

# First 5 Santa Barbara County Strategic Plan

2010 - 2015



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HANNE SONQUIST

## Dedication



It was with great sadness that we said goodbye to our friend and colleague Hanne Sonquist when she passed away this May.

As individuals, and collectively as a group, we aspire to make a difference, leaving our community a better place for children. Hanne Sonquist did not just aspire, she did leave our community a better place. She demonstrated, every single day, what one person can do to make a difference. From her 23 years as the director of Starr-King Parent Child Workshop, to her work as a Marriage and Family Therapist, to her extensive civic and community participation, Hanne was not a spectator in life, but an active participant.

Hanne served as a Commissioner on the First 5 Santa Barbara County Commission from 2006 until her retirement in December 2008 and was Vice Chair of the Commission for several years. She brought her perspective as a parent, a grandparent, a child care program director, a family therapist, and a community advocate to our work together.

Hanne was a valued and respected partner from the earliest days of First 5. She helped shape the direction that we have taken over the past 10 years and she was instrumental in framing our vision for the future. Hanne led by example, and it is her spirit and her example that we will remember as we continue onward. Her grace, humor, pragmatism and commitment to her own family, and the children and families in our community, are important reminders for us as we begin this next phase of our work. We dedicate this plan, with its renewed focus on partnering for the betterment of children, to Hanne Sonquist, a true champion for children.





## Executive Summary

The central goal of the First 5 Santa Barbara County (First 5) is that **all children arrive at Kindergarten ready for success in school**. This goal has been consistent over First 5's ten years of operation, and all its supporting goals are intended to drive toward that result. National research, supported by local experience, point to health care, early learning opportunities, family strengthening services and a focus on partnering to improve the early childhood systems as the strategies that can best support school readiness and success for all children.

First 5 has seen some excellent outcomes for children engaged in previously funded direct service programs. However, because of a county-wide focus across all initiatives, the results have not always been intensive enough to have an impact on communities with high risk factors. With decreasing resources and a recognition of a need to explore alternative approaches, First 5 Santa Barbara County has engaged in its fourth strategic planning process.

Historically, First 5 began by supporting individual well-run programs and then moved, based on the best available research, to the development of a portfolio of Initiatives with multiple strategies within each. These Initiatives evolved as partnerships aimed at providing a range of services, some universal and some for more targeted populations, and all have worked towards systems change and improvement.

Based on recognition of the need to further refine service delivery to benefit targeted populations, the next step in First 5's evolution is to begin to move to an integrated strategy that will include both County-Wide Services and a new more targeted Community Collaborative model within selected neighborhoods. The end result leverages the best First 5 experiences to date while accommodating the financial reality.

County-Wide Services will include Newborn Home Visiting, Family Strengthening, Children's Health & Safety, Early Care & Education, and Community Outreach and Education Campaigns. With declining resources and a greater understanding of needs, the evolving approach will allow First 5 to concentrate its resources most effectively. The new Community Collaborative model is a place-based approach that will target communities of great need where investments have already been made and strategies tried, but where children continue to have poor outcomes on kindergarten readiness indicators.

The new Community Collaboratives will implement the most cost effective school readiness strategies which will prepare children for the rigors of elementary school and contribute to overall child and family success.

In order to fulfill the goals for both individual communities and Santa Barbara County as a whole, we will continue our commitment to making progress in **First 5's four focus areas: Child Health, Early Childhood Development & Education, Family Strengthening and Systems Improvement.**

Since the beginning, partnership has been central to First 5's approach. As First 5 develops new strategies we will expand our engagement with other funders, work closely with organizations throughout the community, and increasingly draw on the talents and strength of parents and other community members in all aspects of planning and implementation.



#### To achieve its goals, First 5 will:

- Invest in services for those identified in greatest need and those at risk of poor academic and long-term life outcomes
- Support coordinated and integrated services at the community level
- Partner to provide a continuum of support across the age span of prenatal to Kindergarten
- Partner with other funders to achieve positive health and education outcomes for children

The plan strives to reach a balance between keeping what works and moving forward based on what we have learned. Above all, we are looking for the potential of long term sustainability to achieve the goal of success for every child in Santa Barbara County.

The First 5 Commission, and every citizen of Santa Barbara County, bears a responsibility for the next generation. This plan is a considered response to fulfilling that responsibility.

# Introduction

**The overriding aspirational goal of the First 5 Santa Barbara County Children and Families Commission (First 5) is that all children arrive at Kindergarten ready for success in school.**

All of the Commission's work is intended to drive toward that result. Research shows that a child's brain develops more during the first 5 years of life than at any other period. Consequently the overarching objective of First 5 is to provide support during those crucial years so that each child in Santa Barbara County is ready to start school. This plan uses the National Education Goals Panel definition of "school readiness" which acknowledges the important and interdependent role that children, their families and schools play in a child's development.

When First 5 began its work to implement Proposition 10, the 1998 California Children and Families Act, we had limited first-hand experience of which programs, strategies and systemic initiatives would have the most impact and be most cost-effective. Our work has resulted in a gradual, but very intentional learning process about best practices, partner agencies, state-wide and national programs, and the growing amount of research in the field of child development. From the beginning, we have built on the existing structures in the community and created new ones to fill the gaps. First 5 has come a long way up the philanthropic curve, becoming more sophisticated in our grant-making, leveraging resources, and engaging partners more deeply in the work. While documented results of our work have been encouraging, much work remains to be done.

This First 5 Strategic Plan was developed based on the economic reality to make do with less, and with an even greater emphasis on renewing our commitment and building on what has been accomplished in order to appreciably move forward. The plan strives to reach a balance between keeping what works and moving forward based on what we have learned. Above all, we are looking for the potential of long term sustainability of effort to achieve the goal of success for every child in Santa Barbara County. There are many elements to the plan, but there is one continuous and central theme – to expand the network of partnerships and collaborations focused on common goals. Everything First 5 has learned and done over ten years leads to the conclusion that progress and success is dependent on ownership by a broad-based community of interest. This is the heart and soul of the plan that follows.

## Background

In 1998, Proposition 10 was passed in California with the intent of improving the lives of children at the most critical time of their development—the first five years. Proposition 10 added a 50 cent tax on all tobacco products to fund early childhood development, health care, parent education and other programs that improve services for children age 5 and under and their families. The First 5 Santa Barbara County Children and Families Commission was established in 1999 to invest Proposition 10 funds in programs and services for Santa Barbara County



children and their families. Funds are distributed by the State based on the number of babies born in each county. Approximately 6,000 babies are born each year in Santa Barbara where there are currently 34,704 children 0 to 5 years of age.

Since its inception, First 5 has developed three strategic plans and has invested over \$45 million in local programs serving children. During those years, we have funded a wide range of programs and partnerships and have intentionally moved up the philanthropic curve. We have learned from research and practice, by listening carefully to the community, and by working with key stakeholders across the state and the nation to improve and expand services for children. That process is ongoing, and is central to our ability to fulfill our mandate.

First 5 began by supporting individual well-run programs, and then moved, based on the best available research, to the development of a portfolio of initiatives (Early Child Health, Newborn Home Visiting, Early Care and Education, Family Strengthening, and Early Childhood Mental Health and Other Special Needs) and the multiple strategies within each. These initiatives have evolved as partnerships aimed at providing a range of services, some universal and some for more targeted populations, and all have worked towards systems change and improvement.

The highest level on First 5's philanthropic impact curve is to integrate and make more comprehensive a

system of care and delivery of services. In essence to create 'flow' – a process that is organic and renewable. If resources were infinite, every child and family in the county would be part of that flow. Resources, however, are finite and the economics in 2009 and going forward offer particular challenges.

First 5 is being pushed to make adjustments because of the projected decreasing revenues from Proposition 10 and the economic crisis. However, we are being pulled by what we have learned and the opportunity to improve our work – to have greater impact. These factors have led to a redesign of existing strategies and the development of a new targeted Community Collaborative model. The end result leverages the best First 5 experiences to date while accommodating the financial reality, and expands the opportunities to improve the lives of Santa Barbara County children at a critical time in their lives.

## The Strategic Planning Process

The Philanthropic Initiative (TPI) was contacted to lead the strategic planning process over a 4-month period and the resulting plan was built on the previous 2006-2011 Strategic Plan, the 2008 Strategic Fiscal Planning process, and the restructuring of funded Initiatives for fiscal year 2009-2010. The process was aided by our consistent goals, along with our organizational culture that values reflection, community input and change to inform and improve our work.



The TPI team sought the opinions of those directly involved in the work in Santa Barbara County as well as experts in the field. Activities included:

- Interviews with First 5 Commissioners and Advisory Board members
- Meetings and interviews with First 5 staff
- Interviews with additional stakeholders, including staff from First 5 California and other county commissions, funded partners, and other funders in Santa Barbara County
- An idea scan of national experts in early childhood development and issues around children 0-5
- Public meetings and retreats with First 5 Commissioners, Advisory Board members and community partners to present and discuss goals, possible scenarios for the future and proposals for future directions

At each stage, findings were presented to the Commissioners and publically posted. Possible scenarios for the future were identified and the Commissioners chose the recommended approach: to add a focus on community collaborations and to reach out more comprehensively to other funding partners. This approach, which begins to focus some resources on communities of particular need, will allow greater alignment and integration of services as well as bringing increased resources to the issues.

