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Part 3: Program Activities Glossary

PROGRAM ACTIVITY COVER PAGE

- **Commission-run program**: An activity or set of activities funded by First 5 dollars and administered directly by County Commission staff (i.e., not by an outside agency). For example, a County Commission may disburse provider stipends, organize trainings for providers, or hold community events.

- **Externally run program**: An activity or set of activities funded by First 5 dollars that is administered by an agency other than a First 5 Commission (the agency receives a contract or grant to provide services).

- **Family Resource Center**: A “one-stop shop” - a centralized source for family services, which may be provided through information, referral, on-site, or home-based strategies. Family Resource Centers provide a comprehensive array of family support program, services, and activities.

- **Child care center or preschool**: This category includes Head Start, State preschool, private preschool, family-based child care and other child care center or preschool provider organizations.

- **Education organization**: This category includes education organizations from elementary school to college and university levels, including school districts and county offices of education. Please note that preschool programs offered at faith-based locations, but provided by an education organization should be included in this category under “other education organization.”

- **County service agency (other than education)**: This category includes all county services providers, excluding education organizations. For example, county services agencies include County Departments of Health/Public Health, Social Services, Mental Health, and others.

- **Other public-sector organization**: The category includes the Justice system and police, libraries, and other government programs.

- **Nonprofit community organization/private provider**: This category includes community-based organizations, nonprofit organizations, and all private organizations such as private mental, dental, or mental health organizations. Faith-based organizations should be included in the “other nonprofit organization” category.

- **Consulting organization**: This category includes evaluation, research and technical assistance organizations and other consulting firms.

- **Other organization**: Use this category only when the funded organization does not fit within any of the above listed categories. For example, an Indian Tribe would be included in this category.

- **Service activity location(s)**: The location(s) at which most of a funded program’s activities take place. If activities are very mobile (such as home visits), please enter agency address.

- **Service radius (miles)**: The estimated radius, in miles, of the region being served by a particular program. This information is used to identify the geographic area typically served by a funded program.

- **Strategies used in FY 2004-05**: Check the boxes and attach the appropriate activity form for each strategy used by a First 5 funded program.
  - **Direct Services**: delivered to individuals or groups of children ages 0-5, their parents, and other family members by a service provider or volunteer.
  - **Community Strengthening Efforts**: Activities aimed at children, parents, and families for which the exact number and types of people being reached are not known.
- **Provider Capacity Building/Support**: Activities to help service providers deliver high-quality services/activities for children and families.

- **Infrastructure Investments**: Facilities and capital improvements and/or the purchase of equipment/materials that cost more than $5,000.

- **Systems Change Support Activities**: Efforts to support improvement in the systems caring for young children and their families in addition to those described in the other four strategies (i.e., Direct Services, Community Strengthening Efforts, Provider Capacity Building/Support, and Infrastructure Investments).

- **Mini-Grants (Commission-run only)**: Small grants (e.g., less than $5,000) disbursed to recipients by a County Commission. Note that County Commissions may use their own criteria for mini-grant amounts.

  - **First 5 Funds**: The amount of First 5 county and/or state funding spent on the activities reported as part of this strategy.

  - **Other Funds**: The amount of additional non-First 5 funding spent on the activities reported as part of this strategy.

**DIRECT SERVICES ACTIVITY FORM**

**Direct Services**: Services delivered to individuals or groups of children ages 0-5, their parents, and other family members by a service provider or volunteer.

**Modality**: The way that a direct service is delivered. Definitions of the individual modalities are provided below. For each direct service being described, a single modality must be selected. Sometimes the delivery of a service involves the use of more than one modality (e.g., case management being done through a home visit). In such cases, the modality that is listed highest on the list following should be reported.

- **(01) Case management**: Services delivered on the basis of a case plan for the evaluation, treatment, and/or care of a participant or participants. Case management includes assessing needs, coordinating the delivery of needed services, ensuring that services are obtained in accordance with the case plan, and/or following up and monitoring progress to ensure that services are having an impact on the problem.

- **(02) Home visit**: Services are delivered at a participant’s home.

- **(03) Mobile service**: Services are delivered from a mobile facility, such as a van.

- **(04) In-person consultation/service**: Services are provided to an individual or family at an agency or service center. Unlike case management, in-person consultations/services do not involve the development and administration of a case plan.

- **(05) Support group session**: Services are delivered through an informal discussion led by a moderator and designed to encourage a group of participants to support one another in coping with specific issues.

- **(06) Class/workshop**: Services are offered to a group of participants (adults or children) through a class or workshop, where the primary goal is to promote knowledge and skill development.

