



# FY2019-20 Evaluation Report

November 2020



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## Background and Overview

Since its initial strategic plan in 2004, First 5 Marin has articulated a commitment to the health and well-being of children ages 0-5 and their families in Marin County. Its priorities and strategies reflect a combination of focus on the most marginalized in Marin County, as well as improving the overall quality and accessibility of information and services for providers, parents, families, and others involved in the systems of care which support children ages 0-5.

Marin’s 2017-22 Strategic Plan, affirms and builds on what the Commission has learned about where it is best able to leverage its investments and influence to propel change. A set of priority results and priority outcomes serve as the frameworks for implementation, accountability, and evaluation.

Figure 1. First 5 Marin Priority Results and Outcomes

PRIORITY RESULTS AND OUTCOMES				
Through this focus, the Commission’s is committed to achieving the following Priority Results and Outcomes for all children in Marin:				
IMPACT	MARIN VALUES AND INVESTS IN ALL CHILDREN			
RESULTS	Public policies support all children	Children have optimal health and wellbeing	Children are ready for school	Families and caregivers have access to information and support
OUTCOMES	<p>Public policies promote the optimal social/ emotional development and school readiness of all children.</p> <p>Public policies support the development of quality early education and child-ready school environments that promote success in life.</p> <p>Public policies promote the optimal health, safety and wellbeing of all children.</p> <p>Public policies and partnerships increase equity of opportunity for all children.</p>	<p>Children have access to affordable comprehensive health insurance.</p> <p>Children have access to preventive oral health, mental health and specialty medical services.</p>	<p>Children have access to quality early education opportunities.</p> <p>Children with social/ emotional issues and special needs are identified early and receive support.</p> <p>Schools are prepared for children and linked with the community.</p>	<p>Families and caregivers have access to information and support to protect and promote the health, safety and wellbeing of their children.</p> <p>Families and caregivers have access to information, quality early education opportunities, and support to protect and promote the social/ emotional development and school readiness of their children.</p>

Figure 2. First 5 Marin Commission Strategies

## PUBLIC EDUCATION

The Commission will act as strategic advocate and partner targeting resources toward the following activities:

- Implement broad scale and grassroots social marketing strategies to influence change in community attitudes, knowledge and action to address needs of all children and reduce inequities.
- Utilize earned media strategies that specifically provide information about public policy issues and target multiple audiences.
- Collect and disseminate data and issue analysis to voters, general public and families.
- Conduct or support events and forums to raise awareness and provide education.

## GRASSROOTS CAPACITY BUILDING

The Commission will act as a catalyst, capacity builder and convener to:

- Support grassroots leadership development focused on improving conditions for children 0-5 and their families.
- Encourage local change organizations and parent groups to advocate and act locally for the health and school readiness of all children 0-5 and their families.
- Promote adoption and implementation of best and promising practices in local settings, schools and programs.

## PARTNERSHIPS FOR CHANGE

The Commission acting as a convener, partner and capacity builder will support the following activities:

- Provide resources that contribute to critical infrastructure for Early Childhood Education, family support, and children's health.
- Convene and partner with institutional leaders, funders, and community leaders from a broad spectrum of the community to work to achieve specific outcomes related to children's health, early education and well-being.
- Address policy or critical resource gaps.
- Promote broad adoption of best or promising practices.
- Advance collective action and shared accountability toward achieving outcomes.

## PUBLIC POLICY ADVOCACY

The Commission acting as a strategic advocate, catalyst for change and a collaborative partner will:

- Develop and support a policy agenda directed toward achieving children's health, early education and wellbeing outcomes.
- Conduct local, state, and national legislative and policy advocacy on issues related to our policy agenda.
- Using email education, publications and print media editorials, op-eds and letters to the editor, the Commission promotes best practices.

## REPORT STRUCTURE

This report summarizes information about activities and progress in relationship to each of First 5 Marin's strategies described in Figure 2 (page 4) and is associated with progress toward outcomes and results outlined in Figure 1 (page 3) and, more specifically, interim outcomes from First 5 Marin's Theory of Action (page 32).

### Section 1 – Highlights and Considerations

High-level summary findings are presented with attention to the Core Capacities outlined in last year's retrospective learning and impact brief, "Advancing & Sustaining Community-Led Change: Core Capacities."

### Section 2 – Strategy Level Summaries of Activity and Progress

First 5 Marin's priority results guide Commission, Staff, and Funded Partners about how best to affect the lives of children ages 0-5 and their families. Section 1 has a summary of highlights, both quantitative and qualitative, from funded partners, monthly Forums sponsored by First 5 Marin, and Commission documents and meetings.

### Section 3-Considerations for Evaluation

The report includes reflections and considerations for evaluation to best support the Commission's implementation of its strategic plan in alignment with its values and intended impact.

### Section 4-System-wide Data

Client demographic and service delivery information from Funded Partner projects is aggregated across funded projects. Additionally, geographic distribution of funding and client types is provided.

### Appendix A-Background and Overview

Core elements of First 5 Marin Children and Families Commission's strategic plan and guiding frameworks.

### Appendix B-Funded Partner Highlight Pages

One-page summary highlights based on Funded Partner annual reports, including how partners navigated shifting conditions amid pandemic and shelter-in-place orders.

## Section 1 - Highlights & Considerations

To support the Commission in leveraging its strengths, [highlights and considerations are summarized relative to the 3 Core Capacities](#) described in the retrospective learning and impact brief, "Advancing & Sustaining Community-Led Change: Core Capacities." (Spring 2020).

### CORE CAPACITIES

- Targeted Universalism<sup>1</sup> Funding Approach
- Consistent Partner in the Local Ecosystem
- Community Centered learning Organization

**TARGETED UNIVERSALISM FUNDING APPROACH:** F5M's ability to mix targeted, long-term funding with flexible responses has enabled stable funding for Community-Based Organizations AND creative responses to community issues.

#### Highlights

Funded partners undertook immediate and substantial efforts to pivot amid rapidly shifting conditions in Spring 2020. Playgroups, storytimes, and professional development moved online. It evolved to include case-management, check-in calls along with the distribution of funds, food, and materials to support families. Staffing and resources to support essential workers via pop-up childcare were put into place. In Spring 2020, the Commission made rapid response grants to support partners and communities amid COVID-19.

The critical need for trauma-informed approaches was evident and reflected in the learning and reflections shared by several partners. Funded partners also recognized and reflected on the larger racial justice movements and how systemic racism lies at the heart of what must be reckoned with in order for real and lasting change to come about.

#### Considerations

Attention to continuity in connection and securing critical resources remains paramount. The federal policy landscape, including immigration and public charge, requires near-term responsiveness and longer-term work across networks, collaborations, and coalitions.

Amid all it remains critical to hold both immediate and long views on advancing equity. Staying aware and engaged at the local level amid federal policy implementation while continuing to surface and address structural and systemic underpinnings of inequity, requires deliberate attention to process, values, and long-term goals.

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<sup>1</sup> *Targeted universalism means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal. Targeted Universalism: Policy & Practice by John A. Powell, Stephen Menendian, Wendy Ake*

**CONSISTENT PARTNER IN THE LOCAL ECOSYSTEM:** F5M's consistency in showing up as a convener, catalyst, and strategic advocate has helped shift towards more collective, informed, and systemic responses to community issues.

**Highlights**

The Commission, with the leadership and expertise of staff, have established First 5 Marin as a major voice in Marin, one that brings relevant, timely, meaningful information to the community.

Partnership with the Marin Community Foundation, Marin Health and Human Services, Marin County Office of Education, and Clinics continue and grow. After more than 15 years concentrated efforts and relationship building across organizations, roles are more often held in concert with one another toward routine coordination and leveraging of resources. The potential for effective collective, informed, and systematic response remains high.

**Considerations**

Identify and leverage the degree to which these education activities are poised to support "next steps" and foster action, especially toward policy and system transformation.

Identify how, the Commission, as a collective body, can and will focus its support and action as part of the deliberate educational public education and advocacy activities.

Coordination with across agencies and funders remains critical. Continue to grow with partners in order to advance the work necessary for equity to be fully realized in Marin.

**COMMUNITY-CENTERED LEARNING ORGANIZATION:** F5M's community-driven approach to learning and evaluation has supported community relevance and impact from the very beginning.

**Highlights**

Funded partners' annual narrative reports offered a window into the ways in which their foundations and commitments to the communities and clients ensured critical connections and resources remained intact.

**Considerations**

Use the moments of recalibration that 2020-21 will require to begin the process of refocusing on what reporting is most meaningful and relevant to the larger efforts in which partners and First 5 Marin share roles.

## Section 2 - Strategy-Level Summaries: Activity and Progress

First 5 Marin's priority results guide Commission, Staff, and Funded Partners about how best to affect the lives of children ages 0-5 and their families. Section 1 has a summary of highlights from Funded Partners, monthly Forums sponsored by First 5 Marin, and Commission documents and meetings.

First 5 Marin's Four Strategies are reviewed in the section that follows. Alignment of the strategy with key efforts, progress toward intermediate outcomes, and success and challenges are summarized for each.

- Public Education
- Public Policy Advocacy
- Grassroots Capacity Building
- Partnerships for Change

## Public Education

First 5 Marin aims for broad-based policy change efforts to improve the health, well-being and school readiness of young children and their families. Broad scale public education, an area in which First 5 Marin staff lead the Commission efforts.

### PUBLIC EDUCATION

The Commission will act as strategic advocate and partner targeting resources toward the following activities:

- Implement broad scale and grassroots social marketing strategies to influence change in community attitudes, knowledge and action to address needs of all children and reduce inequities.
- Utilize earned media strategies that specifically provide information about public policy issues and target multiple audiences.
- Collect and disseminate data and issue analysis to voters, general public and families.
- Conduct or support events and forums to raise awareness and provide education.

