



FIRST 5 ALAMEDA COUNTY COMMISSION MEETING AGENDA

Thursday, December 10, 2020
9:00 AM – 11:30 AM

Members of the public may access this meeting via:
Zoom Meeting: <https://zoom.us/j/95977562868>
Meeting ID: 959 7756 2868

Commissioners: Chair: Renee Herzfeld, Vice Chair: Cecilia Echeverría, Wilma Chan, Scott Coffin, Lori Cox, Tomás A. Magaña M.D., Karina Moreno, Kimi Watkins-Tartt

Alternates: Vanessa Cedeño, Aneeka Chaudhry, Anissa Basoco-Villarreal

- 1. Public Comment (for items not listed on the agenda) - Limited to 3 minutes per speaker**
- 2. Approval of Minutes from October 15, 2020**
- 3. Staff Announcements**
 - a. Children’s Health and Child Care Initiative for Alameda County Update**
 - b. General Staff Announcements**
 - c. COVID-19 Response Update**
- 4. 2021 Commission Final Calendar**
- 5. Cost of Living Adjustment Recommendation**
- 6. FY 2019-20 State Annual Report Recommendation**
- 7. Community Resilience Fund Presentation**
- 8. State Commission and Association Updates**
- 9. Legislation and Public Policy Updates**
- 10. Communication from Commissioners**
- 11. Adjournment**

Information about access:

Please contact Julia Otani at julia.otani@first5alameda.org or (510) 227- 6987 three business days in advance if you need special assistance or translation/interpretation support so we can make reasonable arrangements to ensure accessibility. We will swiftly resolve any requests for accommodation to resolve any doubt whatsoever in favor of accessibility.



First 5 Alameda County Commission Meeting
October 15, 2020, 9:00 AM – 11:30 AM
Zoom Webinar Meeting ID: 947 7780 3880

Commissioners Present: Chair: Renee Herzfeld, Vice Chair: Cecilia Oregon Echeverría, Scott Coffin, Tomás A. Magaña M.D., Karina Moreno, Kimi Watkins-Tartt

Commissioner Alternate: Anissa Basoco-Villarreal, Vanessa Cedeño

Excused: Wilma Chan, Lori Cox

First 5 Staff Present: Kristin Spanos, Charla Black-Edwards, Loren Farrar, Lisa Forti, Christine Hom, Carla Keener, Julia Otani, Mojgan Vijeh, Lea Yancey

Guest Presenters: James Harrison, Ragini Singh, Melissa Stafford-Jones

| AGENDA ITEM SPEAKER | DISCUSSION HIGHLIGHTS | ACTION | FOLLOW UP |
|--|--|---|-----------|
| CALL TO ORDER | | | |
| R. Herzfeld | The Commission meeting was called to order by Chair Herzfeld who gaveled in at 9:00 AM. Herzfeld shared that the meeting was being recorded. | Chair None | None |
| 1. PUBLIC COMMENT | | | |
| R. Herzfeld | There was no Public Comment. | None | None |
| 2. APPROVAL OF MINUTES FROM JUNE 18, 2020 | | | |
| R. Herzfeld | [Attachment] Chair Herzfeld asked if there was any public comment before taking a vote. Chair Herzfeld facilitated the vote to approve the June 18, 2020 Commission Meeting minutes. | Motion: S. Coffin Second: T. Magaña No abstentions. Motion passed. | None |
| 3. STAFF ANNOUNCEMENTS | | | |
| K. Spanos J. Harrison K. Spanos | [Attachment] General Staff Announcements A. Children's Health and Child Care Initiative for Alameda County Update <ul style="list-style-type: none"> Agency legal counsel, James Harrison of Olson Remcho provided an update on the Children's Health and Child Care Initiative. The taxpayer group in opposition of Measure C failed to provide notice to the public about their action prior to the statutory deadline. The court dismissed their case and denied their request to extend the deadline. However, the same group re-filed basically the same lawsuit on August 3, 2020. The County has scheduled a hearing on a motion to dismiss the lawsuit which is scheduled on December 3, 2020. B. General Staff Announcements <ul style="list-style-type: none"> The Healthy Teeth Healthy Communities (HTHC) grant is expiring at the end of December. The F5AC staff working on this grant have done fantastic work and have far exceeded our goals, even during remote work. | None | None |

| AGENDA ITEM SPEAKER | DISCUSSION HIGHLIGHTS | ACTION | FOLLOW UP |
|---|---|--|-----------|
| 3. STAFF ANNOUNCEMENTS (Continued) | | | |
| K. Spanos | <ul style="list-style-type: none"> • Ms. Spanos provided an update on the Equity work being done at F5AC: <ul style="list-style-type: none"> - Internally we have established an informal workgroup for staff to meet monthly to discuss equity and racial injustice issues. - Commissioners Moreno and Watkins-Tartt spoke with our Senior Leadership and Executive Leadership Teams, sharing their experiences in leading efforts related to equity. - Continue to offer trainings for staff and provide spaces like the Dadscussions to discuss issues around white privilege, social justice and police brutality. - We are in the process of developing an RFP to secure a consultant to work with F5AC around equity issues both internally and externally and to also support the upcoming strategic planning process through an equity lens. • F5AC is working with communications firm Full Court Press (FCP) to ensure that communication to the Commission and to staff is as transparent as possible. F5AC is working to leverage and simplify communication efforts to show the agency's impact, as well as capturing the good work we are doing in the community. <p>C. COVID-19 Response Update</p> <ul style="list-style-type: none"> • Sunlight Giving granted \$50,000 to support food, supplies and rental assistance. • Provided in the packet is the CEO Contracts Authorizations report summarizing the contracts approved by the CEO between \$50,000 to \$250,000 since the last Commission meeting. • An overview of F5AC's work is reflected in the Community Resilience Fund document in the meeting packet. • F5AC has moved into Phase II of the agency's supply distribution work and have partnered with SupplyBank.Org to have the supplies delivered directly to 9 distribution sites in Alameda County. | | |
| 4. 2021 COMMISSION DRAFT CALENDAR | | | |
| K. Spanos | <p>[Attachment]</p> <p>Ms. Spanos presented the 2021 Commission Draft Calendar</p> <ul style="list-style-type: none"> • The calendar is for review only. If there are any conflicts with meeting dates on the draft calendar, please inform Julia Otani. The final calendar will be brought to the December Commission meeting for adoption. | None | None |
| 5. FY 2019-20 FINANCIAL AUDIT PRESENTATION | | | |
| R. Singh | <p>[Attachment]</p> <p>Ms. Singh of RS Associates presented the FY 2019-20 Financial Audit</p> <ul style="list-style-type: none"> • The financial and state compliance audits were conducted remotely in September 2020. • The audit report's government wide financial statements show the agency's total net position as of June 30, 2020 being \$33.3 M. The government fund statements report total revenues received as \$21.3 M, total expenses as \$21.5 M and total fund balance as \$35.5 M. | Motion: K. Watkins-Tartt Second: C. Echeverría No Abstentions. Motion passed. | None |

| AGENDA ITEM SPEAKER | DISCUSSION HIGHLIGHTS | ACTION | FOLLOW UP |
|---|---|---|-----------|
| 5. FY 2019-20 FINANCIAL AUDIT PRESENTATION (Continued) | | | |
| R. Singh | <ul style="list-style-type: none"> In Note 2 of the report, investment earnings are reported and totaled almost \$1.6 M which includes a net unrealized gain of \$863,000. Commission previous approved an administrative cost cap of 10.5% for FY 2019-20. Actual expenses were below the cap at 9.8%. Ms. Singh stated that financial policies and procedures established by First 5 continue to be followed, and transitioned in to remote work, which allowed for a smooth audit process. As a result there were no findings to report. <p>Chair Herzfeld asked if there was any public comment. Chair Herzfeld facilitated the vote to approve the FY 2019-20 Financial Audit.</p> | | |
| 6. BIENNIAL CONFLICT OF INTEREST CODE | | | |
| C. Hom | <p>[Attachment]</p> <p>Ms. Hom presented the Biennial Conflict of Interest Code.</p> <ul style="list-style-type: none"> Every other year, F5AC is required to review its conflict of interest policy, denote any changes and submit verification of review to the Alameda County Board of Supervisors. Updates and changes to Appendix A and B in the meeting packet are displayed in red. <p>Chair Herzfeld asked if there was any public comment. Chair Herzfeld facilitated the vote to approve the revisions to the Biennial Conflict of Interest Code.</p> | <p>Motion: K. Moreno Second: S. Coffin No Abstentions. Motion passed.</p> | None |
| 7. EMPLOYEE HANDBOOK REVISIONS | | | |
| C. Hom | <p>[Attachment]</p> <p>Ms. Hom presented the Employee Handbook Revisions on behalf of Mojgan Vijeh.</p> <ul style="list-style-type: none"> Revisions to the Employee Handbook are brought to the Commission annually for approval. A complete legal review of the handbook was conducted by F5AC's Human Resources legal counsel, Joan Pugh Newman of Wiley Price & Radulovich. The recommended edits clarify policy and current agency practices in accordance with employment law. The significant changes to the handbook are highlighted in red: <ul style="list-style-type: none"> - CEO to sign at-will employment agreements with employees, instead of Commission Chair - Update and expand "Policy Prohibiting Harassment & Discrimination" - Alter remote work policy, remove the need for employees to request a remote work arrangement due to shelter in place and working from home <p>Chair Herzfeld asked if there was any public comment. Chair Herzfeld facilitated the vote to approve the Employee Handbook Revisions.</p> | <p>Motion: T. Magaña Second: K. Moreno No Abstentions. Motion passed.</p> | None |

| AGENDA ITEM SPEAKER | DISCUSSION HIGHLIGHTS | ACTION | FOLLOW UP |
|--|--|---|-----------|
| 8. PERSONNEL BENEFITS RECOMMENDATION | | | |
| K. Spanos | [Attachment] Ms. Spanos presented the Personnel Benefits Recommendation. <ul style="list-style-type: none"> Request to grant staff the following days off: <ul style="list-style-type: none"> - Close the agency on General Election Day every 4 years to allow staff to vote, participate in polls and volunteer opportunities. - 3 business days of Thanksgiving week (Monday-Wednesday) for the current year only in recognition of the work staff has been doing, as respite for the stress that the pandemic has caused. Chair Herzfeld asked if there was any public comment. Chair Herzfeld facilitated the vote to approve the Personnel Benefits Recommendation. | Motion: C. Echeverría Second: T. Magaña No Abstentions. Motion passed. | None |
| 9. STATE COMMISSION AND ASSOCIATION UPDATES (formerly Agenda Item 10) | | | |
| K. Spanos | [Attachment] Ms. Spanos presented the State Commission and Association Updates. <ul style="list-style-type: none"> F5AC was asked to speak on the government relations panel at the next First 5 Association meeting on October 31, 2020 to highlight the agency's good work. F5AC sent letters to the Federal delegation on Equitable Legislation for COVID-19 relief and to the State delegation in opposition of forced sterilizations. F5AC is working with the First 5 Association to draft memos to the current administration, as well as a Biden-Harris Transition Team related specifically to early childhood. First 5 Association endorsed Proposition 16, the proposal to reverse the ban on affirmative action. A letter was sent by the First 5 Association to the CA Department of Health with recommendations on Medi-Cal reprourement. | None | None |
| 10. LEGISLATION AND PUBLIC POLICY UPDATE (formerly Agenda Item 11) | | | |
| K. Spanos | [Attachment] K. Spanos presented the Legislation and Public Policy Update. <ul style="list-style-type: none"> Governor Newsom signed AB 1876 making CalEITC available for all immigrant tax filers. Governor Newsom signed SB 1383 expanding Paid Family Leave to employers with 5 or more employees to be effective January 1, 2021 with benefits extending from 6 to 8 weeks. | None | None |
| 11. HELP ME GROW PRESENTATION (formerly Agenda Item 9) | | | |
| K. Spanos C. Keener L. Farrar M. Stafford-Jones | [Attachment] Ms. Spanos, Ms. Keener, Ms. Farrar and Ms. Stafford-Jones presented on the Help Me Grow (HMG) program. <ul style="list-style-type: none"> Presentation goals include 1.) Updating the Commission on strategic plan progress related to Help Me Grow 2.) Leveraging state policy opportunities, 3.) Soliciting input and buy-in from the Commission about future direction heading in to next strategic plan. | None | None |

| AGENDA ITEM SPEAKER | DISCUSSION HIGHLIGHTS | ACTION | FOLLOW UP |
|---|--|--------|-----------|
| 11. HELP ME GROW PRESENTATION (formerly Agenda Item 9) (Continued) | | | |
| | <ul style="list-style-type: none"> • F5AC's role is to help evolve early childhood systems and HMG is a key component in the comprehensive health and development of children. The HMG referral system starts with early identification and developmental screening, families contact the HMG Centralized Access Point for care coordination and receive referrals to community and family support services, and treatment/intervention resources. • Effective care coordination and navigation requires maintaining up to date information about services available, Care Coordinators who understand the roles, responsibilities and referral mechanisms and culturally competent staff providing information, referral and follow-up. • Ms. Stafford-Jones of the First 5 Association spoke to the state early childhood landscape, the critical role of Medi-Cal, functions of Medi-Cal managed care for children and opportunities to strengthen this focus, Medi-Cal managed care plan procurement process and priorities, and the First 5 Association's recommendations in response to the state's RFI. • F5AC's goal is to leverage the infrastructure the agency has in place using current resources and to identify additional investments to draw down State and Federal funds to continue to expand access to culturally relevant care coordination. • Ms. Spanos spoke to potential options for future strategic planning for the HMG program and stated that the current recommendation is to hold funding stable through the end of the current FY 2017-22 strategic plan, unlock state and federal EPSDT funds by pursuing a collaboration with Alameda County Behavioral Health Care Services and managed care plans in support of future growth and continue to engage in policy advocacy that supports access to health/developmental services and care for children. <p>Chair Herzfeld asked if there was any public comment. Public comment was received from 1.) Elieen Crumm, Family Resource Navigators, 2.) Candice Poon, Alameda County Public Health Department/Alameda County WIC, 3.) Jonathan Lao, parent, 4.) Rokiatou Keita, parent, 5.) Kiko Malin, Alameda County Public Health Department, 6.) Alionka Hernandez, parent, 7.) Katty Perea, parent, 8.) Dr. Carol Glann, Laurel Pediatrics</p> <p>Chair Herzfeld facilitated a discussion on the HMG presentation with Commissioners of which there was agreement amongst Commissioners that HMG is a signature program for the agency and expanding care coordination work is a priority for the agency to be engaged in. Commissioner Magaña stated that HMG is an important and essential resource for the community, families and clinical providers and F5AC should sustain and expand efforts. Vice Chair Oregon Echeverría stated she is in support of F5AC's recommendations and families cannot be allowed to navigate difficult systems on their own. Commissioner Moreno spoke to the importance of "care" and that HMG's impact on the community is solid. Commissioner Coffin stated that HMG is an essential program and should remain in effect. Commissioner Coffin noted his interest in the ongoing partnership between Alameda Alliance and F5AC to support this goal. He suggested</p> | | |

| AGENDA ITEM SPEAKER | DISCUSSION HIGHLIGHTS | ACTION | FOLLOW UP |
|---|--|--------|-----------|
| 11. HELP ME GROW PRESENTATION (formerly Agenda Item 9) (Continued) | | | |
| | <p>F5AC add to its framework a review of organizational readiness in relation to working with managed care agencies. Commissioner Alternate Cedeño shared her support of F5AC's recommendations and the importance of providers having a relationship with families to ensure services are accessible. Commissioner Alternate Basoco-Villareal stated that SSA has recently begun providing funding to F5AC for HMG and is in support of F5AC's recommendations. Chair Herzfeld stated that she agreed with the Commissioner's comments and that HMG is an important program that should continue.</p> | | |
| 12. COMMUNICATION FROM COMMISSIONERS | | | |
| | <ul style="list-style-type: none"> Ms. Basoco-Villarreal provided an update from Alameda County Social Services on two food distribution sites in Oakland and Pleasanton. An Emergency Food Distribution RFP is available until December 31, 2020. | None | None |
| 13. ADJOURNMENT | | | |
| R. Herzfeld | Chair Herzfeld adjourned the meeting and gavelled out at 11:46 AM. | None | None |