## What Research Tells Us

The implementation of cost-effective 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, collaborative early care and education programs can accomplish.

In particular, the Chicago Child-Parent Center study shows that participation in a comprehensive 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 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 affect on the entire community.

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. Three requirements for school readiness are:

- Children are healthy,
- Children have a strong foundation for learning, and
- Family and community supports school readiness efforts.



## SECTION I:



# First 5's Vision for **THE FUTURE**

# Vision for the Future

In many ways this strategic planning process affirmed that First 5 is heading in the right direction. The vision, mission and principles that have guided our work and the goals and desired outcomes remain valid. The shift that we will make in the coming five years will be to increase our focus on mobilizing community support to prepare children to enter school ready to succeed. First 5 envisions a future in which communities take ownership and action to ensure that all children in their community have everything they need to enter Kindergarten healthy, happy, eager to learn and ready for school. We want to see a significant and measurable increase in the number of children who are ready for school in the coming years.

## A. Theory of Change, Vision, Mission & Guiding Principles

### First 5's Theory of Change



If children are physically and emotionally healthy, have high quality early learning experiences, and live in families and communities who support school readiness efforts, they will be ready for school and able to thrive.



## Overall Goal

Children are ready for school.



## Vision

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.

## Mission

To improve the lives of children through the support of countywide, integrated, culturally relevant and sustainable systems of services that promotes optimal child development.

# Guiding Principles:

Developing a county-wide environment where children are safe

Providing support to parents, family members, and all other caregivers to help children achieve their greatest potential.

Honoring and supporting families as their children's first teachers and strongest advocates

Recognizing and respecting the social, linguistic, cultural and ethnic diversity and the unique needs of families and communities

Strengthening opportunities for children and families by facilitating community involvement in identifying needs and innovative solutions

Encouraging and supporting the development of each community's capacity to provide and sustain integrated services

Supporting and encouraging outreach to geographically and socially isolated families

Supporting access to services for all families in an environment of support and respect

Maximizing the percentage of dollars going to direct services and funding community programs in a timely manner

Developing and maintaining a system of equitable county-wide funding consistent with the Commission's strategic goals

Utilizing Commission funds to leverage additional local, state and federal resources to support program enhancement and sustainability

Supporting prevention efforts to reduce the use of tobacco and the effects of secondhand smoke on infants and young children

Supporting early intervention efforts to reduce the use of drugs and alcohol by pregnant women and parents of young children

Defining desired results for children and families and documenting the progress towards achieving them to ensure accountability and effectiveness

Engaging in an ongoing dynamic and evolving strategic planning process to meet the changing needs of our communities



## B. Focus Areas, Goals and Results

First 5's overarching goal is that "all children are ready for school".

Fulfilling this goal requires progress in four focus areas, across all programming:

- **Children's Health & Safety**
- **Early Childhood Development & Education**
- **Family Strengthening**
- **Systems Change**

These Focus Areas are the foundation for funding by First 5. Within the four Focus Areas listed above, we have identified the specific results we hope will be achieved for children and families, and we will make funding investments that are focused on these desired results.



### Focus Area: Children's Health & Safety

#### GOAL: Children are healthy

**RESULT:** Increase the number of children who enter school healthy, with any issues identified and treated before kindergarten (i.e., developmental, dental, asthma, vision, hearing, social/emotional health)

**RESULT:** Increase the number of children with health insurance



## Focus Area: Early Childhood Development & Education

**GOAL: Children are learning and ready for school (Kindergarten)**

**RESULT:** Increase the percentage and number of children entering Kindergarten who are deemed ready for school (i.e., have age appropriate literacy and language, social/emotional, and math skills)

**RESULT:** Increase children's access to high quality early learning opportunities

**RESULT:** Increase the number of parents who have awareness and skills to help support their child's school readiness

**RESULT:** Increase the number of early care spaces

## Focus Area: Family Strengthening

**GOAL: Children live in safe, stable and nurturing environments**

**RESULT:** Parents have realistic expectations of young children and apply them to interactions with their child(ren)

**RESULT:** Reduce the recidivism of unsubstantiated child abuse referrals

**RESULT:** Increase the percentage and number of families who can identify, access and utilize family and child resources

## Focus Area: Systems Improvement

**GOAL:** There is a system of accessible, community-based services and support available to children and their families

**RESULT:** Increase the number of children who have access to the appropriate level of services

**RESULT:** Continued improvement in the evaluation system to better assess progress through use of appropriate indicators, analysis and use of data for program and systems improvement

**RESULT:** Increase the knowledge and awareness of parents and community members on the importance of the first 5 years of life as a result of First 5 community outreach and education campaigns

**RESULT:** Programs provide services that reflect the broad population they serve

**RESULT:** Greater ownership, commitment, and advocacy within the community for the needs of children and their families, including sustainable funding from local, regional and national donors, foundations, corporations and government

*"One generation plants the trees;  
another gets the shade.*

~ CHINESE PROVERB



## SECTION II:



How our vision will be  
**REACHED**



# How Our Vision Will be Reached

During the term of the 2010-2015 Strategic Plan, First 5 will invest in both county-wide and targeted strategies. Some services will be designed to broadly reach children and families across the county and some will be targeted services for communities where there is the greatest need.



## County-Wide Services:

- Newborn Home Visiting
- Child Health & Safety
- Community Outreach & Education
- Family Strengthening Network
- Early Childhood Development & Education

## Tiered Services Through County-Wide and Community Efforts

This approach is based on local experience and national research on what works. After more than a decade of research on early childhood development, best practice has been identified as having tiered levels of services based on the needs of children and their families\*:

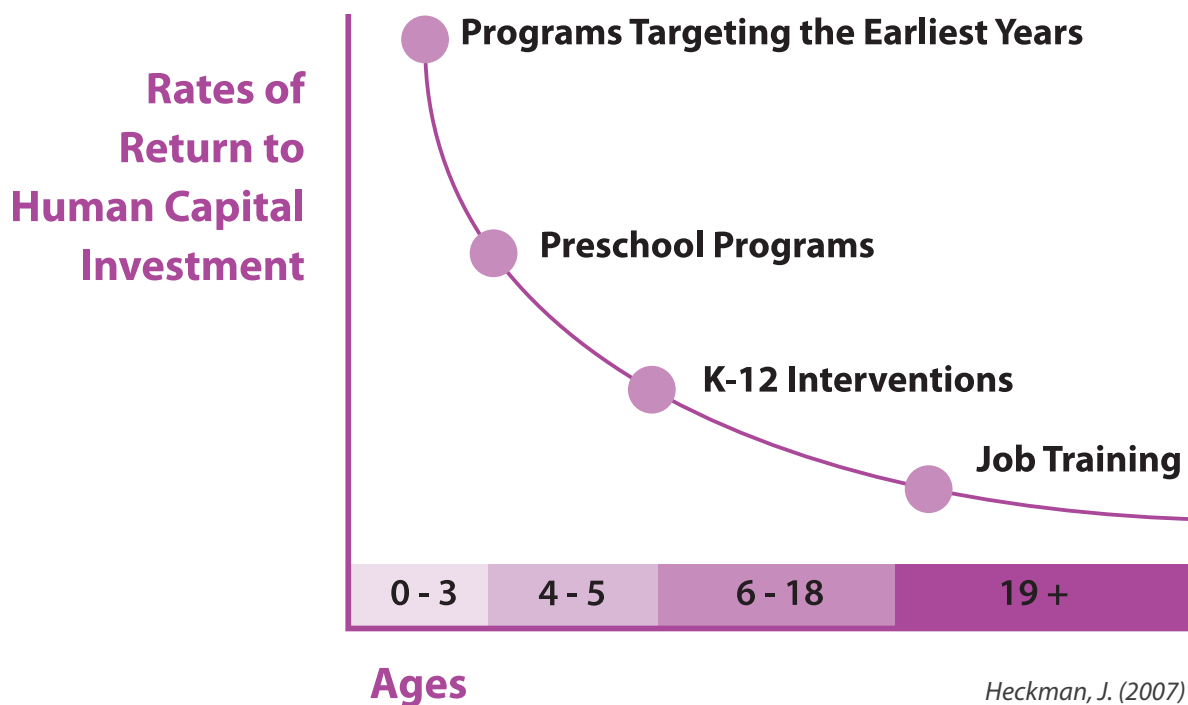
- **Universally available:** Basic health, family support and early care and education to the broader communities
- **Broadly targeted:** Interventions for children in poverty
- **Narrowly targeted:** Specialized services for children experiencing toxic stress



\* National Forum on Early Childhood Program Evaluation, Presentation to First 5 California, July 2009.

## Preventative Intervention is More Efficient and Produces Higher Returns than Later Remediation

First 5 will continue to enhance its focus on expanding and investing in evidence-based strategies. Based on the growing body of research and our experience, we now know more than ever that investing in preventive interventions for young children is more efficient and cost-effective than paying the cost of interventions at the K-12 level and beyond.