### FOCUS OF STRATEGY AREA ACTIVITY

<p><b>FUNDED PARTNER</b> <b>MARIN KIDS</b></p>	<p>Collect and disseminate data and issue analysis to voters, general public and families.</p>	<p>Utilize earned media strategies that specifically provide information about public policy issues and target multiple audiences.</p>
<p><b>COMMISSION LED</b> <b>FIRST 5 MARIN ANNUAL BREAKFAST</b></p>	<p>Conduct or support events and forums to raise awareness and provide education.</p>	<p>Collect and disseminate data and issue analysis to voters, general public and families.</p>
<p><b>COMMISSION LED</b> <b>COMMUNICATIONS FORUMS</b></p>	<p>Conduct or support events and forums to raise awareness and provide education.</p>	
<p><b>COMMISSION LED</b> <b>SOCIAL MEDIA OUTREACH</b></p>	<p>Implement broad scale and grassroots social marketing strategies to influence change in community attitudes, knowledge and action to address needs of all children and reduce inequities.</p>	

## PROGRESS TOWARD OUTCOMES

KEY INTERIM OUTCOMES FROM THEORY OF ACTION <sup>2</sup>			
	ISSUE REFRAMING	NEW ADVOCATES	COLLABORATION AND ALIGNMENT
<b>FUNDED PARTNER MARINKIDS</b>	In FY18-19, MarinKids applied a critical lens to its own role within the ecosystem of communities, agencies, and other entities positioned to carry efforts forward to increase sustainable resources for children. <b>FY19-20 saw the final funding of MarinKids by the Commission as the organization closed.</b>		
<b>COMMISSION LED FIRST 5 MARIN ANNUAL BREAKFAST</b>	<p><b>The Breakfast was not held in 2020, due to COVID-19.</b></p> <p>Prior breakfast attendees (typically 150-200 ppl) indicated the Breakfast supports their own ability to reframe issues so that the importance is better understood.</p>	Prior Breakfast attendees indicated a primary outcome of the breakfast is that it inspires one to become an advocate or champion.	Prior Breakfast attendees indicated that the breakfast contributes to connecting with others in their field and communities who share similar goals to support children and families.
<b>COMMISSION LED COMMUNICATIONS FORUMS</b>	<p>Prior to CoVID-19, 8 forums on issues important to health and wellbeing of children and families</p> <p>Approximately 1300 individuals Participated between Aug 2019- Febraury 2020, with individual forums attracting between 75-475 attendees.</p> <p>In FY20-21, Forums are adapting to virtual environment. Initial offering on Social Emotional Development brought more than 900 participants from within and beyond Marin.</p> <p>Forums continue to bring a mix of community members, local government, educators, and nonprofits together monthly, and the virtual setting is showing potential to expand the reach of these offerings.</p>	<p>In surveys of past forum attendees, almost all (98%) indicated an intention to use what the learned in upcoming communications or outreach.</p> <p>Cross-sector representation at the forums supports reaching and catalyzing new advocates on key issues affecting young children and families.</p>	<p>Forums have led to continued connection and action among participants. E.g., Latino Health, ACES collaboratives following forums on this issue.</p> <p>Participant Map (Appendix B) based developed in FY1819 demonstrates where commission may leverage alignment within communities + across the county.</p> <p>This mapping may be useful in considerations of how information about virtual attendees can support collaborations and alignment.</p>

<sup>2</sup> Descriptions of progress are provided in the column of the outcome to which they most strongly relate. Content that crosses columns indicates contribution across multiple outcomes.

**COMMISSION LED  
SOCIAL MEDIA  
OUTREACH (AND  
EARNED MEDIA)**

In response to Shelter-in-Place orders, First 5 Marin began a daily email (approx. 2000 subscribers; 20% open rate<sup>3</sup>) with links to resources and activities.

Coordinated IJ Op-Eds and earned media coverage with forums and events.

- Marin Voice: "For happier, healthier workers, promote breastfeeding in the workplace"
- Marin Voice: "Oral health is key to a healthy start in school"
- Marin Voice: "Local Groups Working to Serve Those with Autism"
- Marin Voice: "Press Pause on Vaping"
- Earned Media IJ: "California schools chief, in Marin visit, promotes equity"

First 5 Marin Staff provide content management for 10 Facebook pages, with a combined total of 4240 followers. First 5 Marin's main page and The Marin Communications Forum with 2648 followers are posted to daily.

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<sup>3</sup> Industry standards consider open rates of 15-25% good.

## PUBLIC POLICY ADVOCACY

First 5 Marin aims for broad-based policy change efforts to improve the health, well-being and school readiness of young children and their families.

### PUBLIC POLICY ADVOCACY

The Commission acting as a strategic advocate, catalyst for change and a collaborative partner will:

- Develop and support a policy agenda directed toward achieving children’s health, early education and wellbeing outcomes.
- Conduct local, state, and national legislative and policy advocacy on issues related to our policy agenda.
- Using email education, publications and print media editorials, op-eds and letters to the editor, the Commission promotes best practices.

## FOCUS OF STRATEGY AREA ACTIVITY

<p><b>FUNDED PARTNER PARENT VOICES</b></p>	<p>Conduct local, state, and national legislative and policy advocacy on issues related to childcare and early education.</p>	
<p><b>COMMISSION-LED OTHER ACTIVITIES OF COMMISSION AND STAFF</b></p>	<p>Develop and support a policy agenda directed toward achieving children’s health, early education and wellbeing outcomes.</p>	<p>Using email education, publications and print media editorials, op-eds and letters to the editor, the Commission promotes best practices.</p>

## PROGRESS TOWARD OUTCOMES

### KEY INTERIM OUTCOMES FROM THEORY OF ACTION<sup>4</sup>

	ISSUE REFRAMING	NEW ADVOCATES	COLLABORATION AND ALIGNMENT
<p><b>FUNDED PARTNER PARENT VOICES</b></p> <p><i>FY 18-19 HIGHLIGHTS</i> ----- <i>FY 19-20 REPORTING NOT AVAILABLE</i></p>	<p>Parents testified at legislative hearings, wrote letters as part of advocacy efforts to win funding and policy changes that support families struggling to make ends meets</p>	<p>20 Parents completed Parent Voices Leadership Academy.</p> <p>80 parents at Stand for Children Day at State Capitol met with state reps (or staff) Levine and McGuire, and the governor mentioned Parent Voices during a press conference.</p>	<p>Co-Sponsored Senate bill SB321: A Strong Start for CalWORKs Families passed, and funds included in the 2019-20 budget.</p> <p>Exploring partnership with Community Action Marin to engage CAM involved parents.</p>
<p><b>COMMISSION-LED OTHER ACTIVITIES OF COMMISSION AND STAFF</b></p>	<p>Committees, Workgroups, Boards on which staff and commission serve:</p> <ul style="list-style-type: none"> <li>• American Cancer Society Action Network</li> <li>• Early Childhood Funders</li> <li>• First 5 Association</li> <li>• HEAL (Healthy Eating, Active Living)</li> <li>• Help Me Grow Leadership Committee</li> <li>• Marin Census Complete Count Committee and 0-5 Hard to Count Subcommittee</li> <li>• Marin Childcare Commission Strategic Planning Committee</li> <li>• Marin County Assessment of Fair Housing Steering Committee</li> <li>• Marin Health Funders</li> <li>• Marin Quality Counts</li> <li>• Northern CA Grantmakers Health Funders Group</li> <li>• Oral Health Access Committee</li> <li>• Protecting Immigrant Families CA and National</li> <li>• Public Charge work group</li> <li>• Rise Together Early Education Committee</li> <li>• Rise Together Power of Nine Committee</li> <li>• Smoke-Free Marin</li> </ul>		
<p><b>COMMISSION LED SOCIAL MEDIA OUTREACH (AND EARNED MEDIA)</b></p>	<p>In response to Shelter-in-Place orders, First 5 Marin began a daily email (approx. 2000 subscribers; 20% open rate<sup>5</sup>) with links to resources and activities.</p> <p>Coordinated IJ Op-Eds and earned media coverage with forums and events.</p> <ul style="list-style-type: none"> <li>• Marin Voice: "For happier, healthier workers, promote breastfeeding in the workplace"</li> <li>• Marin Voice: "Oral health is key to a healthy start in school"</li> <li>• Marin Voice: "Local Groups Working to Serve Those with Autism"</li> <li>• Marin Voice: "Press Pause on Vaping"</li> <li>• Earned Media IJ: "California schools chief, in Marin visit, promotes equity"</li> </ul> <p>First 5 Marin Staff provide content management for 10 Facebook pages, with a combined total of 4240 followers. First 5 Marin's main page and The Marin Communications Forum with 2648 followers are posted to daily.</p>		

<sup>4</sup> Descriptions of progress are provided in the column of the outcome to which they most strongly relate. Content that crosses columns indicates contribution across multiple outcomes.

<sup>5</sup> Industry standards consider open rates of 15-25% good.

# Grassroots Capacity Building

First 5 Marin provides funding, training, technical assistance and other support to grass roots and other community groups, helping them enhance their work on behalf of children and families.

## GRASSROOTS CAPACITY BUILDING

The Commission will act as a catalyst, capacity builder and convener to:

- Support grassroots leadership development focused on improving conditions for children 0-5 and their families.
- Encourage local change organizations and parent groups to advocate and act locally for the health and school readiness of all children 0-5 and their families.
- Promote adoption and implementation of best and promising practices in local settings, schools and programs.

## FOCUS OF STRATEGY AREA ACTIVITY

<p><b>FUNDED PILOT PROJECT KINDERGARTEN STUDENT ENTRANCE PROFILE (KSEP) PILOT</b></p>	<p>Promote adoption and implementation of best and promising practices in local settings, schools and programs.</p>	
<p><b>FUNDED FLEXIBLE RESPONSE</b></p>	<p>Support community organizations and grassroots leadership development focused on improving conditions for children 0-5 and their families.</p>	
<p><b>FUNDED PLANNING HELP ME GROW</b></p>	<p>Promote adoption and implementation of best and promising practices in local settings, schools and programs.</p>	<p>Encourage local change organizations and parent groups to advocate and act locally for the health and school readiness of all children 0-5 and their families.</p>

## PROGRESS TOWARD OUTCOMES

KEY INTERIM OUTCOMES FROM THEORY OF ACTION <sup>6</sup>			
	ORGANIZATIONAL CAPACITY	NEW ADVOCATES	COLLABORATION AND ALIGNMENT
<b>FUNDED PILOT PROJECT KINDERGARTEN STUDENT ENTRANCE PROFILE (KSEP) PILOT</b>	<p>MCOE conducted mini pilot in 2017-18 ahead to assess viability of larger pilot of Kindergarten entry screening.</p> <p>A full pilot was conducted in 2018-19. Putting infrastructure in place to support coordination, collection and use of uniform screening.</p> <p>In 2019-20, use of the KSEP grew 8% and included 44% of the Kindergarten population.</p>	<p>45 teachers from eight school districts have volunteered to date for 2018-19 pilot.</p> <p>In 2019-20, 11 districts participated. Including 4 districts with 100% participation.</p>	<p>The KSEP is connecting multiple independent school districts and growing interest and capacity for Countywide use of standards-based tool to screen children at kindergarten entry.</p> <p>Neighboring counties who using KSEP, share that optional participation and teacher interest and feedback versus required participation promote retention and positive association with the project.</p>
<b>FUNDED FLEXIBLE RESPONSE</b>	<p>Funds supported Census outreach, supplies and staffing for TK and Pop-Up childcare for essential workers, legal aid efforts related to eviction prevention, and financial assistance to families distributed via playgroup and preschool partners.</p>		
<b>FUNDED PLANNING HELP ME GROW</b>	<p>In FY 2019-20, A Practice Approach was developed as guide for decision-making, partnerships, and ways of being in the work. Staff were hired, database developed, and initial website development launched.</p>	<p>Leadership team reflects engagement of key constituents within systems and communities that are vital to the successful launch of HMG. Their participation in the development of Practice Approach strengthens the foundation for shared vision and values.</p>	<p>HMG has been part of coordinating securing support state funding is coming into place for universal screening and home visiting.</p> <p>Developed workshops with MC3 to support family childcare providers as they reopen.</p>

<sup>6</sup> Descriptions of progress are provided in the column of the outcome to which they most strongly relate. Content that crosses columns indicates contribution across multiple outcomes.

