments; enter school as healthy, active learners; develop resilience; and achieve their potential. First 5 is committed to working with families, partners, and communities to improve the lives of children through the support of countywide, integrated, culturally relevant and sustainable systems of services that promote optimal child development.

First 5 will serve as the coordinating agency for this initiative. Designated First 5 staff will be assigned to work with the Community Collaboratives to help maximize opportunities for learning, evaluation, and coordination. The Community Collaborative model and desired results are aligned with the First 5 Strategic Plan for 2010-2015.

The Santa Barbara Foundation

Is a community foundation established in 1928 to enrich the lives of the people of Santa Barbara County through philanthropy.

With an 80-year legacy of strategic philanthropy throughout Santa Barbara County, the Foundation is one of the oldest and largest of the more than 700 community foundations in the United States. Its focus is in investing in programs that enhance the community in the areas of education, personal development, health, human services, culture, recreation, community enhancement, and environment.

The James S. Bower Foundation

Established in 2003, funds public charities engaged in the:

- educational, developmental and health processes for infants, children, and youth,
- educational, developmental and health processes for seniors,
- environmental conditions,
- human consciousness and social awareness.

To this end the foundation's highest priority is to support projects that seek to promote social change and impact the way our culture, economy or political system addresses a particular issue. The foundation's second priority area is projects that provide significant benefits long after the grant period is over. The Foundation's giving is focused in Santa Barbara, California.

The Orfalea Foundations

Mission is to support collaborative initiatives and entrepreneurial partnerships that promote educational development and sustainable solutions. The Foundation is committed to improving and enriching early childcare, educational programs, and other community services.

Established in 2000 and based in Santa Barbara, California, the Foundations' support is concentrated first and foremost in Santa Barbara County and to a lesser extent in Ventura, and San Luis Obispo Counties.

The Hutton Foundation

Provides sustainability to community-based nonprofit organizations throughout Santa Barbara County. The foundation seeks to support programs that are likely to bring about significant change or improvements, build leadership and institutional capacity and achieve lasting results. In this regard, the Foundation focuses primarily on supporting projects and programs in the areas of:

- arts & culture
- children, youth & families
- civic & community
- education
- health & human service

Additional funding partners will be developed in partnership with each Collaborative.

Part 2: The Community Collaborative Model

Children and families are only as healthy and safe as the communities in which they live. Providing county-wide direct services to children and families is critically important, yet solely doing so neglects the essential fact that children are highly influenced by the immediate community in which they reside, and those influential factors equally contribute to a child's ability to grow and learn. While the focus of this application will be on children and families prenatal to age 5 with tracked outcomes to Grade 3, the overall intent is that this model will integrate into educational systems that will support positive outcomes leading to increased high school graduation, and full opportunities for college graduation.

The intent of the Community Collaborative funding is to use the growing body of evidence on effective practices to develop neighborhood or community-based efforts. These efforts will involve schools, faith

based organizations, parents, early care and education providers, community leaders, business, and others to come together to establish targeted, measurable goals that provide a framework to increase the school readiness of all children within that defined community.

This effort allowed communities/neighborhoods to come together to focus on young children and participate in a planning process which included:

- the development of baseline data specific to that community,
- use of asset mapping to determine what services are currently available,
- the creation of strategic and implementation plans directed toward a theory of change leading to school readiness for all children in that community/neighborhood,
- a coordinated, streamlined effort that provides a pathway for children to succeed beginning prenatally and extending to successful entry into school,
- the ability to monitor key indicators that will be able to show achievable results tied to defined results,
- a system of support that is culturally sensitive, easily understood and accessible,
- support for the work through technical assistance, Learning Communities, funding and sustainability.

The Community Collaborative model is based on what current research reveals about the developmental domains of young children prenatal through age 5. It seeks to improve the multitude of environments and relationships that affect a child's cognitive, emotional, social, language, and physical development. The model will build on and improve the existing infrastructure in Santa Barbara County with support from First 5 and funding partners.

Funders have historically filled many gaps that existed in the system by providing targeted initiatives designed to accomplish specific objectives within fairly broad goals. Simultaneously, there has been a concerted effort to strengthen the system to include the needs of our youngest children and their families through a countywide approach. While strides have been made in several areas, it has sometimes been difficult to measure the effectiveness of effort to a given strategy.

With the Community Collaborative model, it is hoped that in a smaller, defined community, it will be possible to intensively put in place targeted strategies in a focused way over a long period of time. This narrower and deeper effort, focused solely on young children, promises to allow communities to "see the needle move" in key areas that will close the achievement gap for the children in the defined community. It will allow the communities to challenge themselves to do "whatever it takes" to ensure success for all children.

Additionally, as funds become more limited, this more targeted, partnered approach to funding is the most effective way to address the needs of the most at-risk families.

To make the vision of school readiness for all young children a reality, the funding partners will, through this RFP:

- Invest in areas of greatest need and in those at risk of poor academic and long-term life outcomes
- Fund those Community Collaboratives and service models that demonstrate the greatest potential and capacity for significant changes in outcomes for children that can be sustained over time

- Support coordinated and integrated services at the community level
- Partner to provide a continuum of support across the age span of prenatal through age 5 to Kindergarten tracked to Grade 3 and beyond
- Produce qualitative and quantitative outcomes; ongoing funding will be based on significant long-term outcomes

A. What Research Tells Us

It is well documented that children who have access to high quality learning environments and parent support in the early years have a strong foundation and demonstrate more emotional and social maturity upon formal school entry.

The implementation of cost-effective research based school readiness strategies is the best way to ready children for the rigors of elementary school and affect social factors that equally contribute to child and family success. Studies such as the Perry Preschool Project, the Chicago Child-Parent Center study, and the Carolina Abecedarian project have demonstrated what strong, community based, collaborative early care and education programs can accomplish.

In particular, the Chicago Child-Parent Center study shows that participation in a comprehensive community based early educational intervention is associated with better educational as well as social outcomes including a higher rate of high school graduation and lower rates of juvenile arrest (Reynolds, 2001). The Harlem Children’s Zone in New York has also had success with the comprehensive service model in a defined community by offering services prenatally through college. It has increased the number of children graduating high school in the Harlem area as well as increasing college graduation rates, which has had a positive effect on the entire community.

The Community Collaborative Model recognizes three essential Predictors for school readiness:

1. Children are healthy, safe, and thriving
2. Children have a strong foundation for learning, and
3. Family and community support school readiness efforts

B. The Vision for Santa Barbara County

The intent of the Community Collaborative Model is that specified communities (or neighborhoods) build on existing local resources and develop a ***unified, integrated system of service for children and families directed toward school readiness*** for all children in that designated community. These efforts are expected to improve the lives of children in such a way as to eliminate achievement gaps, essentially “turning the curve” on risk factors that impede children’s readiness for successful school and life experiences. Although this initiative focuses on prenatal to kindergarten it is ultimately expected to dovetail with future strategies that support the child and family to lead to a readiness for higher education.

As a general guideline, it is anticipated that most of the communities will be self-defined neighborhoods, including approximately 200 entering kindergarteners, involving 1-3 elementary schools, and demonstrating a significant high risk population. During the Planning process, the Community Collaborative members will have developed a baseline of data reflected within the Baseline Data Matrix

on the demographics of the community and students, as well as a map of the assets and needs. This data will have served as the foundation of the development of comprehensive strategic and implementation plans that will serve as a roadmap and the framework for evaluating the success of the project. By working within a defined community, the intensive efforts will truly be able to show the outcomes of children at least through the 3rd grade, and beyond.

Although new Planning opportunities will not be available in the near future, it is hoped that once the Community Collaborative projects are successfully functioning and have reached a level of adequate funding, new communities in our county can be solicited to apply. Funders expect impactful results with strong leadership which will lead to sustainable results. Only those Community Collaboratives with strong results will be eligible for the continuation of programming and future funding. Successful applications will show how a more resilient community has been built through the planning process. Through intentional community engagement there is a shared vision of transformation and ownership of the collaborative project. Funded agencies will be working together through Learning Communities and technical assistance, and will be able to learn from one another by building on each other's success.

Each Community Collaborative will know that they have successfully been able to "move the needle" toward the targeted results when they can significantly address the following areas:

- Early Identification of children with developmental delays or chronic health problems prior to Kindergarten entrance
- Children enter Kindergarten ready to learn
- Children are supported by their families to learn and develop
- Children are reaching reading/math proficiency and mastery in 3rd grade

C. Funding Strategy

The roll-out of funding for this Community Collaborative model has included two phases of funding: Planning and Implementation. Defined Communities having successfully completed their Planning phase will be able to apply for Implementation funding. Implementation allocations will be based on demonstrated need, geographic equitability, inclusion of priority target communities and populations, the level of leadership capacity, the comprehensiveness of the proposed community vision, and the availability of funding for each project.

It is also the expectation that, in addition to this funding, the Community Collaboratives will utilize other dollars to achieve the full vision of success for the community, which could include local dollars, Title 1, federal or state leveraged dollars, other grants, and in-kind support.

Phase II - Implementation Grant Funding

There will be funding for up to three new Implementation grants for 2011-2014 fiscal years through a closed Request for Proposal (RFP) process. The total amount of First 5 funding that has been allocated to implement comprehensive services for maximizing school readiness is in the amount not to exceed \$1.8 million, with a maximum of \$200,000 of First 5 dollars per year per collaborative. Additional amounts of funding through the funding Collaborative will be recommended through the panel review process.