- **(07) Public/community event**: Services provided to individuals or families at a community event, such as immunizations provided at a fair. Community event activities targeted at large groups (as opposed to individuals) should be reported on the Community Strengthening Efforts strategy form.

- **(08) Phone consultation**: Telephone consultation with a participant to provide information about services and resources, referrals, advice, and general support.

- **(09) Mailing/distribution of materials**: The distribution of documents or other materials to program participants through the mail, e-mail, or ground delivery. General mailings or
distributions of materials to the community at large should be reported on the Community Strengthening Efforts strategy form, not on the Direct Services strategy form.

- **(99) Other**: Method of delivering services, resources, or information not captured by any of the other modalities above.

**Direct Services Activities**: Specific types of services, information, and resources provided directly to children and families.

**Family Support, Education, and Services**

- **Community resource and referral (to health and social services)**: Providing referrals or service information about various community resources, such as medical facilities, counseling programs, family resource centers, and other supports for families. Referral to child care and early education facilities should be reported as “early care/education (ECE)/child care resource and referral (nonmonetary)” under Child Development Services.

- **Mental health assessment or services**: Providing behavioral and mental health assessments and counseling of children or adults (and their families), including play therapy, parent-child interaction therapy, and family therapy.

- **Service coordination**: Planning and monitoring services provided by multiple providers and agencies over an extended time.

- **Enrollment/assistance with TANF, WIC, Food Stamps, or food programs**: Assisting families in enrolling in food assistance programs, such as Temporary Assistance for Needy Families (TANF); Women, Infants, & Children (WIC); or Food Stamps.

- **Provision of food, clothes, emergency funds, housing, or other basic needs**: Providing meals, groceries, or store certificates for food through programs such as “Meals on Wheels” or food pantries; providing clothing; assisting families in obtaining emergency funding or household goods (e.g., major appliances); and referring families to homeless shelters, helping them to access affordable/public housing, or assisting them with making rental or shared housing arrangements. Assistance with enrolling in food assistance programs should be reported as “enrollment/assistance with TANF, WIC, Food Stamps, or food program” above.

- **Transportation services or vouchers**: Arranging for or providing free or low cost transportation for individuals whose points of origin and destination are within the county or nearby communities in neighboring counties. This activity may include providing information about rates, schedules, and routes for these services.

- **Safety education and injury/violence prevention**: Providing education about child passenger safety, when and how to dial 911, fire safety, water safety, increasing home safety (childproofing), not shaking babies, and domestic violence prevention. Referrals to community resources that focus on these issues may also be included.

- **Distribution of Kits for New Parents**: Providing the First 5 California Kit for New Parents to new and expectant parents.

- **Parenting education (includes programs for teens)**: Offering classes, groups, or other educational opportunities for parents or expectant parents to increase knowledge and skills related to parenting. Topics can include positive discipline, ways to cognitively stimulate infants and children, stages of child development, and infant care. Services to expectant and new parents that cover all aspects of labor and birth should be reported as “prenatal and birth care and education” under Health Education and Services.

- **Parenting/caregiver support (includes programs for teens)**: Offering general or specific types of support services for parents/caregivers, including support for parents of children with disabilities and other special needs, support for parents who have experienced domestic violence, and support for parents who are experiencing other special challenges.
- **Family planning (includes programs for teens):** Providing reproductive health services, such as information about birth control.

- **Adult literacy programs:** Providing activities that promote adult literacy skills, such as reading, writing, speaking, listening, and learning English as a second language. The Child Development Services code “family literacy programs” should be used to report on literacy activities that involve or focus on reading to children.

- **Job training/citizenship/other adult education:** Educating adults on topics such as job training and obtaining citizenship.

- **Other family support, education, and services:** Providing services centered on family support, education, and other areas that do not come under one of the categories listed above.

**Health Education and Services**

- **Health insurance enrollment/assistance:** Assisting families in obtaining enrollment in health insurance programs, such as Healthy Families and Cal-SAFE.

- **Tobacco cessation education or treatment:** Providing services to educate participants on tobacco-related issues or to support participants in abstaining from using tobacco products, including providing information about why smoking is unhealthful, methods for quitting, and additional supports for tobacco cessation.

- **Substance abuse treatment/screening (not tobacco cessation):** Providing screenings, referrals, and counseling for families experiencing the effects of substance abuse. Included may be comprehensive outpatient substance abuse treatment programs and programs that provide individual, group, and family counseling related to substance abuse.

- **Prenatal and birth care and education:** Providing services to expectant and new parents that cover all aspects of labor and birth such as birth, planning and preparation, early parenting classes, and methods for childbirth.

- **Breastfeeding assistance:** Providing services relating to breastfeeding, including classes and individual support to women.