The children in Santa Barbara County enter school with a wide range of readiness skills, knowledge, and family experiences. Those who enter school behind in skill and knowledge or who come from stressful home situations more often than not are unable to catch up to their peers in academic achievement. This presents them with greater challenges throughout their school careers, which in turn limits their professional options and affects their long-term quality of life. Though schools have not traditionally played the role of managing these issues, new standards of accountability are encouraging them to form partnerships with service providers and use evidence-based strategies to assist in narrowing the achievement gap.

First 5 will use the growing body of evidence on effective practices to develop county-wide strategies that build on the successful work of our previously funded Initiatives. In addition, our new approach will fund collaboratives in selected geographic communities where strong partnerships exist or can be developed. To make the vision for young children a reality, First 5 will:

- Invest in services for those identified in greatest need and those at risk of poor academic and long-term life outcomes
- Support coordinated and integrated services at the community level

- Partner to provide a continuum of support across the age span of prenatal to Kindergarten
- Partner with other funders to achieve positive health and education outcomes for children

*"Responsibility does not only lie  
with the leaders of our countries or  
with those who have been appointed  
or elected to do a particular job.  
It lies with each of us individually."*

~ TENZIN GYATSO,  
14TH DALAI LAMA







## A. County-Wide Services

First 5 will continue to invest in a wide range of health, education and family support services on a county-wide basis. These services have been supported through First 5's Initiatives. The service areas are not targeted geographically. They include the following:

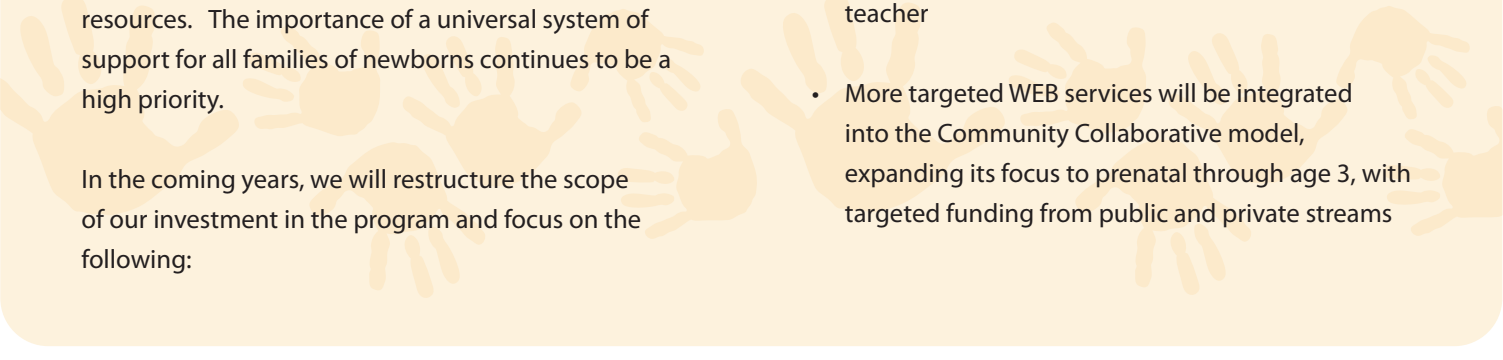
- a. Newborn Home Visiting – Welcome Every Baby (WEB)
- b. Children's Health & Safety
- c. Family Strengthening (FS)
- d. Early Care & Education (ECE)
- e. Community Outreach & Education


The refined focus in each of these areas is detailed below. Throughout each of the county-wide strategies, First 5 will focus on expanding partnerships to increase services and the reach to children and families.

### a. Newborn Home Visiting – WEB

First 5 invested in the formation of the Welcome Every Baby Program (WEB) in 2000 and has been the most significant funder since services began in 2002. WEB evolved from a targeted to a universal program in 2003 and has been available to all new babies and their families since that time. Families receive home visits and links to resources. The importance of a universal system of support for all families of newborns continues to be a high priority.

In the coming years, we will restructure the scope of our investment in the program and focus on the following:

- Promotion of the WEB program as the point of entry and contact for families
  - A universal system of support for all families of newborns: First 5 will continue to fund a universal home visit following discharge. The focus of the visit will be to connect parents to services within the county, provide infant development information, and breastfeeding and postpartum support. This service will continue to be free and available for all newborns in the county and will be offered in partnership with programs already providing home visits for newborns
  - Baby Call Center: This new service will be coordinated with the 2-1-1 information and referral service. First 5 will fund a bilingual child development specialist to increase access to in-time support for families on a variety of questions around the child's development, medical care, breast feeding, mother's mood disorders, and referral and follow-up for community services and support
  - A WEB website and parent newsletter: This will be integrated into the current system to deliver ongoing information for families on the importance of the early months and years and the role of parents as the child's first and most important teacher
  - More targeted WEB services will be integrated into the Community Collaborative model, expanding its focus to prenatal through age 3, with targeted funding from public and private streams
- 



## b. Children's Health & Safety

Children's health and safety has been a priority for First 5 since its inception. We have provided leadership and resources and have promoted partnerships that led to the formation of the Children's Health Initiative of Santa Barbara County (CHISB), which coordinates and provides access to health insurance for children below 300% of the Federal Poverty Level. First 5 has also funded health education, screenings and treatment in the areas of oral health, vision, hearing, nutrition, social emotional health, developmental and special needs. We have supported the development of coordinated services throughout the county.

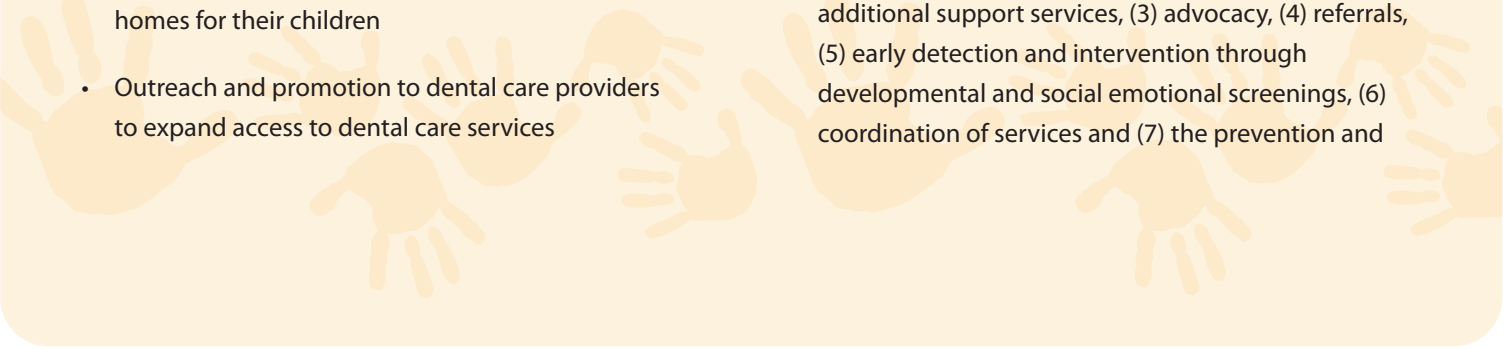
In the coming years, First 5 will continue its commitment to children's health and safety through the following strategies:


- Support for Healthy Kids health insurance premiums, and contributions to unfunded dental treatment
- Outreach to and enrollment of families to retain and use dental and health insurance
- Encouragement for parents to establish and use an ongoing source of medical care and medical homes for their children
- Outreach and promotion to dental care providers to expand access to dental care services

- Implementation of developmental and social emotional screenings
- Connection for families to Family Resource Centers to support access to medical services
- Implementation of curricula that educate parents and providers through the First 5 Early Care & Education Division
- Continued development and expansion of educational messaging around health issues, targeted health campaigns and local resources
- Advocacy for integration of health services in the Community Collaboratives

## c. Family Strengthening (FS)

First 5 has invested in strategies that support families and that have been built on effective community models such as Healthy Start. Over the past 10 years, First 5 funds have enabled expansion resources to support the development of services in communities that previously had none. The services accessed by children and families through the Family Strengthening Initiative include (1) health insurance enrollment and referral for medical treatment, (2) case management for families who are in need of additional support services, (3) advocacy, (4) referrals, (5) early detection and intervention through developmental and social emotional screenings, (6) coordination of services and (7) the prevention and





early intervention of child abuse or neglect through Differential Response (DR) in coordination with Child Welfare Services.

First 5 will continue to invest in the following strategies:


- Leadership and coordination in the family strengthening field
- Support for the county-wide network of Family Resource Centers through capacity building, training and technical assistance
- Promotion of the integration of Family Resource Centers into the Community Collaborative Initiative models
- Focused efforts on the prevention of child abuse and neglect
- Support for case management to target child abuse prevention as well as health and basic needs
- Promotion and use of evidence based practices to support families, providers and Family Resource Centers
- Continued development and expansion of educational messaging around family strengthening issues, targeted campaigns and local resources.