Current and future allocations will be reviewed annually for results and contractual compliance. This funding will provide targeted tiered levels of services based on the needs of children and their families, and the measured implementation of programs will be based on funding and program capacity. Outcomes will be based on the strategic planning of Phase I with a prescribed menu of research based strategies for each focus area. Longitudinal impact will be measured in coordination with the participating school district and other key agencies. Ongoing funding will be based on significant long-term outcomes, as well as short term benchmarks that will measure progress towards long term outcomes.

This RFP/Renegotiation will be funded from revenue derived from a tax placed on the sale of cigarettes (Prop 10- Health and Safety Code Sections 130100 et. seq.). The Commission reasonably believes that such tax revenue will be available to fully fund this RFP/Renegotiation for its term. In the event, however, of a revision of Prop 10 leading to no funding or a reduction in funding, the Commission reserves the right to unilaterally adjust the amount allocated to this RFP/Renegotiation and to revise the scope of services.

For a more in depth understanding of the intent of this RFP, visit the First 5 website for:

- [First 5 Santa Barbara County 2010-2015 Strategic Plan](#), and
- [Community Collaborative Additional Information](#)

Part 3: Eligibility and Requirements for all Applicants

A. Eligibility

First 5 will award grants to applicants that have the expertise and qualifications to successfully facilitate and manage the described planning and implementation of model programs for children prenatal to age-5 and their families. An organization is eligible to apply if they:

- Have a level of demonstrated leadership to oversee the Implementation of a Community Collaborative
- Are a nonprofit organization that is tax-exempt of the Internal Revenue Code, including faith-based organizations (please request Faith-Based policy if clarification is needed), an LEA, or a Public Agency
- Have at least three (3) years of demonstrated expertise in serving the 0-5 population
- Have a demonstrated track record, or capacity to provide services, to families within the geographic region that they are proposing to serve
- Have the capacity to facilitate and manage the delivery of services as an active member of a community based collaborative
- Have produced through an inclusive and diverse planning process an asset map, need assessment, and strategic and implementation plans that demonstrate community engagement and ownership of the collaborative project
- Have adequate financial resources and accounting standards
- Have no record of unsatisfactory performance or poor business practices
- Have the capacity to conform to all requirements set forth in this RFP and additional contract requirements if funds are awarded

B. Grant Requirements and Conditions for Lead Agency and Subcontractors

Please review the following appendices for a full description of grantee responsibilities:

Appendix B: Grantee Requirements for Lead Agency and Subcontractors

Appendix C: Grant Conditions

C. Submission Guidelines

It is expected that Community Collaborative participants work together to prepare the application for funding. However, each application requires a Lead Agency to facilitate the collaborative effort. A Lead Agency is defined as one agency proposing to provide fiscal, contracting and sub-contracting, evaluation and program oversight of the services being provided through the collaborative.

Applications **must** adhere to the following guidelines to be considered:

1. Email of Intent to Apply for Phase II Implementation Funding—

All applicants are required to send Intent to Apply email to: Katie Corda at kcorda@countyofsb.org **no later than 5:00 pm on February 4, 2011.**

The “Intent to Apply” email should state:

- Name of Lead Agency
- RFP Program Contact Information (Name, address, phone, email)
- The specific community/neighborhood to be targeted in the application
- Key partners in the application

2. Application Format Requirements

- Use only 8 ½” by 11”, white paper
- Times New Roman font, no less than 12-point
- Single sided only
- No less than 1-inch margins
- 1.0 line spacing
- Clip all copies of the application-no bound copies accepted
- Provide page numbers
- The Narrative/Executive Summary must not exceed **15** pages total, (not including attachments and required documents)
- A full description of all the required attachments for the RFP proposal can be found in Appendix D. Please note: Attachment 9- Estimated Cost of Strategy is a new attachment.

3. Application Submittal

- Applicant must submit the original application signed in blue ink
- Ten (10) additional photocopies of the complete application
- 3-hole punched
- A CD copy of the application narrative and all required attachments (not including agency audit).
- These materials must be delivered to:

**Pat Wheatley, Executive Director
First 5 Santa Barbara County
1306 Santa Barbara Street
Santa Barbara, CA 93101**

OR

**Pat Wheatley, Executive Director
First 5 Santa Barbara County
218 West Carmen Lane, Suite 111
Santa María, CA 93458**

Applications can also be delivered by the U.S. Postal Service or a Private Mail Courier but must be received (not post-marked) by **1:00 p.m. on April 7, 2011.**

First 5 will take no responsibility for the handling of any application that is mailed and not delivered in person. Applications received after **1:00 pm** on the assigned due dates listed above, or sent via fax or via email to the First 5 office will **not** be accepted. **NOTE: First 5 is not responsible for delays due to traffic, parking, or other issues that may prevent the timely submission of the application.** Please allow additional time to account for unexpected delays.

Any application that does not meet these submission guidelines will not be reviewed.

4. Withdrawal of Application by Applicant

An application may be withdrawn in its entirety by submission of a written request signed by a representative of the organization. Submit and label a withdrawal request as follows:

WITHDRAWAL OF RFP 2011-2014

**First 5 Santa Barbara County
1306 Santa Barbara Street,
Santa Barbara, CA 93101**

Part 4: Phase II Implementation Grant Application Process

NOTE: Only invited Community Collaboratives may apply for this phase.

A. Timeline for Phase II Implementation Grant only:

| Date | Activity |
|--|--|
| January 24 th , 2011 | RFP Release Date |
| January 31 st , 2011 | Bidders Workshop (attendance is optional, but encouraged) Prospective applicants are invited to meet with First 5 Staff to answer any questions on the application at the Santa Ynez Mission, Solvang, time TBD |
| February 4 th , 2011 | Email of Intent to Apply for funding due to Katie Corda by 5:00pm to kcorda@countyofsb.org |
| March 18 th , 2011 | Final questions or comments regarding the RFP must be received by this date. All questions or comments regarding the RFP must be sent in writing to Katie Corda Kcorda@countyofsb.org . All questions will be answered in the order of receipt and posted to the First 5 website. |
| April 7 th , 2011 | Application must be received by 1:00 pm at the First 5 Santa Barbara County office (either Santa Barbara or Santa Maria) |
| May 2 nd & 3 rd , 2011 | Interviews & Application are heard/reviewed by Funding Panel |
| May 16 th , 2011 | Recommendation are heard and approved by the First 5 Commission |
| July 1 st , 2011 | Start of contract year |

Phase II Implementation Grants Due: April 7, 2011 by 1:00 pm

B. Phase II Implementation Grant Application

Communities that have successfully completed the Phase I planning of the Community Collaborative Model will be invited to apply for Phase II funds. During the planning process, applicants will have created the deliverables for Phase I, which serve as the basis for the application for Phase II funding. The Phase II Executive Summary will summarize and augment the deliverable documents, creating a full description of the planning process, and the plan for each Community Collaborative.

A complete Phase II proposal package will consist of:

- A complete and signed Phase II Executive Summary
- Letter from School District Superintendent outlining his/her commitment and support to articulation, interventions, and data integration
- 5 deliverables: (See Appendix F)
 - **Community Asset Map**
 - **Community Needs Assessment**
 - **Collaborative Strategic Plan including benchmarks for monitoring progress and success**
 - **Collaborative Implementation Plan including the timeline for implementation of strategies, the necessary staffing, the funding requirements for each, and the use of logic models to outline how results will be achieved**

- **Collaborative Memorandums of Understanding (MOUs)**
- Completed Baseline Data Matrix Report
- All other required attachments. Please refer to Application Requirements checklist for a list of all required attachments.

Any application that does not meet these submission guidelines will not be reviewed.

All applicants must familiarize themselves with the following sections – Mandated Collaborative Results and Mandated Strategies - before completing their Phase I deliverables, and before writing the Phase II Executive Summary. These sections (pages 14 through 20) delineate the programming and evaluation expectations for the Community Collaboratives.

C. Phase II Mandated Strategies

The following strategies, tied to each of the three school readiness outcome areas, are mandated to be included in the Strategic and Implementation Plans for each collaborative:

1. Children are Healthy, Safe, and Thriving

The prenatal months and the first 5 years of life are crucially important to laying the foundation for school success. Because children do not develop and live in silos, it is essential that both the cognitive and physical needs of the child be addressed before and after birth. The two basic indicators of whether children enter school healthy are 1) having a usual source of health care, including regular dental care, 2) whether they have consistent wellness exams and preventative care to maximize the mother and child’s health prior to birth, and 3) parents and caregivers have adequate information to implement important healthy habits for early child development including oral health, nutrition, and obesity prevention. Parents also have access to ample nutritious food for themselves and their children that promote healthy development, oral health, and decrease issues of obesity.

Health insurance enrollment and utilization: Provide health insurance enrollment, and support families in connecting to an ongoing source of medical and dental care.

Prenatal Strategies

The Community Collaborative Implementation Plan must include strategies with existing health professionals (including obstetricians, doulas, nurse practitioners, mid-wives, public health, etc.) that have the potential to increase the availability of prenatal and perinatal health continuity of care by integrating birth and postpartum awareness and education into the community.