- **Well-baby or well-child checkups:** Providing complete health examinations for infants and children, including a battery of assessments as recommended by the American Academy of Pediatrics.

- **Acute medical care:** Providing emergency and critical care services for people who have any illnesses or injuries that require immediate, short-term intervention.

- **Health screenings:** Assessing individuals for a variety of health issues and making referrals as appropriate. Health screenings may focus on identifying a specific condition, such as asthma, the need for immunizations, or vision and hearing. Nutrition assessments and screenings for oral and mental health are not included. For these activities, use codes such as “nutrition education and assessments” and “oral health treatment, screening, or prevention,” (above), and “mental health assessment or services” under Family Support, Education, and Services.

- **Immunizations:** Providing inoculations to young children to prevent them from contracting diseases to which they are particularly susceptible, including diphtheria, tetanus, measles, rubella, whooping cough, and polio.

- **Oral health treatment, screening, or prevention:** Providing dental screenings, checkups, cleanings, and related services.

- **Nutrition education and assessments:** Providing information about nutrition, such as the basic principles of healthful eating, food handling, and food preparation; about shopping skills; and about the basic food groups, vitamin and mineral requirements, and the relationship of nutrition to the preservation of good health and the prevention of illness. Nutrition assessments may include evaluating an individual’s nutritional history and dietary intake and developing a plan to ensure that the person’s nutritional needs are met.
Car seat distribution: Distributing infant/child car seats to expectant parents or parents of young children to promote child car safety. These activities also may include educating parents on proper installation and use.

Other health education and services: Providing services centered on health education and services that do not fall into one of the categories listed above.

Child Development Services

Developmental screenings/assessments: Providing screening and diagnostic services that measure cognitive/intellectual functioning, language and communication skills, independent-living skills, social and emotional development, and perceptual/motor functioning to identify children who show developmental delays, determine the nature and extent of the problem, and recommend a course of treatment and care. Developmental assessments also can be used to identify individuals who have developmental disabilities like mental retardation, epilepsy, cerebral palsy, autism, and neurological impairments to establish eligibility for services and to develop a plan for remediation and care. Psychological assessments should be reported as “mental health assessment or services” under Family Support, Education, and Services.

Developmental Services: Early interventions such as speech, occupational or physical therapy, behavioral management services, and special educational services for children with developmental delays or other special needs.

Recreational/physical activities for children alone or together with parents: Providing opportunities such as classes for children to participate in a specific recreational activity, game, or sport.

Family literacy programs: Providing programs designed to increase the amount of reading that parents do with their children. Programs may include educating parents about the benefits of reading or looking through books and other written materials with children. Activities that promote adult literacy skills should be reported as “adult literacy programs” under Family Support, Education, and Services.

Early education programs for children alone or together with parents: Providing educational activities and experiences for children that are intended to foster social, emotional, and intellectual growth and prepare them for further formal learning.

Early care and education (ECE)/child care resource and referral (nonmonetary): Providing information about available child care and preschool programs to parents of children in need of those services.

Early care and education (ECE)/child care subsidies or vouchers: Providing families with full or partial subsidies for the cost of having their children participate in child care or preschool.

Kindergarten transition programs: Providing classes, home visits, camps, tours, or other activities designed to help children be more comfortable and accustomed to the environment, expectations, activities, and personnel of school when they enter kindergarten.

Other child development services: Providing other child development services that do not fall into any of the categories listed above.

Type of Data Being Reported

Service Contacts: The total number of contacts made with a child, parent/guardian, or other family member. A service contact can be a service encounter that lasts a few minutes or several hours. If a person is served for more than 24 hours consecutively, then please count each date served as a separate service unit.

Counts of participants: An unduplicated count of participants that received that particular set of activities. If a participant received this service more than once, they should only be counted once.
Types of Participants

- **Children (ages 0 to 5; up to 6th birthday):** Children ages 0 to 5 who have not yet had their 6th birthday.
- **Parents/guardians:** Parents or guardians who have legal guardianship of children ages 0 to 5. Foster parents should be reported under “other family members.”
- **Other family members:** Siblings age 6 or older, caregivers who do not have legal guardianship, nonparental relatives who participate in First 5 activities, or others, such as neighbors or babysitters, who participate with children in First 5 activities.
- **Children served directly:** Children who participate in activities or receive services, including those that are family oriented, directly from program staff or volunteers.
- **Children served indirectly:** Children who have parents/guardians and/or other family members who receive information and services that may ultimately benefit children ages 0 to 5, but that do not involve their direct participation.