# Partnerships for Change – Result Area 1

R1. Marin Protects and Promotes the Health and Well-Being of All Children

For years First 5 Marin funded premiums and supported outreach to ensure children’s enrollment in available health insurance products. These efforts along with the enactment of the Affordable Care Act and State action have resulted in health coverage for nearly all children in Marin. Current efforts reflect supports for early childhood mental health and wellbeing, parenting support, and expansion of developmental screenings to support early intervention.

## PARTNERSHIPS FOR CHANGE – R1

The Commission acting as a convener, partner and capacity builder will support the following activities:

- Provide resources that contribute to critical infrastructure for Early Childhood Education, family support, and children’s health.
- Convene and partner with institutional leaders, funders, and community leaders from a broad spectrum of the community to work to achieve specific outcomes related to children’s health, early education and well-being.
- Address policy or critical resource gaps.
- Promote broad adoption of best or promising practices.
- Advance collective action and shared accountability toward achieving outcomes.

### R1. FOCUS OF STRATEGY AREA ACTIVITY

<p><b>FUNDED PARTNER</b> <b>EARLY CHILDHOOD MENTAL HEALTH</b></p>	<p>Promote broad adoption of best or promising practices.</p>	<p>Provide resources that contribute to critical infrastructure for Early Childhood Education, family support, and children’s health.</p>
<p><b>COMMISSION</b> <b>OTHER ACTIVITIES OF COMMISSION AND STAFF</b></p>	<p>Convene and partner with institutional leaders, funders, and community leaders from a broad spectrum of the community to work to achieve specific outcomes related to children’s health, early education and well-being.</p>	<p>Advance collective action and shared accountability toward achieving outcomes.</p>

## R1. PROGRESS TOWARD OUTCOMES

KEY INTERIM OUTCOMES FROM THEORY OF ACTION <sup>7</sup>			
	AWARENESS	ATTITUDES OR BEHAVIORS	COLLABORATION AND ALIGNMENT
<b>FUNDED PARTNER EARLY CHILDHOOD MENTAL HEALTH</b>	94% of primary caregivers reported increased understanding of their child’s development.	88% of providers reported increased ability to identify, intervene, and support children’s healthy development, including social emotional wellness.  94% of parents reported improved parenting strategies as a result of working with ECMH.	Consultation to 128 childcare professionals at partnering organizations, reaching 622 children through these case consultations and collaborative meetings.
<b>COMMISSION OTHER ACTIVITIES OF COMMISSION AND STAFF</b>	Advancing collective action and shared accountability toward achieving outcomes included staff support for communications of key committees and groups such as Public Charge work group and Oral Health Access Committee, the ED’s involvement with Marin Health Funders and Northern California Grantmaker’s Health Funders Group, and Commissioner engagement with Marin Organizing Committee and Smoke Free Marin.		

<sup>7</sup> Descriptions of progress are provided in the column of the outcome to which they most strongly relate. Content that crosses columns indicates contribution across multiple outcomes.

## Partnerships for Change – Result Area 2

R2. Marin Children are Ready for School and Schools Are Ready for All Children

First 5 Marin is dedicated to supporting the school readiness of all children in Marin—through access to quality early learning opportunities, support for children with social/emotional and other special needs, and by working to ensure that schools are prepared to receive all children.

### PARTNERSHIPS FOR CHANGE – R2

The Commission acting as a convener, partner and capacity builder will support the following activities:

- Provide resources that contribute to critical infrastructure for Early Childhood Education, family support, and children’s health.
- Convene and partner with institutional leaders, funders, and community leaders from a broad spectrum of the community to work to achieve specific outcomes related to children’s health, early education and well-being.
- Address policy or critical resource gaps.
- Promote broad adoption of best or promising practices.
- Advance collective action and shared accountability toward achieving outcomes.

### R2. FOCUS OF STRATEGY AREA ACTIVITY

<b>FUNDED PARTNER FLAGSHIP</b>	Provide resources that contribute to critical infrastructure for Early Childhood Education, family support, and children’s health.	Promote broad adoption of best or promising practices.
<b>FUNDED PARTNER DEVELOPMENTAL PLAYGROUPS NOVATO, SAN GERONIMO, CANAL</b>	Provide resources that contribute to critical infrastructure for Early Childhood Education, family support, and children’s health.	Promote broad adoption of best or promising practices.
<b>FUNDED PARTNER SUMMERBRIDGE SAN RAFAEL AND MARIN CITY</b>	Address policy or critical resource gaps.	Promote broad adoption of best or promising practices.
<b>FUNDED PARTNER PICKLEWEED CHILD CARE CENTER</b>	Address policy or critical resource gaps.	Promote broad adoption of best or promising practices.
<b>FUNDED PARTNER QUALITYCOUNTS – ECE PROGRAM MANAGER</b>	Provide resources that contribute to critical infrastructure for Early Childhood Education, family support, and children’s health.	Promote broad adoption of best or promising practices.
<b>OTHER ACTIVITIES OF COMMISSION AND STAFF</b>	Convene and partner with institutional leaders, funders, and community leaders from a broad spectrum of the community to work to achieve specific outcomes related to children’s health, early education and well-being.	Advance collective action and shared accountability toward achieving outcomes.

## R2. PROGRESS TOWARD OUTCOMES<sup>8</sup>

KEY INTERIM OUTCOMES FROM THEORY OF ACTION <sup>9</sup>			
	AWARENESS	ATTITUDES OR BEHAVIORS	COLLABORATION AND ALIGNMENT
<p><b>FUNDED PARTNER FLAGSHIP</b></p> <p>(APPROX. REACH: 600 CHILDREN &amp; THEIR FAMILIES)</p>	<p>Community resources and connections / access points shared with families.</p>	<p>Children engaged in developmentally appropriate preschool experiences, including a focus on social emotional development</p>	<p>Aligning efforts with other community Parent Services Project, West Marin Community Services, and the Shoreline School district to support and engage families with children 0-5 with wraparound support to meet the needs of families with young children.</p>
<p><b>FUNDED PARTNER DEVELOPMENTAL PLAYGROUPS NOVATO, SAN GERONIMO (80), CANAL</b></p> <p>(APPROX. REACH: 300 CHILDREN &amp; THEIR FAMILIES)</p>	<p>Parents affirmed or improved knowledge and skills related to parenting.</p>	<p>Parents increased connection with other parents.</p> <p>Children grow abilities to get along with others.</p>	<p>Playgroup children assessed for developmental delays.</p> <p>Uninsured children connected to resources.</p>
<p><b>FUNDED PARTNER SUMMERBRIDGE SAN RAFAEL AND MARIN CITY</b></p> <p>(APPROX. REACH: 100 CHILDREN &amp; THEIR FAMILIES)</p>		<p>Brief intervention connecting children with no or minimal preschool experience to evidence-based program that has consistently demonstrated success in advancing readiness for school.</p>	
<p><b>FUNDED PARTNER PICKLEWEED CHILD CARE CENTER</b></p> <p>(APPROX. REACH: 20 CHILDREN &amp; THEIR FAMILIES)</p>	<p>Community resources and connections / access points shared with families.</p>	<p>Families supported in establishing a connection to their child's first school.</p> <p>Children engaged in developmentally appropriate preschool experiences, including a focus on social emotional development</p>	<p>Our role at Pickleweed is to serve as a liaison with Agencies vital for our preschool program and maintaining relationships year after year is a critical role in our success at Pickleweed.</p>

<sup>8</sup> Where direct services for children and families are core to a program, the approximate reach of these programs is included.

<sup>9</sup> Descriptions of progress are provided in the column of the outcome to which they most strongly relate. Content that crosses columns indicates contribution across multiple outcomes.

<p><b>FUNDED PARTNER</b> <b>QUALITYCOUNTS –</b> <b>ECE PROGRAM</b> <b>MANAGER</b></p>	<p>One hundred and forty early care and education professionals, including mental health consultants and family advocates, family child-care, providers and elementary school teachers participated in 36 hours (over the course of the year) of the Teaching Pyramid Framework trainings as well as follow-up coaching with authorized teaching pyramid coaches.</p>	<p>Workshops included Leading Anti-Bias in Early Care and Education: Developing Trauma Informed Systems, Leading and Supporting Inclusive Early Childhood programs and Teaching Pyramid Leadership Teams. Altogether more than 45 Early Childhood practitioners in leadership positions participated in a growing anti-bias/anti-racism professional learning community.</p>	<p>With the support of First 5 Marin the ECE department was able to leverage our resources to provide more than \$230,000 in mini-grants, individual stipends (for academic achievement and professional development participation), and block-grants to high-quality early care and education professionals and programs.</p>
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## Section 2 - Considerations for Evaluation FY20-21 and Beyond

This report reflects the second year of a shift in our approach. To support the Commission's transition through its 2012-17 Strategic Plan, we reported separately on funded partner and commission activities. In bringing these two strands of reporting back together, we've used First 5 Marin's strategies as the overarching frame, and interim outcomes from the Theory of Action to categorize where progress is happening.