Early Detection & Intervention

Screening young children is an effective, efficient way to catch problems and support families in accessing services during the crucial early years when the child’s brain and body are developing. Because developmental and social-emotional delays can be subtle and can occur in children who appear to be developing typically, most children who would benefit from early intervention are not identified until after they start school. Early social and emotional experiences lay the necessary foundation for the healthy development of later behaviors and thought processes. Several studies show that children

acquire school readiness concepts when they feel socially and emotionally secure. This security comes from positive interactions with adults and peers, and self-regulation.

The Community Collaborative will be required to utilize the **Ages & Stages 3 (ASQ-3)** and **Ages & Stages-Social Emotional (ASQ-SE) screening tools** to identify children who may need further assessment based on screening results. The ASQ-3 and ASQ-SE tool shall be used to measure typical development and social emotional development of children 0-5 through client intake. Appropriate referral and follow-up will take place when necessary. Support for parents with children who have developmental delays, emotional challenges, or special needs will be fully incorporated into prevention and early intervention strategies.

Child Food Insecurity

It is estimated that one in 6 children under the age of five live at risk of hunger in our communities. Child hunger is a health problem. Hungry children are sick more often and more likely to be hospitalized. Hungry children suffer growth impairment that precludes their reaching their full physical potential, and hungry children incur developmental impairments that limit their physical, intellectual and emotional development. Community Collaboratives need to look at programs that:

- Maximize breast feeding of infants
- Expand access for families to affordable, nutritious foods
- Help train parents on the importance of good nutrition and increase their skills in preparing nutritious foods
- Partner with community programs that increase access to foods, and provide culturally sensitive nutrition education for parents and children

Differential Response (DR)

Although Children are by nature resilient, not all children are able to bounce back from significant or prolonged trauma, often resulting in developmental delays and long-term mental health needs. Research shows that young children who have experienced physical abuse have lower social competence, show less empathy for others, have difficulty with personal boundaries, and suffer from attachment disorder (Shonkoff, 2000). In addition, the same research shows that they are also more likely to have deficits in IQ scores, language ability, and school performance than children who have not been maltreated. Often times, exposure to drugs or alcohol while in utero present as symptoms of oppositional defiant disorder, conduct disorder, attention deficit disorder, and emotional disturbance.

DR, known as **Front Porch** in Santa Barbara County, is an approach to ensuring child safety that is expanding the ways in which Child Welfare Services is responding to reports of child abuse and neglect. **Front Porch** offers a broader set of responses for working with families at the first signs of trouble, to help support families that are in need, and before further problems develop. With Differential Response, social workers and partner agencies in the community work with families to engage them in finding solutions and to provide focused services so that families will be empowered and supported to make needed improvements and not return to the CWS system. Funded Community Collaboratives must participate fully in DR, and strategies need to be identified in their plan.

2. Children have a strong foundation for learning

It is demonstrated repeatedly that high quality early care and education programs for children produce better outcomes in mathematical ability, greater thinking and attention skills, and fewer behavior problems than children who receive low quality care. The differences hold true for children from every background regardless of socio-economic status but are more pronounced for children from low-income earning families (Pisiner-Feinsberg, 1999). Many factors contribute to the quality of Early Care and Education programs that include monitoring of licensing standards, child-teacher interactions, physical environments, the inclusion of comprehensive services, the workforce, and alignment with K-12 standards.

High Quality Early Care and Education (ECE)

In order to ensure that high quality early care and education services are available to all children in a community, it is necessary to assess and affect both individual programs as well as the community-wide systems in which those programs operate.

Early care and education services are offered in a variety of settings –state-licensed child care centers and family child care homes, parent-child workshops and classes, and through home-based parents support programs. The services can be public, such as Head Start or State Preschool, or private nonprofit or for profit programs. All high quality programs support the parent as the child’s first teacher with comprehensive family services and offer the child strong, consistent relationships with adults, stimulating environments, and supported social interactions with other children.

Communities with strong, coordinated ECE systems of service have 1) well compensated, well educated teachers and caregivers; 2) high quality programming; and 3) sufficient subsidies to allow access for low income children. The providers have the support they need to develop their programs to the level of quality needed to most effectively help children be prepared for school and life.

Articulation from early childhood education and Kindergarten to grade 3

Although the focus of the Community Collaborative Model is prenatal through age 5, it is essential that those working with children before they enter Kindergarten coordinate and collaborate with those working with children from Kindergarten on. This concept is often referred to as “Children ready for school; schools ready for children.” Strong articulation involves strengthening communication between ECE providers and Kindergarten teachers and school administrators, including the Superintendent to ensure smooth, strong transitions from early learning to Kindergarten. This work often includes sharing curriculum and strategies, joint workshops, and when necessary, intervention and support strategies early on when the child first enters Kindergarten. Community Collaborative sites will plan for utilization of a data integration system which will include a unique child identifier that will track the progress of the child through their early childhood and throughout their school years.

Literacy and Vocabulary Development

Since vocabulary knowledge is closely related to reading comprehension and academic achievement (Chall, Jacobs, & Baldwin, 1990; Graves, 2000), vocabulary deficits contribute to the eight million American students in grades 4-12 who struggle with reading (Reading Next, 2004). The gap widens for students from economically disadvantaged backgrounds (Hart & Risley, 1995). They enter school knowing fewer words, find reading difficult, and resist reading (Stanovich, 1986). One of the easiest ways to build a person’s vocabulary is through experience in the early years.

3. Family and community support school readiness efforts

Increasing evidence shows that coordinated service delivery in the early years that are culturally and developmentally appropriate and benefit the child along with the family, reduces the likelihood that youth will engage in unhealthy and unsafe choices as they develop through adolescence. A key factor is parents that provide a safe, stable, and nurturing home for their children and see themselves as their child's first teacher, are indicative of families that are strong and connected to their community. Families that are free from substance abuse, mental illness, violence, and that have access to services and support systems that are asset based, lead to empowered units that are self-sufficient and seen as partners in education and social justice. As the child's most important support system, it is imperative to strengthen family assets in order for parents to competently face challenges that may affect their children's ability to focus on school.

Family Development Matrix (FDM)

The Family Development Matrix (FDM) is a comprehensive and strengths-based assessment and case management tool that enhances the community's commitment to supporting families while tracking family and service outcomes. The FDM provides reliable information from which to plan with the family to address concerns and problems; it builds on strengths already located within the family and tracks change as experienced by the same family through time.

Parenting Support and Engagement

The path to success in school begins far before the first day of Kindergarten. Research confirms that the first 5 years of life are the most critical to the healthy development of a child and lay the early foundation for success. Knowing that parents are the child's first and most influential teacher, with home being the first classroom, it is essential that parents take an active interest in their child's learning in order to help better prepare them for the rigors of elementary school. This interest begins prenatally and is supported by the child's entire family.

One of the most cost effective strategies to support school readiness is engaging and supporting the parent. The goal of parent education as described by the National Parenting Education Network (2006) is to strengthen families by providing relevant, effective learning opportunities to encourage an optimal environment for the healthy growth and development of parents and children. Strong parent engagement programs are designed to support families by increasing skills and confidence in childrearing which in turn increases stable and secure relationships within the family unit.

The Community Collaborative Implementation dollars will fund only evidence-based or evidence-informed parent education models that target all the following populations. Expecting parents: parents of infant's ages 0-3, parents of children having developmental delays and/or special needs, and parents of preschoolers. Successful parenting strategies encourage peer support, involve fathers, promote positive family interaction, use interactive techniques, and provide opportunities to practice new skills.

Successful strategies include programming that utilizes community and strength-based approaches, promotes parents as the child's primary teacher, targets isolated populations and those at-risk, and reflect the cultural values and educational levels of the demographics served. Additionally, programming should be comprehensive, cultural and linguistically sensitive, flexible, and conducive to a variety of families including working parents and those with alternative schedules. The following components are **required** to be incorporated into the Implementation plan:

- a. **Prenatal, Birth, and Perinatal Care** – Because conditions during pregnancy can impact birth outcomes and the normal development of a newborn, there is significant evidence that

early and comprehensive prevention strategies are cost-effective and have long-term results.

b. Child Development Awareness

- Birth to age 3 – addresses the specific developmental domains of infants/toddlers.
- Age 3 to 5 – addresses the specific developmental domains of preschoolers.

c. Home Visitation support that may include targeted case-management – builds strong relationships between parents and professionals thus developing a team approach.

d. Peer support, mentorship, and social networking opportunities – allows for a relationship-based approach to learning and implementing new skills.

e. Child Advocacy building – empowers parents to become champions for their children by learning and understanding systems within the community.

f. Parent-Child Interactive Opportunities – allows parents to practice newly acquired skills in a supported setting with a child development specialist.

g. Variety of Access – (websites, warm lines, social marketing, business partnerships, drop-in programs, formal classes, publications, Promotora Model, etc.)

There are several national programs that exemplify the required parenting components into their models which include AVANCE, The Incredible Years, and Triple P. Examples of these programs can be found in the Appendix A. Implementation Plans that name an evidence-based model that does not address all seven components listed above will be expected to provide strategies on how that model will be enhanced to incorporate all the required components.