#### d. Early Care and Education (ECE)

In 2000, First 5 funded the Santa Barbara County Child Care Planning Council to create the Office of Early Care and Education (OECE) to build the ECE infrastructure across the county. We have also invested in a range of programs and services in this area that have included funding for child care and preschool spaces, family child care quality improvements and capacity building, program improvement grants and professional development trainings and stipends. In 2004 the Office of Early Care and Education became an internal program of First 5 Santa Barbara County and in 2009 was renamed the First 5 Early Care and Education Division (ECED).

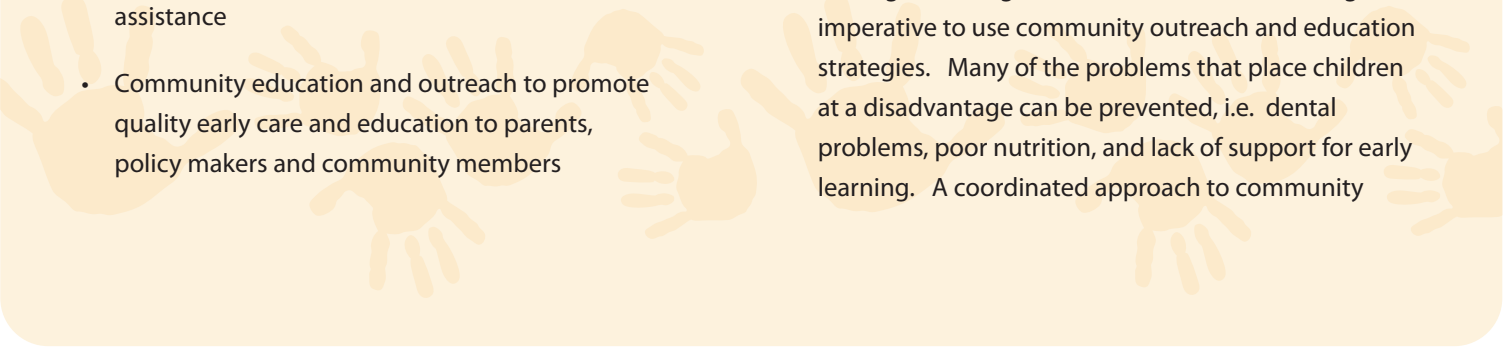
The purpose and goals have remained consistent through the transition, with program components including ECE workforce development and engagement of higher education, school readiness, preschool for all, program quality improvement and accreditation, technical assistance to increase spaces, and work to improve the policy environment. The work of the ECED fulfills the Early Childhood Development and Education focus area of the First 5 Strategic Plan, including a new component focusing on parent support for children's early learning.

In the coming years, First 5 will support and promote early learning opportunities for young children in a variety of settings that include the home, early care and education programs, and other settings. We will continue to seek additional funding and build funding



partnerships that expand early care and education opportunities across the county.

The focus areas of ECE will include:

- ECE Workforce Development through stipends, training and encouragement of new higher education opportunities
  - ECE Program Quality Improvement, including accreditation and provider training to improve children's early learning environments
  - Engagement of government, business, and other sectors of the community in supporting high quality early care and education through policy development, collaboration and resource assignment
  - Strengthened communication between ECE providers and Kindergarten teachers to ensure smooth, strong transitions from early learning to Kindergarten
  - Support for parents to strengthen their ability to be their child's first teacher, such as coordination of trainings and connection to resources
  - Capacity building to increase the number of quality childcare spaces through technical assistance
  - Community education and outreach to promote quality early care and education to parents, policy makers and community members
- 


Improvements in child care policies, quality enhancements the addition of new spaces, supports for parents, and work with higher education affect the system county-wide and benefit children in all areas. And with the implementation of the new Community Collaborative model, there will be opportunities to use these county-wide efforts to support the development of strong early care and education systems in smaller geographic regions.

#### e. Community Outreach and Education:

First 5 has used cost-effective outreach and education strategies to support and enhance programs and initiatives as well as to increase community awareness of early childhood issues. Through the use of proven communications strategies such as community events, radio campaigns, news media outreach, websites, and some social marketing strategies, we have reached parents and caregivers throughout the county. First 5 has effectively delivered vital information to parents and caregivers using culturally-sensitive and easy-to-understand methods. These strategies have worked especially well with geographically and socially isolated communities.

As we move into a new era with an increased focus on serving those in greatest need, there is an even greater imperative to use community outreach and education strategies. Many of the problems that place children at a disadvantage can be prevented, i.e. dental problems, poor nutrition, and lack of support for early learning. A coordinated approach to community





outreach and education will be integrated into both County-Wide Services and the Community Collaborative model. Consistent with the approach in other areas, emphasis will be placed on strategic partner development in all community outreach and education activities.

First 5 will:

- Work closely with established local organizations, agencies and foundations that are already engaged in these efforts in order to leverage our resources
- Expand collaboration with businesses, corporations and others in the private sector. These partnerships will leverage funding through co-marketing strategies
- Continue existing and establish new relationships with local TV, radio and newspaper outlets throughout the county to increase outreach
- Partner with public and private health clinics and pediatricians to provide health and development information to parents and connect them to local resources
- Continue to use the First 5 website, e-newsletters, internet and cost effective social media and networking tactics to inform and connect with parents and key stakeholders
- Continue to establish and build relationships with key state and local policymakers

- Continue to advocate for the First 5 policy agenda and legislative outreach to contribute to long term policy change
- Continue to partner with parents and caregivers, community agencies, and County departments

These service areas were chosen for universal county-wide impact. The strategies are seen as complementary to the Community Collaborative model and will be implemented in coordination with current and future community collaboratives.

## **B. Community Collaborative Model**

First 5's new approach will be to launch a Community Collaborative model that facilitates the development and expansion of community-based, or "place based" collaboratives in high need communities or neighborhoods across Santa Barbara County. We will fund planning and services in these communities, serve as a partner and integrate county-wide programs with local communities.

The Community Collaborative model builds on all that First 5 has learned in its ten years of work, and its goal is to deepen both the impact and the sustainability of the work. The model is based on what current research reveals about the developmental domains of young children prenatally through age five.

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 existing infrastructure in Santa Barbara County with support from First 5 and funding partners.

The vision that 'every child enters Kindergarten ready to learn' remains constant, the difference is that focus, effort and strategies will take place within targeted geographic areas. The goal is to have a greater impact on children and families to ensure better outcomes. We will continue to focus on strengthening families to provide high-quality early learning programming and build on the capacity of communities where those families reside. Finally, we will devote our expertise to advocate for and educate on behalf of children prenatal through age 5 to improve the systems of care that children and families use.



To support this new Initiative, we will help convene partners and fund planning and implementation grants for Community Collaboratives focused on helping all children to be school ready.