The report structure now points us toward a more holistic picture of how First 5 Marin: staff, commissioners, and funded partners and projects are collectively working toward this Vision:

*Together with families, communities and other partners, the First 5 Marin Children and Families Commission will create a Marin where the health and welfare of all of our children influences core decisions at every level of our political and public institutions, and in every community.*

*There will be understanding across and among communities about the varied opportunities and needs of children. As a community, Marin will act upon the knowledge that what we do to increase the potential of less advantaged children improves the potential for all children. Families will have the knowledge and tools to advocate for their children.*

*As a result of our efforts, all children will have access to affordable health care, opportunities that promote success in school, and they will live in families and communities that provide for their optimal health, safety and wellbeing.*

Suggestions to explore and begin to implement in FY2020-21

- **IMPACT OF FIRST 5 MARIN STAFF AND COMMISSION** – Developed in FY2019-20, the Dashboard of Commission Activity, Influence, Impact can be updated and used to help hold a snapshot of where activity and influence and are being / can be harnessed for greater impact.
- **FUNDED PARTNER REPORTING** – The work of partners will continue to be in flux, adapting and responding to current conditions. Performance measures and reporting via Persimmony are due for revisiting and refinement. This pause in typical reporting provides a window to consider what information and what means of reporting from funded partners will be most relevant going forward.
- **TENDING TO TRANSITION** – It has been an honor to serve the Commission and it is time for new perspectives and approaches to enliven inquiry and evaluation as the next chapter unfolds. Luminare Group has developed our evaluation plans through the end of FY2020-21 to support key reports and work with staff and the commission through this transition year. Supporting this transition is our focus for the remainder of FY2020-21

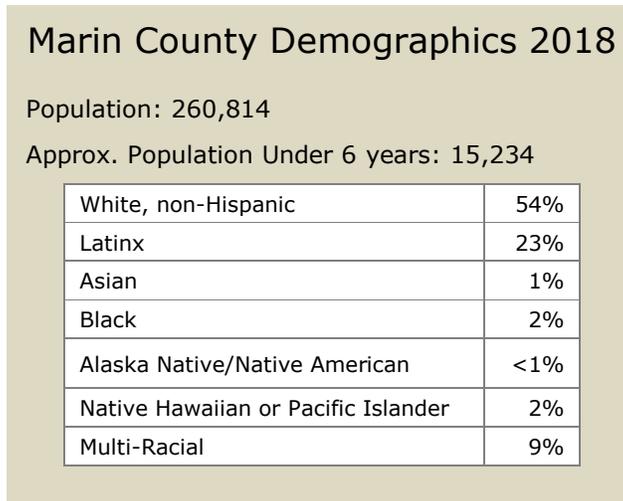
## Section 3 - System-wide Data

### AGGREGATE VIEW<sup>10</sup>

The data presented in this section includes an overview of client demographics, service delivery, and financial distributions.

Amid response to current conditions, reporting from partners in FY19-20 was limited. As such the client demographics reported below are informational rather than representative of the full reach of Partners in FY19-20. They are shown in relationship to FY18-19 to provide a sense of the typical clients reached by programs.

Figure 1. Marin County Demographics



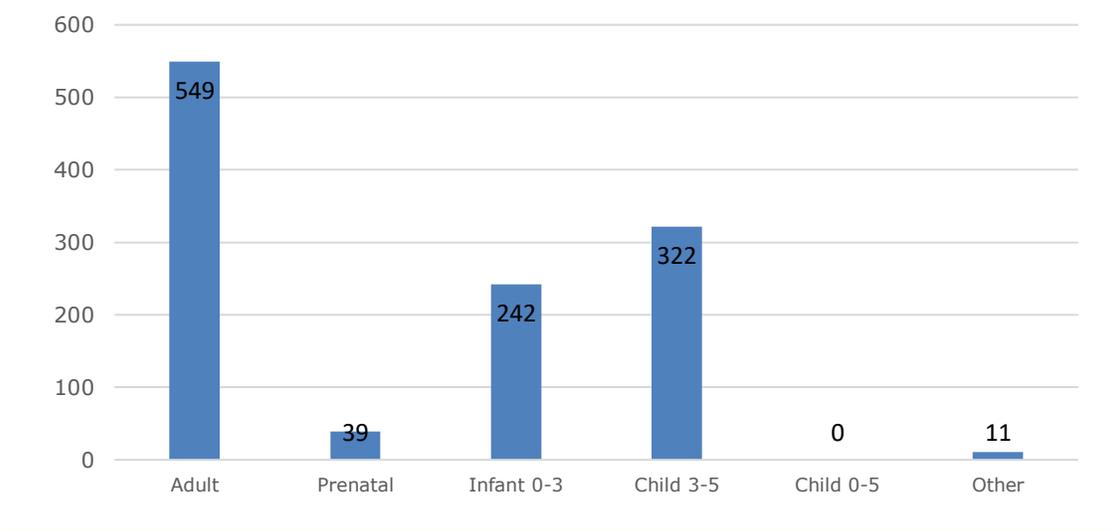
<sup>10</sup> US Census American Community Survey 2013-17 estimates

## CLIENT DEMOGRAPHICS

**Funded partners served a total of 1163 FY2019-20.<sup>11</sup>**

Approximately one-half were parents/caregivers (51%), including a small number of pre-natal parents. The population of children clients ages 0-5 included infants 0-3 (20%), children ages 3-5 years (27%), there were no children whose exact ages were not reported in 2019-20.

Figure 2. Total Number of Clients Served by Client Type: 2019-20



Of those served, the majority (61%) of clients identify as Latinx, 14% White, 10% Asian, 2% Multiracial, and 3% Black/African American, Pacific Islander (>1%). Approximately 9% identified with other or unknown ethnicities. Spanish is the reported primary language for approximately one-third (59%) of clients, and English was the primary language for another 24%. While exact percentages vary each year, in general representation and numbers of clients in 2019-20 is similar to the year prior.

Figure 3. Total Number of Clients Served by Ethnicity: FY2019-20

Fiscal Year	Ethnicity									TOTAL
	BLACK OR AFRICAN AMERICAN	ALASKA NATIVE/ AMERICAN INDIAN	ASIAN	PACIFIC ISLANDER	LATINX	WHITE	MULTI-RACIAL	NONE OF THESE	UNKNOWN	
2019-20	31	--	112	1	710	191	18	1	99	1163

Figure 4. Total Number of Clients Served by Language: FY2019-20

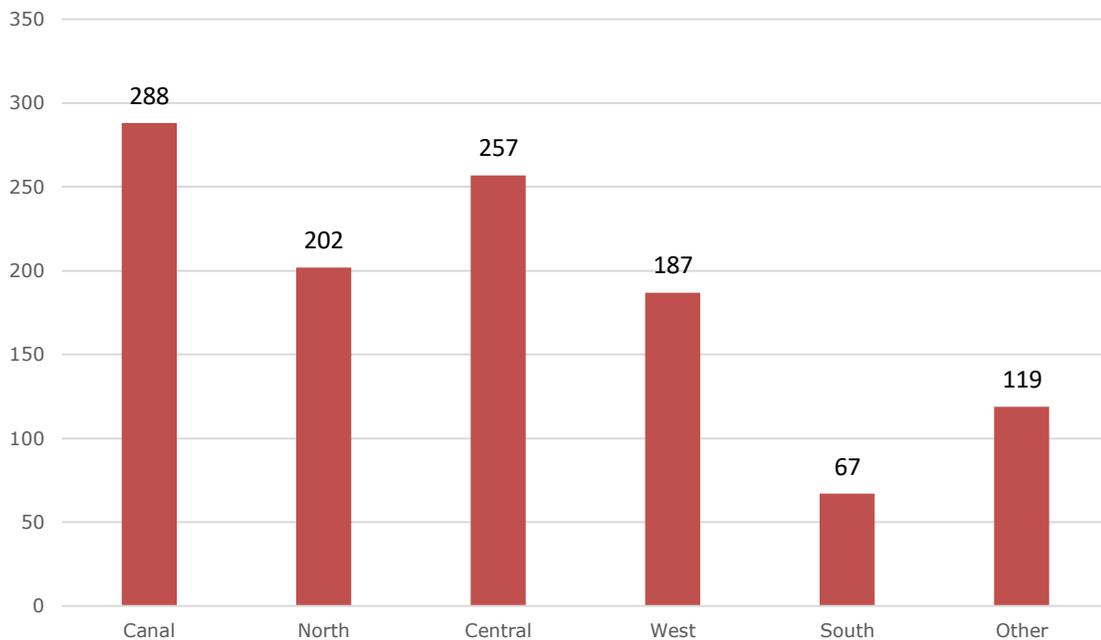
Fiscal Year	Language						TOTAL
	CANTONESE	ENGLISH	SPANISH	VIETNAMESE	ANOTHER LANGUAGE	UNKNOWN	
2018-19	--	281	685	--	108	89	1163

<sup>11</sup> For reference, total clients served in FY18-19 was 3773. The proportion of client ages, ethnicities, and languages are similar across years.

## SERVICE GEOGRAPHIC DESCRIPTION

Nearly one-half of 1,163 clients, for whom geographic location was reported, were from the Canal Neighborhood (26%), followed by Central Marin (23%), North Marin (18%), West Marin (17%), and South Marin (6%). For several years, Canal Neighborhood and North Marin made up the majority of those served; the current numbers of clients from Central Marin and West Marin clients reflects the Commission's ongoing attention to access.

Figure 5. Clients Served by Funded Partners by Geographic Location



## FISCAL ANALYSIS<sup>12</sup>

A total of \$975,381.96 was dispersed in FY2019-20 to projects funded as part of First 5 Marin’s Partnerships for Change (PFC), Grassroots Capacity Building (GCB), Public Policy Advocacy (PPA) and Public Education (PE) Strategies. While not reflective of all Commission expenditures, *Figure 6* presents the annual reimbursements per funded project within these strategies (noted in parenthesis for each project) and result areas.

Figure 6. Funded Projects and FY2019 – 2020 Reimbursements

Project Names	Agency Housing/ Coordinating Project	Result Area Totals	Individual Contracts Totals
<b>Result 1. Children Are Healthy</b>		<b>\$ 180,100.38</b>	
<b>Early Childhood Mental Health Project:</b> Social/emotional/behavioral assessments in child care settings; short-term counseling and support to providers (PFC)	Jewish Family and Children's Services		\$83,232.00
<b>Help Me Grow:</b> Central access point planning and prep	Help Me Grow		\$96,868.38
<b>Result 2. Ready For School</b>		<b>\$573,733.45</b>	
<b>Pickleweed Preschool Expansion:</b> childcare center in Canal (PFC)	City of San Rafael		\$91,458.37
<b>Aprendiendo Juntos:</b> playgroup (PFC)	Parent Services Project		\$153,838.00
<b>San Rafael School Readiness:</b> Summer Bridge (PFC)	Marin HeadStart		\$43,294.00
<b>Marin City/Sausalito School Readiness:</b> Summer Bridge / playgroup (PFC)	Marin HeadStart		\$9,346.00
<b>Novato School Readiness:</b> Playgroup (PFC)	North Marin Community Services		\$29,719.00

<sup>12</sup> The Commission uses fund-based, or cost center, budgeting. The program areas, or cost centers, to which revenue and expenses are allocated, reflect the Strategic Priorities outlined in its Strategic Plan and activities (in a separate cost center) related to evaluation of these efforts. Staff time is allocated to each of the program areas based on actual time spent in implementing these programs. Indirect costs are also allocated to each program area based upon the percentage of the total annual budgeted expenditures that the direct program and contract activities represent. All costs that meet the definition for administrative expenses outlined above are reflected in the fund/cost center labeled “General Operations”.