Totals

- **Total number:** The sum of contacts or participants (children, parents/guardians, and other family members) served directly.
- **Ethnicity total:** The sum of contacts or participants from various ethnic groups by children, parents/guardians, or other family members. These sums should match total numbers of children, parents/guardians, and other family members reported on the top line.
- **Language total:** The sum of contacts or participants (children, parents/guardians, or other family members) from various language groups. These sums should match the total numbers of children, parents/guardians, and other family members reported on the top line.
- **Age total:** The sum of contacts or participants for children less than 3 years and 3 years old up to their 6th birthday served directly and indirectly by First 5 programs. The total for children served directly should match the total number of children reported on the top line.
- **Number of children with disabilities and other special needs:** The number of children being served directly or indirectly who are known to have a disability or other special need (see definition of children with disabilities and other special needs below).

Characteristics of Participants

- **Ethnicity:** The ethnic or racial category that best describes the program participant. This includes the racial categories included in the U.S. Census and the ethnic category “Latino.”
- **Primary language:** The language predominantly or exclusively spoken at home.
- **Age:** The number of children who are being served either directly or indirectly (i.e., through services provided to parents/guardians and/or other family members), who are younger than 3 years, 3 years old up to their 6th birthday, or of unknown age.
- **Children with disabilities and other special needs:** Children who (1) are protected by the Americans with Disabilities Act (ADA), (2) are at risk of a developmental disability as defined by the Early Intervention Services Act, or (3) do not have a specific diagnosis but whose behavior, development, and/or health affect their family’s ability to find and maintain services (e.g., child care). This includes developmental delays, serious emotional disturbances, learning disabilities, speech impairments, deafness or other hearing impairments, blindness or other visual impairments, orthopedic impairments, and other health impairments lasting 6 months or more. See [http://www.ccfc.ca.gov/PDF/DiversityComm/DivCommGlossary.pdf](http://www.ccfc.ca.gov/PDF/DiversityComm/DivCommGlossary.pdf) for an extensive list of disabilities and other special needs that was approved by the State Commission on October 18, 2001.
COMMUNITY STRENGTHENING EFFORTS ACTIVITY FORM

Community Strengthening Efforts: Activities aimed at children, parents, and families for which the exact number and types of people being reached are not known.

Community Strengthening Activities: Specific types of information and resources provided directly or indirectly to large groups of children, parents, or other related community members.

- (201) Organizing community associations/networks: Establishing or maintaining community associations or networks that meet and/or regularly communicate about shared issues such as improving neighborhood safety, developing parks or other recreational facilities, or sharing services (such as child care) among neighbors.
- (202) Community events, celebrations, or fairs: Holding large public events to promote awareness and use of community resources, to provide information about specific topics (e.g., the importance of reading regularly to children), and to increase a sense of community (connections among residents).
- (203) Information dissemination (e.g., brochures, newsletters, resource directories): Disseminating large mailings or distributing written materials that promote awareness and use of community resources or that provide information about specific topics. This activity also could include distributing posters, magnets, or other materials that communicate information about resources or parenting practices (e.g., what to do if child is choking).
- (204) Media campaigns (e.g., radio, television, newspapers, magazines): Distributing advertisements or public service announcements about available resources or specific topics via radio, television, newspapers, magazines, or other types of public media.
- (205) Public speaking: Making presentations to community and professional groups about available resources or specific topics.
- (206) Other community strengthening effort: Providing other community strengthening activities that do not fall into one of the categories listed above.

Community Strengthening Topics

- Tobacco cessation: Information about tobacco-related issues, such as why smoking is unhealthy, methods for quitting, and additional community resources that address tobacco cessation.
- School readiness: Information about the five dimensions of children’s development and skills that must be considered if children are to be “ready to learn” when they enter school: (1) healthful and physical development, (2) emotional well-being and social competence, (3) approaches to learning, (4) communicative skills, and (5) cognition and general knowledge. Information also may indicate how parents can support children’s development.
- Identification of and services for children with disabilities and other special needs: Information about the importance of screening children to identify special needs early, where and how to get children screened, and where and how to receive services for children who are identified as having a disability or special need (see definition for “number of children with disabilities and other special needs” under Participant Information.)
- Community resource awareness: Information about locally available services such as medical facilities, parent education and support programs, recreational programs, counseling programs, family resource centers, and other resources for families that exist in the community.
- Safety education and violence prevention: Providing education about child passenger safety, when and how to dial 911, fire safety, water safety, increasing home safety (childproofing), not shaking babies, and domestic violence prevention. Referrals to community resources that focus on these issues also may be included.
- **Prenatal care**: Information about the importance of early and regular prenatal care and about available services and resources for women who are pregnant or planning to have children in the near future.

- **Breastfeeding**: Information about the benefits of breastfeeding and resources available to support women interested in breastfeeding.