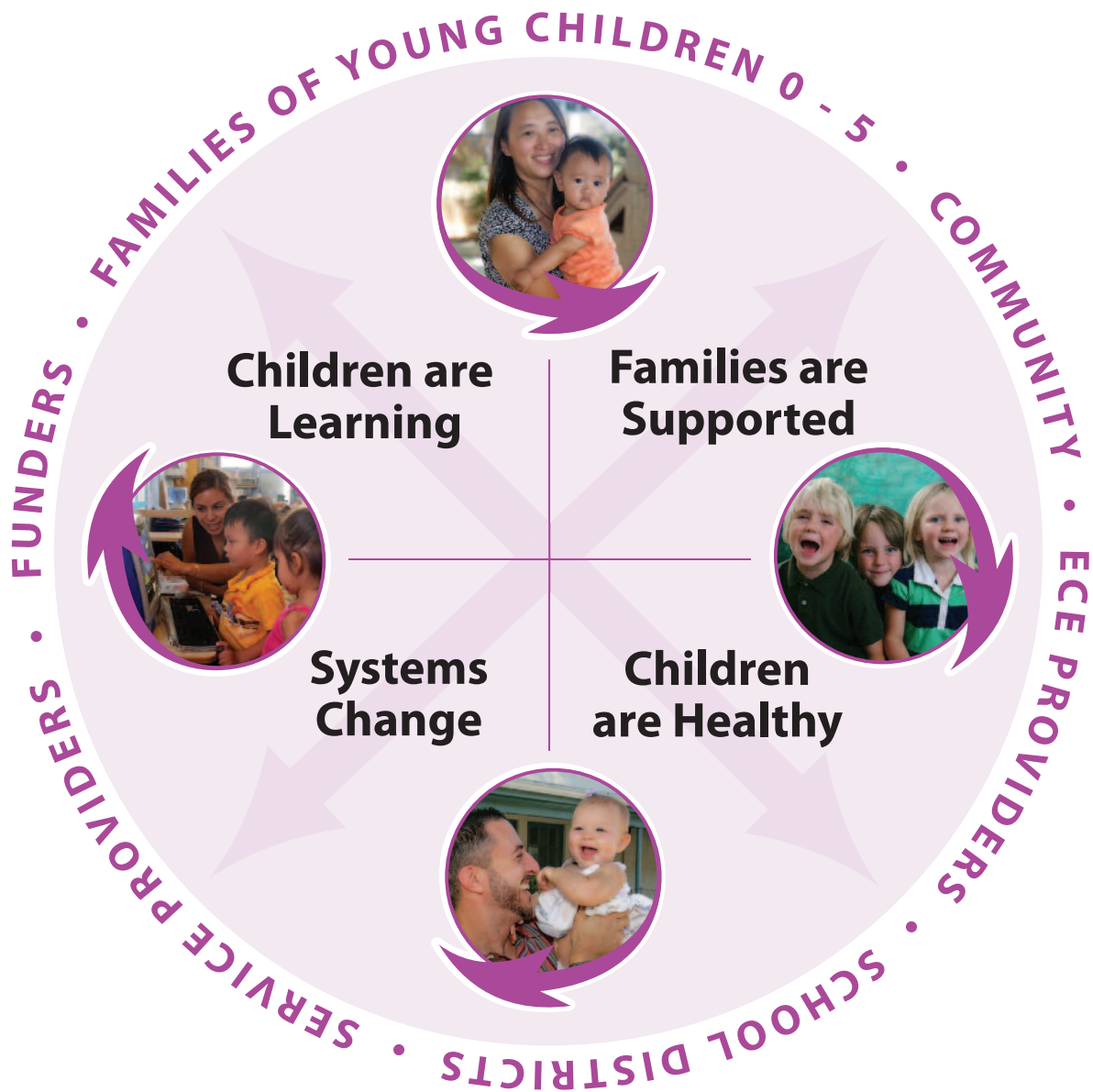
#### a. Framework

Service delivery models will be based on best practices as well as families' strengths and needs within the communities in which they live or work. Each community or neighborhood is different and a key strength of this model is its adaptability. The model will ultimately benefit all stakeholders including public schools, families, agencies, and most of all the children. The benefits include maximized resources, improved services, and minimized barriers to accessibility.

Each Collaborative will pull together resources from all parts of their targeted community. The focus will be to increase understanding of the importance of the early years, and to engage all members in the community to promote school readiness for all young children. In some cases this will involve targeted outreach and engagement of families who are not as comfortable with utilizing existing services. In others, it will involve modifying existing services to meet the unique needs of those families. Creative engagement and empowerment are key to the vision of the Community Collaborative model, all directed toward the common goal of school readiness and all that entails.

# Community Collaboratives

## *Targeted Communities*



## b. Rationale for the Community Collaborative Model

The model is a place-based approach that will target defined communities or neighborhoods where school readiness investments have been made and strategies applied, but where children continue to have poor outcomes on Kindergarten readiness indicators. For this model to be successful, communities will need to have or to develop adequate capacity and strong local leadership. A common vision will help enlist existing and new partners, including non-profits, faith-based communities, businesses, philanthropic organizations, neighborhood associations, community leaders, schools, and government entities. Finally, each collaborative will require that community members and parents are an integral part of the process.



There are several underlying assumptions for selecting the new Community Collaborative model:

- Children and families are only as healthy as the communities in which they live.
- The relationship between children and their families supports a child's ability to learn.
- There is a strong partnership between existing infrastructures, First 5, and fellow funders to better leverage investments and strengthen impact in communities.

The proposed criteria for community selection include:

- High need identified through data
- Targeted and definable goals directed at impacting school readiness for all children in a designated community
- Community leadership capacity
- Engagement of multiple sectors
- Funding partners and leveraging
- Community stability
- The development of a Strategic, Implementation, and Sustainability Plan for the community/ neighborhood

We anticipate that communities will be at different stages as the funding rolls out. Our staff will work with defined communities at each stage to support their planning processes and will act as a catalyst in bringing stakeholders together as needed. Within the strategic and implementation planning process, the collaborative will explore program models that are in alignment with the First 5 vision. Imbedded in this concept are three areas that each plan must address:

- Children are healthy
- Children have a strong foundation for learning
- The family and community support school readiness efforts

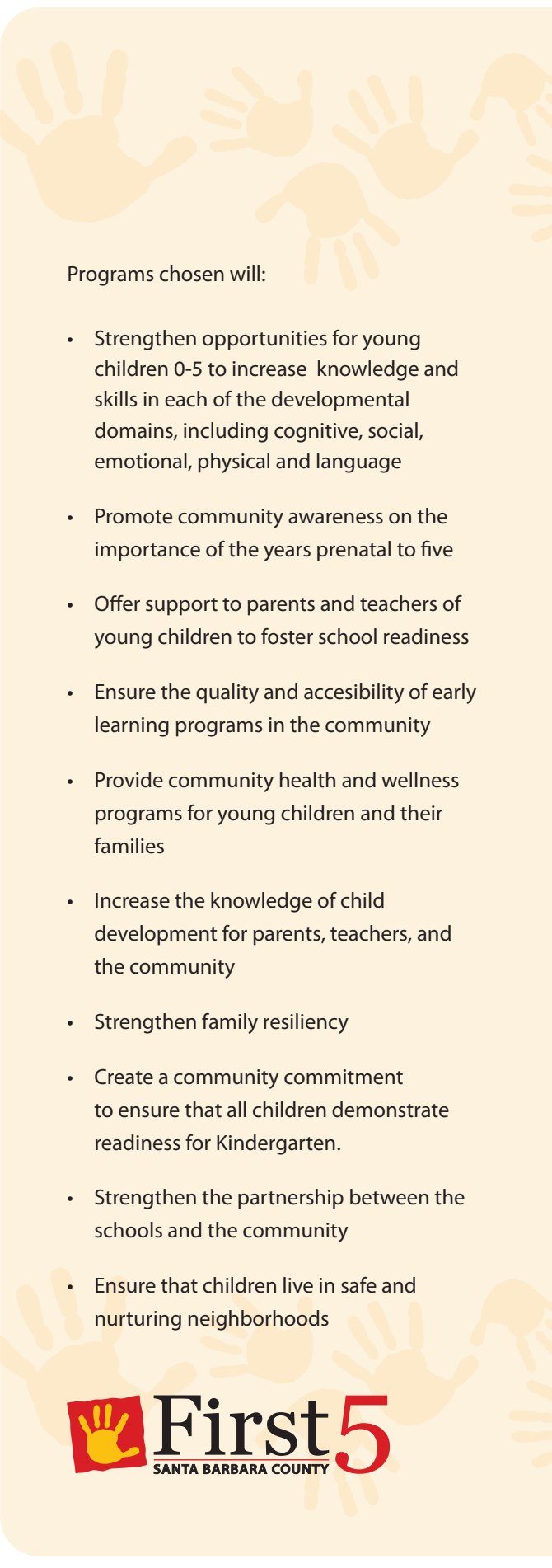
### c. Criteria for Program Model

The vision for the Community Collaborative model is to provide seamless services and opportunities for those living in a targeted community. That vision will be focused on children prenatal to age five and their families. It is a holistic approach of delivery that will be individualized to client need and will be unique to each community. Programming will be based on prevention and intervention strategies that can produce positive changes in children and families, be measurable, cost-effective, and sustainable.

The strategies identified will be those that (1) match the National Education Goals Panel recommendations for essential elements of School Readiness, (2) are relevant for the children and families in Santa Barbara County, and (3) show evidence of producing desired outcomes to ready children for school, strengthen families, ready schools for children, and affect systems improvement. In an effort to provide proven strategies and evidence-based models, we will identify a number of programs to be implemented throughout the Collaboratives that support the chosen indicators of success, and we will ask partners to adhere to those methods. Close evaluation will take place to monitor improved results for young children prior to and after they enter K-12 education.







Programs chosen will:

- Strengthen opportunities for young children 0-5 to increase knowledge and skills in each of the developmental domains, including cognitive, social, emotional, physical and language
- Promote community awareness on the importance of the years prenatal to five
- Offer support to parents and teachers of young children to foster school readiness
- Ensure the quality and accessibility of early learning programs in the community
- Provide community health and wellness programs for young children and their families
- Increase the knowledge of child development for parents, teachers, and the community
- Strengthen family resiliency
- Create a community commitment to ensure that all children demonstrate readiness for Kindergarten.
- Strengthen the partnership between the schools and the community
- Ensure that children live in safe and nurturing neighborhoods



## The Family Experience

Camila Flores recently immigrated to Santa Barbara from El Salvador. She and her husband, Eduardo, work in a local greenhouse and share a small one-bedroom apartment with another family. She is expecting her first child in a few months. A co-worker suggests that she visit a local health clinic to make sure that her pregnancy is going well. During her appointment the nurse recommends a local community resource center (a member of a Community Collaborative) that might be able to connect her to additional help she might need. Although she is uncertain about what the program is about, Camila is reassured when she is contacted by Juliana Gutierrez, a Spanish speaking Collaborative staff member who asks if she can meet the Flores in their apartment. Camila and Eduardo are uncomfortable with having a stranger in their home, but Juliana quickly puts them at their ease with her understanding of their culture and the challenges they face. She tells them about the Collaborative and the coordinated services available to the new family.

Being assured that none of their personal information will be shared without a signed release, Camila and Eduardo allow Juliana to complete an "intake-appraisal" with questions relating to prenatal care, knowledge of nutrition and exercise, familiarity with preschool, the school district and the various services offered by the Collaborative. She also asks questions that help her understand the family's immediate and long-term needs. As the visit ends, Juliana gives Camila and Eduardo information on how to stay in touch and promises to check in soon.