Figure 6. Funded Projects and FY2018 – 2019 Reimbursements - Continued

Project Names	Agency Housing/ Coordinating Project	Result Area Totals	Individual Contracts Totals
<b>San Geronimo Valley School Readiness:</b> Playgroup (PFC)	San Geronimo Community Center		\$26,382.00
<b>FLAGship:</b> Mobile family literacy (PFC)	Marin County Free Library		\$59,959.00
<b>MCOE:</b> ECE Program Manager & Database (PFC)	Marin County Office of Education		\$72,828.00
<b>MCOE:</b> KSEP PILOT (GCB)	Marin County Office of Education		\$86,909.08
<b>Result 3. Marin Values and Invests in All Children<sup>13</sup></b>		<b>\$ 221,548.13</b>	
<b>MarinKids:</b> Advocating for the general welfare of all children and youth in Marin (PE)	MarinKids		\$20,200.86
<b>Parent Voices:</b> Developing parent leaders and parent-led advocacy (PPA)	Marin Child Care Council		\$15,000.00
<b>Other Commission Sponsored Activities:</b> Forums, media, advocacy, convenings. (PPA, PE, GCG)	Multiple agencies		\$16,726.22
<b>Flexible Response</b> to Changing Needs (Emergency Response Grants)	Multiple agencies		\$94,621.05
<b>Marin Child Care:</b> Impact Match: Family Child Care Quality (GCB)	MC3		\$75,000.00
<b>Total Reimbursements FY18-19</b>			<b>\$975,381.96</b>

<sup>13</sup> Projects in this result area were funded through the following First 5 Marin Strategy Areas: Public Education (MarinKids), Partnerships for Change (MarinKids), and Public Policy/Advocacy (MarinKids, Parent Voices), and Grassroots Capacity Building (Marin Child Care).

## Appendix A. Guiding Frameworks

Since its initial strategic plan in 2004, First 5 Marin has articulated a commitment to the health and well-being of children ages 0-5 and their families in Marin County since its' inaugural 2014 strategic plan. Its priorities and strategies reflect a combination of focus on the most marginalized in Marin County, as well as improving the overall quality and accessibility of information and services for providers, parents, families, and others involved in the systems of care which support children ages 0-5.

### PRIORITY RESULTS

1. Marin Protects and Promotes the Health and Well-Being of All Children
2. Marin Children are Ready for School and Schools Are Ready for All Children
3. Marin Values and Invests in All Children

### PRIORITY OUTCOMES

1. Children have Optimal Health and Well-Being
2. Children are Ready for School
3. Public Policies Support Children

Revised in 2017, Marin's 2017-22 Strategic Plan, affirms and builds on what the Commission has learned about where it is best able to leverage its investments and influence to propel change. A set of priority results and priority outcomes serve as the frameworks for implementation, accountability, and evaluation

With the Theory of Change serving as foundational framework, First 5 Marin articulated a Theory of Action that served to more formally and intentionally place their public education, advocacy and public policy work as primary focus areas. Grantmaking and capacity building sit with this framework by both informing the work of First 5 Marin and serving as effective strategies for strengthening the ability of the community (in the broadest sense) to engage in dialogue and debate. The community also makes decisions regarding public policies that best support the health and well-being of children and families.

*Figures 1A and 2A* illustrate how these various elements are designed to work together and reflect the Commission's re-affirmation of the Marin Values priority result.

Figure A1. Theory of Change

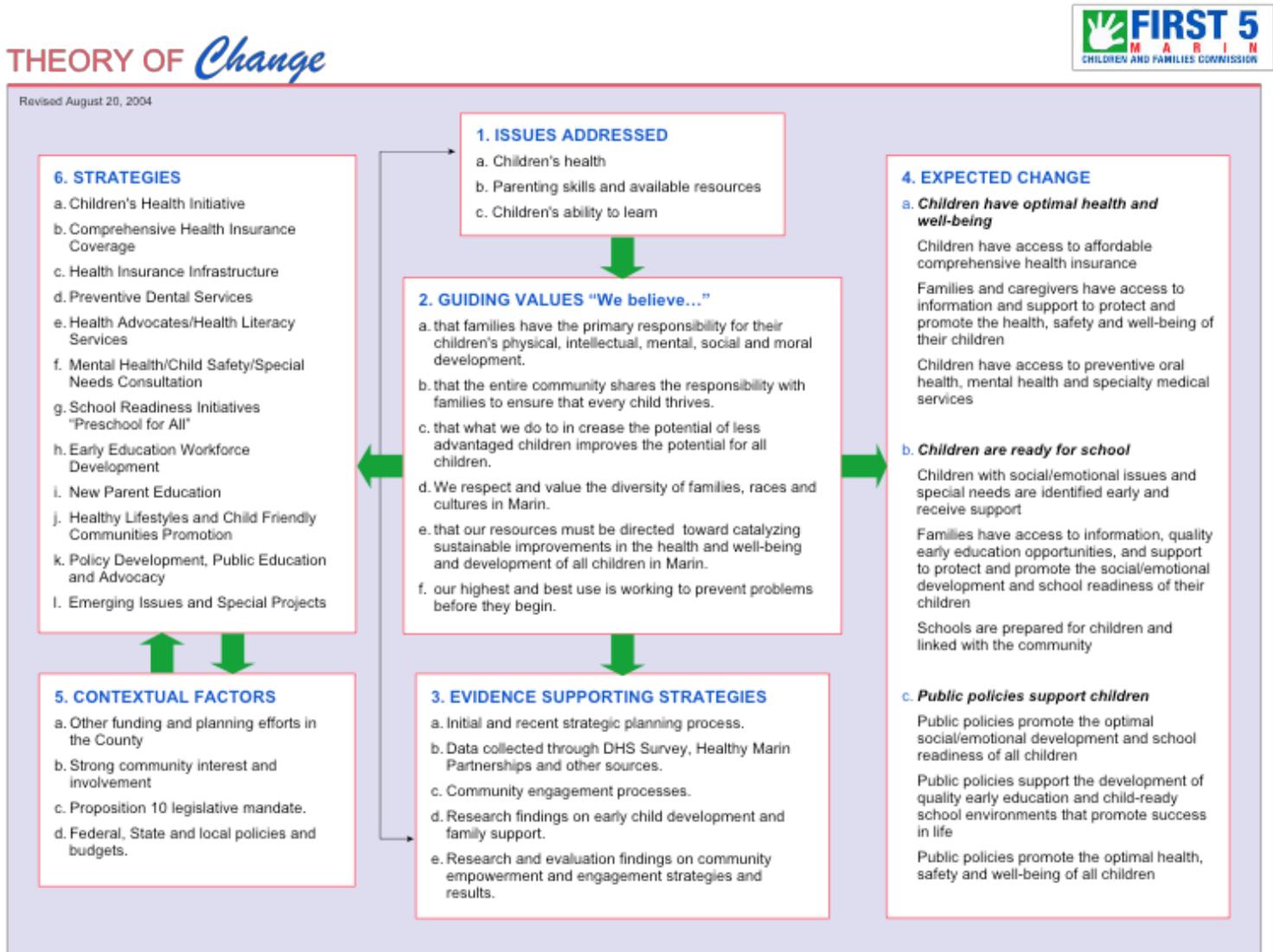


Figure A2. Implementation Framework



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Implementation Framework



**IMPACT**  
Marin Values and Invests in All Children

**GUIDING PRINCIPLES**

We believe that families have the primary responsibility for their children's physical, intellectual, mental, social and moral development.

We believe that the entire community shares responsibility with families to ensure that every child thrives.

We believe that what we do to increase the potential of less-advantaged children improves the potential for all children.



**PRIORITY RESULTS**

- Public Policies Support All Children
- All Children Have Optimal Health & Wellbeing
- All Children and Families are Ready For School
- Families and Caregivers Have Access to Information and Support

STRATEGIES	PUBLIC EDUCATION	GRASSROOTS CAPACITY BUILDING	PARTNERSHIPS FOR CHANGE	PUBLIC POLICY ADVOCACY
<b>IMPLEMENTATION APPROACH</b>	Strategic Advocate Partner	Catalyst Capacity Builder Convener	Convener Partner Capacity Builder	Strategic Advocate Catalyst Collaborative Partner
<b>ACTIVITIES</b>	<ul style="list-style-type: none"> <li>Sponsor Forums</li> <li>Promote Community Discussions</li> <li>Conduct Electronic Outreach</li> <li>Educate Voters on Issues</li> <li>Collect, Analyze and Disseminate County Data</li> </ul>	<ul style="list-style-type: none"> <li>Support: Leadership Development</li> <li>Local Community Action Efforts</li> <li>Parent Action/Involvement</li> <li>Grassroots Change</li> <li>Organizations</li> <li>Promising Practices</li> </ul>	<ul style="list-style-type: none"> <li>Convene Institutional and Community Leaders</li> <li>Engage in Collective Action</li> <li>Address Policy or Critical Resource Gaps</li> <li>Promote Best and Promising Practices</li> <li>Advance Collective Action &amp; Accountability</li> <li>Provide Resources for Change</li> </ul>	<ul style="list-style-type: none"> <li>Educate Policymakers and Voters</li> <li>Conduct Electronic Outreach/ Media Advocacy</li> <li>Promote Policy/Legislative Initiatives</li> <li>Develop Policy Briefs</li> <li>Communicate Data to Measure Change</li> </ul>
<b>INITIATIVES/OPPORTUNITIES (examples)</b>				
	<ul style="list-style-type: none"> <li>MarinKids</li> <li>Communications</li> <li>Publications</li> <li>Events</li> <li>Media Outreach</li> </ul>	<ul style="list-style-type: none"> <li>Promotores/Advocates Programs</li> <li>Best Practice Training</li> <li>Transition Support</li> <li>Local Community Advocacy Projects</li> </ul>	<ul style="list-style-type: none"> <li>MarinKids</li> <li>Children's Health Insurance</li> <li>School Readiness Transition</li> <li>Pickleweed Child Care Center</li> <li>Early Childhood Mental Health</li> <li>New Partnerships</li> </ul>	<ul style="list-style-type: none"> <li>MarinKids</li> <li>Regional First 5 Media</li> <li>Local Forums</li> <li>Data Collection/Analysis</li> <li>Communications/Media Outreach</li> </ul>

Complementing the Implementation Framework is a Sustainable Community Structural Change (SCSC) model developed during FY2008-2009 as part of the pre-work for the Strategic Planning process.<sup>14</sup> SCSC was developed based on extensive literature and the guiding values, operating principles, and the implicit and explicit intentions of First 5 Marin to support the development of a more integrated, inclusive, and adaptive system of services and support for children ages 0-5 (Marin Values and Invests in All Children).