- **Nutrition**: Information concerning the basic principles of healthful eating, food handling, and food preparation; about shopping skills; and about the basic food groups, vitamin and mineral requirements, and the relationship of nutrition to the preservation of good health and the prevention of illness.

- **Preventive health care for children (including oral health)**: Information about ways parents can help their children stay healthy at home and by having them receive regular checkups with a primary health provider and dentist.

- **Positive parenting practices**: Information for parents or expectant parents about ways to increase their effectiveness with their children through reading, playing, and positive discipline.

- **Peer support networks**: Networks of parents or families who support each other with general parenting issues or specific challenges such as chronic illness, foster care, or having children with disabilities and other special needs.

- **Other community strengthening topic**: Information about a topic that does not fall into one of the categories listed above.

- **Estimated size of target audience**: The number of people (i.e., children, parents, other family members, and community members) estimated to have attended or been reached by the community event or outreach activity. If a media spot, count each person targeted only once and not each time the advertisement is aired.

- **Number of occurrences or events**: The number of community events, meetings, presentations, or airings of media advertisements or public announcements.

### Type of Audience Event/Service Is Directed At

- **Parents/guardians**: Parents or guardians who have legal guardianship of children ages 0 to 5. Foster parents should be reported under “other family members.”

- **Children (ages 0 to 5; up to 6th birthday)**: Children ages 0 to 5 who have not yet had their 6th birthday.

- **Other family members**: Siblings age 6 or older, caregivers who do not have legal guardianship, nonparental relatives who participate in First 5 activities, or others, such as neighbors or babysitters, who participate with children in First 5 activities.

- **Community at large**: All or any members of a community (i.e., not a specific group or subgroup of community members).

### Characteristics of Audience Event/Service Is Specifically Directed At

If services are directed at families of a particular ethnicity or language group or at families with children who have a disability or other special need, the characteristics of the families should be noted. If families of specific ethnic or language groups were not targeted by these activities (i.e., the event was for the community at large), then check the boxes for no specific ethnicity or language targeted. Similarly, if the event was not at least partially directed at families with children who have a disability or other special need, then indicate “No” for this characteristic.

- **Ethnicity**: The ethnic or racial categories that best describe the target audience. This includes the racial categories included in the U.S. Census and the ethnic category “Latino.”

- **Primary language**: The language predominantly or exclusively spoken at home.

- **Families with children who have disabilities and other special needs**: Families of children who (1) are protected by the Americans with Disabilities Act (ADA), (2) are at risk of
a developmental disability as defined by the Early Intervention Services Act, or (3) do not have a specific diagnosis but whose behavior, development, and/or health affect their family’s ability to find and maintain services (e.g., child care). This includes developmental delays, serious emotional disturbances, learning disabilities, speech impairments, deafness or other hearing impairments, blindness or other visual impairments, orthopedic impairments, and other health impairments lasting 6 months or more. See http://www.ccfc.ca.gov/PDF/DiversityComm/DivCommGlossary.pdf for an extensive list of disabilities and other special needs that was approved by the State Commission on October 18, 2001.

**PROVIDER CAPACITY BUILDING/SUPPORT ACTIVITY FORM**

**Provider Capacity Building/Support:** Activities to help service providers deliver high-quality services/activities for children and families.

**Provider Training, Professional Development, or Information Sessions (Includes One-on-One Technical Assistance):** Workshops, classes, mentoring, or consulting with providers to build their knowledge and skills for working with children and families.

- **Serving families and children with disabilities and other special needs:** Educational and consulting activities aimed at enhancing the capacity of service providers to meet the needs of children with various disabilities and other special needs and the needs of their families.

- **Cultural diversity training:** Educational activities aimed at enhancing the capacity of service providers to meet the needs of different racial and ethnic populations. Activities can be aimed at increasing sensitivity and awareness, providing multicultural health and demographic information about service area populations, building skills in bicultural and bilingual interviewing and patient assessment, enhancing the use of race- or ethnicity-specific epidemiological data in diagnosis and treatment; and increasing cultural knowledge and understanding.

- **Licensing/accreditation:** Educational and consulting activities to help providers obtain and maintain state-regulated licenses and accreditation for operating child care and preschool facilities.

- **Practices or information to support school readiness (e.g., use of developmental assessments, new curricula, ways to involve parents, early mental health issues, early literacy development):** Educational and consulting activities to increase the use of practices among providers that promote children’s being more ready to learn when they enter kindergarten. These can include the use of developmental assessments and making appropriate referrals, using educational materials and curricula that support learning, involving parents to increase early literacy development, and identifying early mental health issues and making appropriate referrals.

- **Other provider training, professional development, or information sessions:** Provider training, professional development, or information sessions that do not fall into one of the categories listed above.