The Flores family is now a part of the Collaborative's service base. In the ensuing months and years, Juliana ensures that the Flores learn about and are encouraged to take part in activities and programs. Early on, Camila is part of a group of first-time mothers, most of whom are immigrants with limited English skills. This helps her to develop an informal peer support group that accelerates the Flores' integration into the community and their ability to access all the Collaborative has to offer. In the years leading up to their daughter's entrance into Kindergarten, the Flores' become part of the community, access health care and insurance for their family, learn how to teach their daughter about the world around her, and enroll her in a local high quality family child care program. With the support of her parents and the local community, the Flores' daughter starts Kindergarten ready to succeed.

## SECTION III:



# Resource ALLOCATION

# Resources

The primary role of First 5 is to ensure that Proposition 10 resources are used to support the healthy development of children prenatal through age five. In order to accomplish the goals and desired outcomes for children and families, we will invest in programs and activities that are consistent with the strategies listed within each of the focus areas.

## A. Funding Strategies

In the fall of 2008 First 5 updated and approved its Fiscal Strategic Plan. The Plan is designed to be used as an effective tool for aligning financial resources with the implementation of the strategies within the overall strategic plan. During the fiscal planning process, the First 5 Commissioners agreed on the following Decision Making Principles to guide their work over the next years:

- Invest in direct services that are evidence-based, that have demonstrated positive outcomes and that meet a critical need
- Invest in strategies that demonstrate the potential to leverage federal, state, local and private funds
- Invest in strategies that include programs that are interconnected and interdependent that are essential for achieving results for children 0-5
- Invest in strategies that are responsive to the current landscape of the status and needs of children 0-5

These principles will apply to First 5's work as we implement the 2010-2015 Strategic Plan.

In 2008, the Commission also voted to use the Strategic Reserve to mitigate decreased revenue, maintaining reserves in the amount of approximately three months of the prior year's operating expenditures. The Strategic Reserve is to be used to maximize service levels while allowing First 5 to address emerging needs and unanticipated issues.

The 2010-2015 Fiscal Strategic Planning projected only the estimates of Proposition 10 revenues over a period of time and did not include the high potential for additional future funding through private and public sources. Future funding opportunities will always reflect the adopted Strategic Plan and priorities established by the Commission.





## B. Allocations

First 5 resources will be used to support the strategies identified in this plan and to create a platform for expanded collaboration and joint funding with others. The majority of grant dollars will be allocated through either a Request for Proposal (RFP) process or contract negotiation. During the term of the 2010-2015 Strategic Plan, we will release the majority of funding to support county-wide services and support a new funding approach in the Community Collaborative model. Over the life of the plan, dollars for some the County-Wide Services will decrease incrementally as the Community Collaboratives are developed and

those services are integrated into the Collaborative funding structure.

First 5 will release funds for County-Wide Services and the Community Collaborative model for each of the categories listed below. Initially allocations will be awarded for a period of one year with continued funding based on annual review of program outcomes, outside funding sources, available First 5 dollars, and emerging State and Federal programs.

Prior to the release of funding for 2010, the Commissioners will review the budget and updated fiscal projections and identify funding levels.

### County-Wide Services

- Newborn Home Visiting - Welcome Every Baby
- Children's Health & Safety
- Family Strengthening
- Early Care & Education
- Community Outreach and Education

### Community Collaborative Initiative

- Planning
- Implementation



**First5**  
SANTA BARBARA COUNTY



## SECTION IV:



Our partners in the  
**WORK**



# Partners

Since the beginning, partnership has been central to First 5's approach. As we develop our new strategies we will expand our engagement with other funders, work closely with organizations throughout the community, and draw on the talents and strength of parents and other community members in all aspects of planning and implementation.

## A. Funding Partners

There is growing evidence that a number of local, private foundations are interested in early education. We have already established partnerships with a number of Santa Barbara foundations and, if properly inspired and motivated, others can be encouraged to follow.

We will explore four strategies to identify, educate and engage local funders:

- Identify key partnering foundations that will support the development of the Community Collaborative model within geographical areas of interest. The relatively small number of children age 0-5 throughout the county, if broken out by geographic area, makes school readiness an attainable goal and a fundable "package".
- Educate local, state and national funding sources about First 5 and Santa Barbara's ability to be a model community for funding. This includes continued active participation in the Southern California Regional Group of First 5 Commissions to reach out to national funders.
- Position First 5 to create a "true" public/private partnership around early child development and education. We are uniquely positioned to be a conduit among public funding sources, private foundations and corporations. In this new climate, many funders would like to partner around important social issues, and First 5 is situated to hear about these opportunities and to build coalitions from the ground up.
- Assist individual funders to connect and bring their resources into play. We will work with the Santa Barbara Foundation to establish a Field of Interest Fund as a tool for helping individual donors engage around important social issues of school readiness for every child in the county.





## B. Community Organizational Partnerships

A key to success in both the county-wide and community efforts will be to engage the talents and resources of corporate partners by:

- Encouraging business leaders, to become key champions and use their influence to help make young children a community priority
- Encouraging businesses to invest in the Field of Interest Fund
- Inviting business leaders to participate in Community Collaboratives and other partnerships, lending their expertise and resources
- Creating corporate partnership strategies to expand social marketing

First 5 has had an ongoing commitment to actively engage funded and non-funded community agencies throughout Santa Barbara County to provide a continuum of support across the age span of prenatal to Kindergarten. Strategies to help sustain and expand these partnerships will include:

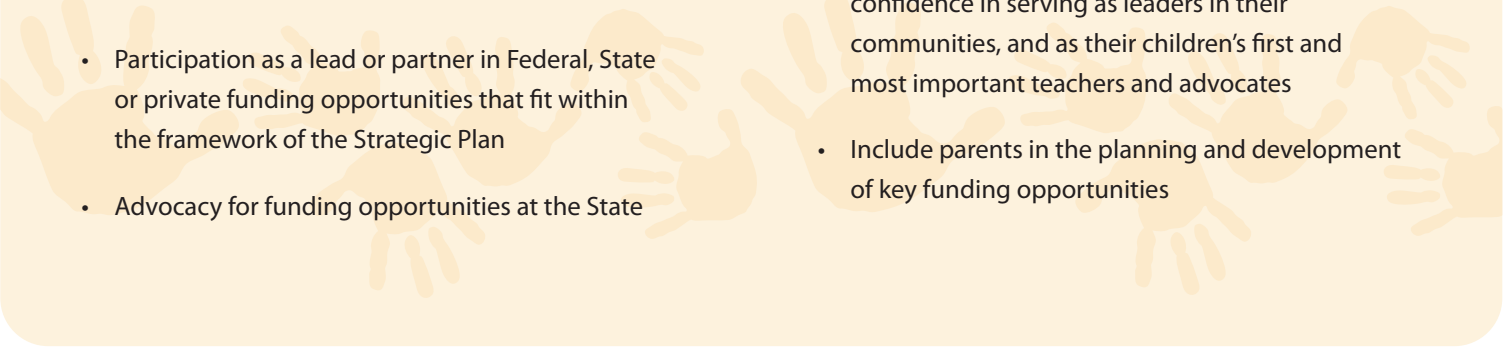
- Participation as a lead or partner in Federal, State or private funding opportunities that fit within the framework of the Strategic Plan
- Advocacy for funding opportunities at the State

and Federal levels that will enhance services to our targeted populations

- Designation of key staff to monitor pending legislation or government initiatives that could support key services, and actively communicate those opportunities to community partners

## C. Parents as Partners

Too often parents are overlooked as key partners. We have become so accustomed to helping others that we sometimes forget that our job is to make it easier for parents to help themselves and contribute to the communities in which they live. First 5 will continue to use the following strategies to maximize the role that parents play in accomplishing our common goals around school readiness:

- Focus Community Collaboratives on engaging parent, grandparent, and caregiver representatives living within the communities being addressed
  - Continue to recruit parents as members of the First 5 Advisory Board
  - Provide opportunities for parents to be exposed to learning opportunities that will enhance their confidence in serving as leaders in their communities, and as their children's first and most important teachers and advocates
  - Include parents in the planning and development of key funding opportunities
- 

## SECTION IV:



# Evaluation & **IMPACT**

# Evaluation & Impact

## A. Evaluation and Impact

Evaluation is part of our overall focus on results. It calls for the Commissioners and staff to determine the effectiveness of investments across all strategies, as well as geographically across the county. To achieve this goal, we support an evaluation framework that (1) focuses on results for children and families from diverse backgrounds with diverse abilities; (2) provides information about recipients of services, the services they receive, and outcomes they achieve; and (3) minimizes the burden placed on agencies.

Moreover, our evaluation framework is guided by both a Results-Based Accountability (RBA) philosophy and a focus on strategies which reflect evidence-based practice. RBA-based evaluation attempts to answer the following core questions:

- How much did we do?
- How well did we do it?
- Is anyone better off?