D. Phase II Mandated Collaborative Results

The following results, that constitute the Children Thriving Report Card, are mandated to be addressed within the Phase II deliverables. In addition, these mandated results also form the baseline for the strategies outlined in Phase I deliverables and need to be addressed in the strategic and implementation plans for the Community Collaborative.

- Increase the percent of children who enter school ready to learn as rated “ready-to-go” on the KSEP
- Increase the percent of children that master grade-level content standards in reading and mathematics through grade 3
- Increase in the percent of children that are proficient or advanced on CST English-Language Arts and Mathematics through grade 3
- Increase the percent of children that at Kindergarten entry have a healthy Body Mass Index
- All children entering kindergarten will be screened on ASQ and ASQ-SE by October 1 of the kindergarten year
- Increase the percent of parents who read to their children every day at Kindergarten entry and at grade 3
- Increase the percent of parents who tell stories to their children every day at Kindergarten entry and at grade 3
- Increase the percent of parents who have report healthy family functioning and resiliency. Measurement will be conducted at entry in Kindergarten and in grade 3

- Increase the percent of families that report positive nurturing and attachment with children. Measurement will be conducted at entry in Kindergarten and in grade 3
- Increase the percent of parents reporting they know how to help their child learn. Measurement will be conducted at entry in Kindergarten and in grade 3
- Increase the percent of parents who praise their child when he/she behaves well. Measurement will be conducted at entry in Kindergarten and in grade 3
- Increase the percent of families with strong concrete supports. Measurement will be conducted at entry in Kindergarten and in grade 3
- Increase the percent of families with strong social supports. Measurement will be conducted at child entry in Kindergarten and at grade 3

In addition, the following indicator: “Increase the number of high quality early care and education spaces and opportunities in the community” is highly recommended to be included as part of Phase II outcomes.

The assessment instruments and screening tools required for data collection must include but it is not limited to the following : Kindergarten Student Entrance Profile (KSEP), Ages and Stages Questionnaire (ASQ-3) and Ages and Stages-Social Emotional (ASQ-SE), Family Protective Factors Survey (FPS), Family Development Matrix (FDM), Childbearing Mother Survey (CBM) , and Early Care and Education Capacity and Quality tool (ECE tool).

E. Phase II Data Collection and Evaluation Participation

In addition to their own evaluation efforts, grantees who receive Phase II funding **will be required** to actively participate in the Community Collaborative Model evaluation activities sponsored by First 5. The Commission has partnered with researchers at the Center for School-Based Youth Development (C4YBSD) in the Gevirtz Graduate School of Education at the University of California, Santa Barbara (UCSB) to provide evaluation consultation and support to help the Commission and its funded partners document outcomes for children and families. To address standardized evaluation cost required in the RFP, a percentage of the First 5 Evaluation operating budget will be allocated in the collaborative budget.

As described in the data collection section below, data will be entered and reported using the GEMS database. All grantees will be required to use this data system. **The GEMS Data system will need to be integrated with the participating school district system to allow for longitudinal data on children at least to Grade 3.**

For Implementation funding, grantees will be required to collect individual client-level data on family members and providers receiving services through First 5 funded programs. Required data collection may include the following: attendance and case management logs, Family Development Matrix assessment, family demographic information; outcomes and performance measures, etc. The Commission will provide training on the use of any data collection instruments as well as the GEMS data collection reporting and management system. Grantees are expected to have a dedicated staff person who is responsible for data collection and management (Data Clerk). This staff person is required to attend all training sessions on usage of the evaluation and data reporting systems.

In its basic form, the Collaborative evaluation plan will contain the following nine elements:

- **Purpose:** Why is the evaluation being conducted? What are the goals and results targeted by the evaluation plan?
- **Audience:** Who are the target recipients of the evaluation results? The audience will determine the type of information collected and reported.
- **Issues:** What are the major questions/objectives of the evaluation? This sets the stage for the evaluation. These determine what data collection instruments and analysis are needed to provide answers to the questions/objectives that have been determined.
- What are the specific time periods where specific strategies are to be implemented that will lead to the outcomes that are planned to be reached?
- **Resources:** What resources will be needed to conduct the evaluation? Resources can and will differ between objectives. They can include experts, students, data collection instruments, equipment, etc.
- **Evidence:** What type of data or information will be needed to answer the evaluation questions? Give careful consideration to the type of evidence needed to answer the questions/objectives under the issues section. Consider such things as sample size, realism of exercise, participant objectivity, etc.
- **Data-gathering Techniques:** What methods are needed to collect the evidence needed? How diverse collaborative partners will be actively involved in the data collection process? Use multiple techniques to increase the validity of the results. Some examples are observation, questionnaires, interviews, and performance tests.
- **Analysis:** How will the evidence collected be analyzed? How diverse collaborative partners will be actively involved in data analysis? Use descriptive analysis in the evaluation and address the issues/objectives in a straightforward manner. Traditionally, frequency distributions and graphs/histograms have been used. Today, descriptive statistics and actual tester comments are frequently used as analysis procedures.
- **Reporting:** How, to whom, and when will the results of the evaluation be reported? An evaluation report is distributed to the identified audience. The main report headings are: executive summary, purpose of evaluation, methodology, results, and conclusions and recommendations. How will results be linked to a continuous learning process to enhance real-time decision making, strategy refinement and lead midcourse adjustments in programming?

(For a more in depth understanding of the intent of this RFP, visit the First 5 website for: [First 5 Santa Barbara County 2010-2015 Strategic Plan](#))

F. Phase II Award Process

Funding will be awarded to Phase II Implementation applicants that have the expertise and qualifications to successfully provide high quality programming matching the prescribed strategies listed in this RFP. It is anticipated that the awards will allow for incremental roll out of funding to match the timeline of implementation of the strategies. It is expected that full implementation will take place over two to three years. The three year application request is expected to incorporate a monitored roll-out

process that is reflective of funding and capacity to position the project to provide the greatest impact on the lives of young children and their families in the targeted neighborhoods.

The selected Community Collaboratives will be invited to present a Request for Proposal based on demonstrated need, geographic equitability, inclusion of priority target communities and populations, and the comprehensiveness of proposed services as outlined in their completed Asset Map, Needs Assessment, Strategic and Implementation Plan and the completed Baseline Data Matrix Report.

The Review of Applications will occur in two steps:

Step 1:

Applications must first pass the “Application Requirements Checklist” review (Appendix E) and submit on time the required Intent to Apply email in order to be eligible for further review. This is a pass/fail evaluation. To pass the Checklist, the applicant must have responded “yes” to each of the questions. If “N/A” is checked a documented reason must be given for this response. Applications that do not pass the Checklist review will be considered unresponsive and will **not** be eligible for further consideration.

Step 2:

A panel which will include members of the First 5 Commission and Advisory Board, as well as partnering funders, will be assembled to review proposals. Applications and all required documentation will be reviewed and scored according to the applicant’s experience and demonstrated capacity to implement and manage the requirements of the program model as described in this Request for Proposal.

The panel will review the overall proposed budget and Attachment 9 in order to determine the total cost of delivering strategies over 3 years. This will also allow for the funding partners to pledge funds for prioritized strategies based on a timeline of a staggered delivery of services and availability of funds. Fundraising will be done in partnership with the selected sites over this period of time for additional remaining funding priorities.

An interview panel will be scheduled to review and clarify any items for which panel members would like additional information from applicants. This session will be done in a group format, by Collaborative. Agencies will be notified when interview panels have been scheduled.

Scoring Guidelines for Phase II – Community Collaborative Implementation Grant

| | |
|---|-----------|
| Community Collaborative Project Description | 25 points |
| Quality of Strategic and Implementation Plans | 10 points |
| Collaborative Staff Qualifications | 5 points |
| Supervision and Accountability | 5 points |
| Evaluation and Program Improvement | 15 points |
| Fiscal Management and Controls | 10 points |
| Budget and Cost Effectiveness | 10 points |
| Sustainability | 20 points |

Based on these reviews, qualified applicants will be recommended by the Interview panel for funding to the First 5 Santa Barbara County Commission and funding partners. An applicant must receive a

minimum of **75 points** in order to be considered for funding.

Notification of Intent to Award for Phase II

A public hearing will be held by the Commission on funding recommendations on **May 16, 2011**. Written notification of the Commission's final recommendations for funding will be e-mailed, and a hard copy mailed, to all applicants notifying them of the identity of the selected applicants and the contract amounts on **May 17, 2011**. Written notification of the Commission's recommendations will be also posted to the First 5 County website.

Part 5: APPLICATION FOR PHASE II FUNDING

By the end of Planning Phase I, the Collaborative will have completed the following deliverables (See Appendix F) which will serve as the foundation of the Phase II, Implementation application:

- Asset Map
- Needs Assessment
- Strategic Plan
- Implementation Plan (including the use of logic models to outline how results will be achieved)
- MOUs required for integrated and coordinated services and evaluation
- Complete Data Matrix Report
- Letter from School District Superintendent outlining his/her commitment and support to articulation, interventions, and data integration

In addition to these deliverables, the applicant will need to complete the following Executive Summary and Phase II Attachment Packet, and the required attachments, which will be reviewed by a funding panel of collaborative funders. The Executive Summary is intended to provide an overview of the deliverables, and address areas not included in the deliverables documents.