Respectfully Submitted By: Julia Otani, Executive Assistant



FY 2020-21 Contracts List
 CEO Contract Authorizations and Amendments (\$50,000 to \$250,000 per contract/action - see light blue columns)

| Original Award, approved by Commission (June 18, 2020) | | | | | | | New Contracts or Augmentations, approved by CEO (10/6/2020-12/3/2020) | | | |
|--|-----------------|--|---------------------|-------------------|---|---------------|---|---------------------------|--|--|
| Strategy | Award Number | Contractor | Contract Start Date | Contract End Date | Original Description of Scope of Work | Amount | New, Amendment or Ancillary Amount | New Total Contract Amount | Funding to support COVID-19 activities | Description of New Contract or Added Scope of Work |
| COVID-19 Community Resilience Fund | CS-CRF-2021-460 | Healthy Black Families | 9/15/2020 | 6/30/2021 | | \$ 50,000.00 | \$ 50,000.00 | \$ 100,000.00 | Yes | Funding to purchase and distribute essential supplies as part of First 5 Alameda County's COVID-19 relief efforts (BOS selection). |
| COVID-19 Community Resilience Fund | CS-CRF-2021-483 | Alameda County Community Food Bank | 12/7/2020 | 6/30/2021 | | | \$ 250,000.00 | \$ 250,000.00 | Yes | Funding to purchase and distribute essential supplies as part of First 5 Alameda County's COVID-19 relief efforts. |
| Quality Early Childhood Education | PI-ECE-2021-462 | Alameda County General Services Agency | 7/1/2020 | 6/30/2021 | Funding to coordinate stakeholder participation in Quality Counts Advisory groups; serve on the Quality Counts Leadership Team to provide support alignment; support ECE professionals' use of the Workforce Registry; and support Title V sites with Quality Counts participation, COVID 19 and fiscal management. | \$ 143,000.00 | \$ 98,000.00 | \$ 241,000.00 | Partial | Funding to coordinate stakeholder engagement in Quality Counts (QC) Advisory groups, serve on QC leadership team, provide QC navigation for California State Preschool Program (CSPP) sites, manage PD stipend application and disbursement process for non-CSPP sites, and coordinate the continued work of the Alameda County Emergency Response Team's COVID-19 guidance to ECE sites. |
| COVID-19 Community Resilience Fund | CS-CRF-2021-474 | Kidango | 10/1/2020 | 6/30/2021 | | | \$ 50,000.00 | \$ 50,000.00 | Yes | Funding to purchase and distribute essential supplies as part of First 5 Alameda County's COVID-19 relief efforts (BOS selection). |
| COVID-19 Community Resilience Fund | CS-CRF-2021-475 | Silicon Valley Community Foundation | 10/20/2020 | 6/30/2021 | | | \$ 50,000.00 | \$ 50,000.00 | Yes | Funding to the Low Income Investment Fund to administer technical assistance and emergency grants to private childcare providers in Alameda County (BOS selection). |
| COVID-19 Community Resilience Fund | CS-CRF-2021-478 | First Presbyterian Church of Hayward, South Hayward Parish | 10/1/2020 | 6/30/2021 | | | \$ 50,000.00 | \$ 50,000.00 | Yes | Funding to purchase and distribute essential supplies as part of First 5 Alameda County's COVID-19 relief efforts (BOS selection). |
| Quality Early Childhood Education | PI-ECE-2021-481 | California School-Age Consortium | 10/1/2020 | 6/30/2021 | | | \$ 96,000.00 | \$ 96,000.00 | No | Funding to support a Title V/CSPP fiscal consultant to provide technical assistance and training to Title V/CSPP agencies to maximize revenue, support site quality, and to sustain the Alameda County Early Care and Education Pilot which retains state contract funds in Alameda County. The Contractor will also design and facilitate a virtual Pilot Leadership Development Professional Learning Community (PLC) to build the leadership capacity of CSPP site directors. |
| Admin, Info & Technology | CS-AIT-2021-482 | Focall Consulting | 11/23/2020 | 6/30/2021 | | | \$ 128,000.00 | \$ 128,000.00 | No | Funding to provide support to First 5 Alameda County in its efforts to develop and launch a partnership with the Medi-Cal managed care plans in Alameda County to expand pediatric care coordination by leveraging the Help Me Grow infrastructure and FINDconnect. |
| Neighborhoods Ready for School | PI-NRS-2021-460 | Help A Mother Out | 11/1/2020 | 6/30/2021 | | | \$ 50,000.00 | \$ 50,000.00 | No | Funding to support the evaluation of Help A Mother Out's Diaper Bank program. |
| Admin, Info & Technology | CS-AIT-2021-403 | RedCar IT Solutions | 7/1/2020 | 6/30/2021 | Funding to provide maintenance and operations support activities for the First 5 Application Suite (ECChange, ECC Online and Pathways). | \$ 168,000.00 | \$ 85,000.00 | \$ 253,000.00 | No | Funding to support developmental work to be determined, outside of Application Maintenance (Contractor is to notify First 5 in advance if a request falls into this category and obtain First 5 approval prior to initiating work). |
| | | | | | | \$ 361,000.00 | \$ 907,000.00 | \$ 1,268,000.00 | | CEO Authorizations 10/6/2020 - 12/3/2020 |



December 2020

2021 MEETING CALENDAR

MEETING DATES ARE SUBJECT TO CHANGE. MEMBERS OF THE PUBLIC CAN CALL 510-227-6900 TO VERIFY DATE AND TIME.
 ALL MEETINGS WILL BE HELD AT THE FIRST 5 OFFICE: 1115 ATLANTIC AVENUE, ALAMEDA, CA 94501
 UNLESS OTHERWISE INDICATED IN ADVANCE OF THE MEETING

| MONTH | EXECUTIVE COMMITTEE 9:00 AM – 10:30 AM | COMMISSION 9:00 AM - 11:30 AM | AGENDA ITEMS (SUBJECT TO CHANGE) |
|-----------------|---|----------------------------------|---|
| FEBRUARY | Thursday, February 18 | Thursday, February 25 | <ul style="list-style-type: none"> • Election of Officers • Mid-Year Budget Modification • Mid-Year Investment Update • Investment Policy Revisions |
| APRIL | Thursday, April 15 | Thursday, April 22 | <ul style="list-style-type: none"> • First reading of FY 2021-22 Budget • First reading of FY 2021-22 Strategic Plan • First reading of Long-Range Financial Plan • First 5 CA Annual Report |
| JUNE | Thursday, June 17 | Thursday, June 24 | <ul style="list-style-type: none"> • Final approval of FY 2021-22 Budget • Contract Authorizations • Final Approval of FY 2021-22 Strategic Plan • Final Reading of Long-Range Financial Plan • Financial Policies Revisions • ACERA 401(h) Approval • Personnel Policies Revisions • GASB 54 Fund Balance Commitment |
| AUGUST | Thursday, August 12 | Thursday, August 19 | <ul style="list-style-type: none"> • TBD |
| OCTOBER | Thursday, October 7 | Thursday, October 14 | <ul style="list-style-type: none"> • FY 2020-21 Financial Audit Report |
| DECEMBER | Thursday, December 9 | Thursday, December 16 | <ul style="list-style-type: none"> • F5AC Annual Report to First 5 CA • F5AC Annual Report |



To: First 5 Alameda County Commission

From: Mojgan Vijeh, Director of Operations & Technology

Date: December 10, 2020

Subject: 2021 Cost of Living Adjustment

REQUESTED ACTION

That the Commission review and discuss the recommendation for a 2021 Cost of Living Adjustment (COLA) of 3.25%.

BACKGROUND

Per the Salary Guidelines approved by the Commission it is the Commission's responsibility to grant a COLA to employees. If awarded, COLAs are granted to all regular employees, both full and part-time, at the beginning of the calendar year. Typically, COLAs are implemented to ensure that employees' wages do not lose real value due to increases in the costs of goods and services.

Competitive salaries are an important recruitment and retention strategy; the ability to consider a COLA is particularly important for retention purposes considering that many of our employees' salaries are capped and, as a relatively small agency, promotional opportunities are limited. If approved, COLA adjustments will be applied to our salary ranges. We would anticipate applying the COLA on the December 28, 2020 pay period and with it reflected in employee paychecks on January 22, 2021.

DISCUSSION

Alameda County COLAs:

As a partner, we have always looked at Alameda County's COLA practices in an attempt to provide comparable benefits to remain a competitive employer.

SEIU, representing the majority of non-exempt employees at Alameda County, will receive a COLA of 3.25% effective 6/27/21.

ACMEA, representing the majority of management and professional level employees at Alameda County, will receive a 3.25% COLA on 12/27/20.

Consumer Price Index:

The Bureau of Labor Statistics has reported a 5.2% increase in food prices and a decrease of 9.7% in energy (largely a decrease in gas prices) for an overall increase of 1.1% over the last 12 months (November 2019 – October 2020).

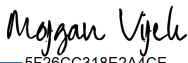
FISCAL IMPACT

The fiscal impact of granting a 3.25% COLA for the six-month period of the current fiscal year is \$107,063 which was included in the FY 2020-21 Commission approved budget in anticipation of keeping consistent with the County.

RECOMMENDATION

That the Commission grant a 3.25% employee Cost of Living Adjustment (COLA) to take effect for the calendar year of 2021.

Submitted by:

DocuSigned by:

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Mojgan Vjeh,
Director of Operations & Technology

Reviewed by:

DocuSigned by:

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Kristin Spanos,
Chief Executive Officer



To: First 5 Alameda County Commission
From: Lisa Forti, Policy, Planning & Evaluation Director
Date: December 10, 2020
Subject: FY 2019-20 First 5 Annual Report to First 5 California

ACTION REQUESTED:

To approve the F5AC FY 2019-20 Annual Report to First 5 California.

BACKGROUND:

Each year First 5 Alameda County is required to submit an annual report to First 5 California. The report contains information on clients served and financial data, and a narrative summary of evaluations completed in FY 2019-20. The report was due and submitted on October 30, 2020.

RECOMMENDATION:

That the Commission approve the FY 2019-20 Annual Report submitted to First 5 California.

Submitted by:

DocuSigned by:
Lisa Forti
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Lisa Forti
Policy, Planning & Evaluation Director

Reviewed by:

DocuSigned by:
Kristin Spanos
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Kristin Spanos
Chief Executive Officer



Annual Report AR-1
Alameda Revenue and Expenditure Summary
July 1, 2019 - June 30, 2020

Revenue Detail

| Category | Amount |
|--|---------------------|
| Tobacco Tax Funds | \$12,628,248 |
| First 5 Impact Funds | \$1,970,303 |
| Small Population County Augmentation Funds | \$0 |
| DLL Pilot Funds | \$0 |
| Other First 5 California Funds | \$115,269 |
| Other First 5 California Funds Description First 5 Association Census Mini-Grant \$6,000; First 5 SF IMPACT Regional Hub T/TA \$109,269 | |
| Other Public Funds | \$2,902,678 |
| Other Public Funds Description Federal \$2,250,644; ACOE - QRIS, Inclusive ELC \$314,364; ACHCSA - fatherhood \$253,000; ACBHCS - policy \$43,600; ACPHD - family nav \$41,070 | |
| Donations | \$35,000 |
| Revenue From Interest Earned | \$102,663 |
| Grants | \$399,000 |
| Grants Description Sunlight Giving - \$235,000; CSSP - DULCE \$100,000; CalWellness - \$30,000; Packard - \$25,000; National HMG/CCMC - \$5,500; Chapin Hall - \$3,500 | |
| Other Funds | \$3,225,156 |
| Other Funds First 5 Alameda County reserve/sustainability funds. | |
| Total Revenue | \$21,378,317 |

Improved Family Functioning

| Service | Grantee | Program(s) | Children | Caregivers | Providers | Amount |
|------------------------|--|---|----------|------------|-----------|--------------------|
| General Family Support | CBO/Non-Profit | <ul style="list-style-type: none"> • Not Applicable | 5361 | 2962 | 617 | \$2,776,895 |
| General Family Support | County Office of Education/School District | <ul style="list-style-type: none"> • FRCs Core Support | 1939 | 1727 | 60 | \$694,437 |
| General Family Support | First 5 County Commission | <ul style="list-style-type: none"> • Not Applicable | 0 | 0 | 828 | \$1,736,149 |
| General Family Support | Other Public | <ul style="list-style-type: none"> • FRCs Core Support | 2239 | 1705 | 75 | \$598,141 |
| General Family Support | Research/Consulting Firm | <ul style="list-style-type: none"> • Not Applicable | 0 | 0 | 631 | \$31,050 |
| General Family Support | Resource and Referral Agency (COE or Non-Profit) | <ul style="list-style-type: none"> • Not Applicable | 1857 | 1526 | 799 | \$868,974 |
| Total | | | | | | \$6,705,646 |

Improved Child Development

| Service | Grantee | Program(s) | Children | Caregivers | Providers | Amount |
|---------------------------------|--|---|----------|------------|-----------|--------------------|
| Quality Early Learning Supports | CBO/Non-Profit | <ul style="list-style-type: none"> Quality Counts California | 53 | 70 | 145 | \$230,245 |
| Quality Early Learning Supports | First 5 County Commission | <ul style="list-style-type: none"> Quality Counts California | 10213 | 0 | 1665 | \$1,586,295 |
| Quality Early Learning Supports | Higher Education | <ul style="list-style-type: none"> Quality Counts California | 0 | 0 | 16 | \$11,143 |
| Quality Early Learning Supports | Other Public | <ul style="list-style-type: none"> Quality Counts California | 333 | 444 | 1435 | \$686,126 |
| Quality Early Learning Supports | Research/Consulting Firm | <ul style="list-style-type: none"> Quality Counts California | 0 | 0 | 51 | \$65,800 |
| Quality Early Learning Supports | Resource and Referral Agency (COE or Non-Profit) | <ul style="list-style-type: none"> Quality Counts California | 74 | 55 | 567 | \$576,284 |
| Total | | | | | | \$3,155,893 |

Improved Child Health

| Service | Grantee | Program(s) | Children | Caregivers | Providers | Amount |
|---|--------------------------------|--|----------|------------|-----------|--------------------|
| Oral Health Education and Treatment | First 5 County Commission | <ul style="list-style-type: none"> Other - Describe county commission local efforts | 685 | 685 | 0 | \$445,069 |
| Early Intervention | CBO/Non-Profit | <ul style="list-style-type: none"> Care Coordination Mild-to-Moderate Supports | 857 | 723 | 0 | \$720,974 |
| Early Intervention | County Health & Human Services | <ul style="list-style-type: none"> Care Coordination | 378 | 0 | 64 | \$95,000 |
| Early Intervention | First 5 County Commission | <ul style="list-style-type: none"> Care Coordination | 3520 | 3352 | 0 | \$1,715,544 |
| Early Intervention | Hospital/Health Plan | <ul style="list-style-type: none"> Mild-to-Moderate Supports | 44 | 0 | 0 | \$80,000 |
| Perinatal and Early Childhood Home Visiting | County Health & Human Services | <ul style="list-style-type: none"> Healthy Families America Nurse Family Partnership | 172 | 172 | 0 | \$750,000 |
| Prenatal and Infant/Toddler Pediatric Support | CBO/Non-Profit | <ul style="list-style-type: none"> DULCE | 0 | 34 | 0 | \$51,579 |
| Prenatal and Infant/Toddler Pediatric Support | Hospital/Health Plan | <ul style="list-style-type: none"> DULCE | 137 | 157 | 0 | \$103,395 |
| Total | | | | | | \$3,961,561 |

Improved Systems Of Care

| Service | Grantee | Program(s) | Amount |
|--|---------------------------|--|--------------------|
| Policy and Public Advocacy | CBO/Non-Profit | <ul style="list-style-type: none"> • Resilient Families and Communities | \$198,700 |
| Policy and Public Advocacy | Research/Consulting Firm | <ul style="list-style-type: none"> • Resilient Families and Communities | \$162,191 |
| Policy and Public Advocacy | First 5 County Commission | <ul style="list-style-type: none"> • Child Health • Early Learning • Resilient Families and Communities | \$1,302,910 |
| Programs and Systems Improvement Efforts | CBO/Non-Profit | <ul style="list-style-type: none"> • Family Strengthening Systems | \$585,645 |
| Programs and Systems Improvement Efforts | Hospital/Health Plan | <ul style="list-style-type: none"> • Early Identification and Intervention | \$6,700 |
| Programs and Systems Improvement Efforts | Research/Consulting Firm | <ul style="list-style-type: none"> • Family Strengthening Systems | \$529,060 |
| Programs and Systems Improvement Efforts | First 5 County Commission | <ul style="list-style-type: none"> • Family Strengthening Systems • Place-Based | \$259,528 |
| Total | | | \$3,044,734 |

Expenditure Details

| Category | Amount |
|---|---------------|
| Program Expenditures | \$16,867,834 |
| Administrative Expenditures | \$3,898,531 |
| Evaluation Expenditures | \$771,228 |
| Total Expenditures | \$21,537,593 |
| Excess (Deficiency) Of Revenues Over (Under) Expenses | (\$159,276) |

Other Financing Details

| Category | Amount |
|--------------------------------------|---------------|
| Sale(s) of Capital Assets | \$0 |
| Other | \$0 |
| Total Other Financing Sources | \$0 |

Net Change in Fund Balance

| Category | Amount |
|----------------------------|---------------|
| Fund Balance - Beginning | \$35,727,246 |
| Fund Balance - Ending | \$35,567,970 |
| Net Change In Fund Balance | (\$159,276) |

Fiscal Year Fund Balance

| Category | Amount |
|--------------------|---------------|
| Nonspendable | \$34,149 |
| Restricted | \$0 |
| Committed | \$9,368,960 |
| Assigned | \$26,164,861 |
| Unassigned | \$0 |
| Total Fund Balance | \$35,567,970 |

Expenditure Note

No data entered for this section as of 10/30/2020 2:01:00 PM.