It begins by looking at desired outcomes and works backwards, step by step, to the means to get there. For whole communities, the outcomes are conditions of wellbeing for children, families and the community as a whole. Human service agencies, on the other hand, look specifically at the well-being of their clients. This difference between populations and clients is the key conceptual distinction lying at the heart of RBA and provides a pragmatic approach to accountability that is directly linked to outcomes.

First 5's plan will use evidence-based practices where the process of making decisions is informed by three sources:

- The best available research evidence
- The professional judgment of the practitioner (which fills the gap between an imperfect research base and the specifics of a clinical situation)
- Client values

First 5 will employ a three-tiered approach to measuring its impact.

First, we will monitor population-based data to provide context for evaluation data collected by programs. In particular, as part of this plan, staff will monitor the conditions that may place certain groups of children at greater risk of not fully realizing their potential. These include:

- Children who have multiple risk factors (three or more demographic risk factors – poverty, parent single and/or non English speaking, less than high school education, no employment)
- Children birth to 6 whose racial/ethnic origin is non-white
- Children birth through 5 living in extreme poverty (family income at or below 50% of the federal poverty level) or below the poverty threshold

- Low birth-weight babies (under 2,500 grams or 5.5 pounds)
- Children born to teens ages 15-17 (number per 1,000)
- Infants born to mothers receiving late or no prenatal care

Second, our evaluation efforts will center on measuring outcomes across each focus area: Child Health, Early Childhood Development & Education, Family Strengthening, and Systems Improvement. We will use indicators to track progress towards meeting the outcomes within the RBA framework. The indicators were selected on the basis of their ability to possess:

- Communication Power – Does the indicator communicate to a broad audience? Is it easily understood by the lay public, policy makers, and media? Does it measure or reflect something that is widely understood as a problem or remedy?
- Proxy Power – Does the indicator say something of central importance about the result? Does the indicator also reflect associated factors and risks?
- Data Power – Are data routinely available on a timely basis? Are these data reliable and standardized? Do we have both a valid numerator and denominator for calculating rates? If not, is the need for this indicator feasible and important enough to be put on the agenda for data development?

Third, to measure the impact of First 5's Community Collaborative model more effectively, we will track the following indicators:

- Children with reading/math proficiency in third grade as measured by the state's proficiency tests; i.e. use of Standardized Testing and Reporting (STAR) program results
- Children enter Kindergarten ready to learn as measured by Kindergarten surveys/assessments; i.e. use of Kindergarten Student Entry Profile (KSEP).
- Children with undetected developmental delays or chronic health problems at Kindergarten entrance; i.e. use of Ages and Stages and Ages Stages-Social Emotional
- Children supported by their families to learn and develop

As strategies to measure the long term impact of our investments, we will continue to (1) use longitudinal studies and partner with school districts to accomplish them; (2) compare results to county, state, and national trends; and (3) join in regional efforts to track long-term changes in children and families. We will continue to build on our partnership with UC Santa Barbara's Gevirtz Graduate School of Education to conduct and improve on our evaluation.



## B. Indicators

NOTE: Some indicators will be tracked by County-Wide Services, and some by the Community Collaboratives.

### Health & Safety

Focus Area	Goal	Result	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6	Indicator 7
Children's Health and Safety	Children are Healthy	Increase the number of children who enter school healthy, with any health issues identified and treated before Kindergarten i.e. developmental, dental, asthma, vision, hearing and social / emotional health	Children 0-5 who received a well child check-up in the past year	Children with a health concern follow a plan to address this concern.	Children who are receiving breast milk until they are 6 months old	Children 0-5 with BMI greater than 85% for their age and gender on CDC BMI charts	Families and providers implementing healthy child development practices	Children do not exhibit behavior problems in the borderline and clinical range, as judged by parents and /or teachers	Children with or at risk of behavioral problems have them addressed prior entry into Kindergarten
		Increase the number of children with health insurance	Children 0-5 with health insurance	Siblings, parents and other family members with health insurance	Children 0-5 with a medical home				



# Early Childhood Development & Education

Focus Area	Goal	Result	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Early Childhood Development and Education	Children are learning and ready for school (Kindergarten)	Increase the number and percent of children entering Kindergarten who are deemed ready for school (i.e., have age appropriate literacy and language, social/emotional, and math skills)	Children 0-5 with a comprehensive developmental screening in the past year	Children with cognitive, developmental and/or social-emotional concerns follow a plan to address these concerns	Children demonstrate early literacy and communication skills	Children demonstrate developmental proficiency in mathematical and logical thinking
		Increase children's access to high quality early learning opportunities	ECE Programs that are participating in formal program quality improvement.	Early care and education settings that are accredited.	Early childhood teachers with a bachelor's degree and specialized training in early childhood	
		Increase the number of early care spaces	Licensed child care spaces (Family Child Care and Center-Based) per 100 children.	Number of new child care spaces in Family Child Care Homes or Centers (sum of spaces added minus spaces lost)		
		Increase the number of parents who have the awareness and skills to help support their child's school readiness	The number of parents/caregivers who read/share stories with their children every day			



# Family Strengthening

Focus Area	Goal	Result	Indicator 1	Indicator 2	Indicator 3
Family Strengthening	Children live in safe, stable and nurturing family environments	Reduce the recidivism of unsubstantiated child abuse referrals	Children have stable, secure relationships with parent or other adult	Number and percent of Differential Response clients with substantiated child abuse reports at 6 months and a year after intake	
		Parents have realistic expectations of young children and apply them to interactions with their child(ren)	The number of families moving from "at risk" to "stable" (increased capacity for self-sufficiency)	Children have stable, secure relationships with parent or other adult	
		Increase the number of families who can identify, access and utilize family and child resources	Parents with less stress, greater competence in managing stress, greater anger management (coping) skills	Families have access to and utilize resources needed to support their children's growth and development	Parents can identify people/and or services who have provided (and can be counted on to provide in the future) emotional and/or instrumental support when needed



*"Above all we need, particularly as children, the reassuring presence of a visible community, an intimate group that enfolds us with understanding and love, and that becomes an object of our spontaneous loyalty, as a criterion and point of reference for the rest of the human race."*

~ LEWIS MUMFORD

# Systems Change

Focus Area	Goal	Result	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicator 6
Systems Improvement	There is a system of accessible, community based services and support available to children and their families	Increase in the number of children and families that have the appropriate access to services	Programs that participate in coordination and collaboration across agencies including client consultation/case management and data integration and sharing	Programs serving children and families identify their needs as well as the gaps in the provision of services to them	Programs serving children and families engage in efforts to reduce service gaps and inequalities	Parents are involved in joint planning at the service level	Programs have expanded service hours or make scheduling flexible including home or off site visits	
		Increase in the knowledge and awareness of parents and community members on the importance of the first 5 years of life as a result of First 5 community outreach and education campaigns	Number of individuals in a target audience who were exposed to the key messages	Effects of the Community Outreach on awareness and knowledge	Effects of the Community Outreach on target audience behavior			
		Continued improvement in the evaluation system to better assess progress through use of appropriate indicators, analysis and use of data for program and systems improvement	Programs are providing a quality level of service as defined by children and families served	Programs engage in continual services improvement through the use evaluation and client data	Evaluation system obtains user feedback to improve evaluation, and data services			
		Greater ownership, commitment, and advocacy within the community for the needs of children and their families, including sustainable funding sources locally, regionally and nationally from donors, foundations, corporations and government	Programs are leveraging funding	Parents are involved in joint planning at the service level				
		Programs provide services that reflect the populations they serve	Programs are providing services to traditionally underserved and underrepresented populations	Programs have the training, knowledge and capacity to work with the diverse needs of children and families	Programs provide services that are culturally and linguistically reflective of the children and family members served			



## SECTION VII:



# Implementaion **OVERVIEW**





# Implementation

## A. First 5 Roles

From its inception in 1999, First 5 has served as a convener, a facilitator, a partner, an evaluator, and a funder directed to provide leadership in the community to increase support for young children and their families. In addition to our roles locally, First 5 staff is active at the State and Southern California Regional levels to advocate for policy change and funding opportunities directed to needs in our county.

First 5 is committed to the community and funded partners and will provide support and opportunities whenever possible to ease in the transition to the new funding model and assist in sustainability strategies through:

- Training and technical assistance
- Participation in Community Collaborative committees
- Letters of support for grants and funding and other partnering opportunities
- Work at the local/State levels to advocate for children
- Tracking funding opportunities such as Federal stimulus dollars

- Community Outreach and Education efforts to expand key messaging on issues affecting young children and the individuals caring for them

We have offices in Santa Barbara and Santa Maria with staff that oversee operations, including the Early Care and Education Division, and we administer contracts and First 5 programs. On an annual basis, staff will provide the Commissioners an internal assessment of personnel and operational expenses and will make adjustments according to funding and need. We have carefully reviewed staffing needs for the implementation of the proposed plan.