References to Collaborative members should include those who will be funded under this RFP as well as those who will not be funded but will contribute to the success of this project.

EXECUTIVE SUMMARY

Use exact bolded headings in the Executive Summary. The Executive Summary must not exceed **15** pages total, **not** including appendices, attachments, and other required documents. In completing the Executive Summary, applicant must understand the Community Collaborative Model, and other guidelines set forth in this document.

A. Project Abstract – ½ page maximum

Provide a brief, concise abstract of the proposal that is no longer than ½ pages. This summary should highlight clearly what the Collaborative hopes to accomplish, and the proposed plan of action to undertake the activities described in the RFP. ***Please note that the Abstract will be used in the Executive Summary of each application.***

B. Community Collaborative Project Description – 7 pages maximum (25 points)

Community Profile

1. Describe the designated community (*be clear on the geographical boundaries of the targeted community*). Also include a brief description of the ethnic and cultural makeup of this community, and the interactions with the diversity of the populations to be served.
2. Describe your Community Collaborative
 - a. List the Collaborative members and their roles
 - b. The process of developing and planning the collaborative
 - c. Provide an organizational chart of the project including Collaborative member agencies, committees, advisory boards, etc.
3. Please describe how each of the community strengths and assets (resources, informal support, and services) will or will not be incorporated within the proposed Community Collaborative plan.

Proposed Program Implementation

1. Describe the key strategies which will be implemented in this project to achieve the measurable goals. Include the timeline for project roll out including the timing of the inclusion of specific strategies.
2. Explain why the key strategies listed were selected to address the needs discovered during the planning process and how they will lead to school readiness through the focus areas of: Early Development and Education, Child Health & Safety, Family Strengthening and Systems Improvement (Described in Part 1: Introduction).
3. Describe how the Collaborative will build on the partnering agencies' strengths and resources to implement the model in this application.
4. Discuss how plans for implementation will ensure that services are sensitive and relevant to diverse populations. How will the services provide focus on geographically or socially isolated populations? How are the diverse populations involved in the Planning, implementation, outreach, and evaluation of the collaborative?
5. Discuss how plans for implementation will ensure that services will be supportive to the needs of families with children having special needs, and facilitate early identification of developmental delays and special needs.
6. Discuss the specific role that Collaborative partners and key staff will play in implementation and day-to-day activities.
7. Describe how the Community Collaborative organizational structure includes active participation of parents and key stakeholders in the implementation, outreach and evaluation of the program.
8. How do you see this plan dovetailing with your school district's plans for outcome improvement Kindergarten - High School graduation, and increasing the youth graduating from college?

Community Engagement

1. How will the program results be communicated to the targeted community and to the larger community in which it is housed?
2. What is the level of buy-in by the elected officials and employers in the designated community?
3. What are the plans to develop and expand the active involvement of the community in this project?
4. How will that involvement increase the ability of members of the community to “own” and enhance these services over time?
5. How will community be involved in the oversight committee of their collaborative? What is your organizational structure that will assure that parents and key stakeholders are actively involved in the planning and evaluation? Is that structure currently in place?

C. Quality of Strategic and Implementation Plans – 2½ pages maximum (10 points)

1. Describe the process of the utilized by the community collaborative to develop the strategic and implementation plans. List key individuals who participated in the process and what was their role during this process.
2. Describe how the vision and mission of the strategic plan are reflective of the particular community needs and assets.
3. Describe how both your strategic and implantation plans reflect your efforts to both sustain the Community Collaborative and garner new sources of funding.

C. Collaborative Staff Qualifications – 2½ pages maximum (5 points)

1. Please provide a brief description of the Lead Agency/organization, including any subcontractors.
2. State the agency’s mission and overall philosophy.
3. List the qualifications, relevant experience, education, and training of each key person providing direct services that will work in the program.
4. Specifically describe the ethnic, cultural and linguistic composition of direct service staff for this project.
5. If this application includes a subcontractor/s, please explain the roles of each, and how these subcontractors will be integrated and coordinate in the overall plan for implementation.
6. Provide any community outreach materials that have been developed on the project.
7. What role will the elementary school principals and district superintendent play in the implementation and engagement of this plan? How will that collaboration be monitored and expanded over time?

D. Supervision and Accountability – 1 page maximum (5 points)

1. Please describe how project services and activities will be supervised by the Lead Agency.
2. Describe which protocols will be followed to verify that clients receive needed/requested services and monitor participant outcomes.
3. Explain how collaborative governance will occur amongst participating organizations, groups and families served by this program.
4. If this application includes a subcontractor/s, please explain how subcontractor duties will be monitored including: program, fiscal, and evaluation. Specify which staff person will be responsible for monitoring subcontractors.

E. Evaluation – 1 page maximum (15 points)

1. Provide an overview of how the effectiveness of the program and the Community Collaboratives efforts will be assessed and evaluated in coordination with First 5 and UCSB.
2. What are the specific, measurable goals identified in the Strategic Plan?
3. How will the project and the community know when the goals have been reached?
4. What is the vision for the Project and its results over the next 10 years?
5. Which agencies/programs will be utilized in the evaluation? How will the early care and education community and participating elementary schools participate in data collection to monitor long-term impacts on school readiness and success? What is your plan for data integration to maximize longitudinal studies to grade 3 and beyond?
6. How will program participants be included in program evaluation?
7. Explain how agencies will ensure the security of client related data- how will data be collected and where will it stored?
8. What will be the system to ensure that all participating agencies input data in the GEMS system in a timely manner? What measures will be utilized to check that quality data is being collected and inputted?

F. Fiscal Management and Controls – 1 page maximum (10 points)

1. Describe the fiscal management experience of the Lead Agency and discuss the fiscal controls that will be used for this project.
2. Provide a brief description of Lead Agency accounting systems including payroll and ledger systems for receivables, payables, expenses and disbursements.
3. How will the lead agency monitor any sub contracts that are developed?
4. What is the structure for monitoring a diversity of public and private funding?

G. Budget and Cost Effectiveness –1 page maximum, not including attachments (10 points)

1. Provide one copy of the most recent Independent Audit for the Lead Agency. Label as Attachment #13. If the Lead Agency does not have an independent audit, please explain

why and provide the most recent agency fiscal report.

2. Complete a detailed budget for each year of requested funds in this application using Attachment #8. If this application includes a subcontract, complete Attachment 8 for each subcontracting agency.
3. Provide an explanation of how the Lead Agency and any subcontracting agencies determine indirect cost rate and describe what costs are specifically included in this rate using Attachment #6. Please note that indirect cost cannot exceed 15% of total grant amount awarded excluding equipment and capital expenditures.
4. Provide a narrative for the proposed budget, explaining how the budget relates to programming. The information included in this section should correspond to the figures in Attachment #8. If the budget includes consultant costs, describe scope and purpose of consultant. Please be clear on the timing of project implementation and roll out of strategies. The timing of expenditures are to match that timeline.

Note: To address standardized evaluation cost required in the RFP, a percentage of the First 5 Evaluation operating budget will be allocated in the collaborative budget.

H. Sustainability Plan – 1 page maximum (20 points)

1. If this application is awarded, specifically describe how the Community Collaborative plans to sustain the proposed program and program results over the long term. Include current resources committed to the project, including local, Title I, Federal, State, etc.
2. List any funding partners who are committed to the implementation of this project, aside from funders for this RFP. How are these funders involved in the programs which they fund?
3. Describe the Collaborative experience in obtaining and sustaining grant-funded programs for children in the last 5 years. Please include: how many grant-funded programs the agencies have sustained and to what extent the original program services still exist.
4. How is the Community Collaborative utilizing other dollars to achieve the vision of this project? Identify the source of these dollars including local, Title I, Federal or State Leverage dollars and in-kind support.
5. If applicable, please list all staff positions in this application whose work will qualify to leverage additional resources such as Medi-Cal Administrative Activities (MAA), Targeted Case Management, etc. Please explain how these dollars, once secured, will be utilized to expand or enhance project services.
6. Which positions are primarily responsible for fund development through private fund raising and soliciting of grants?

I. Attachments (No Points)

A description of all the required attachments for the RFP proposal can be found in Appendix D. Please note: Attachment 9- Estimated Cost of Strategy is new.

Part 6: Appendix

Appendix A: Examples of National Evidence-Based Parenting Models

AVANCE - The AVANCE Parent Child Education Program, originated in San Antonio, Texas, is a School Readiness approach aimed towards At-Risk families. It is a two-generational model focused on the family and centered on the child.

The program has 3 goals:

1. Help parents understand their role as first teachers,
2. Help parents become partners in their child's education
3. Help parents continue their own education in order to best support their family.

The model consists of several components which include: parent education, home visitation, early childhood education, food services, transportation, adult education, and case management services for families. AVANCE has strong evidence of supporting the cultural and linguistic needs of Latino families, is community driven, and is has a 0-3 focus. More information on the program can be found at <http://national.avanceinc.org/>

The Incredible Years – This program is a parent/teacher training that focuses on developing the social and emotional skills of children that have been identified with challenging behaviors thus putting them at risk for child abuse and school failure. It is research-based and a proven effective program for reducing children's aggression and behavior problems and increasing social competence at home and at school. The approach has been selected by the U.S. Office of Juvenile Justice and Delinquency Prevention office as an "exemplary" best practice, a "model program" by the Center for Substance Abuse Prevention, and has been recommended by the American Psychological Division 12 Task force as a "well-established treatment for children with conduct problems. The program goals are as follows:

Reduce conduct problems in children:

- Decrease negative behaviors and noncompliance with parents at home.
- Decrease peer aggression and disruptive behaviors in the classroom.