The SCSC framework describes key factors (referred to as "levers") affecting change within systems (comprised of people, organizations, and communities). Its applicability to the work of First 5 Marin was tested and validated through interviews, focus groups, and qualitative analysis of funded partners' reports.

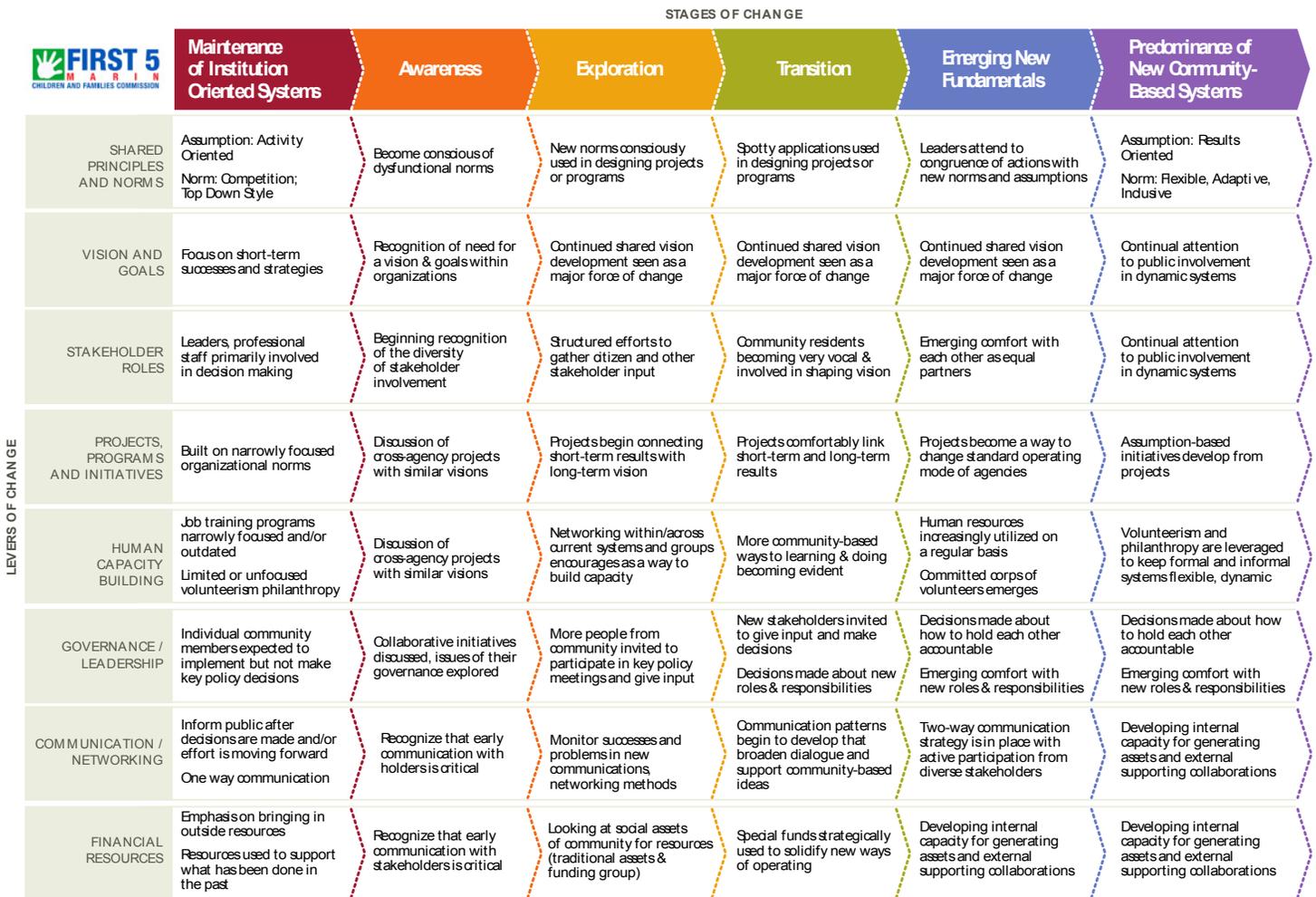
<sup>14</sup> Originally titled the Sustainable Community System Change model, it was renamed in 2012 after reflection and acknowledgment that the framework was designed to change the rules and practices that create and sustain systems and thus worked at a deeper structural level.

Figure 3A below is a graphical application of the SCSC framework referenced in later sections of this report as a way to visualize the status of various efforts. Additionally, a working definition of Sustainable Community Structural Change emerged:<sup>15</sup>

Human and community service systems include multiple organizations that may or may not be connected to one another. Meaningful sustainable change within these systems requires:

- A clear and shared vision of overall purpose and related goals
- Intentional fostering of linkages and relationships
- Organizations working in concert--leveraging resources to build knowledge, partnership, and processes

Figure A3. Sustainable Community Structural Change Model – Stages and Levers of Change: The Continuum



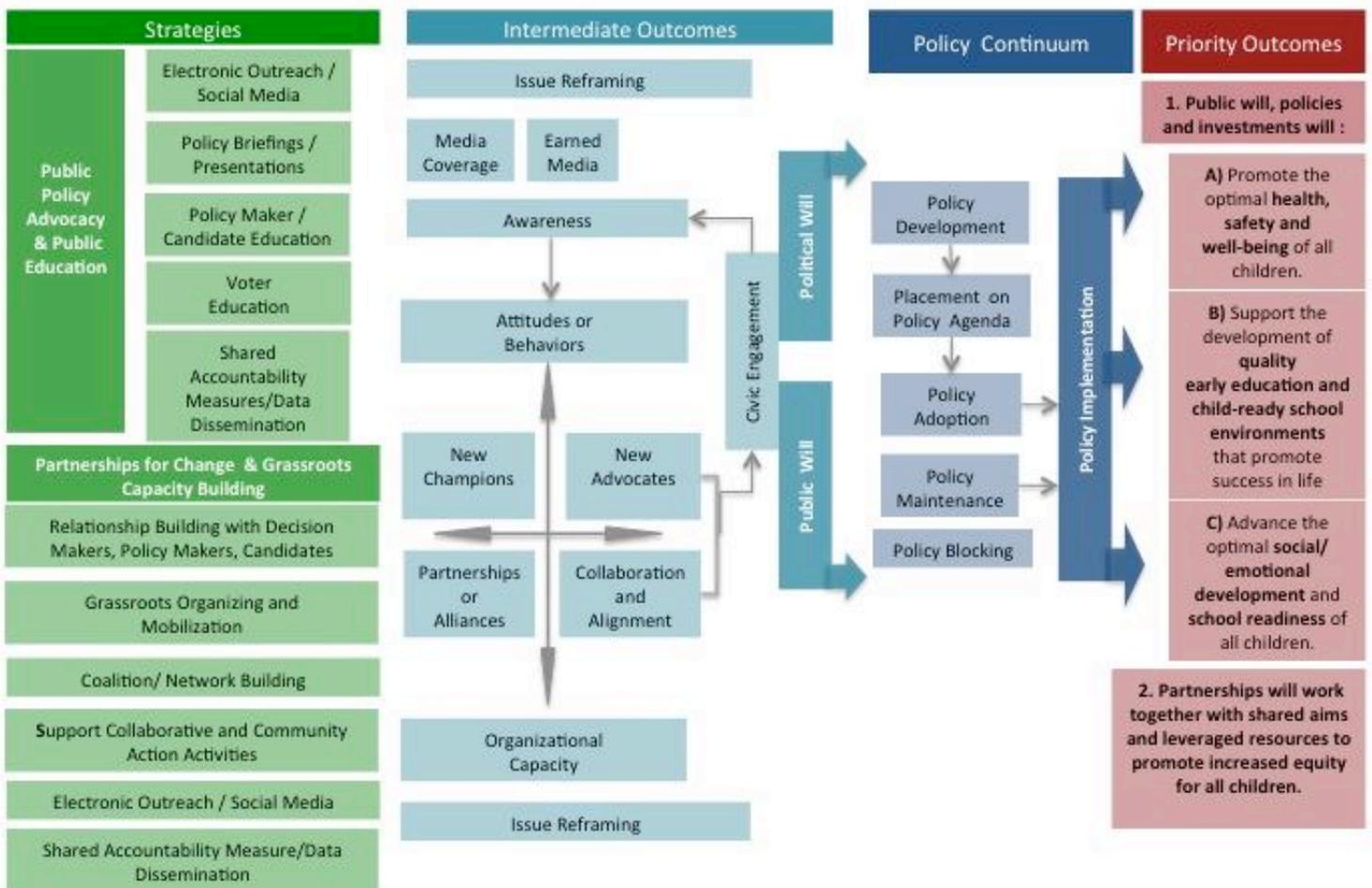
Based on "Using a Systems Change Approach to Building Communities" by Beverly Parsons, InSite, Boulder Co.

<sup>15</sup> Sustainable Community Structural Change, First 5 Marin, jdcPartnerships 2008.

In FY2011-12 First 5 Marin engaged in strategic planning that articulated the strategic focus of the Commission’s leadership and resources to build and support institutional and grassroots policy and advocacy infrastructures<sup>16</sup>. While *Figure A3* describes the stages and levers of change for structural change, writ-large, *Figure A4* below more explicitly identifies the role of First 5 Marin in advancing this change. Adopted in FY2011-12 as part of First 5 Marin’s strategic planning, this theory of action makes explicit the actions that F5M will engage in to influence policy and partnerships that promote sustained changes in children’s access to affordable health care, opportunity for success in school, and lives lived in families and communities that provide for their optimal health, safety, and well-being.