**Other Provider Capacity Building/Support:** Other methods of supporting providers that do not involve training, consulting, or mentoring.

- **Incentives or stipends:** Giving salary augmentation, honorariums, or tuition scholarships to encourage early care and education providers to participate in further training and remain in the field.

- **Distribution or lending of program materials (e.g., toys, books, videos, computers):** Giving or lending educational materials to providers to use with children or families.
• **Distribution of informational material for providers (e.g., brochures, posters, recommended activities):** Giving providers information about resources or practices that they can use or share with parents, including brochures, posters, curricula, and videos.

• **Meetings or events for providers:** Holding meetings (not for training or education) that give providers a chance to assemble, discuss common issues, and develop a professional network.

• **Other provider capacity building/support:** Giving providers capacity building/support that does not fall into one of the categories listed above.

**Totals**

• **Number of sessions:** The total number of training workshops or individual mentoring sessions conducted.

• **Number distributed or held:** The total number of sets of materials or stipends/incentives distributed to providers or the total number of provider meetings/events held.

• **Total number of providers:** The total number of providers served, regardless of type of provider (professional category). If a provider attended more than one training session, each time he/she attended a session should be counted as a separate contact.

**Types of Providers**

• **Family-based early care and education (ECE) providers:** Providers caring for and educating children ages 0 to 5 in a home-based child care setting.

• **Center-based early care and education (ECE) providers:** Providers caring for and educating young children ages 0 to 5 in center-based child care and preschool facilities.

• **Kindergarten teachers:** Elementary school teachers who teach kindergarten students.

• **Health care providers:** Medical professionals, including nurses, physicians (including psychiatrists), dentists, dental hygienists, physical therapists, health educators (Master of Public Health, MPH), medical assistants, health outreach workers, health care aides, and specialists (e.g., audiologists, speech pathologists, dieticians, optometrists).

• **Family support providers:** Service providers who work with children and families to help them meet ongoing basic needs, access services, and address their emotional needs, including social workers, case managers, child welfare workers, family advocates, eligibility workers, counselors (Marriage, Family, and Child Counselor, MFCC), and clinical psychologists.

• **Other providers:** Service providers who work with children and families who do not fall into one of the categories listed above.

• **Unknown** – The total number of providers whose professional category was not recorded.

**INFRASTRUCTURE INVESTMENTS ACTIVITY FORM**

**Infrastructure Investments:** Facilities and capital improvements and/or the purchase of equipment/materials that cost more than $5,000.

**Type of Investment**

**Facilities/Capital Improvement:** Physical changes to buildings or facilities.

• **Improving safety/age appropriateness of facilities:** Physical changes to buildings to update safety features of facilities or make them more age appropriate.

• **Becoming compliant with Americans with Disabilities Act (ADA):** Physical changes to buildings to meet ADA requirements.

• **Building new facilities:** Construction of a new building.
• **Expanding facilities**: Renovation of an existing building/facility to result in an increase in the amount of usable space.

• **Other facilities/capital improvements**: Other physical changes to buildings or facilities not mentioned above.

**Purchasing Equipment or Materials to Enhance Service Quality (Over $5,000):** Buying equipment or materials to improve or expand services for children or their families.

• **Van(s)**: Motor vehicles (cars, vans, trailers, or recreational vehicles) used to make services mobile or to transport clients.

• **Educational materials**: Books, toys, and other educational materials to be used by or given to children and families. Distribution or loaning of smaller amounts of program materials to providers should be reported as "distribution or loaning of program materials (e.g., toys, books, videos, computers)" under the Provider Capacity Building/Support strategy.

• **Computers and office equipment**: Equipment such as computers, phones, copiers, and technical equipment (e.g., dentist chairs) to help conduct business or deliver services.

• **Play equipment**: Outdoor equipment to support children’s recreational and physical activities.

• **Furniture**: Materials to make an agency a comfortable place to work and a welcoming place for children and families to visit.

• **Other equipment or materials**: Other equipment or materials not mentioned above.

• **Other infrastructure investment**: Other infrastructure investments not mentioned above.

**SYSTEMS CHANGE SUPPORT ACTIVITY FORM**

**Systems Change Support Activities**: Efforts to support improvement in the systems caring for young children and their families in addition to those described in the other four strategies (i.e., Direct Services, Community Strengthening Efforts, Provider Capacity Building/Support, and Infrastructure Investments).

**Results-Based Accountability**: A data-driven system to use in identifying what one wants to achieve, measuring how well it is being achieved, and using that information to make adjustments for higher success rates.

• **Training funded programs to conduct evaluations and use data**: Conducting training sessions on using data collection forms, reporting on activities and outcomes, using results for program improvement, and maintaining client confidentiality.