Staff time will be allocated to the following focus areas:

- Community Collaborative
- Family Strengthening
- Newborn Home Visiting - Welcome Every Baby
- Early Care and Education
- Child Health
- Evaluation and Technical Assistance
- Community Outreach, Policy Development, and Legislative Outreach
- Collaborative Funding, Outreach and Development
- Fiscal Oversight and Administrative coordination



## B. Leverage

One of First 5's major imperatives is to leverage our work in every way possible. Leverage is critical because the work to be done far exceeds the financial and human resources of First 5. The only way significant progress can be made toward achieving our ambitious goals, including sustainability, is by acting as a catalyst to engage others.

The first point of leverage is the reputation and credibility of the Commissioners themselves who intentionally represent a cross-section of County and community leadership. The Commissioner's leadership and oversight is central to expanding support for the work.

The second point of leverage is the flow of funds that First 5 receives, which while limited enables us to provide the seed, planning, operational and evaluation funding that jumpstarts programs and creates good data. Good data is essential to attract the new generation of strategic foundations, and other funders.

The final point of leverage is the knowledge, experience, and commitment of our staff. The professional staff is the glue – the connectivity that enables the essential First 5 system of collaboration to function. It begins with partner organizations and programs, moves to the broader range of community partners, and finally to funders. Other funders rely


heavily on our staff whose expertise gives them the ability to leverage their own resources. This is where the potential exists to expand and sustain the impact of our work.

## C. County-Wide Services

First 5 staff will be assigned to serve as liaisons to all County-Wide Services contracts according to expertise and interest. These liaisons will coordinate with other key funders as appropriate; continue to work with agencies on technical assistance, communications, and evaluation; and maximize opportunities for integration of services as Community Collaborative are developing and being implemented .

Current County-Wide Services identified in this strategic plan will be continued through a 2010-2013 Contract Negotiation process. Initially, through an annual contract negotiation process one year contracts will be developed which will include a scope of work, budget and evaluation plans that reflect the priorities of this Strategic Plan.

We will review budgets and scope of work for each contract annually for results and contractual compliance. County-Wide contracts that are integrated into a Community Collaborative funding process will have their funding adjusted accordingly. The ongoing focus of staff and partners in County-Wide Services and Community Collaborative Planning



and Implementation projects will be to maximize coordination of services, develop efficient service strategies, and to increase access to families. All partners will actively participate to leverage and enhance the funding base in order to increase sustainability and long-term impact of services.

## **D. Community Collaborative Model Development**

The Community Collaborative model will evolve throughout the life of this Strategic Plan. The roll-out of funding and staff support will be in two parts:

### ***Planning and Implementation.***

#### **Planning:**

In the 2010-2011 fiscal year, First 5 will fund three Planning Projects, through an open Request for Proposal (RFP) process. Designated First 5 staff will provide support, coordination and guidance to the funded projects during the One-Year Planning Process Funding. Staff will also work closely with other funding partners in this process. After successful completion of the planning year, the funded projects and their partners will be able to apply for one-year cycles of Implementation Funding. This funding will be reviewed annually for results and contractual compliance.

From fiscal years 2011-2012 on, Planning Project RFPs will be released in numbers consistent with funding available from First 5 and other funding partners. We


hope that at the end of five years, no fewer than six Community Collaborative Projects will exist throughout the County.

As additional projects funded through the Planning Process successfully complete their process, Implementation RFPs will be released for integrated and coordinated services during the appropriate fiscal year.

#### **Implementation:**

Currently, First 5 and several key funding partners are actively involved in the development and early implementation of the Carpinteria Main Family Resource Center (MFRC) Community Collaborative project. MFRC is a joint venture of the Carpinteria Unified School District, the J.S. Bower Foundation, the Hutton Foundation, the Orfalea Foundation and First 5 with many key agency partners including CAC Head Start; Family Resource Center; CALM; the Carpinteria Education Foundation; Women, Infants and Children (WIC); and Health Linkages. The community is coming together for this project to focus on School Readiness for all children in the Carpinteria Valley. The MFRC is the first Community Collaborative and will be in the Implementation phase of funding for fiscal year 2010-11.

Although often the focus of this exciting project has seemed to be on the creation of the MFRC building that houses many services for families, the true focus is the common vision of the community coming together to do what is needed to increase the



education and developmental opportunities for all its children. The project is not focused on the building but on the community, incorporating all appropriate community resources, including health, education and human service agencies, faith based organizations, business, professional associations, and others all directed to a common vision on school readiness for their community.


In the 2010-2011 fiscal year First 5 will release an RFP for coordinated Implementation funding of the MFRC services.

First 5 and the UCSB Gevirtz Graduate School of Education will closely monitor and evaluate results in coordination with School Districts, as well as agency and funding partners.

## E. Timeline

The Strategic Plan and the Implementation Process will be reviewed annually by staff, the Advisory Board, and reviewed and approved by the Commissioners. Budgets associated with the Strategic and Fiscal Plans will be reviewed and adopted by the Commissioners at the beginning of each calendar year during the County budgeting process.

The anticipated initial timeline to implement the 2010-2015 Strategic Plan is as follows:

- Fall 2009: Approval of the 2010-2015 Strategic Plan
  - Fall and Winter 2009-2010: Development of the RFPs for Community Collaborative Planning and Implementation, as well as Scope of Work documents for County-Wide Contract renegotiations
  - Winter 2009: Review of the budget framework used in the RFP process
  - Winter 2010: Approval and release of the RFP's for Community Collaborative (The process will include an informational meeting for interested parties)
  - Winter 2009 & Spring 2010: Work with potential funding partners to initiate and implement a focused funding directed toward School Readiness throughout the County
  - Winter & Spring 2010: Contract renegotiations for County-Wide Services
  - Spring 2010: Review of Community Collaborative proposals and recommendations for funding
  - Spring 2010: Commissioner approval of Community Collaborative projects and contract negotiations
- 

- Summer 2010: Beginning of contracts
- Summer 2010 & Ongoing: Staff support for all funded services, ongoing support and technical assistance for funded and non-funded partners as described in Section VI/A
- Winter 2010-2011: Preliminary process evaluation of the new funding structure, finances and community needs

## Conclusion

First 5 Santa Barbara County's 2010-2015 Strategic Plan will be used to guide the policies, investments and work of the Commission, its staff and Advisory Board over the coming five years. The plan is a reflection of what can happen in a community that is committed to coming together to make a difference for children. First 5's investment of dollars alone will not make the difference. It will be parents and our many community partners working together that will make the vision a reality. Through this "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."



*"A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone, attend to those things which you think are important. You may adopt all the policies you please, but how they are carried out depends on him. He will assume control of your cities, states and nations. He is going to move in and take over your churches, schools, universities, and corporations. All your books are going to be judged, praised or condemned by him. The fate of humanity is in his hands."*

~ ABRAHAM LINCOLN





# FIRST 5

## Santa Barbara County



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**Jose J. Nichols**  
*Vice Chair*

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**Setsuko Florence Furuike**  
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**Suzanne Grimmersey-Kirk**  
**Peter Hasler, M.D.**  
**Roger Horton**  
**Nancy Johnson**

### COMMISSION ALTERNATES

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**Patti Stewart**  
*County Member Alternate*

**Kimberly Olson**  
*Community Alternate*

**Anna M. Kokotovic, Ph.D.**  
*Community Alternate*

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**Lorraine Neenan**  
**Kathleen Ricci**  
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### STRATEGIC PLANNING TEAM

**The Philanthropic Institute-TPI**

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*Founder & Chairman*

**Amy Zell Ellsworth**  
*Senior Philanthropic Advisor*

**Chuck Slosser**  
*Senior Fellow*

**Nicole O. Tanner, Ph.D.**  
*Senior Advisor*

### STAFF

**Pat Wheatley**  
*Executive Director*

**Wendy Sims-Moten**  
*Business Manager*

**Eileen Monahan**  
*Early Care & Education Division  
Manager*

**Pedro Paz, Ph.D.**  
*Program & Evaluation  
Manager*

**Patricia Madrigal, Ph.D.**  
*Community Affairs Program Officer*

**Sharol Viker, M.A.**  
*Program Quality Improvement  
Program Officer*

**Teressa Rodriguez-Johnes**  
*Family Strengthening/Early  
Childhood Health Initiatives  
Program Officer*

**Michelle Robertson**  
*Preschool/School Readiness  
Program Officer*

**Vina Alonzo**  
*Departmental Assistant Sr.*

**Haydee McAmis, M.P.A.**  
*Program Quality Advisor*

**Mari Gonzalez, M.Ed**  
*Program Quality Advisor*

**Mari Ortega, M.Ed.**  
*Program Quality Advisor*

**Katie Corda**  
*Departmental Assistant*

**Sara Soto**  
*Departmental Assistant*



**First 5**  
SANTA BARBARA  
COUNTY





**Santa Barbara Office**

1 East Anapamu Street, Suite 200

Santa Barbara, CA 93101

T 805.884.8085

F 805.564.8586

[www.First5SantaBarbaraCounty.org](http://www.First5SantaBarbaraCounty.org)

**Santa Maria Office**

218 West Carmen Lane, Suite 111

Santa Maria, CA 93458

T 805.739.8740

F 805.739.8747

[www.First5SantaBarbaraCounty.org](http://www.First5SantaBarbaraCounty.org)