Figure A4. First 5 Marin Theory of Action

### First 5 Marin Theory of Action



<sup>16</sup> [http://first5marin.org/pdfs/strategic\\_plan/F5M\\_StrategicPlan2012Summary\\_FINAL.pdf](http://first5marin.org/pdfs/strategic_plan/F5M_StrategicPlan2012Summary_FINAL.pdf)

## DATA SOURCES

Quantitative and qualitative data sources were reviewed in compiling this report. Following is a summary of the purpose and the information provided by each data source:

- **Quarterly Reporting Forms** — The data from this form, which includes client demographic and service unit data, is submitted quarterly by funded projects. It is used to compile a segment of First 5 Marin’s annual report submission to First 5 California Children and Families Commission. All projects submit data quarterly as part of contract compliance. This data is entered quarterly into Persimmony, a web-based data system.
- **Project Performance Measures** — Most projects have performance measures (process and outcome) incorporated into their contracts for which they are held accountable. These measures link a project’s efforts to the broader Commission goals and priority outcomes. They are also entered into the Persimmony system. Ahead of FY15-16, Performance Measures were updated for alignment with project and Commission priorities. First 5 Marin staff review data entered into Persimmony on a regular basis and discuss it with funded partners.
- **Year-End Evaluation Reports** — This report includes narrative questions focused on project progress towards objectives and performance measures — as well as highlights and challenges. The annual report also includes a story guided by a series of questions aligning strategies, outcomes, and changes to the system. System-Wide Data<sup>17,18</sup>
- **Commission Meeting** – Staff reports and Commissioner comments from each meeting are systematically recorded and synthesized to reflect progress in relationship to the key roles and focus areas for Commissioners and Staff with respect to First 5 Marin’s Theory of Action and 2017-22 Strategic Plan.

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<sup>17</sup> For System-Wide trend data across FY 2006-FY 2011, see First 5 Marin’s FY 2011-12 Annual Evaluation Report.

<sup>18</sup> 2015 American Community Survey estimates

# Appendix B: Funded Partner Highlight Pages

## Timely Support for Families

The ECMH Program shifted to tele-consultancy services and offered a new virtual parent support group, phone and zoom consultation with staff and parents and e-newsletter to provide timely support and resources after the imposition of Shelter-in-Place orders.

There was an increase in the number of parents and caregivers in need of mental health support. The lack of mental health support for parents (especially those that have immigrated from Central and South America and Mexico) has made it difficult for these families to secure timely support, especially during the current pandemic crisis. Stress, trauma, racism, and racial injustices were common concerns among parents and caregivers seeking support and re-affirmed the importance of our bilingual and culturally-appropriate approach to mental health consultations.

## Early Childhood Mental Health Consultation (ECMH)

### Retaining Children in Child Care Settings

ECMH works closely with its partners to provide comprehensive services and support to children 0-5 and their families through an active system of referral and case management, prioritizing efforts to support the underserved. Consultation supports childcare providers and families to buoy inclusion of children with identified social, emotional, or behavioral concerns in natural settings.

*ECMH has been funded by First 5 Marin since 2006*



### Highlights

**WORKING WITH FAMILIES:** Mental health services were provided to 622 children (ages 0-5) from marginalized, low-income, and at-risk families in Marin; early childhood mental health consultations to 17 subsidized preschools/childcare settings, which included 3 playgroups and all 7 of Early Head Starts home visitors; and case consultations to 82 children exhibiting challenging behaviors, developmental delays, and mental health issues. 94% of parents reported increased understanding of their child's development and behaviors, 94% reported improved parenting strategies, 88% reported gaining new knowledge about community resources; and 96% reported satisfaction with the services.

**WORKING WITH PROVIDERS:** Consultation was provided to 128 childcare professionals at partnering organizations, reaching 622 children through these case consultations and collaborative meetings. 88% of staff completing the Consultation Survey reported an increased ability to identify, intervene, and support children in their care with emotional/ behavioral issues. 99% of respondents reported satisfaction with ECMH services.

### LEARNING & INFLUENCE

We know that to best help young children we must also help their parents, using a trauma lens as well. We need to promote caring, attentive relationships and validation of children's feelings and experiences. Our ECMH program used trauma-informed principles to identify and intervene with behavioral issues before they escalated to crises. Our program affirmed that in order to navigate the confusing and not user-friendly system that parents need a great deal of support, follow up guidance and case management.

We learned from teachers and site supervisors that they needed assistance in engaging families with the social and emotional learning of their children and appreciating the importance of these developmental milestones. To address these needs, we provided teachers and site supervisors with the opportunity to receive training in the Teaching Pyramid for Families model alongside our ECMH consultants. In addition to this training, we also offered parent workshops using the Teaching Pyramid for Families model, including a three-part series provided in Spanish at one of our partner sites.

## Commitment & Connection

There are always challenges that come with having a mobile program - road closures, finding parking, the ever-changing needs of our families, low attendance, staffing, etc. But nothing compares to living through a global pandemic, the social and personal difficulties that it entails, and the reality that it is impossible to implement a mobile program that demands close physical and emotional proximity.

We are fighters and we have found ways to connect with our community - Call check-ins with attendees, Zoom meetings, virtual Learning Bus storytimes, and providing Little Learners Kits/Kits Pequeños Aprendizes: Play-based learning activities and materials designed to nourish children's learning. Kits are bilingual in English and Spanish and contain a variety of supplies, projects, toys, and new books. Kits also contain a guide to help parents understand and facilitate activities at home.

Not only are we trying to stay healthy from a deadly virus but more than ever we are going through a social awakening. We continue to live in a society where many do not value the lives of Black people, indigenous people, people of color, gender non-conforming individuals, immigrants, people of different religions and anyone who is perceived as other. The Learning Bus is committed to continue providing equitable services as we navigate through these turbulent times.

## FLAGship - Families Learning and Growing



### Bringing Literacy and Community Health Information to Isolated Communities

This project is a traveling preschool and library that offers school readiness activities, as well as community health and resource information and education for parents, families, and daycare providers. The FLAGship project is particularly vital in providing family literacy and health information to isolated families and daycare providers in rural communities.

*FLAGship has been funded by First 5 Marin since 2001*

### Highlights

We successfully fundraised, purchased, and designed a brand-new vehicle for our mobile preschool program. Our staff and patrons are so happy to have a vehicle that is beautiful inside and out and most importantly reliable. Having a mobile program is what makes us so successful because it furthers our reach to families with children who cannot attend preschool due to the inaccessibility and unaffordability of early care and education.

We have successfully piloted the giveaway Little Learners Kits program in West Marin at library curbside hours, food pantries, preschool graduations, and other outreach opportunities in Point Reyes, Bolinas, San Geronimo, Tomales, Stinson and Inverness.

Utilizing a collective impact model, we are aligning our efforts with other community partners including Parent Services Project, West Marin Community Services, and the Shoreline School district to support and engage families with children 0-5. The positive impact of building these relationships will be supportive wraparound support with all community partners in alignment and responsive to meet the needs of families with young children.

### LEARNING & INFLUENCE

Structural racism is not a thing of the past and many of the systems in place are failing Black, Indigenous, People of Color. The Learning Bus primary goal is to close the school readiness gap which primarily affects children of color, given that families of color are disproportionately living in poverty, have less access to education, healthcare and other social services. These disadvantages and structural racism set children of color for failure and to disproportionately getting suspended and/or expelled from school, arrested, or murdered.

Children who attend high-quality early education programs gain learning, skills, and social-emotional growth that improves their chances of success in school and life. By helping to narrow the school readiness gap our program hopes to help parents prepare their children for school and therefore also narrowing the school to prison pipeline particularly for children of color.

## Multiple Points of Connection

Shifting from in-person to virtual developmental playgroup due to Covid-19 and the resulting Shelter-in-Place order caused a significant shift in context and implementation of the program. It was overwhelmingly successful and families were provided with individualized and group support through telephonic and virtual or distance learning.

Families were connected in April to weekly preschool and toddler virtual circle time. For families with technological barriers, our case manager and child development team was able to make referrals to low-cost internet and other resources, as well as assist them in setting up Zoom and other online learning tools. For others, we continued connecting families to the preschool weekly personal newsletter that incorporates literacy, cooking and music time via YouTube created by our ECE teachers and sharing First 5 Newsletters.

NMCS has become a partner to the County's Emergency Operations Committee, assisting with outreach for Covid-19 testing, employing a bilingual/bicultural Care Navigator, and providing other essential services to individuals and households in isolation and quarantine status...the County of Marin responded by making more resources available in North Marin.

## North Marin Community Services



### Supporting Families and Children's Readiness for School

In a weekly developmental playgroup, staff focus on engaging and collaborating with families. With the school district, individual schools, and service providers they work hard to reach those families who are isolated and unconnected to any particular groups. North Marin Community Services is the product of a merger between the Novato Youth Center and Novato Human Needs Center on January 1, 2018. Families, youth, and adults can now access more comprehensive services through the initial door they came through, whether it the Developmental Playgroup, food pantry, rental assistance, subsidized childcare, Promotores, or counseling.

*North Marin Community Services (previously Novato School Readiness) has been funded by First 5 Marin since 2005*

### Highlights

**PLAYGROUP:** We incorporated an evidence-based strategy called CSEFEL-Solution Cue Cards during the weekly playgroup. These solution cue cards help children navigate conflict negotiation in a playgroup classroom setting with other children. The children improved their ability to get along with others by year-end and each parent was given a set of laminated cue cards in their own language to take home so that they could continue the work at home.

**CASE MANAGEMENT:** Participation of the bilingual/bicultural case manager in the weekly developmental playgroup enabled families to build trust and develop rapport. Therefore, when the case manager used the results of the ASQ to refer for relevant resources, there was 100% follow-through with referrals. In addition, once the playgroup shifted from a face-to-face model to a virtual one, the Case Manager was able to connect families to essential services to address economic, housing, and food insecurities. All developmental playgroup families were connected with resources and programs they were eligible for including P-EBT, DRAI, FII, Emergency Rental Assistance.

**MENTAL HEALTH CONSULTATION:** Approximately 50 NMCS staff including all managers, CFO and CEO participated in a 7-hour training on Trauma Informed Care Practices in November of 2019. Six follow-up workshops were facilitated by two Mental Health Consultants exclusively for the NMCS teachers.

### LEARNING & INFLUENCE

Families require an array of essential resources and must have their basic needs met in order to adequately support the optimal development of young children. Our approach to working with families must incorporate principles of Trauma Informed Care and include opportunities for all adult caregivers - within the family, the NMCS staff and community at large - to strengthen skills related to co-regulation. In order to help young children, manage responses to toxic stress and trauma, the adults in their lives require time to practice self-reflection, regulation and mindful awareness techniques themselves.