• **Conducting community asset mapping/needs assessment**: Developing a visual representation or an inventory of the assets and resources available to a county or community, thereby identifying both the existing local resources and unmet needs.

• **Conducting research or evaluation (e.g., community surveys, local evaluation)**: Conducting research or evaluation by County Commissions or their contractors, including needs assessments, assessments of program impact, measures of client satisfaction, and identification or documentation of promising practices.

• **Other results-based accountability**: Conducting other results-based accountability activities that do not fall into one of the categories listed above.

**Civic Engagement**: The inclusiveness and meaningful participation by community members (e.g., parents, caregivers, service providers, and community representatives) in making decisions about policies, programs, and prioritization.

• **Supporting involvement of residents on policy boards/commissions and in program implementation**: Conducting outreach, trainings, and information sessions to help
community members participate meaningfully in program and commission governance and decisions.

- **Community planning efforts involving residents:** Holding meetings, focus groups, and other activities to gather recommendations about residents’ needs and suggestions for program implementation from community members.

- **Other civic engagement:** Providing other civic engagement activities that do not fall into one of the categories listed above.

**Advocating for Policy Changes or New Legislation:** Advocating for the long-term well-being of children and families through new or modified public policies.

- **Meeting with/educating policy-makers:** Holding meetings or conducting other activities to provide information to policy-makers on how policies and legislation support and hinder the well-being of children and families and the systems of care that support them.

- **Preparing documents to support policy changes:** Writing press releases, letters, and other documents to promote policy changes that will support families and children.

- **Other advocating for policy changes or new legislation:** Advocating for the long-term well-being of children and families through activities that do not fall into one of the categories listed above.

**Raising or Leveraging of Funds:** Gaining additional funding beyond that allocated by First 5 California.

- **Writing proposals to request additional funds:** Submitting proposals to request additional funds from agencies such as foundations, public and private funders, and philanthropic organizations.

- **Preparing/implementing sustainability plans:** Preparing and/or implementing a funding plan to ensure the continuation of a program.

- **Other raising or leveraging of funds:** Raising or leveraging of funds that does not fall into one of the categories listed above.

**Service Quality:** Providing health, mental health, social, child care, early child development, and family services and supports in ways that are more comprehensive, responsive, and effective than in the past.

- **Developing or monitoring service quality standards:** Developing and using standards or standardized measures to assess the quality of services such as child care, preschool education, developmental assessments, and wellness checkups.

- **Developing new training materials for service providers:** Developing new training curricula and/or service protocols (i.e., recommended steps in providing services) to improve service quality.

- **Other service quality improvement:** Providing activities aimed at improving service quality that do not fall into one of the categories listed above.

**Working Competently with Diverse Populations:** Providing services, supports, or other assistance in a manner that is responsive to the beliefs, interpersonal styles, attitudes, languages, and behaviors of individuals from diverse backgrounds and in a respectful manner that has the greatest likelihood of ensuring that those individuals participate to a maximum degree in the program.

- **Developing or adapting programs and materials specifically for diverse populations (ethnic, language, cultural, disabilities, other special needs):** Developing new materials, adapting materials, and translating materials to serve and communicate with the population being served more appropriately.
• **Outreach to underrepresented providers:** Providing activities to increase outreach to and recruitment of workers who are bicultural, bilingual, and familiar with the target population and target area.

• **Other working competently with diverse populations:** Providing activities to promote working competently with diverse populations that do not fall into one of the categories listed above.

**Interagency Collaboration:** A partnership formed by two or more agencies to coordinate services so that the system of care serving children and families is more seamless.

• **Establishing or maintaining centralized registries and databases:** Sharing information about clients who are served by multiple agencies, such as shared evaluation databases, immunization registries, and child care or other service referral databases.

• **Organizing/facilitating administrative-level meetings/work to share information, coordinate, and make joint decisions:** Holding meetings of agency directors or administrators to coordinate the efforts of their agencies.

• **Organizing/facilitating interagency meetings/work among providers to coordinate cases:** Holding meetings of front-line service providers to discuss and coordinate services for specific children and families who are served by multiple agencies.

• **Developing systems to blend funding streams:** Organizing and managing systems that allow staff and resources across agencies to be shared, thus allowing funding from different sources to be shared.

• **Other interagency collaboration:** Using approaches to promote interagency collaboration that do not fall into one of the categories listed above.

**Accessibility of Services:** Refers to the ways in which programs and agencies provide health, education, social, and other services to make sure that all eligible children and families can fully access those services with ease.

• **Universal health care or augmentation of health insurance:** Making provisions to ensure that all children ages 0-5 in a community have access to health insurance by offering health insurance or enhancing the scope of existing health insurance.