Promote social, emotional, and academic competence in children:

- Increase children's social skills.
- Increase children's understanding of feelings.
- Increase children's conflict management skills and decrease negative attributions.
- Increase academic engagement, school readiness, and cooperation with teachers.

More information can be found at: <http://www.incredibleyears.com/>

Triple P – Positive Parenting Program- is a multi-level framework aimed to tailor information, advice and professional support to the needs of individual families. It recognizes that parents have differing needs and desires regarding the type, intensity and mode of assistance they may require. Triple P interventions range from media messaging on positive parenting to targeted interventions (for specific behavior problems) to more intensive parent/child case management, targeting specific family issues such as relationship conflict and parental depression, anger and stress.

The program targets the developmental periods of infancy, toddlerhood, pre-school, elementary school and adolescence. Within each developmental period, the reach of the intervention can vary from being very broad (targeting an entire population) or quite narrow (targeting only high-risk children). Triple P addresses these differing needs through its levels. The Triple P system is designed to maximize efficiency, contain costs and ensure the program has wide reach in the community. Additional Information can be found on this program at: <http://www.triplep-america.com/index.html>

Appendix B: Grantee Requirements for Lead Agency and Subcontractors

- **Technical Assistance and Training**
Grantee will be required to participate in all mandatory orientation and training sessions offered by First 5 and its approved contractors.
- **Community Collaborative Model Meetings & Trainings**
In addition to local Collaborative meetings, grantees (Lead Agency and subcontractors) must attend 3 First 5- led Community Collaborative meetings per year in order to enhance planning, service quality, sustainability and assess process evaluation. Additionally, Collaborative members will be invited to participate in a series of Learning Communities to encourage sharing of ideas and resources.
- **Principles on Equity and Diversity**
First 5, in fulfilling its mission, will “take proactive steps to ensure that children and their families from diverse populations, including children with disabilities and other special needs, are an integral part of the Planning and implementation of Proposition 10.”¹ The Principles on Equity developed by the State Committee on Equity will serve as a guide throughout the work of the Commission:
- **Inclusive Governance and Participation:** to obtain meaningful participation and input of the families and other caregivers of children from diverse backgrounds with diverse abilities
- **Access to Services:** to assure that children from diverse backgrounds, with diverse abilities and that have been traditionally underserved, have access to high quality early care and education/development opportunities
- **Legislative and Regulatory Mandates:** to ensure that funded programs adhere to all legislative, regulatory and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities
- **Results-Based Accountability:** to ensure that First 5 programs have meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities
- **Record-Keeping and Reports**
Grantees, including subcontractors, must institute sound programmatic and fiscal record-keeping practices. Grantees must keep written and/or electronic records of all services and activities that are/were provided to families by the Lead Agency and subcontractors (if applicable) for which payment will be rendered under the Initiative for 5 years from the date of delivery.
- **In-Kind and Matching Funds**
Grantees and Collaborative partners are strongly encouraged to allocate a portion of their existing revenue and resources to support the activities in this RFA. In-kind and matching contributions may include staffing, facilities, supplies and services. Cash-match contributions

¹ Adapted from the Advisory Committee on Diversity, California Children and Families Commission

may include new or restricted funds to support the Initiative program requirements and model.

- **Tri-Annual Reporting Requirements**

Grantees will be required to submit a status report three times per year. Any reports that are submitted late may be subject to a fiscal penalty. Grantees will also host two site visits a year with funding partners to provide progress and achievements in implementation of the project.

- **First 5 Policies**

Several commission policies provide information about grantee expectations. Some of these include: Tobacco policy, Funding Faith-Based Organizations, Confidentiality, Logo and Attribution Standards, Leveraging, Supplantation, and Service Age. A First 5 Contractor's Manual will be provided for each grantee awarded funding.

- **Insurance Requirements**

Successful applicants must maintain and submit annually proof of insurance with an endorsement naming **First 5 Santa Barbara County Children and Families Commission and the County of Santa Barbara** as additional insured.

- **Lead Agency Responsibilities When Monitoring a Subcontract**

The Lead Agency must supervise and monitor all work performed by any and all sub-contractors including units of service performed, insurance coverage, invoice amounts and fiscal records. The Lead Agency is responsible for reporting units of service for the subcontractor in each tri-annual report.

- **Fiscal Reporting**

Grantees will be required to submit monthly or tri-annual contractor's payment applications in order to be reimbursed for actual expenses.

- **Required Partners in Application**

Grantees must also provide board letters of support and active participation from the following required partners:

- School District(s) that exist within the community/neighborhood
- Principals from each elementary school located within the community/neighborhood
- Initial key partners named in the Planning application

- **Fingerprinting and Criminal Clearances**

Grantees must guarantee that all employees, volunteers and contractors who will provide direct services to children have a criminal clearance that states that they do not have a criminal history which would compromise the safety of children.

- **Child Abuse Prevention and Adherence to Mandatory Reporting Requirements**

Grantees and all Collaborative partners must ensure that all known or suspected instances of child abuse or neglect are reported to either a local law enforcement agency or Child Welfare Services. Thus, each employee, volunteer or contractor that has direct contact with children when providing First 5 funded services must receive annual training and sign a statement that

he or she knows of the child abuse reporting laws and will comply with all requirements.

- **Leveraging Public Dollars with First 5 Santa Barbara award**

If during the term of this Agreement, the Contractor obtains funding or other income from a source other than the First 5 Commission and such funding or other income is in excess of that shown as part of the Project Budget and such funding or other income relates directly to the program or activity funded pursuant to this Agreement, then Contractor shall so notify the Commission in writing at the next request for reimbursement. Please note that the Commission strictly prohibits supplantation of funds (see below). **In addition, it is the expectation that all state or federal dollars (Title IVE, MAA, TCM, etc.) that are leveraged from Commission dollars are reinvested in services for children ages 0-5 and their families within two years of receipt.**

- **Supplantation of Funds**

First 5 funds may not be used to replace other federal, state, private, or local funds that currently, or within the last 12 months have been committed for program activities. Applicants that receive State or Federal funds should only request funds for activities or components **not** currently supported by other sources. Funds that are requested by the applicant must be used exclusively for the operation and administration of the proposed activities outlined in the applicant's performance scope of work.

Appendix C: Grant Conditions

Specific grant conditions, including but not limited to the following, apply to proposal submission and implementation and to any agreements that result from the submission and implementation of the application. This is not an exhaustive list of conditions.

A. Rights of the Commission

The Commission may, at its sole discretion, reject any or all applications submitted in response to this document. The Commission also reserves the right to cancel this offer at its sole discretion at any time before execution of a Grant Agreement. The Commission shall not be liable for any costs incurred in connection with the preparation of any application submitted in response to this document. Any applications, including attached materials, submitted in response to this document shall become property of the Commission.

B. Disclaimer

The Commission is not responsible for the representations made by any of its officers or employees before the execution of a Grant Agreement by the Commission unless such understanding or representation is included in this document and/or in subsequent addenda. The Commission is responsible only for that which is expressly stated in this solicitation document and any authorized addenda thereto.

C. Applicant's Financial Status

The Commission reserves the right to request additional financial status information at any time to verify an applicant's past and/or current financial status.

D. Disclosures of Contents of Proposals

All applications, statements of qualification, corporate or organizational documents, financial statements and/or any other information submitted in response to this RFA shall become the exclusive property of First 5. To the extent required by applicable law, all applications shall be regarded as public records, with the exception of those parts of each proposal defined by the applicant as business or trade secrets and plainly marked as "TRADE SECRET," "CONFIDENTIAL," or "PROPRIETARY." Such information should not appear on the same page as non-proprietary or non-confidential information. All determinations regarding the confidentiality of any information shall be made in the sole and absolute discretion of the Commission in consultation with legal counsel.

The Commission shall not in any way be liable or responsible for the disclosure of any such records or any part thereof, if disclosure is required or permitted under the California Public Records Act or other applicable law or order of a court.

E. Contact with First 5 Employees, Commissioners and/or Advisory Board Members

As of the issue date of this Request For Funding and continuing through the public notification of the award, all First 5 personnel and Commissioners (except for the below designated First 5 personnel), and funding partners, are specifically directed not to hold meetings, conferences, or technical discussions regarding this Funding Request with prospective grantees. "Off the record" contacts can potentially taint the Commission's decision-making process. Please do not attempt to initiate this type of communication.

F. Conflict of Interest Condition

It is the applicant’s sole responsibility to be aware of and comply with all applicable laws and regulations including, without limitation, California’s strict conflict of interest laws. FIRST 5 RESERVES THE RIGHT TO REJECT ANY PROPOSAL THAT DOES NOT COMPLY WITH THIS REQUIREMENT. Applicants who have any question about this or any other restriction are advised to consult with the designated First 5 staff member BEFORE expending time and/or money on developing an application.