Small Population County Funding Augmentation Expenditure Detail

| Category | Amount | Comment |
|--|--------------|------------|
| Administration | \$0 | |
| Evidence Based Programs | \$0 | |
| Evidence Informed Programs | \$0 | |
| Funded Programs | \$0 | |
| Professional Development, Training and Technical Assistance | \$0 | |
| Evaluation | \$0 | |
| Other (Please Explain) | \$0 | |
| | Total | \$0 |
| If unspent funds occurred during the FY, please list amount and provide explanation. | | \$0 |



Annual Report AR-2
Alameda Demographic Worksheet
July 1, 2019 - June 30, 2020

Population Served

| Category | Number |
|---|---------------|
| Children from 3rd to 6th Birthday | 8,696 |
| Children – Ages Unknown (birth to 6th Birthday) | 13,194 |
| Providers | 6,953 |
| Primary Caregivers | 12,889 |
| Children Less than 3 Years Old | 5,071 |
| Total Population Served | 46,803 |

Primary Languages Spoken in the Home

| Category | Number of Children | Number of Primary Caregivers |
|---|--------------------|------------------------------|
| English | 6,194 | 1,727 |
| Spanish | 4,158 | 1,383 |
| Cantonese | 546 | 105 |
| Mandarin | 223 | 27 |
| Vietnamese | 165 | 18 |
| Korean | 30 | 0 |
| Other - Specify with text box Amharic, Tegrey, Mien, Karen, Berber, Dari, Arabic | 1,541 | 203 |
| Unknown | 14,104 | 9,426 |
| Totals | 26,961 | 12,889 |

Race/Ethnicity of Population Served

| Category | Number of Children | Number of Primary Caregivers |
|---|---------------------------|-------------------------------------|
| Alaska Native/American Indian | 37 | 0 |
| Asian | 2,103 | 19 |
| Black/African-American | 2,296 | 23 |
| Hispanic/Latino | 4,740 | 104 |
| Native Hawaiian or Other Pacific Islander | 836 | 3 |
| Other – Specify with text box | 1,332 | 2 |
| Two or more races | 165 | 14 |
| White | 119 | 8 |
| Unknown | 15,333 | 12,716 |
| Totals | 26,961 | 12,889 |

Duplication Assessment

| Category | Data |
|-------------------------------|---|
| Degree of Duplication | 15% |
| Confidence in Data | Moderately confident |
| Additional Details (Optional) | <p>We have tried to minimize duplication. There is no duplication within the HMG child count of 3,520 or within the QRIS child count of 10,213. There is also little duplication within the number of QRIS providers receiving professional development (1,665) or within the number of Training@First 5 providers trained (2,019). However, there is likely duplication of HMG numbers and other interventions (e.g., QRIS and NRFS [FRC/placed-based] children.</p> |



Annual Report AR-3

Alameda County Evaluation Summary and Highlights

July 1, 2019 - June 30, 2020

County Evaluation Summary

Evaluation Activities Completed, Findings, and Policy Impact

Since 2008, First 5 Alameda County has conducted regular assessments of kindergarten readiness. Consistently, we find that fewer than half of students in our community are assessed fully ready for kindergarten, and that among some subgroups and neighborhoods, the percentage is much lower. In 2019 with a countywide representative sample of 1,560 kindergarteners, we found that 44% of children overall were fully ready, while 30% of low-income children (i.e., from families earning less than \$35,000/year), 32% of African American children, and 28% of Latinx children reached this benchmark. In a 2018 longitudinal study, we found that skill gaps observed between different subgroups at kindergarten entry generally persisted into third grade and even widened for some children. To better understand and address these consistent findings, we evolved our approach to the study of kindergarten readiness and in 2019 we devoted additional resources to examine and document results with an equity lens. We considered the readiness of schools, and communities to support children and their family's success. Overall, our research shows that the strongest predictors of kindergarten readiness are child health and well-being and the child's attendance in early care and education in the year prior to kindergarten, both of which we have found to be correlated with race, ethnicity and family income. Readiness disparities have roots in social, racial, and economic inequity. Our findings suggest that targeted investments and family-friendly policies, including economic supports, ECE workforce development, early identification of developmental concerns, expansion of father-friendly services, coordination of services, and parent leadership development in under resourced neighborhoods, and the investment of kindergarten transition activities in school districts, may help reduce these disparities. Our research informed our grantmaking of over \$2million to school districts, allocated with an equity index, to support kindergarten transitions, basic needs, and distance learning during COVID-19. A cross-site evaluation is currently underway for our Neighborhoods Ready for School (NRFS) strategy, a place-based approach to promoting child- and family-friendly communities, strong families, and school readiness. The 4 sites provide neighborhood and resident identified and led programs and services for families, develop family leadership opportunities, and enhance and create community assets, like Family Resource Centers. In Fall 2019, we were able to secure a team of experienced evaluators from two local firms—Community Centered Evaluation and Research and Clarity Social Research Group—headed by women of color with a strong commitment to empowerment evaluation and to addressing social inequities. The team has experience partnering with First 5 commissions on evaluations of place-based strategies and family resource centers and conducting work in culturally and linguistically diverse communities. The goals of the evaluation are 1) to evaluate First 5's NRFS investment (financial and capacity-building) in terms of neighborhood and family impact, sustainability, and policy and system changes and 2) to provide guidance on next steps for the NRFS investment, including as it relates to First 5's policy advocacy work. A visioning session, interviews with grantee staff, and site visits have been conducted so far. Early impacts include: Grantees hold space and create flexibility to build trust, relationships, and safe spaces that help heal communities; grantees' efforts to strengthen partnerships and improve collaboration are leading to increased capacity, coordination, and cross-pollination; and grantees' intentional focus on children and families' needs is bringing attention to the social determinants of school readiness.

County Highlights

County Highlight

In response to the COVID-19 pandemic, First5 Alameda County leveraged our investments and infrastructure to respond quickly to the needs of families, providers, and community. We provided direct support and engaged in systems change to disrupt inequities and improve conditions for families and communities. In recognition of the interplay between equity, poverty, place, and adult and child well-being, we mobilized resources swiftly for emergency food and essential items, supported the ECE system with grants, supplies, and TA, funded school districts to support kindergarten transitions, engaged the county Board of Supervisors to invest in CBOs, and pivoted programs to provide direct services for families in alignment with health and safety protocols. These strategies represent a whole-family approach to improving outcomes for children, families, and neighborhoods. 1. Neighborhoods Ready for School grantees became supply distribution hubs serving ~7,800 families and distributing more than 5.2 million individual items (~2,500 diaper packs, ~4,900 masks, ~500 books, ~900 toothbrushes, etc.). 2. Direct service programs, Help Me Grow, Healthy Teeth Healthy Communities, and Project DULCE, navigated over 4,000 families to concrete supports. 3. Provided stipends for basic needs to all ten family serving shelters in the county 4. Help Me Grow supported ~3,300 families with care coordination. 5. Close to 100 people participated in Dad-scussions, an online forum for fathers and providers. 6. Pivoted to virtual trainings, with a focus on equity topics, and over 2,000 attendees. 7. Partnered with Resource & Referral agencies to provide ~753,000 diapers and wipes, ~3,500 gallons of disinfectant solution, ~44,300 masks, ~1,800 books and backpacks, and laptops to early care and education providers. 8. Based on findings from our 2019 Kindergarten Readiness Assessment, we are funding 14 school districts over \$2 million to support successful kindergarten transitions



KINDERGARTEN READINESS 2019

ALAMEDA COUNTY
Comprehensive Report

In partnership with:



Prepared by:



Acknowledgements

Applied Survey Research (ASR) would like to acknowledge the following individuals for their support and assistance in the planning and implementation of the 2019 Kindergarten Readiness Assessment in Alameda County:

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Director of Schools

Brent Stephens

Superintendent

Hayward Unified School District

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Neighborhoods Ready for School Agencies

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Teaching Learning and Educational
Equity

San Lorenzo Unified School District

Fleurdeliz McJilton

TSA for Language and Literacy,
TK-5

ASR would like to especially thank First 5 staff members who helped with designing, implementing, and offering valuable feedback on the 2019 Alameda County Kindergarten Readiness Assessment project, including Jane Bernzweig, Vincent Cheng, Lisa Erickson, Lisa Forti, John Garvey, Liz Gregor, Imani James, Carla Keener, Ericka Kuempel, Jocelyn Lim, Kristin Spanos, Page Tomblin, and Jane Wellenkamp.

We are also grateful to the many parents/caregivers who shared with us aspects of their family's experiences in preparing for kindergarten. A very special thank you to parents/caregivers at Garfield Elementary in Oakland who participated in our focus groups and provided insight into access to community supports and gaps in services available to families.

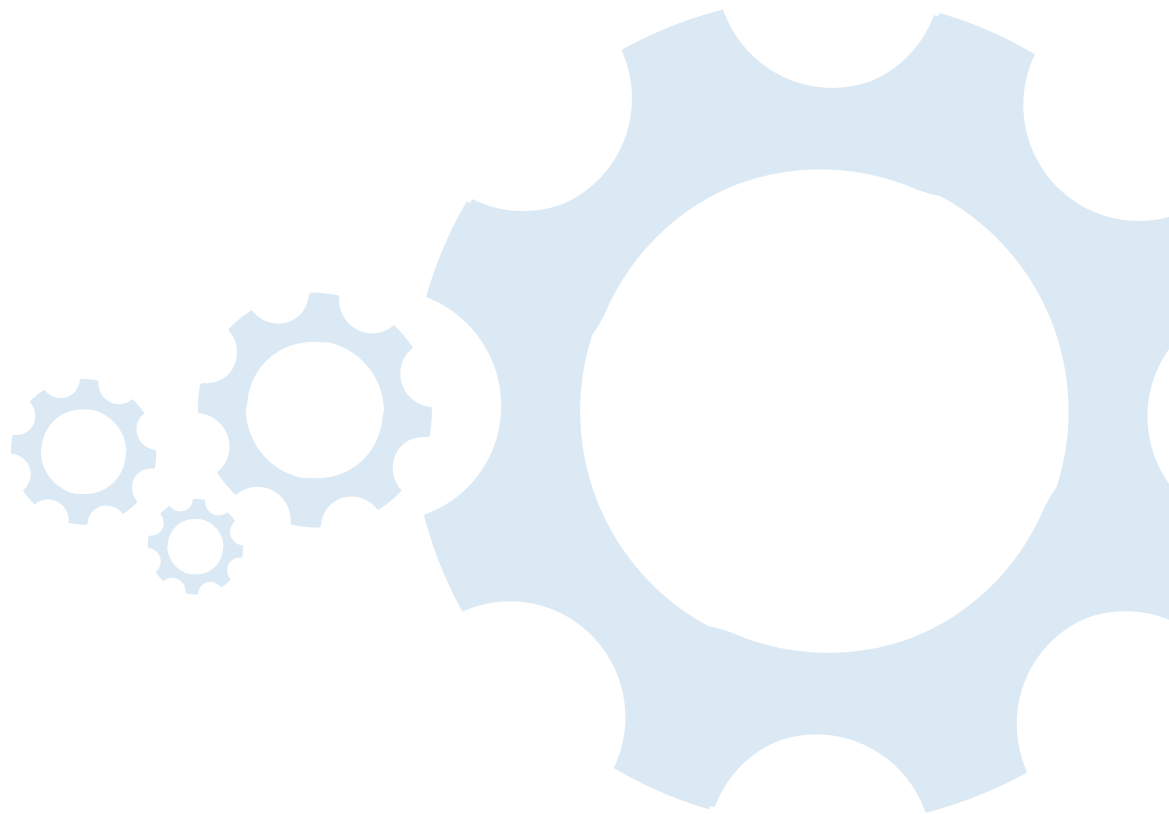
Of course, this assessment would not be possible without the support of the participating kindergarten teachers who generously gave their time and energy to help us better understand the skills of the children entering their classrooms. These teachers dedicated a great deal of time to training sessions, student observations, and project management. ASR gratefully acknowledges the assistance of the many individuals listed in the following table.