## Pivot to POP-UP

When we closed our preschool on March 16, the teachers were immediately assigned to report to work as a disaster worker and was assigned to the POP-UP Child-Care program. As the POP-UP site settled into April, the team at Pickleweed worked towards opening up Pickleweed Preschool to essential workers, we opened on April 20<sup>th</sup> to 10 essential families running our program in the am from 8:30am to 11:30am.

Despite the challenge of running programming and providing virtual learning the teachers developed a great system of checking in with families every Monday and Friday and providing a weeks' worth of lesson plans on the Monday of every week.

The challenge of virtual learning was the access to tablets, computers, and accessibility of internet for our families. There were 6 families that were not able to view our content on-line. The team provided text messaging with video links so the children with no internet access would not miss out on our virtual learning, in addition to providing packets of learning to all children.

## Pickleweed Preschool



### Expanding Preschool Opportunity

This venue provides an additional 20 slots for children ages 3-5 in the Canal neighborhood with a curriculum that prepares them for a successful entry into kindergarten. Other projects currently or previously funded by First 5 in the area work closely with Pickleweed to connect children and families with other services and supports.

*Pickleweed has been funded by First 5 Marin since 2004*

### Highlights

**WORKING WITH FAMILIES:** Parents felt included in the program by volunteering 2-3 mornings a week and some even assisted in the planning of the program activity. The classroom ran so smoothly with the parents participating and the engagement piece continued to grow as the year progressed. Pickleweed Preschool reached all their Performance Measures. The children grew and progressed throughout the year. The teachers worked very hard to tie in what they learned in all areas of training which makes this project work and succeed year after year.

**STAFF:** The team developed a great system that allowed the flexibility for one teacher to remain off the floor two days a week to observe and gather data for The Desired Results Developmental Profiles for their group of children. Gathering data helped plan future curriculum and guide more focused areas.

### LEARNING & INFLUENCE

The teaching team continued their work of “best practices” by promoting healthy social-emotional development for all children. These best practices pave the way for the children to have the skills and the foundation to be successful in school. Our collaborations include many different agencies. Our role at Pickleweed is to serve as a liaison with these agencies. Our families come to Pickleweed Preschool with little to no knowledge of all the resources in our community and really have no idea how to connect to these very important agencies. These agencies are vital for our preschool program and maintaining relationships year after year is a critical role in our success at Pickleweed.

Pickleweed Preschool has done an exceptional job of continuing their efforts that all children deserve high-quality preschool programming. We recognize the power of diversity and inclusivity by carefully observing and listening to all the children. Our focus through MCOE was anti-bias training and the staff did a great job of implementing what they learned into the classroom. Their focus was making sure that all children experience a full range of social, emotional, cognitive, physical abilities that reflect and model principles of justice and fairness. The team will continue to respect diversity and value all children’s strengths.

## Advancing Countywide Kindergarten Entrance Screening

There were no significant shifts in project implementation this school year (KSEP screening occurred in the first 4 weeks of school, 2019). We continued with the orientation for new teachers, an in-person debrief meeting, a feedback survey following collection of data, and providing two options for teachers to complete the KSEP (hardcopy or excel version). The main challenge of the project is increasing participation.

The goal is to utilize a common screener to collect information on all incoming Kindergarten students countywide. Although we saw an increase in participation from year to year, we do not yet have 100% participation and therefore not a complete representation of our incoming Kindergartners needs and strengths.

Full participation means increased validity of results and their potential for impact on a larger community/county level.

## Kindergarten Student Entrance Profile (KSEP) Supporting Families and Children's Readiness for School

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Beginning in FY2017-18, with a mini-pilot to assess viability of larger pilot of Kindergarten entry screening, Marin County Office of Education has growing the number of teachers and districts adopting a shared Kindergarten entrance screening tool across Marin's independent school districts. Building on practices shared by other counties, the roll out is deliberately working with volunteers to build support and champions for the KSEP countywide.

*MCOE KSEP has been funded by First 5 Marin since 2017*

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### Highlights

About 44% of the countywide Kindergarten population were screened. The majority of participating teachers from the 2019-20 school year returned to participate in implementation and overall an additional 12 teachers and 3 classrooms. 4 of the 11 participating districts had 100% participation, 2 of the 11 districts had 70% participation, 2 of the 11 districts had 50% participation, and 3 of the 11 district had 25%-30% participation.

We utilized the data collected to aggregate the information in a variety of ways. In addition to overall and district level data results, we also provided results by each KSEP component and Race, Ethnicity, and Gender.

The facilitation of the in-person orientation for new participating teachers by an experienced KSEP trainer and retired Kindergarten teacher from a neighboring county allowed for a positive experience and enhanced our project's ability to transform the interest of the teachers into full participation in the KSEP implementation.

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### LEARNING & INFLUENCE

1. Collecting, analyzing, and sharing common countywide data is important in identifying needs and strengths of all young children.
2. A higher percentage of entering Kindergartners, who were screened with the KSEP, demonstrate more strengths with cognitive items vs. non cognitive items.
3. Our schools, classrooms, and teachers need to be prepared to adjust programming and systems to meet the various needs of each entering Kindergarten student and class.

## Direct Assistance to Playgroup Families

The PSP office has been closed since March 16 and we immediately contacted our playgroup families and connected them with resources as needed.

Since March 16, 2020 we have been offering case management services to playgroup families as well as pre-recorded developmental playgroups, story times and other activities on Facebook and YouTube. The families we work with are suffering.

We are connecting families with financial assistance including DRAI, P-EBT, Mission Asset Fund, etc. Beginning in July, all of our San Rafael playgroup families are now offered a free weekly food box from Sanzuma and families with young children received diapers.

## Aprendiendo Juntos - Learning Together



### Parents and Children Learning Together

Aprendiendo Juntos (“Learning Together”) provides child development services to young children without access to preschool as well as education and support services for parents through a free, drop-in weekly playgroup to families in the Canal Neighborhood in Marin. The playgroup includes developmentally appropriate parent/child activities in English and Spanish and coordinated parent programming developed in discussion with a group of parent advisors. Partnerships with local government agencies, service providers, and volunteers are leveraged to connect families to additional resources, such as nutrition information and snacks and early literacy supports.

*Aprendiendo Juntos has been funded by First 5 Marin since 2010.*

### Highlights

Our strengthened partnerships in West Marin stand out as a highlight this year. We were able to expand on the existing Baby Gym to create a more robust program that engages a diverse group of families with young children. Partners have been critical to our success.

- By March 2020, 72 families were participating regularly in Aprendiendo Juntos. Aprendiendo Juntos was delivered as expected from September 5, 2019 - March 13, 2020. We held 100 developmental playgroup sessions throughout the year (Sept-March).
- Baby Gym was delivered as expected January 7, 2020 - March 12, 2020. We held 18 sessions within the two-month timeframe.
- From March 20 - May 31, we posted thirty-one posts related to child development. Additionally, we posted 56 early literacy story times and/or activities and 18 self-care posts.
- Since March 20th we have distributed \$250.00 to each San Rafael playgroup family (funded by United Way of the Bay Area) as well as an activity pack with paper, pens and other early learning supplies. We are connecting families with financial assistance. Beginning in July, all of our San Rafael playgroup families are now offered a free weekly food box from Sanzuma and families with young children received diapers.
- 64% (42/66) of respondents informed us that they currently have access to the Zoom video conferencing app.

### LEARNING & INFLUENCE

We strive to give parents the tools and resources they need to cope with and manage their own stress. By doing so, they are then able to nurture their children and support their optimal development. At this moment in time, the majority of the parents we work with are worried about their finances - paying rent, affording food and staying healthy. Families must feel respected and safe and are more likely to respond or follow through when the provider or service is community based, low to no cost, speaks the same language, shows that s/he cares, follows up and is easy to access. We are focused on offering community-based resources, financial assistance, consultation and support. The Canal and West Marin communities have more needs than ever and no one organization can do it all. Well-coordinated partnerships allow us to provide deeper support for families.

## New Ideas and Lasting Impact

Covid-19 reinforced the commitment to support the field of early care and education on multiple levels. We were able to bring leaders together in learning communities to learn how to use zoom and google classrooms; we piloted three LUNA Dance Institute workshops bringing rich developmentally appropriate movement/music/body awareness and distancing activities.

Keeping professional development useful and joyful is the lesson we will keep in mind in the coming months.

We are realizing the rich opportunities that distance learning can offer to community members who are not able to travel to workshops on site; or commit to the longer time frames we were accustomed to. Using video and zoom, as well as google-docs, we were able to remain actively engaged and productive even during the first months of the pandemic.

## Marin County Office of Education (MCOE)

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### ECE Project Coordinator

In collaboration with MC3, Marin Quality Counts has provided high quality professional development, coaching, technical assistance and training, as well as professional growth advising to more than 360 early childcare and education providers in Marin County. Teachers, Family Care Providers, and center-based Program Directors are improving their practices, engaging with each other in learning cohorts and partnerships, and meeting high standards.

*ECE Project Coordinator has been funded by First 5 Marin since 2015.*

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### Highlights

#### **Elevating Practice:**

More than 45 Early Childhood practitioners in leadership positions participated in a growing anti-bias/anti-racism professional learning community; workshops included Leading Anti-Bias in Early Care and Education: Developing Trauma Informed Systems, Leading and Supporting Inclusive Early Childhood programs and Teaching Pyramid Leadership Teams.

One hundred and forty early care and education professionals participated in 36 hours of the Teaching Pyramid Framework trainings as well as follow-up coaching with authorized teaching pyramid coaches.

With the support of First 5 Marin the ECE department was able to leverage resources to provide more than \$230,000 in mini-grants, individual stipends for academic achievement and professional development participation, and block-grants to high quality early care and education professionals and programs.

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### LEARNING & INFLUENCE

We (adults) need frequent reminders to slow down and be really present with young children experiencing a different level of enthusiasm and interest in our work. For adults to do this really well, they must have a deep well of their own, from which to draw upon in their work with children and each other. The Anti-Bias work we have engaged in over the past 7 years requires and supports self-awareness and self-compassion. Supporting optimal development of children requires strong and deep knowledge of whole child development (social and emotional, cognitive, physical, and psychological), a special nurturing disposition that includes a sense of humor, patience, skills - and the ability to partner with each child's family to ensure that each child is receiving culturally responsive as well as developmentally appropriate supports.

The Teaching Pyramid Leadership Team and Leadership Development Activities of the Anti-Bias work are focused on transforming policies and systems to equitably support all children. Participants in each of these year-long series are asked to examine their own assumptions, beliefs and practices and then to begin unpacking and considering the systems within which they work as well as the policies, procedures and services they offer. All of this is through a focused and relentless equity and inquiry lens.