G. Conflict of Interest (Grant Agreement Term)

It shall be the responsibility of the Grantee to abide by applicable conflict of interest laws and regulations pursuant to California law. During the term of this Agreement, Grantee shall not recruit, hire, employ or compensate any current Commission employee or consultant for services in connection with this or any other Commission – funded project without the advance written consent of Commission.

H. Grantee’s Project Requirements

The Grantee shall be responsible for providing competent, qualified staff to fulfill the Grant Agreement. The Grantee will provide sufficient personnel to perform all work in accordance with the specifications set in the Grant Agreement’s Scope of Work.

The Grantee shall fully comply with Federal statutes and regulations regarding employment of aliens and certify to the Commission that the Grantee and its employees assigned to the resultant agreement fully meet the standards imposed by Federal statutes and regulations. The Grantee will indemnify, defend and hold the Commission harmless from any sanctions that may be assessed against the Grantee for violation of Federal statutes and regulations pertaining to employment of undocumented workers. The Grantee shall provide a “Project Director” who shall be responsible for the performance of the work under this Grant Agreement. The name and telephone number of this person and an alternate who can act for the Grantee when the director is absent shall be designated in writing to the Commission.

I. Licenses, Permits, Registrations, Accreditations, and Certificates

The Commission reserves the right to request at any time, any or all appropriate licenses, permits, registrations, accreditations, and/or certificates required by Federal, State, and local laws, regulations, guidelines, and/or directives for the operation of applicant’s facility(ies) and for the provision of services hereunder as well as its officers, employees, and/or agents performing the services hereunder.

J. Responsibility for Employee Wages and Benefits

The Grantee shall be solely responsible for providing to its employees all legally required employee benefits. The Commission shall not be called upon to assume any liability for the direct payment of any salaries, wages, or other compensation to any employees of the contractor or its Collaborative partners.

K. Public Statement/Materials

Grantee shall indicate in any and all press release(s), statement to the public or printed materials (including brochures, newsletters, reports, etc.) related to the program that it is “Funded by First 5 Santa Barbara County” and include the First 5 logo as possible. Please see the

Logo and Attribution Policy for details.

L. Confidentiality

The Grantee shall maintain the confidentiality of all records, including but not limited to Grantee records and client records in accordance with all applicable federal, state and local laws, regulations, ordinances and directives regarding confidentiality to the extent permitted by law. Grantee shall inform all of its employees and agents providing services hereunder of the confidentiality provisions of the Grant Agreement. Grantee shall employ reasonable procedures to assure that the details of the advertising campaigns adhere to laws on confidentiality.

M. Program and Evaluation Review

The selected Grantee shall be required to submit status reports three times per year (“Tri-annual Reports”) that outline the progress on the activities defined in the application and relevant attachments, thru the GEMS Database. These reports will include all performance measure tools that have been agreed to in the executed contract and/or are mutually agreed to during the contracting period. First 5 will conduct programmatic and fiscal compliance visits yearly and as needed during the grant term.

N. Tangible Property and Capital Expenditures

Any Items purchased and capital improvements made with First 5 funds must be used for their intended purposes as set forth in the grant. If a grant recipient ceases operation of their business or the program for which the expenditure was made is discontinued, then at the discretion of the Commission, assets purchased must be returned to the Commission and expenditures made on capital improvements must be reimbursed to the Commission.

O. Scope of Work Revisions

In order to make applications within and across Initiatives consistent and to address funding panel recommendations, items within an application may need revisions in order to be funded. Revisions to the scope of work, budget, or proposed evaluation plan, must be finalized and approved by commission staff no later than **June 4, 2010**. Any change in this date will be made in writing by the Commission staff.

P. Contract Signing Deadline

The selected Grantee will be required to sign the Contract no later than **June 30, 2011**. If the Contract is not signed and returned to the commission by this date, the Commission may withdraw or decrease the grant award. Any change in that date must be submitted in a written document that is signed and approved by both parties.

Q. Required Documentation

The following documents will be required before the Contract can be executed:

- Insurance Coverage (see below section)

Grantee shall provide and maintain in effect throughout the duration of this contract at least the following policies of insurance, issued by insurers admitted to do business in the State of California with a current A.M. Best’s Guide Rating of A: VII or better.

Each such policy of insurance shall apply on a primary and non-contributing basis as to Commission and be endorsed to include as additional insured, **First 5 Santa Barbara County**

Children and Families Commission AND Santa Barbara County, its officials, employees and agents, using standard ISO endorsement No. CG 2010 with an edition prior to 1992. Grantee shall provide certificates and endorsements evidencing such insurance to Commission by **June 6, 2011**. Each such certificate shall state explicitly that the policy of insurance shall not be cancelled, withdrawn or allowed to lapse for any reason unless the insurer has first given thirty (30) days written notice to the Commission. Failure to maintain such insurance and/or to provide the required certificates shall constitute a material breach of this Contract.

Grantee and subcontractors shall provide policies of liability insurance of at least the following coverage and limits:

- Commercial General Liability Insurance
Such insurance shall be written on an ISO commercial general liability form with minimum limits of not less than one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) in the aggregate for any personal injury, death, loss or damage.
- Workers' Compensation Insurance Such insurance shall be in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with limits not less than one million dollars (\$1,000,000) per accident or disease, covering all persons who provide services for Grantee.
- Professional Liability Insurance Such insurance shall cover liability arising from any error, omission, or negligent or wrongful act of Grantee or its employees, with a limit of liability of not less than one million dollars (\$1,000,000) per medical incident for medical malpractice liability, or of not less than one million dollars (\$1,000,000) per occurrence for all other types of professional liability.
- Business Auto Liability Primary coverage shall be provided on ISO Business Auto Coverage forms for all owned, non-owned, and hired vehicles with a combined single limit of not less than \$1,000,000 per accident and \$2,000,000 aggregate.
- Evidence of Self Insurance Legally adequate evidence of self-insurance meeting the approval of the Commission's Legal Counsel may be substituted for any coverage required above. Grantee must submit a copy of the self-insured certificate issued by the State of California.

R. Submission of Annual Audit

Grantee shall submit an annual independently audited financial statement to First 5 within 120 days of fiscal year-end unless an annual waiver of this requirement is received and approved by the County of Santa Barbara Auditor-Controller's office prior to the end of the fiscal year in question.

S. Indemnification (Grant Agreement Term)

To the maximum extent permitted by law, GRANTEE shall defend, indemnify and hold harmless COMMISSION, its officers, officials, employees, agents and volunteers, from any losses, injuries, damages, claims, lawsuits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, actual attorneys fees, court costs, interest, defense costs including expert witness fees and any other costs or expenses of any kind whatsoever incurred in relation to, as a consequence of, or arising out of or in any way

attributable in whole or in part to GRANTEE'S performance of this Agreement including, without limitation, matters of active or passive negligence on the part of COMMISSION.

Without affecting the rights of COMMISSION under any provision of this Agreement or this Section, GRANTEE shall not be required to indemnify or hold harmless COMMISSION for liability attributable to the sole fault of COMMISSION, provided such sole fault is determined by agreement between the Parties or the findings of a court of competent jurisdiction. This exception shall apply only in those instances where COMMISSION is shown to have been solely at fault and not in instances where GRANTEE is solely or partially at fault or in instances where COMMISSION'S fault accounts for only a percentage of the total liability. In such cases, the obligation of GRANTEE to indemnify and defend shall be all-inclusive. GRANTEE SPECIFICALLY ACKNOWLEDGES THAT ITS OBLIGATION TO INDEMNIFY AND DEFEND EXTENDS TO LIABILITY ATTRIBUTABLE TO COMMISSION, IF THAT LIABILITY IS LESS THAN THE SOLE FAULT OF COMMISSION.

Appendix D: Attachments

- A. **Attachment 1-Applicant Cover Sheet**-Complete the coversheet to be handed in with the proposal
- B. **Attachment 2-Scope of Work**- A brief overview of the program, services and strategies that will be utilized with the funding requested. Lead and subcontractor(s) will need to complete this attachment.
- C. **Attachment 3-Demographics & Geographic Clients Served Details**-This form is required for each agency included in the application, including subcontractors. If the application contains subcontractors, complete one form that comprises the project total (Lead Agency + all Subcontractors) and one form for EACH contributing agency. Complete all columns and rows of the attachment, which correspond with each fiscal year of the proposal.

There are two pages to this attachment. Page one will show total number of **Individual/unduplicated** family members and providers expected to be served by this program and the geographic locations of the **individual/unduplicated** family members and providers. Page 2 will show total number of **groups/duplicated** expected to be served by this program and the geographic locations of the **groups/duplicated**. Please complete the table that best matches your project. Depending on your project, you may complete one or both pages.

This attachment is comprised of 5 tables that the applicant will complete in order to illustrate how many clients the proposed program will serve over the duration of the grant with First 5 funds and as a whole (including leveraged funds.) If your proposed program will be funded 100% by the request in this application, then the numbers in the column "Clients Funded by First 5" would be the same as "Total Clients in the Project." Please enter "0" in each field where there are no clients projected to be served.

Table 1 & 2: Projected individual/unduplicated family members and providers to be served- Based on the Family Member Type Details that are listed on the left side of the table and which correspond to the description in Attachment 4, project how many **individual/unduplicated** family members will be served in these categories for each fiscal year of the program. An individual and unduplicated count means that regardless of how many times a program serves a family member "Anna" she is still counted as 1 person.