Participating Alameda County Districts, Schools, and Teachers

| Schools | Teachers | Schools | Teachers | Schools | Teachers |
|------------------------------|----------------------------|---------------------------------------|----------------------------|----------------------------|---------------------|
| ACOE | | Fremont Unified | | New Haven Unified | |
| CSCE | Hanna Forde | Ardenwood | Andrea Sanchez | Delaine Eastin | Corynn Buxton |
| Alameda Unified | | Forest Park | Megan Huey | | Erica Sims |
| Love | Kimberley Hare | | Stephanie Chan | | Zack Long |
| | Nicole Strom | | Leitch | Laura (Ya-Ling) Wu | Hillview Crest |
| Paden | Christine Schnetz | Mandi Boni | | | |
| | Lianna Girshman | Martha Sivertsen | | Oakland Unified | |
| Berkeley Unified | | Mattos | | Shirley Gunawan | Crocker Highlands |
| Emerson | Marci Bella | | Chanel O'Brien | Joanna Martinez | |
| | Michelle Luu | | Farah Moayer | East Oakland Pride | Jennipher Carpenter |
| Malcolm X | Sara Carver | | Melissa Means | Encompass | Steven Valadez |
| Muir | Debbie Rogers | | Monique Manjarrez | Garfield | April Hawkins |
| | Gwen Rogers | | Olivia Pickett | | Huong Quach |
| Sylvia Mendez | Lourdes Rivas | Patterson | Evelina Chao | | Megan Stimpson |
| | Rocio Guzman | Hayward Unified | | MLK, Jr. | Maketa Daniels |
| | Stephanie Hernandez-Jarvis | Glassbrook | Alice Wagner | Prescott | Rebecca Bootes |
| Washington | Ashleigh Talbott | | Kelly Rien | Vincent Academy | Jennifer Quint |
| | Denisia Wash | | Maria Christina Aguilera | Pleasanton Unified | |
| | Hannah Kessel | Ben Hinchman | Hearst | Janet Miller | |
| Castro Valley Unified | | Jeanne Vidal-Smith | | Kelly Maher | |
| Chabot | Laura Hohn & Simren Murphy | Marie Echaves | San Leandro Unified | | |
| | Susan Israel | Ruus | Monroe | Diane Marasigan | |
| Marshall | Henna Bianchini | Strobridge | Roosevelt | Diedre Reed | |
| | Jamie Hora | Tyrrell | Cynthia Shay | Jeni Engler | |
| | Maria Leyson | | Aracely McKimmey | San Lorenzo Unified | |
| Dublin Unified | | | Martha Jayme | Bay | Stephanie Scarper |
| Dublin | Judie Greenhouse | Torri Bryant | Susan Schuchardt | | |
| John Green | Joanne Palia | Livermore Valley Joint Unified | | Colonial Acres | Nancy Katen |
| | | Jackson Avenue | Bonnie Sanders | | Yolanda Arredondo |
| | | | Carol Voegele | Corvallis | Margie Penaranda |
| | | | Ceci Temores | | Kirsten Hynds |
| Katie O'Toole | Hesperian | | Yvonne Schaff | | |

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Overview of Findings and Recommendations

Every two years, First 5 Alameda County (First 5) measures kindergarten readiness in the county. In 2019, it partnered with Applied Survey Research (ASR) to examine the factors associated with children’s kindergarten readiness skills, the readiness of families and communities to support children’s development, and the readiness of elementary schools to meet the needs of children entering their classrooms. We find differences in kindergarten readiness are largely attributable to inequities in access to resources. First 5 is committed to implementing targeted, evidence-based policies and practices to address these inequities, and the study’s recommendations are closely aligned with First 5 policy priorities and investments.

| Key Findings | Recommendations |
|--|---|
| Readiness of Children and Families | |
| <ul style="list-style-type: none"> • 44% of children were <i>Fully Ready</i>, demonstrating proficiency across multiple domains of readiness • Readiness was most strongly associated with child and family demographics and socioeconomics, as well as other factors that can be modified with interventions: <ul style="list-style-type: none"> » Child health and well-being » Early childhood education (ECE) attendance » More reading at home » Less screen time » Child resilience » Father’s use of community resources • Help Me Grow and Quality Counts ECE sites supported the readiness of children by conducting developmental screenings and linking families to interventions | <ul style="list-style-type: none"> • Policies that support families’ basic needs and expand access to high-quality early childhood education experiences • Early identification and intervention systems for children at risk for special needs and those experiencing trauma • Programs and policies that encourage father involvement and support families so they have the time and resources to engage in enriching activities with their children such as reading |
| Readiness of Communities | |
| <ul style="list-style-type: none"> • Children living in neighborhoods with a greater number of assets (e.g., parks, libraries, and mutual support) had higher readiness than children living in neighborhoods with fewer assets, even after controlling for family income; parents wanted to see increased access to these resources, as well as affordable ECE and support for basic needs | <ul style="list-style-type: none"> • Policies that build livable communities with neighborhood assets like parks and libraries, affordable housing, and safe, reliable transportation • Investment in evidence-based kindergarten readiness supports, coordination of navigation programs, and alignment of family support programs like family resource centers |
| Readiness of Schools | |
| <ul style="list-style-type: none"> • Relatively few teachers were bilingual or had received training related to trauma-informed care, cultural humility, and family engagement • Classrooms with a high proportion of <i>Fully Ready</i> children tended to be in schools that offer more transition supports compared to classrooms where children had lower readiness levels • Parents wanted schools to ease the transition for children and offer resources like libraries and health and family support services at school | <ul style="list-style-type: none"> • Efforts to recruit a diverse teacher workforce and investment in teacher professional development, including training in equity and implicit bias • Family engagement policies at schools and school-based programs that address basic needs • Expansion of kindergarten transition supports like parent-teacher meetings and school events |



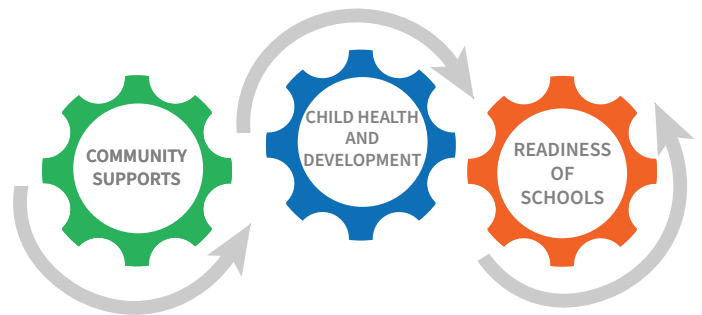
Introduction

What is Kindergarten Readiness?

According to many scholars and educators, kindergarten readiness (also commonly referred to as school readiness) is multifaceted and means that children are ready for kindergarten, families and communities are ready to support children’s growth and development, and schools are ready to meet the needs of children entering their classrooms.

Ready Children and Families

This framework expands the definition of kindergarten readiness beyond the child to include the preparation of families and communities to support children’s kindergarten readiness. As stated in a widely cited study of readiness:



3 COMPONENTS OF READINESS

Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school.ⁱ

Ensuring children are adequately supported from birth through kindergarten entry is vital given research connecting kindergarten readiness to an array of long-term outcomes. The 2018 Alameda County longitudinal study found kindergarten readiness scores strongly predicted children’s proficiency in third grade,ⁱⁱ and other research has linked it to high school completion, career success, and earnings as an adult.ⁱⁱⁱ

Ready Communities

“Ready” communities, which provide support and resources to children and families, positively influence the development of children’s kindergarten readiness skills. Since the 2015 Alameda County Kindergarten Readiness Assessment (KRA), **formal early childhood education (ECE) has been a leading factor in predicting kindergarten readiness.** This 2019 study points to the particular importance of ECE for African-American and Latinx children – all other things held equal, participation in ECE significantly narrowed readiness gaps. However, while 83% of children in this study participated in ECE, still only 44% were found to be ready for kindergarten, a stubborn trend. The KRA finds that other factors also play an important role in kindergarten readiness. Each year of this study, and in our longitudinal research, the **greatest moveable factor continues to be child health and well-being, which is tied to socioeconomics, housing stability, and stress among parents/caregivers.**

In the current study we also found that **neighborhood assets, like parks, libraries, and mutual support among community members, significantly boosted children’s readiness.** “Ready” communities are rich with supports to help families meet their basic needs and promote children’s development. Yet the availability of these assets is tied to family income, highlighting the need to invest in low-income communities.

Ready Schools

Finally, readiness also entails the capacity of elementary schools to receive young children entering kindergarten. “Ready” schools smooth the transition between home and school, by demonstrating sensitivity to cultural differences and engaging parents in the education of their children.^{iv} **Ready schools are committed to the success of each child.** They acknowledge the effects of poverty and institutional racism and engage in inclusive practices that meet diverse learning needs. Unfortunately, schools may inadvertently reproduce societal inequities and exacerbate readiness gaps, as children living in poverty and children of color are more likely to attend less resourced and lower performing schools.^v Conversely, longitudinal research in Alameda County shows that **schools that are more socioeconomically advantaged and higher performing overall are more likely to help children** who are not yet ready in kindergarten catch up to their peers by third grade.^{vi}

What Parents Say

Parents participating in the study’s focus groups said the academic expectations for kindergartners are much higher than they used to be, but to them, “kindergarten readiness” is about much more than children being prepared academically. It also includes the child’s ability to social-emotionally adapt to the new school environment, as well as the availability of school and community supports to smooth the transition and meet the basic needs of children and families.

About This Study

The model of kindergarten readiness used to frame the Alameda County KRA recognizes the effects of structural poverty and racism as well as implicit bias on children’s outcomes. The study examined not only children’s readiness, but the readiness of their communities and schools to support them.

To measure kindergarten readiness, teachers assessed children’s skills using the *Kindergarten Observation Form (KOF)*, which was developed in 2001 based on the National Education Goals Panel multidimensional definition of readiness.^{vii} The *KOF* sorts readiness skills into three primary domains, termed the *Basic Building Blocks of Readiness (Building Blocks)*: *Self-Regulation, Social Expression, and Kindergarten Academics*. Additionally, motor skills are included on the *KOF* as foundational elements of readiness. Teachers also completed a teacher survey, parents completed a parent survey, and two focus groups were conducted with parents. The results presented here are from a representative countywide sample and illustrate the readiness of children, families, communities, and schools in Alameda County.

The key research questions examined in this year’s study and addressed in this report are the following:

1. How ready for kindergarten were children, families, communities, and schools in Alameda County?
2. What child, family, and neighborhood factors are associated with higher levels of kindergarten readiness?
3. What types of experiences and family backgrounds were characteristic of the incoming kindergarten students?
4. What programs, policies, and systems changes will help to “turn the curve” on kindergarten readiness in Alameda County?

The findings will help guide and inform strategies that community leaders can undertake to achieve more equitable kindergarten readiness outcomes for Alameda County children, families, communities, and schools.



Methodology

Data Collection Instruments and Administration

Three instruments were used to collect data for the Kindergarten Readiness Assessment (KRA). Kindergarten teachers completed the *KOF* and a teacher survey, while parents/caregivers provided information about their child and family circumstances on the *Parent Information Form (PIF)*.

The *Kindergarten Observation Form (KOF)* uses teacher observation as the method of assessment across 20 readiness skills. To minimize variability in teacher ratings, the *KOF* includes measurable indicators (items), clear assessment instructions, a clearly defined response scale, a comprehensive scoring guide describing appropriate proficiency levels for each of the 20 readiness skills, and thorough teacher trainings, where teachers were instructed to follow the detailed rubric and scoring guide in order to make their ratings consistent. For social-emotional items, teachers were instructed to measure the child's typical behavior, not first impressions, keeping in mind that children's behavior varies from day to day. Furthermore, teachers were encouraged to be sensitive to the child's personality and culture in conducting the assessment. In the analysis phase, several steps were taken to reduce the likelihood of bias in our findings. First, anomalous ratings from two teachers were removed from the analyses. We also controlled for inter-teacher variability in our analyses and checked for variation in ratings based on the teachers' demographic background, finding no systematic differences in how teachers rated students.

Teachers also completed a two-page teacher survey about their background and education and training experience. In addition, teachers reported on the kindergarten transition activities that are offered at their school and the number of parent-teacher conferences conducted during the kindergarten year.

To better understand how family and neighborhood factors are related to children's levels of readiness, a *PIF* survey is completed by parents/caregivers. The *PIF* collects a wide variety of information about the child's experience prior to kindergarten entry. Versions of the form were offered in English, Spanish, Arabic, Tagalog, Chinese, and Vietnamese. Parents/caregivers were given a children's book as an incentive to complete the *PIF*.

Who Completed the Study?

The 2019 assessment involved teachers, children, and families from 12 school districts and the Alameda County Office of Education (ACOE). Within these districts, 39 schools and 75 classrooms participated. Kindergarten readiness assessments using the *KOF* were conducted with 1,560 children (94% of all children in the participating classrooms), and 1,150 parents/caregivers completed the *PIF*. Seventy-four of the teachers completed the teacher survey. The largest share of classrooms was in the Berkeley, Fremont, Oakland, and Hayward Unified School Districts.

Figure 1 — Number of Schools, Classrooms, and Students

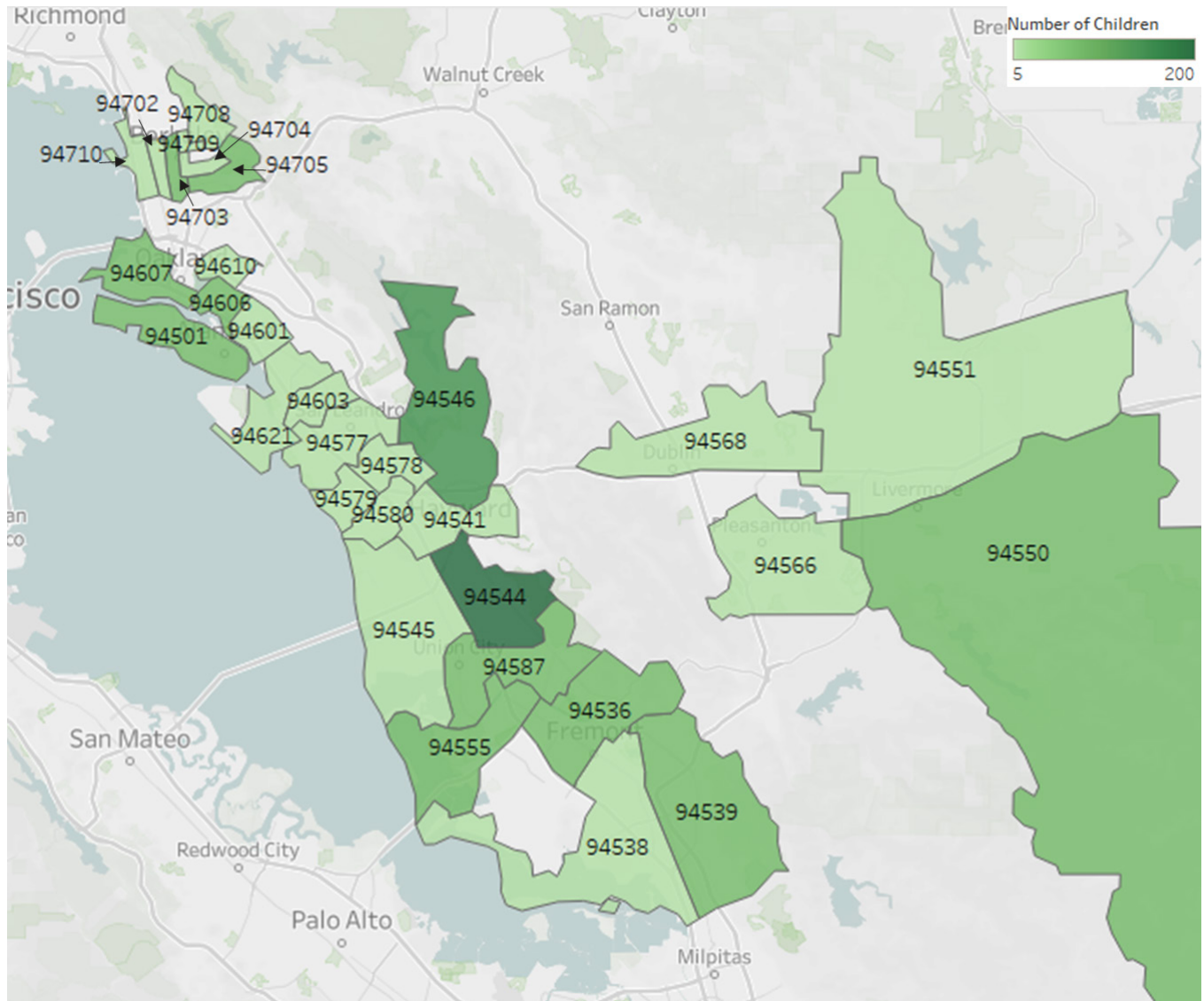
| District | Schools | Classrooms | Students |
|--------------------------|-----------|------------|--------------|
| ACOE | 1 | 1 | 23 |
| Alameda Unified | 2 | 4 | 81 |
| Berkeley Unified | 5 | 11 | 235 |
| Castro Valley Unified | 2 | 5 | 111 |
| Dublin Unified | 2 | 2 | 30 |
| Fremont Unified | 5 | 13 | 247 |
| Hayward Unified | 5 | 9 | 199 |
| Livermore Valley Unified | 1 | 4 | 88 |
| New Haven Unified | 2 | 4 | 103 |
| Oakland Unified | 7 | 10 | 215 |
| Pleasanton Unified | 1 | 2 | 41 |
| San Leandro Unified | 2 | 3 | 68 |
| San Lorenzo Unified | 4 | 7 | 119 |
| Total | 39 | 75 | 1,560 |

Source: Kindergarten Observation Form (2019)

As shown in the map that follows, the greatest number of children participating in the study lived in 94544 (Hayward) and 94546 (Castro Valley).



Figure 2 — Map of Participants in the Study



Note: ZIP Codes with fewer than five participants not shown.

Teachers and parents/caregivers participated in the readiness study voluntarily. This means that the information presented in this report describes only the students and families assessed, who may differ in important ways from students and families who did not participate. However, the sample was representative of the county in terms of key demographics, including race/ethnicity, English Learner status, and proficiency on the Smarter Balanced assessments, making it possible to draw conclusions about the readiness levels of children countywide.