• **Universal preschool or expansion of early child care and education slots:** Making preschool available for all children in a community or increasing the capacity of preschools so that more children can be served.

• **Other efforts to increase accessibility of services:** Using approaches to increase service accessibility that do not fall into one of the categories listed above.

**Other Systems Change Activity:** Conducting activities designed to support improved systems of care for young children and their families that do not fall into one of the categories listed above.

**MINI-GRANTS ACTIVITY FORM**

**Mini-Grants:** Small grants (e.g., less than $5,000) disbursed to recipients by a County Commission. Note that County Commissions may use their own criteria for mini-grant amounts, but grants should not exceed $15,000, even in large counties.

**Totals**

• **Total number of mini-grants awarded (page 1):** The total number of mini-grants awarded that were focused on the same activities. If mini-grants were focused on different activities, a separate mini-grant form should be completed for each unique set of activities.
• **Average amount (page 1):** The average mini-grant amount should equal the total funds spent on the reported mini-grants divided by the total number of mini-grants disbursed (total funds spent on mini-grants/total number of mini-grants).

• **Total number of mini-grants that went to each type of recipient (page 2):** The total number of mini-grants that were received by each of the types of recipients listed below. The sum of these should match the total number of mini-grants reported on page 1.
Primary activities funded in this set of mini-grants:

Direct Service Activities
For definitions of the activities funded by mini-grants, see the glossary definitions for the Direct Services Activity Form (page 2) and the definitions listed below.

Other Types of Activities

- **Professional development of service providers, including teachers**: Offering workshops, classes, mentoring, consulting, or other methods of supporting providers to build their knowledge and skills for working with children and families.
- **Purchasing equipment or materials to enhance service quality**: Buying equipment or materials to improve and/or expand services for children and/or their families.
- **Research or evaluation activities**: Conducting research or evaluation, including needs assessments, assessments of program impact, measures of client satisfaction, and identification or documenting of promising practices.
- **Civic engagement activities**: Promoting the inclusiveness and meaningful participation by the community members (e.g., parents, caregivers, service providers, and community representatives) in making decisions about policies, programs, and prioritization.
- **Policy change activities**: Advocating for the long-term well-being of children and families through new or modified public policies.
- **Fundraising activities**: Making efforts to gain additional funding beyond that allocated by First 5 California.
- **Service quality improvement activities**: Providing health, mental health, social, child care, early child development, and family services and supports in ways that are more comprehensive, responsive, and effective than in the past.
- **Outreach activities for working with diverse populations**: Providing services, supports, or other assistance in a manner that is responsive to the beliefs, interpersonal styles, attitudes, language, and behaviors of individuals from diverse backgrounds and in a respectful manner that has the greatest likelihood of ensuring that those individuals have maximum participation in the program.
- **Interagency collaboration activities**: Promoting partnerships formed by two or more agencies to coordinate services so that the system of care serving children and families is more seamless.
- **Activities to make services more accessible**: Promoting ways in which programs and agencies provide health, education, social, and other services to make sure that all eligible children and families can fully access those services with ease.
- **Other activities**: Providing mini-grants for activities that do not fall into one of the categories listed above.

Types of Recipients

- **Family Resource Center**: A “one-stop shop” - a centralized source for family services, which may be provided through information, referral, on-site, or home-based strategies. Family Resource Centers provide a comprehensive array of family support program, services, and activities.
- **Child care center of preschool**: This category includes Head Start, State preschool, private preschool, family-based child care and other child care center or preschool provider organizations.
- **Education organization**: This category includes education organizations from elementary school to college and university levels, including school districts and county offices of education. Please note that preschool programs offered at faith-based locations, but provided by an education organization should be included in this category under “other education organization.”
• **County service agency (other than education):** This category includes all county services providers, excluding education organizations. For example, county services agencies include County Departments of Health/Public Health, Social Services, Mental Health, and others.

• **Other public-sector organization:** The category includes the Justice system and police, libraries, and other government programs.

• **Nonprofit community organization/private provider:** This category includes community-based organizations, nonprofit organizations, and all private organizations such as private mental, dental, or mental health organizations. Faith-based organizations should be included in the “other nonprofit organization” category.

• **Consulting organization:** This category includes evaluation, research and technical assistance organizations and other consulting firms.

• **Other organization:** Use this category only when the funded organization does not fit within any of the above listed categories. For example, an Indian Tribe would be included in this category.

• **Community member(s)/group not affiliated with an organization:** Individual or groups of community members who are not affiliated with an official (incorporated) organization or agency. For example, a group of neighbors who are funded to clean or refurbish a park.