Table 3: Geographic Location of Clients to be Served Individually-Geographic locations table 3 should equal the total **individual/unduplicated** family members and providers in table 1 and 2.

Check and Balance Box- developed to ensure that the numbers in Table 1,2 equal Table 3 for number of clients funded by First 5, if there is a green check mark, the tables equal, if there is a red X the tables do not equal.

Table 4: Projected group/duplicated clients to be served- Based on the Group Type Details that are listed on the left side of the table and which correspond to the description in Attachment 4, project how many **group/duplicated** clients will be served in these categories for each fiscal year of the program. These counts may contain duplicated counts. This table should be used to

estimate counts of group types for programs that are, as part of the funded application scope of work, serving audiences in a format where it would not be feasible to obtain specific and individual client information (for example, hosting a conference or large workshops.)

Table 5: Geographic Location of Clients to be served group/duplicated clients to be served-
Geographic location table 5 should equal the total group/duplicated clients in table 4.

- D. Attachment 4- Units of Service-**This form is required for each agency included in the application, including subcontractors. If the application contains subcontractors, complete one form that comprises the project total (Lead Agency + all Subcontractors) and one form for EACH contributing agency. Complete all columns and rows of the attachment, which correspond with each fiscal year of the proposal. (See Table A on page 15 for service definitions)

There are 6 types of dropdown menus located on this form: Service Code, Client Type, Client Type Details, Focus Area, Service Modality, and Measurement Type. Each is described below. Based on what best matches the descriptions below with proposed applicant activities, select options from the dropdown menus provided.

Service Codes are designated names for program strategies. For each unit of service, select the service code that best matches your program strategy. Each of the available service codes and their descriptions are located in Table A (page 15) of these instructions. Select ONLY 1 code per unit of service.

Client Types include 3 main categories under which all First 5 clients are tracked for evaluation purposes. The types are: Family Member, Provider and Group.

Client Type Details provide further information about who the programs are serving. Details by the 3 client types are below:

Family member: Children 0-3, Children 4-5, Biological Parent, Foster Parent, Adopted Parent, Expecting Parent, Grandparent, Other Relatives, Domestic Partner, and Sibling 6-18

Provider: Center based ECE, Education Community, Family Support Providers, Family Based ECE, Health Care Providers, Infant Care Providers, Internal Program Staff, Kindergarten Teachers, Other

Group: Business Community, Center Based ECE, Children 0-3, Children 4-5, Community At Large, Education Community, Expectant Parents, Family Support Providers, Family Based ECE Providers, Health Care Providers, Infant Care Providers, Internal Program Staff, Kindergarten Providers, Parents/Guardians, and Siblings 6-18

The **Focus Area** dropdown menu links the applicant proposed services to the First 5 Strategic Plan. As described in the application, the 4 Strategic Plan focus areas are: Child Health, Family Strengthening, Systems Improvement, and Early Development and Education. While the proposed strategy may fit under more than one category, choose the one category that BEST describes it.

Service Modality describes how the applicant will be providing the service. The available modalities for selection in the drop down menu are: case management, class/workshop, home visit, and in-person consultation, mailing/distribution of materials, mobile service, phone consultation, public community event, and support group session.

Measurement Type is how the applicant and First 5 staff will measure the applicants' progress in achieving the proposed units of service under the column "Units Funded By First 5." For example, 1 unit = 1 hour of service.

Units Funded By First 5 is where the applicant will type the number of measurable units the project will complete per fiscal year with the award.

Total Units for Project (including leveraged dollars) is where the applicant will type the number of measurable units that will be completed by the applicant for the project as a whole (First 5 award + additional matched and leveraged dollars). If your proposed program will be funded 100% by the request in this application, then the numbers in this column would be the same as "Units Funded by First 5."

- E. Attachment 5-Evaluation Tool Matrix-** To be completed by First 5 Staff & Contractor after funding is approved.
- F. Attachment 6- Indirect Cost Rate Description-**This form is required for each agency included in the application, including subcontractors. Complete each of the two questions in the text fields provided. Items that are listed as part of the indirect cost may **NOT** also be included as line items in the budget (Attachment 8).
- G. Attachment 7-Agency Involvement in Litigation Form and/or Compliance Difficulties-**Complete one form per application utilizing the text fields and the check-mark enabled boxes to the right of each question.
- H. Attachment 8- Program Budget-**This form is required for each agency included in the application, including subcontractors. If the application contains subcontractors, complete one form that comprises the project total (Lead Agency + all Subcontractors) and one form for EACH contributing agency. For Lead Agencies and Subcontractors, complete one attachment for fiscal years 2011-2012 and 2012-2013 corresponding to the proposal.
- I. Attachment 9- Estimated Cost of Strategy-**The purpose of this attachment is to 1.) Have the collaborative estimate the total cost of delivering strategies over 3 years, 2.) Indicate the source from which the funding is being requested or has been secured to pay for the strategies and 3.) Determine a timeline for the delivery of the strategies (e.g. is the service going to be staggered or implemented starting in Year 2 etc.).

NOTE: The maximum allowable indirect cost rate is 15% of the program total minus the cost of any equipment and/or capital expenses.

Appendix E: “Application Requirements Checklist”

- A complete and signed Phase II Executive Summary
- Letter from School District Superintendent outlining his/her commitment and support to articulation, interventions, and data integration
- Deliverables (See Appendix F):**
 - Asset Map
 - Needs Assessment
 - Collaborative Strategic Plan including benchmarks for monitoring progress and success
 - Collaborative Implementation Plan including the timeline for implementation of strategies, the necessary staffing, the funding requirements for each, and the use of logic models to outline how results will be achieved
 - MOUs required for integrated and coordinated services and evaluation
- Complete Data Matrix Report
- All required attachments. Please refer to Appendix D.

Appendix F: Description of Planning Grant Deliverables

These 5 deliverables must be completed in order to apply for Phase II Implementation Funding.

1. Community Asset Map

Community Collaboratives must create an inventory of their designated community's strengths and resources, referred to as an Asset Map, in order to fully understand the community and to be able to communicate about it and build upon it. A community asset or resource is anything that improves the quality of community life and for First 5, the quality of life for children and their families. Strong collaboratives need to build on the strengths of their community which can include agencies, individuals, self-identity, and common will.

2. Community Needs Assessment

The needs assessment process should be used as an approach to identifying issues, determining their extent, and accurately defining the target population to be served and the nature of their service needs. The needs assessment is essential to quality program development and program improvement. During the needs assessment process, the collaborative will collect baseline data and the well-being of children 5 years and under. This data will serve as a benchmark for future evaluation and planning.

Upon successful award of Phase I funding, the Community Collaborative will be required to conduct the needs assessment using the following required tools:

- The Kindergarten Student Entrance Profile (KSEP)
- The Ages and Stages Questionnaire – Rev. 3 (ASQ-3, ASQ-SE)
- The Childbearing Families Survey
- The Family Protective Factors Survey
- Early Care and Education Capacity and Quality Tool

3. Collaborative Strategic Plan

The Strategic Plan will identify where the Community Collaborative wants to be at some point in the future and how it is going to get there. The "strategic" part of this plan is the attention to current realities, trends and changes in the community and how this affects children's school readiness.

As such, a Collaborative strategic plan will:

- Take into account what is going on inside the community, including its strengths, weaknesses, opportunities and threats (a SWOT analysis)
- Establish statements of mission, vision and values
- Establish goals to accomplish over a three, five, and ten year period as a result of what was determined through the asset mapping and needs assessment
- Identify how those goals will be reached and monitored (strategies, objectives, responsibilities and timelines)
- Clearly identify overarching as well as specific strategies which will truly establish the level of change that has taken place through this planning process.

4. Collaborative Implementation Plan

Taking the goals and strategies of the Strategic Plan, the Implementation Plan will translate into a comprehensive outline of the most appropriate options for implementing goals identified and prioritized within the strategic plan. The plan will include roles, responsibilities, timelines, and deliverables. The following elements must be included in the Implementation Plan:

- Objectives tied to a timeline
- Implementation of evidence-based strategies for each of the four focus areas
- Process for community partnership and input
- Goals for sustainability for long-term impacts
- Tasks of Collaboration and identification of responsibility (includes staffing)
- Time allocation for start-up and duration of programming
- Monitoring procedures
- Preliminary budget for each strategy

5. Collaborative Memorandums of Understanding (MOUs)

To successfully provide comprehensive-coordinated services to families within the Collaborative, Memorandums of Understanding will need to be created during the planning process to provide a foundation for agency personnel to deliver coordinated services to families and to promote consistent countywide delivery, reporting, and data sharing methods

Any questions or comments regarding this Funding Request must be addressed in writing to:

Katie Corda, Department Assistant, First 5 Santa Barbara County

Via fax (805) 564-8586 or email kcorda@countyofsb.org

In addition to your specific question, include your contact information (in case we do not understand your question.)

Phase II: All questions received before March 4th, 2011 **at 1pm** will be answered in the order that they are received and posted to our website.

ALL QUESTIONS RECEIVED AFTER 1PM MARCH 4, 2011 WILL NOT BE ANSWERED.