Parent Focus Group

In January 2020, First 5 Alameda County, in partnership with the San Antonio Family Resource Center, hosted two 2-hour focus groups with 23 parents at a participating school in Oakland. The purpose of the focus groups was to engage families in the evaluation process and to gather feedback from parents about the results of the KRA, particularly with respect to First 5’s policy agenda. Parents were provided with refreshments, child care, and a gift card for participation, and translation in Spanish and Cantonese was made available. Topics discussed included the definition of kindergarten readiness, as well as school and community assets that could improve readiness. Findings from the focus groups are incorporated throughout this report in quotes and text boxes titled, “What Parents Say.”

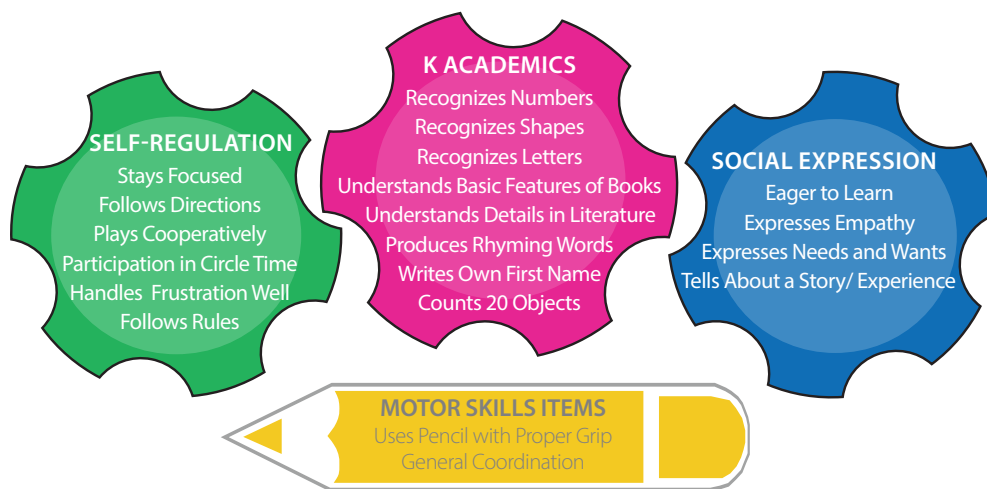


Readiness of Children

This section describes children’s kindergarten readiness as measured by the Kindergarten Observation Form (KOF) and perceived by parents/caregivers and discusses the characteristics and experiences most strongly associated with children’s readiness.

Readiness Levels According to the *Kindergarten Observation Form*

Previous analysis of child readiness data has shown that the underlying dimensions of readiness on the *KOF* are best represented by three main skill groups that have been labeled the *Basic Building Blocks of Readiness* – *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*. A fourth area includes two items related to fine and gross motor skills, important foundational skills for the primary readiness domains and included in the calculation of overall average readiness scores, but not measured as a separate *Building Block*. Although all the skill dimensions are important, basic motor skills are at the base of the diagram because they are likely to precede the more advanced self-regulation and social-emotional skills, as well as the early academic skills that are a foundation for academic content covered in kindergarten and beyond.



How Many Students Were Ready for Kindergarten?

Students' average scores overall and on each of the *Basic Building Blocks* dimensions were calculated (scores could range from 1.00=*Not Yet* to 4.00=*Proficient*). Students were considered *Fully Ready* for kindergarten in all areas if they scored at or above 3.25 out of 4 in the three *Building Blocks* – that is, if they were *Proficient* or nearing proficiency in *Self-Regulation*, *Social Expression*, and *Kindergarten Academics*. Students were considered *Partially Ready* if they were *Proficient* or nearly proficient in one or two *Building Blocks*, and considered *Not Ready* if they were still progressing in all three areas. Using these criteria, **44% of students were Fully Ready** for kindergarten, while another 38% were *Partially Ready*, having scored at or above 3.25 in some but not all of the *Building Blocks*. The remaining 18% were *Not Ready*, having scored below 3.25 in all three *Building Blocks*.

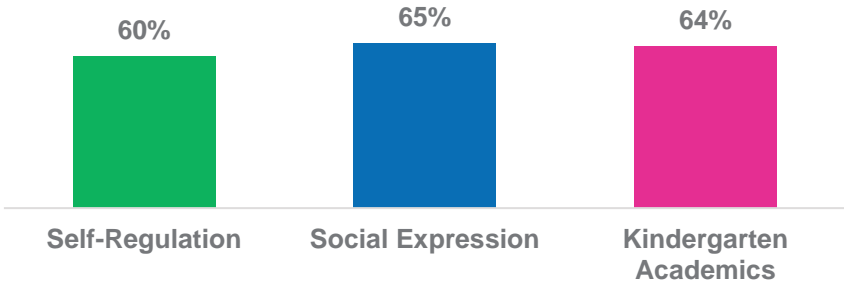
Figure 3 — Percent Ready Across Building Blocks



Source: Kindergarten Observation Form (2019)
Note: N=1,487.

When each *Building Block* is considered separately, we find that the highest percentage of children were *Proficient* or nearing proficiency in the *Social Expression* domain (65% scored at least 3.25 out of 4 in this domain). Sixty percent of the children were *Proficient* or nearly proficient in *Self-Regulation*, and 64% met this benchmark in *Kindergarten Academics*.

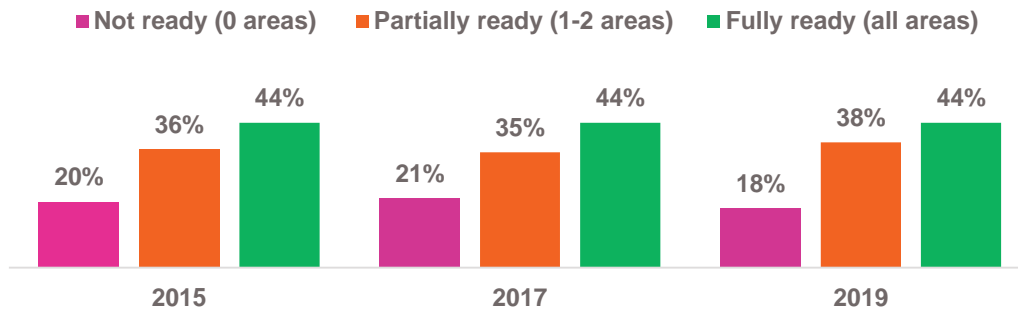
Figure 4 — Percent Ready by Building Block



Source: Kindergarten Observation Form (2019)
Note: N=1,493-1,556.

This year's readiness levels were very similar to those of kindergartners participating in the last two assessments, which took place in 2015 and 2017. However, there was a slight, marginally significant increase in the proportion of children who were *Partially Ready* and decline in the proportion of children who were *Not Ready* between 2017 and 2019. The increase in readiness this year was primarily due to an increase in *Kindergarten Academics* scores, perhaps because in 2019, a larger share of students participated in transitional kindergarten (TK), came from higher income families, and were bilingual or native English speakers, compared to prior years.

Figure 5 — Percent Ready over Time, 2015-2019

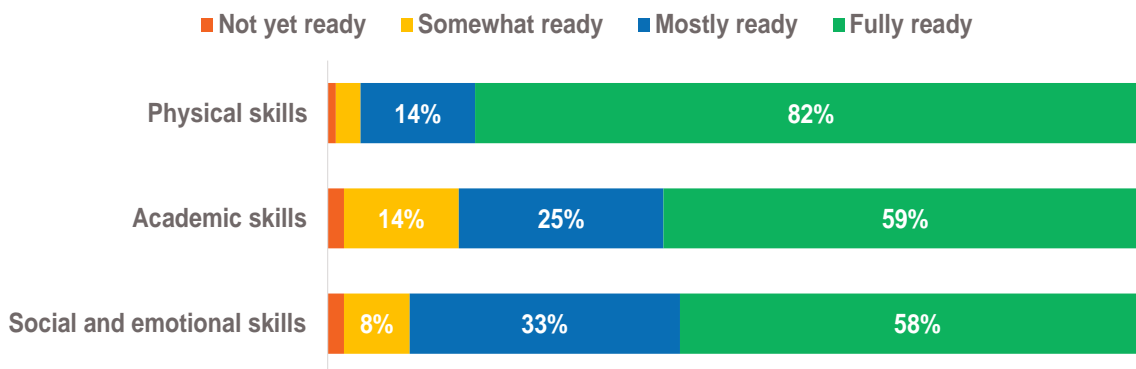


Source: Kindergarten Observation Form (2015, 2017, 2019)

Note: N=1,460 (2015); 1,303 (2017); 1,487 (2019). Differences in percent *Not Ready* and *Partially Ready* between 2017 and 2019 marginally significant ($p < .10$).

In addition to capturing teachers’ perceptions of readiness, we asked parents/caregivers to rate their own child’s readiness for kindergarten on a four-point scale from “not yet ready” to “fully ready.” The vast majority of parents/caregivers felt that their children were well-developed in physical skills (82%), but just 59% said their children were fully ready academically, and 58% said they were fully ready social-emotionally. Parent/caregiver ratings were also associated with several key demographic and socioeconomic factors. For example, low-income parents/caregivers rated their children’s readiness lower than high-income parents/caregivers; Latinx parents/caregivers gave their children lower ratings than parents/caregivers of other races/ethnicities; and parents/caregivers of boys rated their children’s abilities lower than parents/caregivers of girls. Such differences in readiness can be partly attributed to disparities in access to resources and opportunities in early childhood, but the perceptions of parents/caregivers may also be affected by implicit biases and negative stereotypes about the behavior and aptitude of poor children, children of color, and boys.

Figure 6 — Readiness Perceived by Parents/Caregivers, by Domain

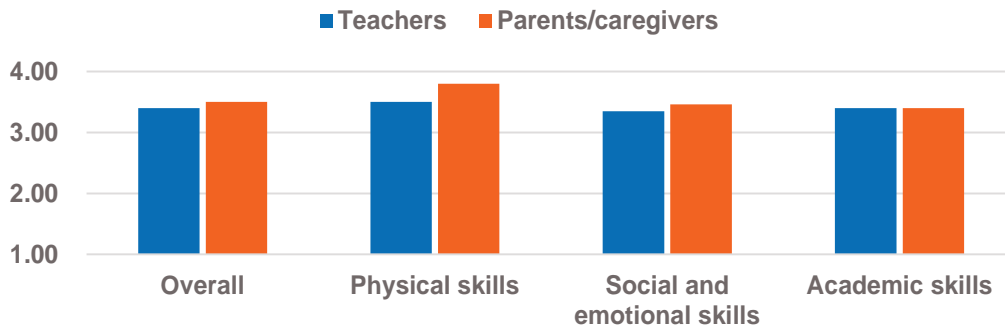


Source: Parent Information Form (2019)

Note: N=1,466. Proportions of less than 5% are not labeled.

The methods for rating children’s readiness differed between parents/caregivers and teachers, but we found similarities in their assessments of children’s skills. Although parents/caregivers rated children’s readiness higher than teachers in physical skills, there were strong, significant correlations between parent/caregiver ratings and *KOF* scores overall and in the primary *Building Blocks* of readiness (e.g., when children received a higher than average rating from their parent/caregiver, their teacher also gave them a higher than average rating). The correspondence between parent/caregiver and teacher ratings was particularly strong for children’s academic skills.

Figure 7 — Average Kindergarten Readiness Scores, by Rater



Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,466-1,556. Difference statistically significant for physical skills ($p < .001$).

Factors Associated with Overall Readiness

An additional analysis called *multiple regression* was conducted to examine the child, family, and neighborhood characteristics and experiences that are associated with children’s preparedness for school. The analyses conducted here can help us better understand why children’s readiness levels vary, but these are ultimately correlational – *not causal* – analyses, and there are likely many other variables that could affect readiness that are beyond the scope of this assessment.

The figure at right shows the factors that have a unique and significant association with KOF scores even after holding constant various other important child and family characteristics. For example, a child who had formal early childhood education (ECE) experience had higher readiness than a child who did not, when all other characteristics and experiences we measured were otherwise the same. The factors are arranged in the diagram according to the strength of their association with readiness, beginning with age (the strongest factor) and continuing clockwise.

The differences in readiness that we found based on demographic and socioeconomic factors are largely due to inequities in access to resources – this finding is consistent with other research on kindergarten readiness gaps that have used a variety of assessment methods, including the ratings of outside assessors rather than teachers.^{viii} As shown in the previous section, we also found that parents/caregivers and teachers rated children similarly. Numerous steps were taken to minimize the effects of implicit bias on the results, including giving teachers a thorough training and detailed rubric for each skill, removing anomalous ratings, controlling for classroom-level variability in scores, and confirming that there were no systematic differences in ratings based on teacher demographics (see Methodology), yet it is possible teacher assessments of children’s skills were nevertheless influenced by gender, race, and class stereotypes.

Figure 8 — Factors Associated with Overall Kindergarten Readiness



Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=926. Relationships between all factors and readiness are statistically significant ($p < .05$). The overall regression model was significant ($p < .001$), explaining 34% of the variance in kindergarten readiness ($R^2 = .34$).

Older

The strongest association was observed between age and kindergarten

readiness: children develop rapidly at this age, and therefore children who were older were more developed in their physical, social-emotional, and cognitive skills.

Health & Well-being (Not Hungry or Tired)

The second strongest factor associated with readiness was coming to school

well-rested and well-fed; with their basic needs cared for, these children were more likely to enter kindergarten ready to learn. Some of the child and family characteristics associated with better health and well-being outcomes included higher family income, housing stability, and lower levels of stress among parents/caregivers.

Early Childhood Education Attendance

Children who attended early childhood education (i.e., licensed preschool or family child care or transitional kindergarten [TK]) in the prior year had higher

readiness than children without these enriching experiences, especially among African-American and Latinx children, for whom ECE was more strongly linked to readiness than it was for other children.

English Proficient/Bilingual

Students who were native English speakers or were fully bilingual in English and another language had higher readiness than children who were

monolingual non-English speakers, a group whose parents/caregivers were more socioeconomically disadvantaged and reported less social support, higher stress, engagement in fewer readiness activities with their children, and access to fewer neighborhood resources. Dual language learners who are supported to become bilingual have better academic performance and social outcomes and benefit the communities in which they eventually live and work.^{ix}

No Special Need

Readiness was higher among typically developing students compared to their

peers with diagnosed special needs, who had delays in one or more skill domains.

Higher Income

Higher income families had children with higher readiness,

because they have more disposable resources to contribute towards their children's early education and development, report experiencing less stress, and have access to a greater number of resources in their communities.

Less Screen Time

Less screen time exposure was associated with higher readiness,

as it is correlated with better sleep and more time for children and families to engage in active play, reading aloud, and other high-quality social interactions.^x

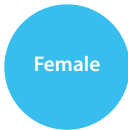
Higher Resilience

Children who were highly resilient, as reported by their parents/caregivers (meaning they were able to adjust well to changes in routine and calm themselves when upset), had better readiness outcomes,

especially in their social-emotional skills. Conversely, trauma affects children's ability to manage their emotions and adapt to stressful situations;^{xi} children who had experienced trauma likely had lower resilience ratings and lower social-emotional readiness.



Latinx children had lower readiness than white and multiracial children, a disparity that may be partly explained by the fact that, in addition to having less disposable income, parents/caregivers of Latinx children reported higher degrees of stress, lower levels of social support, and access to fewer neighborhood assets compared to the parents/caregivers of white and multiracial children. The readiness scores of African-American and Asian/PI children were between those of white/multiracial and Latinx children, but only the difference between white/multiracial and Latinx children was statistically significant.



Girls tended to have higher readiness. Developmental researchers have noted that girls are more developed than boys at this age, particularly in their social and behavioral skills.^{xii} The gender gap in readiness was larger for African-American, Asian/PI, and multiracial children than it was for white and Latinx children, and for children in families earning at least \$35,000 per year than for children in lower income families.



More frequent reading with children predicted higher readiness.^{xiii} Research shows reading promotes children’s language and social-emotional development.

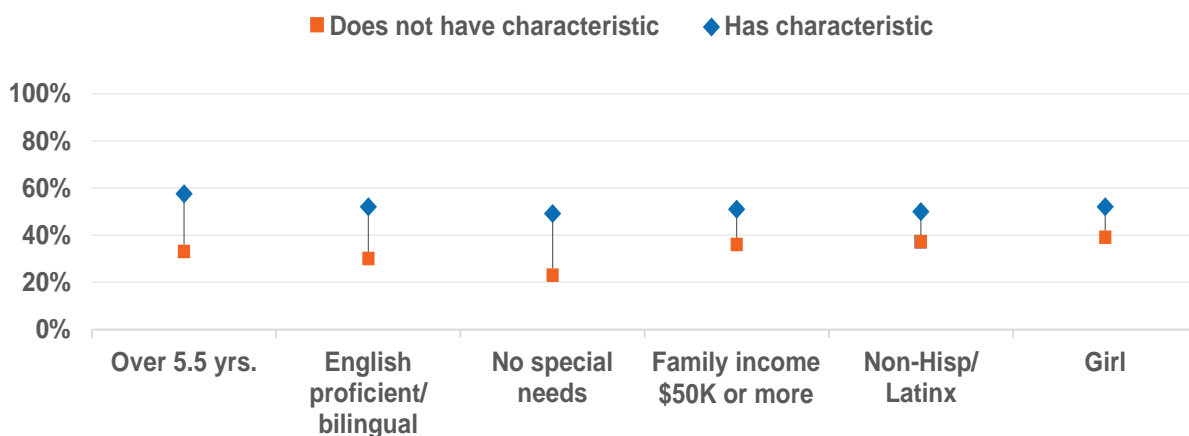


Children had higher readiness when their fathers utilized a greater number of community resources, like libraries, museums, and parks. Other research shows that fathers play an important and unique role in children’s early cognitive and regulatory development.^{xiv}

Demographic, Developmental, and Socioeconomic Readiness Gaps

In this section, we illustrate the gaps in readiness based on children’s demographic, developmental, and socioeconomic characteristics, after controlling for other factors significantly associated with readiness. Many characteristics we analyzed co-occur (e.g., race/ethnicity and family income), but the charts that follow help us see the gaps in readiness that remain after accounting for other factors. For instance, only 36% of children 5.5 years or younger were *Fully Ready*, compared to 56% of older children, when key characteristics, like gender, race/ethnicity, and family income, are otherwise the same. Here and in other instances in the report, we have selected \$50,000 as a cut-off for displaying data related to family income, as this approximates the income of two adults who are working full time at California’s minimum wage.^{xv}

Figure 9 — Adjusted Percent Fully Ready, by Child and Family Characteristics



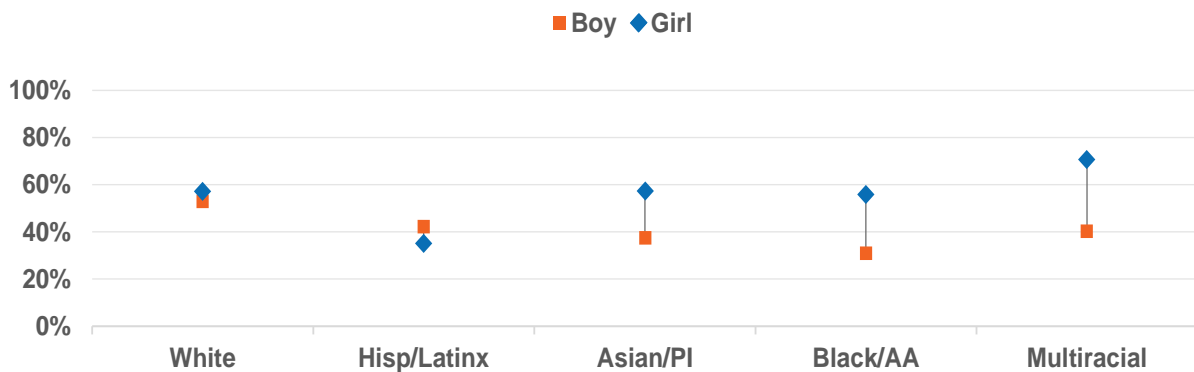
Source: Kindergarten Observation Form (2019), Parent Information Form (2019)

Note: N=983-1,013. All differences are statistically significant (p<.05). Adjusted for other significant factors in the regression model.

The gender gap in readiness varied by race/ethnicity, with larger gaps observed among African-American, Asian/PI, and multiracial children than among white and Latinx children. In fact, among Latinx children, the gender gap was reversed, with boys exhibiting higher readiness than girls.

The significant gender gap observed for some boys of color, particularly multiracial and African-American boys, may be related to disparities in children’s experiences in their early learning settings and communities. For example, preschool teachers often perceive behavior that is typical of boys’ play as “out of control,” resulting in louder reprimands and greater expression of disapproval.^{xvi} The intersection of race, gender, and class helps explain the opportunity gap facing young African-American boys in particular. There is evidence that preschool teachers are more likely to view young African-American boys’ behavior negatively,^{xvii} they are more likely to be disciplined than nurtured,^{xviii} and they are suspended and expelled from preschool at significantly higher rates compared to other children.^{xix} In addition, African-American children in Alameda County are over six times as likely as white children to grow up in poverty,^{xx} which adversely affects their health and development.^{xxi} **Gender, race, and class disparities interact to produce early opportunity gaps that contribute to the observed kindergarten readiness gaps.**

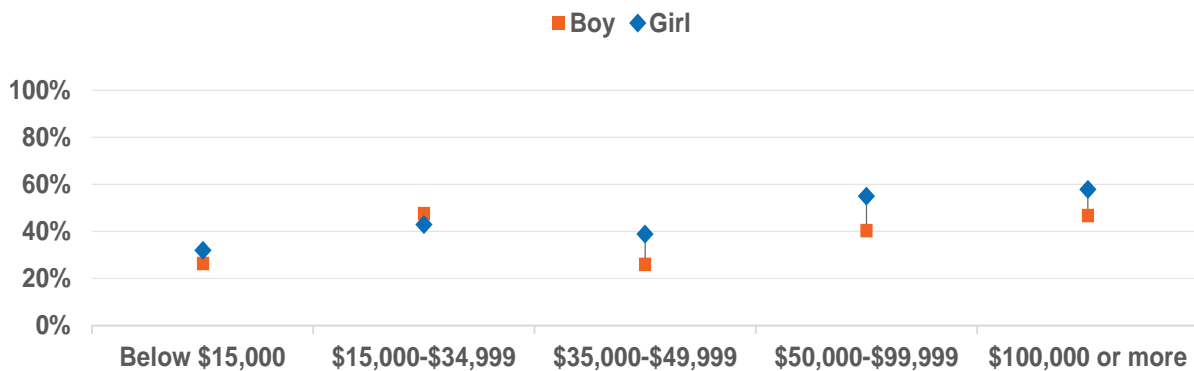
Figure 10 — Adjusted Percent Fully Ready, by Race/Ethnicity and Gender



Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,560. Difference in readiness gap statistically significant (p<.05). Adjusted for other significant factors in the regression model.

Differences in the gender gap in readiness were also observed for children from different socioeconomic backgrounds. Although there was a gender gap favoring girls for children living in families earning at least \$35,000 per year, there were no gender differences among children in lower income families. It appears that at the lowest end of the income distribution, boys and girls are equally disadvantaged, with their socioeconomic circumstances playing a larger role in their readiness than their gender.

Figure 11 — Adjusted Percent Fully Ready, by Income and Gender

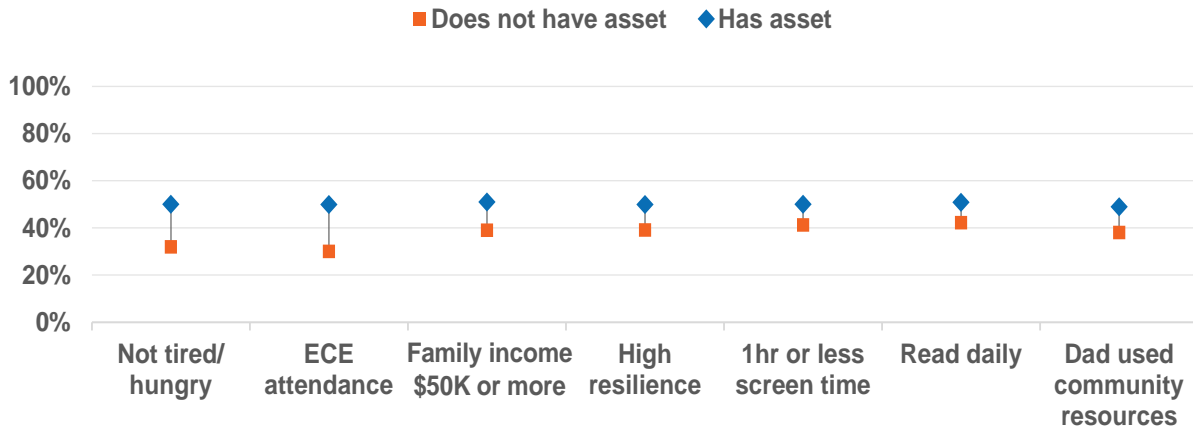


Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,013. Difference in readiness gap statistically significant (p<.05). Adjusted for other significant factors in the regression model.

Readiness Gains Associated with Malleable Assets

Several of the factors strongly related to readiness can be impacted with intervention, especially health and well-being, ECE attendance, family income (considered both a socioeconomic characteristic and a malleable factor), resilience, screen time, reading with the child, and father’s use of community resources. The chart below shows the extent to which these factors were independently associated with likelihood of being *Fully Ready*, after controlling for the other correlates, including demographics and socioeconomic status.

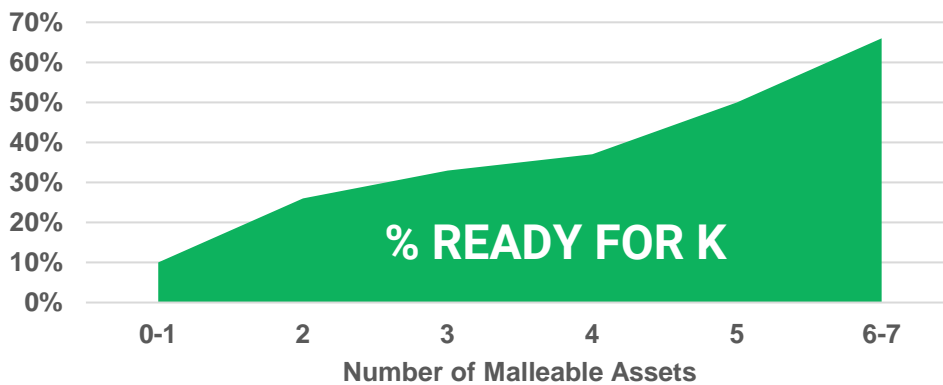
Figure 12 — Adjusted Percent Fully Ready, by Malleable Assets



Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=983-1,013. All differences are statistically significant ($p < .05$). Adjusted for other significant factors in the regression model.

Although boys of color, particularly African-American boys, tended to have lower readiness scores, **their readiness improved substantially if they had access to a greater number of these seven malleable assets.** When no more than one of the assets was present, 10% of boys of color were *Fully Ready*. In contrast, 66% of boys of color were *Fully Ready* when they had at least six assets, well above the 44% who were *Fully Ready* in the county overall.

Figure 13 — Percent of Boys of Color Fully Ready, by Number of Malleable Assets



Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=363. Boy of color defined as any non-white male participant. Relationship between assets and readiness statistically significant ($p < .001$).

SUMMARY

- In 2019, 44% of children in Alameda County were *Fully Ready*, demonstrating a combination of social-emotional and academic readiness skills
- Between 2017 and 2019, there was a marginally significant decrease in the percent of children who were *Not Ready* (i.e., were not yet proficient in any domain of readiness)
- In addition to child and family demographics, kindergarten readiness was most strongly associated with the following malleable assets:
 - » Health and well-being (not tired or hungry)
 - » Formal early childhood education attendance (TK or licensed preschool or family child care)
 - » Higher family income
 - » Less screen time (e.g., TV, video games, and mobile device usage)
 - » Higher resilience (e.g., ability to adapt well to changes)
 - » More reading at home with the child
 - » More use of community resources (e.g., parks, libraries, and museums) with the child among fathers
- Gender gaps in readiness favoring girls were largest for African-American, Asian/PI, and multiracial children; the gender gap was also larger among children in families earning at least \$35,000 per year
- There was a cumulative, positive effect of malleable assets on readiness, significantly boosting the readiness of boys of color



Readiness of Families...

...and Other Child and Family Characteristics

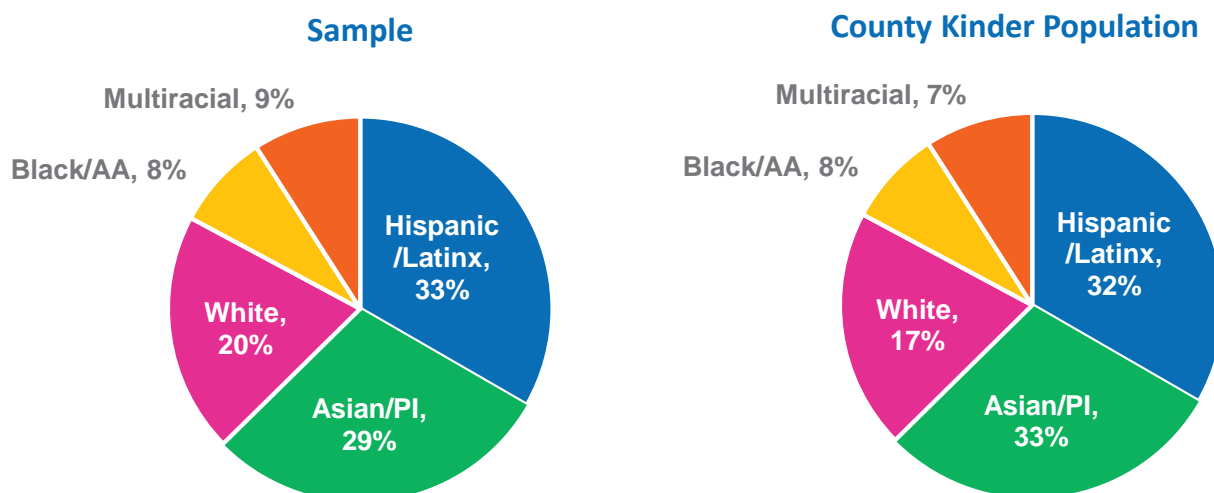
Parents/caregivers completed the *Parent Information Form (PIF)*, providing information on an array of child and family characteristics and experiences to help us gauge the readiness of families and better understand the backgrounds of participants in the study. Data illustrating these characteristics and experiences are presented in this section.

Child and Family Demographics

The sample had slightly more boys (52%) than girls (48%), and children were 5.5 years old on average when they entered kindergarten. According to teachers, 31% of children were English Learners; the same proportion who were English Learners in the county overall in 2018-19.^{xiii} About half of these children (49%) spoke Spanish as their preferred language, and 11% spoke Chinese; other languages were significantly less common.

Latinx students comprised the largest racial/ethnic group in the sample – 33% were Latinx of any race. Twenty-nine percent of students were Asian/Pacific Islander (the majority of whom were either South Asian or East Asian), 20% were white, 9% were multiracial, and 8% were African-American. The racial/ethnic makeup of the sample was nearly identical to that of the kindergarten population countywide in 2018-19.

Figure 14 — Kindergarten Students’ Race/Ethnicity



Source: Kindergarten Observation Form (2019), Parent Information Form (2019), California Department of Education (2018-19)
 Note: N=1,534.

The majority of mothers in the study (77%) had at least some college, and approximately two-thirds of families earned at least \$50,000 per year. The socioeconomic status of families in the sample was similar to that of families in the county overall, although mothers in the study were somewhat more likely to have had at least some college compared to countywide female population (70% of whom had at least some college), and households in the sample were somewhat less likely to earn at least \$50,000 per year (75% of households countywide earned this much).

Figure 15 — Maternal Educational Attainment and Family Income

| Mother's Education | Sample | County (all females [^]) | Family Income | Sample | County |
|-----------------------|--------|---------------------------------------|-------------------|--------|--------|
| Less than High School | 11% | 11% | Below \$15,000 | 7% | 7% |
| High School Diploma | 12% | 18% | \$15,000-\$34,999 | 14% | 10% |
| Some College | 15% | 16% | \$35,000-\$49,999 | 11% | 8% |
| Associate's Degree | 6% | 7% | \$50,000-\$74,999 | 9% | 13% |
| Bachelor's Degree | 28% | 29% | \$75,000-\$99,999 | 7% | 11% |
| Advanced Degree | 28% | 20% | \$100,000 or more | 51% | 51% |

Source: Parent Information Form (2019), US Census, American Community Survey (2018)
 Note: N=1,084-1,101. [^]Data unavailable for mothers only.

Children's Health, Development, and Well-Being

Health and Developmental Needs

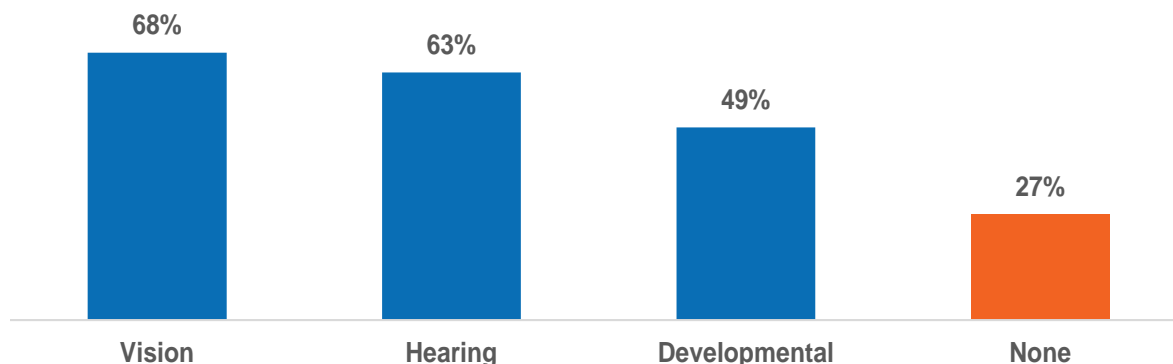
According to parents/caregivers and/or kindergarten teachers, 9% of children had an IEP or a special need diagnosed by a professional. Speech and language challenges were the most common concerns, affecting 71 children. In addition, 9% of children had been born low birth weight (i.e., less than five pounds, eight ounces), and about 10% had been diagnosed with asthma.

Health Insurance and Health Care Access

The *PIF* contained several questions relating to children's access to and use of various health services. Nearly all students had health insurance (99%), a regular doctor (98%), and a regular dentist (92%).

Next, parents/caregivers reported on the health and developmental screenings their children had received. While 68% had received a vision screening, and 63% had received a hearing screening, only 49% had received a developmental screening; 27% had not received any screening at all.

Figure 16 — Children's Health and Developmental Screenings



Source: Parent Information Form (2019)
 Note: N=1,097.

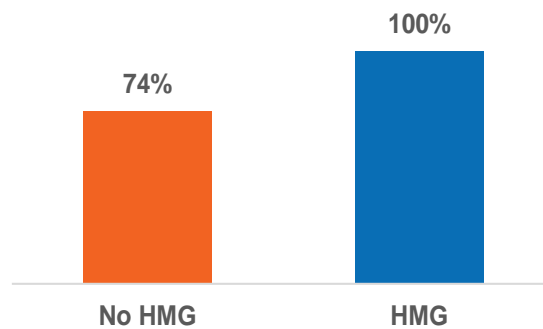
Help Me Grow and Quality Counts Support for Developmental Needs

First 5 Alameda County supports Help Me Grow (HMG), an early identification and intervention program that provides families tools to detect and address developmental, social-emotional, and learning concerns in young children. HMG conducts developmental screenings and connects families to needed health, education, and special needs services. These services are particularly important in light of the fact that fewer than half of children in the study had received a developmental screening.

In the 2019 sample, 80 children had received HMG services, including 26 who had received “light-touch” services (i.e., provided educational resources and materials), and 54 who had received “standard” services (i.e., provided resources and materials, referrals to services, and support in accessing needed services).

HMG appears to be successful in connecting children with special needs to treatment: among children who had a special need, **HMG participants were significantly more likely to be accessing professional help for that need compared to non-participants**. All HMG participants with a special need were receiving treatment, while only three-quarters of other children with special needs were accessing treatment at the time of kindergarten entry.

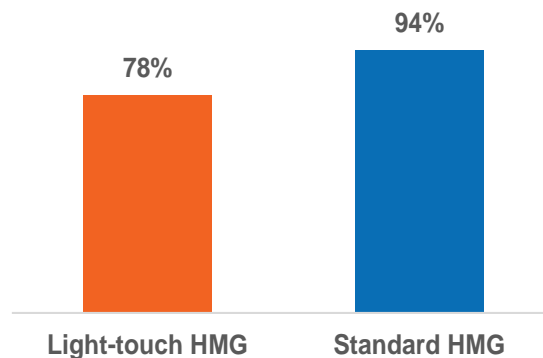
Figure 17 — Percent of Children with Special Needs Receiving Treatment, by HMG Participation



Source: Parent Information Form (2019), Alameda County HMG Data (2019)
Note: N=109. Difference statistically significant ($p < .05$).

Also, when provided in the standard dosage, rather than the light-touch dosage, **HMG appears to help families better understand child development**. Ninety-four percent of participants receiving standard services said that they knew what to expect about their child’s growth and development, compared to 78% of participants receiving light-touch services.

Figure 18 — Percent of HMG Participants with Child Development Knowledge, by HMG Intensity

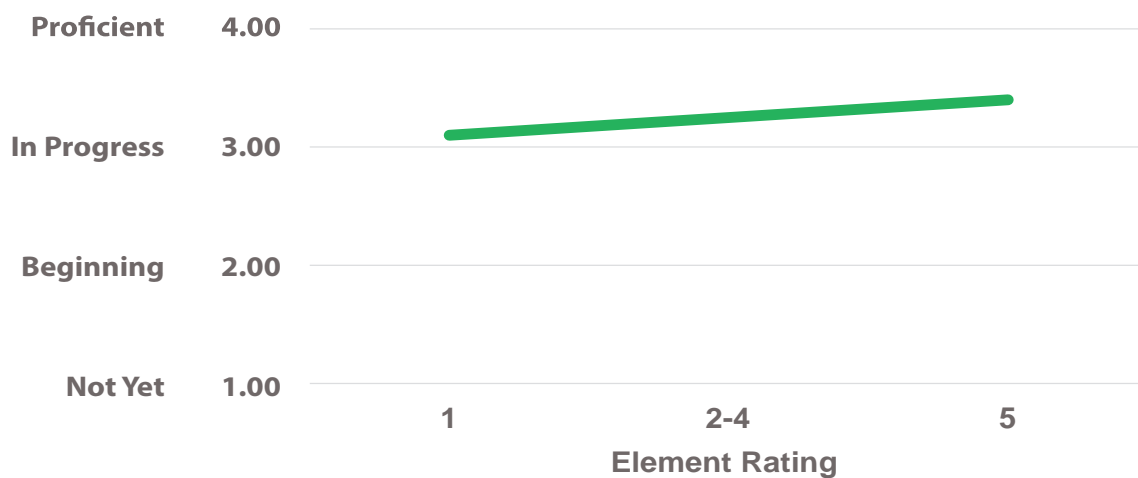


Source: Parent Information Form (2019), Alameda County HMG Data (2019)
Note: N=51. Difference statistically significant ($p < .05$).

The study also found evidence that the Alameda County Quality Counts (QRIS) program, supported by First 5 Alameda, is helping early childhood education (ECE) providers support the developmental outcomes of children in their programs. The Quality Counts program assesses quality in ECE sites and provides supports to improve the quality of care in these sites. Sites are rated on seven elements of quality and given an overall rating on a scale from 1 (lowest quality) to 5 (highest quality). In the 2019 sample, 154 children attended a Quality Counts-rated site.

One of the elements of quality measured involves the use of screening tools to identify and address the health and developmental needs of children. Within Quality Counts-rated sites, **children attending a site that received the highest rating (5) in their use of developmental and health screenings had higher Social Expression scores** than children attending a site that received the lowest rating (1). Sites receiving the highest rating work with families to ensure developmental and health screenings are conducted with all children using a valid and reliable screening tool (e.g., Ages and Stages Questionnaire [ASQ-3] and Ages and Stages Questionnaire: Social Emotional [ASQ:SE]), and they use the screening results to make referrals and implement intervention strategies and adaptations. These efforts may have contributed to their students' social-emotional readiness.

Figure 19 — Social Expression Scores, by Quality Counts Developmental and Health Screenings Rating



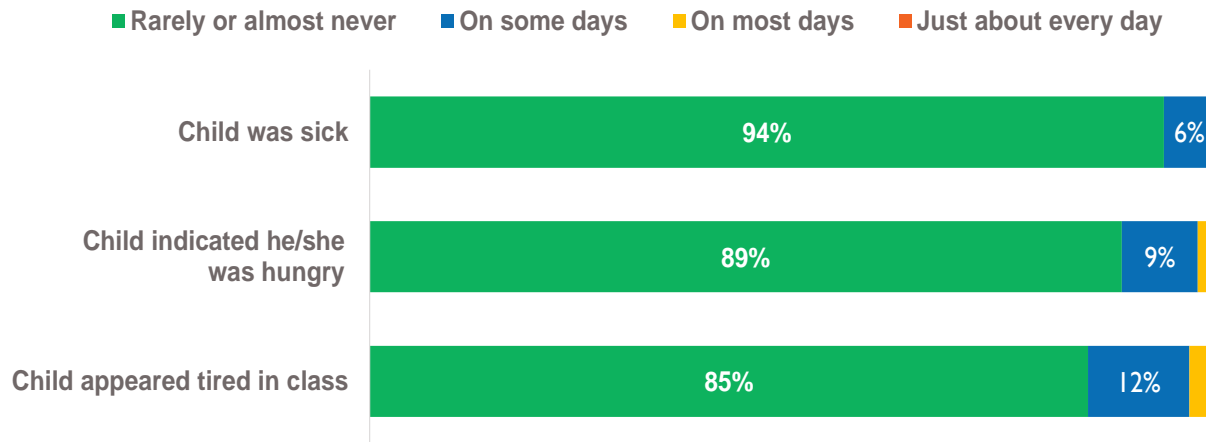
Source: Kindergarten Observation Form (2019), Parent Information Form (2019), Alameda County QRIS data (2019)
 Note: N=154. Difference between rating of 5 and rating of 1 statistically significant ($p < .05$). No site received a rating of 3. Adjusted for age, gender, race/ethnicity, special needs, English Learner status, and family SES.

Teacher Reports of Health and Well-Being

Children who came to school with well-being concerns, particularly those exhibiting signs of tiredness or hunger, had lower readiness levels than their healthy peers. Just over one in five children appeared tired, sick, or hungry on at least some days, according to their teachers. Some of the child and family characteristics associated with better health and well-being outcomes included higher income, housing stability, and lower levels of stress among parents/caregivers. Children without special needs also tended to have higher levels of health and well-being.

Child health and well-being was correlated with higher income, housing stability, and lower caregiver stress.

Figure 20 — Health and Well-Being

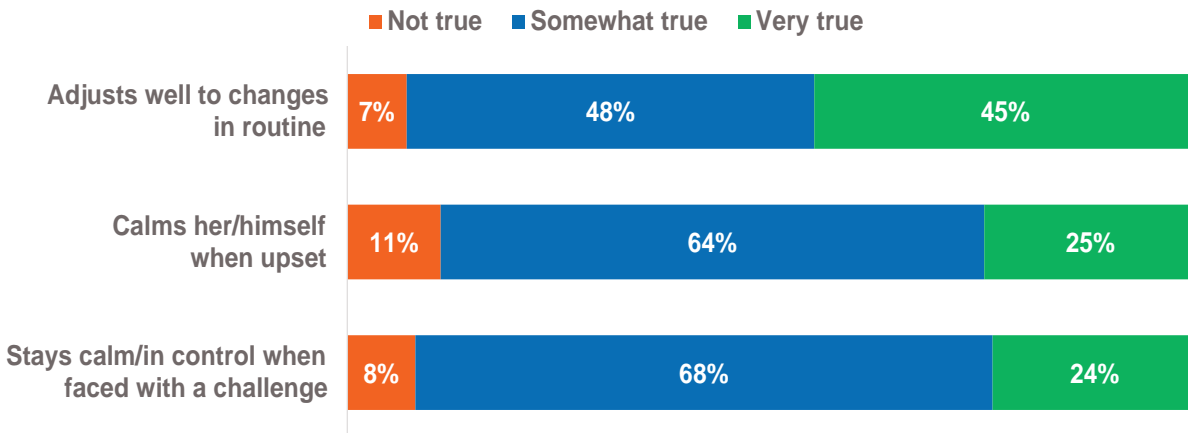


Source: Kindergarten Observation Form (2019)
 Note: N=1,522-1,526. Percentages may not sum to 100 due to rounding. Proportions of less than 5% are not labeled.

Child Resilience

The current study found that children with higher resilience scores also had significantly higher kindergarten readiness scores. Resilience was measured using three questions on the parent survey. Approximately 81% of parents/caregivers said that their child adjusts well to changes in routine, is able to calm him or herself when upset, and stays calm and in control when faced with a challenge.

Figure 21 — Parents/Caregivers’ Perceptions of Child Resilience

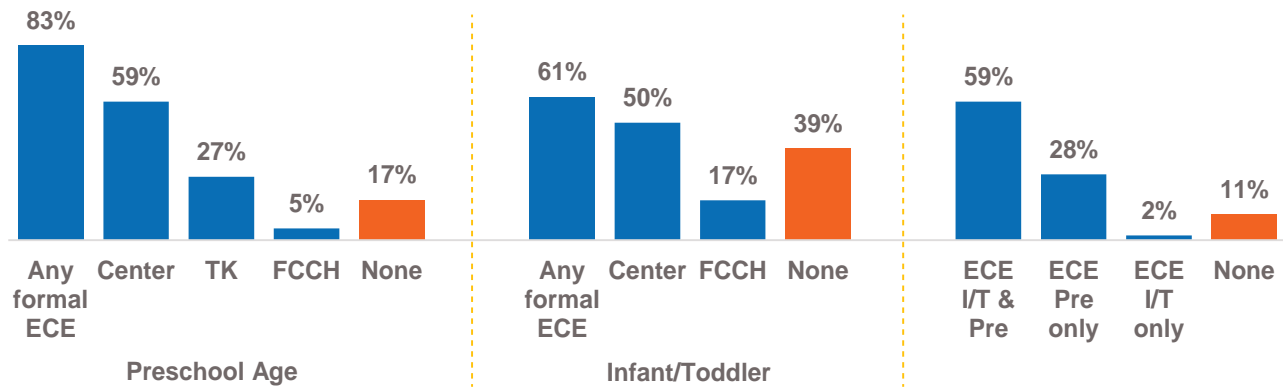


Source: Parent Information Form (2019)
 Note: N=1,097. Percentages may not sum to 100 due to rounding.

Early Childhood Education Experiences

ECE experience was one of the factors most strongly associated with readiness in the current assessment. More than four out of five children (83%) attended either licensed preschool, licensed family child care (FCCH), or transitional kindergarten (TK), in the year prior to kindergarten. In the infant and toddler years, children were less likely to attend formal ECE; 61% of children had formal ECE experience in these years. About **25% of families said they would have chosen a different child care arrangement if they could have afforded it.**

Figure 22 — Children’s Preschool/Child Care Experience

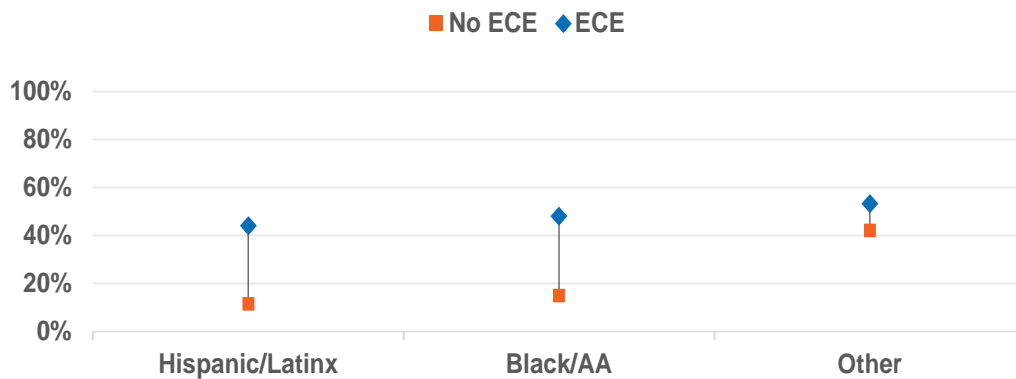


Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,003-1,469.

Although the vast majority of children had some form of formal early childhood education experience, ECE attendance was not uniform across subgroups of children in the sample. Children in low-SES and single-parent families, English Learners, and Latinx and African-American children were less likely to have access to formal ECE than their peers. Yet, we also found that attending **ECE was more strongly linked to readiness for young African-American and Latinx children** than for children of other races or ethnicities. The readiness gap between children with and without ECE experience was 33 percentage points for Latinx and African-American children, but only 11 percentage points for the remainder of the sample.

Black and Latinx children were less likely to attend ECE, but when they did, it had a stronger positive effect on their readiness.

Figure 23 — Adjusted Percent Fully Ready, by Child Race/Ethnicity and ECE Attendance



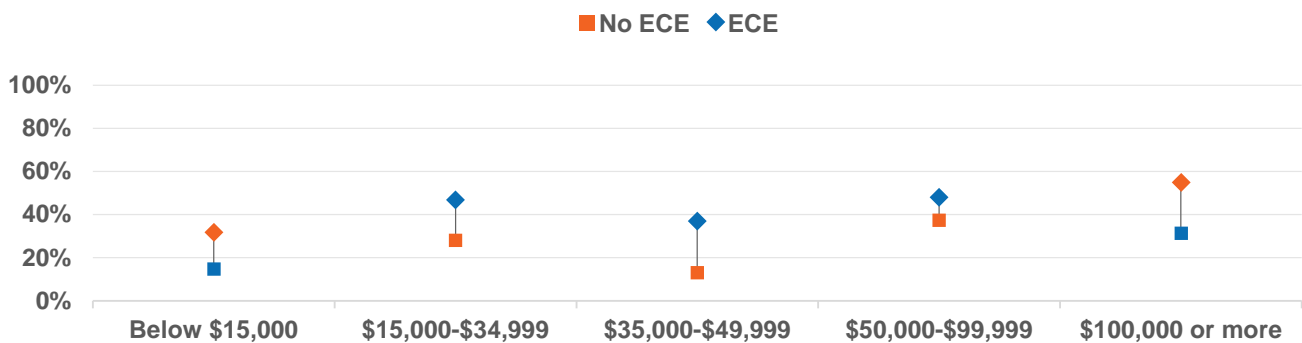
Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,013. Difference in readiness gap statistically significant (p<.05). Adjusted for age, gender, special needs, English Learner status, and family SES.

“[It is] very important that children enter school at an early age because then when they start [kindergarten], they don’t feel as afraid. They’re prepared.”

– Parent focus group participant

As mentioned previously, low-income children were less likely to attend ECE than high-income children. However, **when they did attend ECE, children in families earning below \$50,000 per year had significantly higher readiness levels than their peers who did not have ECE experience** – a finding that is in line with other research demonstrating the numerous short- and long-term benefits of ECE for disadvantaged children.^{xxiii} ECE attendance also greatly raised the readiness of children in families earning at least \$100,000 per year. Attending ECE improved the readiness of children in families earning between \$50,000 and \$100,000, but to a somewhat lesser extent, perhaps because families at the highest end of the income distribution were better able to afford high-quality care to support their children's readiness. We did not have complete data on the quality of care children received, but **parents/caregivers in our study who earned below \$100,000 per year were twice as likely as those earning more to say they would have chosen a different child care arrangement if they could have afforded it.**

Figure 24 — Adjusted Percent Fully Ready, by Income and ECE Attendance

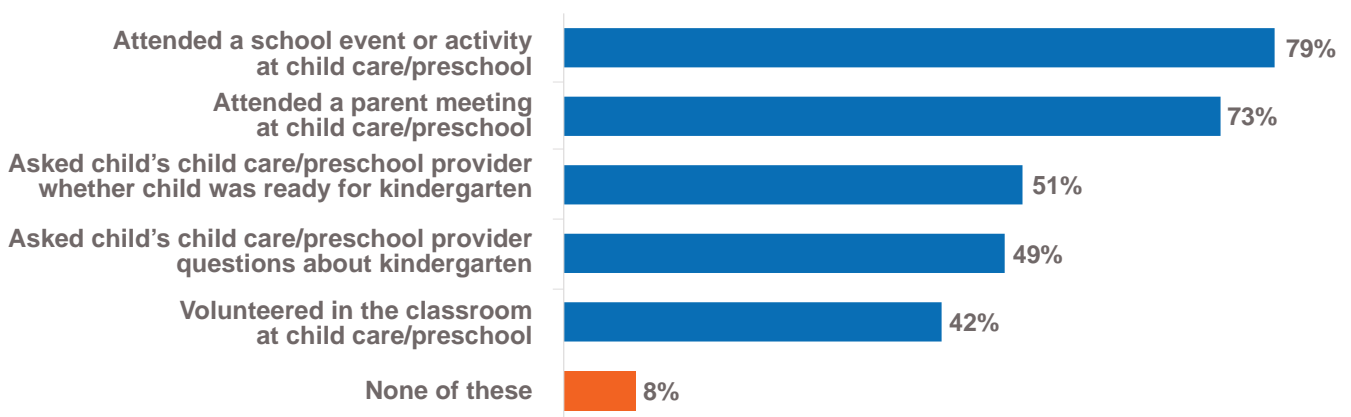


Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,013. Difference in readiness gap statistically significant (p<.05). Adjusted for age, gender, race/ethnicity, special needs, and English Learner status.

Families' Preparation for Kindergarten

Parents/caregivers were asked about their engagement in their child's child care or preschool setting. Seventy-nine percent of parents/caregivers attended a school event or activity at their child's child care or preschool, 73% attended a parent meeting, 51% asked the child care/preschool provider whether their child was ready for kindergarten, 49% asked them questions about kindergarten, and 42% volunteered in the classroom.

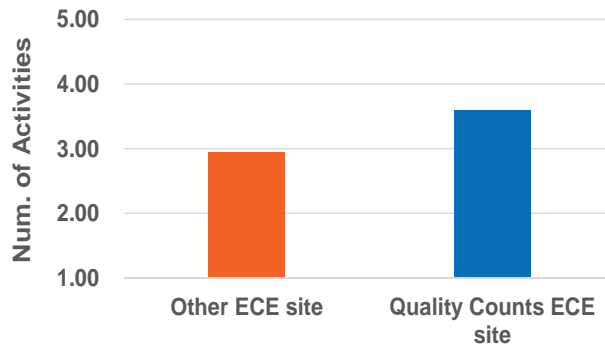
Figure 25 — Engagement in Child Care/Preschool Setting



Source: Parent Information Form (2019)
 Note: N=1,017.

Families of children in Quality Counts ECE settings were more engaged in those early learning sites compared to families of children in other ECE settings. Families with children in Quality Counts ECE sites were more likely to attend meetings and events at the site, volunteer in the classroom, and ask the provider questions about kindergarten and their child’s readiness. Despite being more socioeconomically disadvantaged than children in other ECE settings, children attending Quality Counts ECE sites also had readiness levels that were on par with children attending other ECE programs, and their scores were higher than children who had similar demographic and socioeconomic profiles but did not attend ECE. Thus, **Quality Counts appears to be offering a support to vulnerable families that helps bring children’s readiness in line with their peers.**

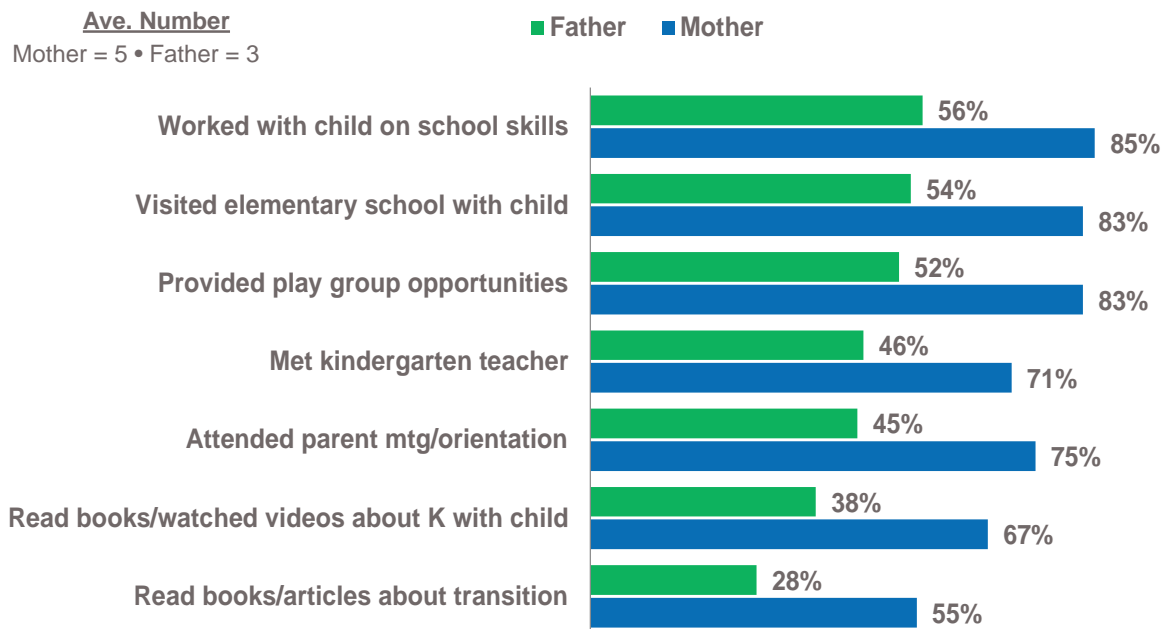
Figure 26 — Engagement in Child Care/Preschool Setting, by Site Participation in Quality Counts



Source: Parent Information Form (2019), Alameda County QRIS data (2019)
 Note: N=894. Difference statistically significant (p<.001). Adjusted for age, gender, race/ethnicity, special needs, English Learner status, and family SES.

The parent survey also asked about parent/caregiver engagement in various kindergarten transition activities. The majority of parents/caregivers had worked on school skills with their child (85% of mothers and 56% of fathers), visited the elementary school with the child (83% of mothers and 54% of fathers), and provided opportunities for the child to play in small groups with other children (83% of mothers and 52% of fathers). Other transition activities were less common.

Figure 27 — Kindergarten Readiness Activities



Source: Parent Information Form (2019)
 Note: N=1,109

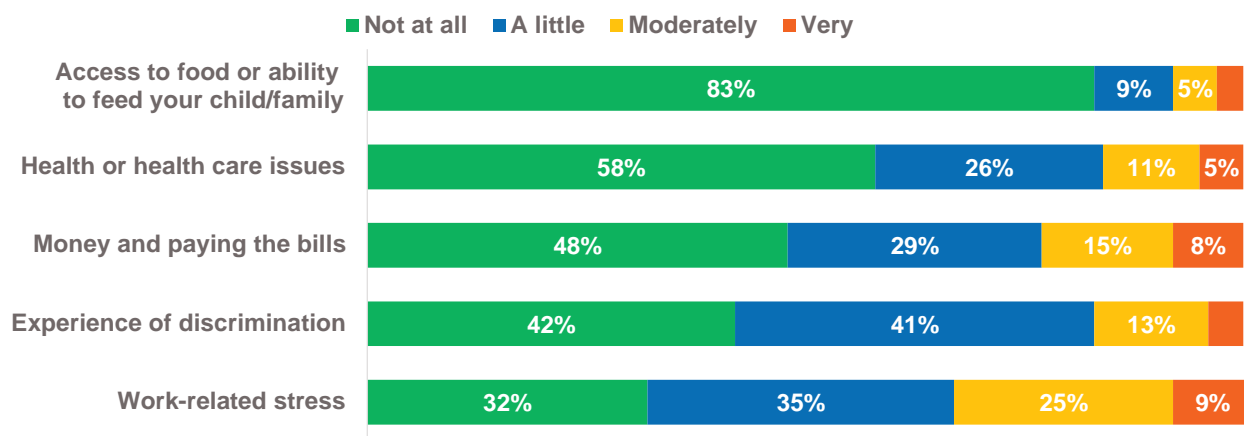
Family Stressors and Supports

Family Stress

In the current year, nearly two-thirds of families reported at least some work-related stress, and over half reported concerns about money and paying the bills. Additionally, close to six in 10 parents/caregivers reported that they had experienced discrimination because of their race/ethnicity. Many families also said they were at least a little concerned about health or health care issues, but concerns about access to food were less commonly reported. We found that **reports of stress were significantly more common among parents/caregivers of color and those in low-income families.**

High levels of stress were more commonly reported by parents/caregivers of color and those in low-income families.

Figure 28 — Parent/Caregiver Reports of Concerns



Source: Parent Information Form (2019)

Note: N=1,094-1,105. Percentages may not sum to 100 due to rounding. Proportions of less than 5% are not labeled.

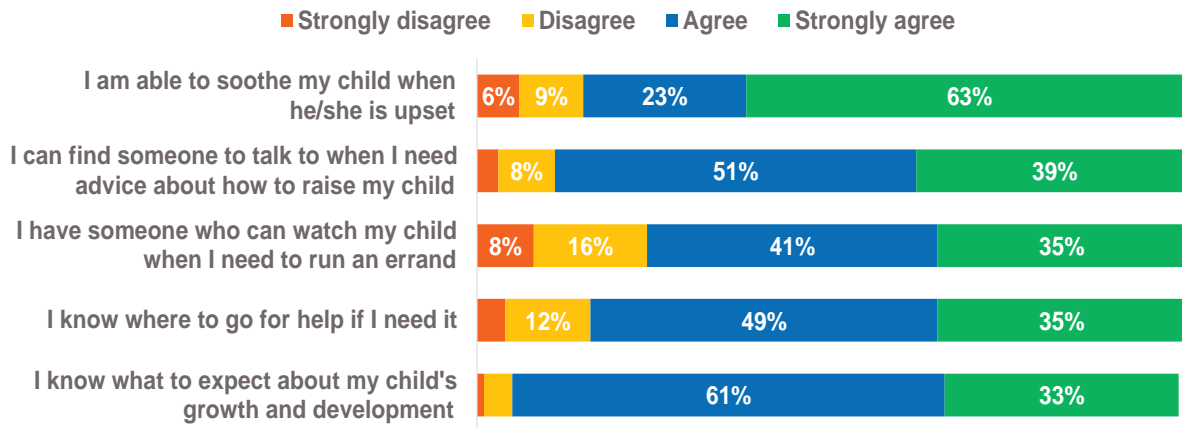
Housing Instability: Family Mobility & Homelessness

Over half of families had moved at least once in the child’s lifetime, including 19% who had moved three or more times. In addition, 7% of families reported that they had experienced homelessness at some point in the child’s lifetime. Most of these families (69 of the 80 reporting homelessness) had lived temporarily with friends or family due to economic hardship. Housing instability was significantly more prevalent among low-income families. Homelessness was correlated with lower readiness, but this relationship was no longer significant after accounting for family income. **Experiencing homelessness was also related to other challenges, including greater parent/caregiver stress, more limited access to ECE, and child health and well-being concerns.**

Protective Factors

The PIF included a set of questions to assess parents’/caregivers’ perceptions of being supported in their parenting and confidence in their parenting abilities. The vast majority of parents/caregivers felt they were able to soothe the child when he or she was upset (86%). Nearly all agreed that they know what to expect about their children’s growth and development (94%) and they had someone to talk to for advice about parenting (90%). Over three-fourths of parents/caregivers had someone who can watch their child if they needed to run an errand, and 84% said they know where to go if they needed help with things like food, housing, and employment. **Low-income and Latinx families reported that they had less support than other families.**

Figure 29 — Protective Factors



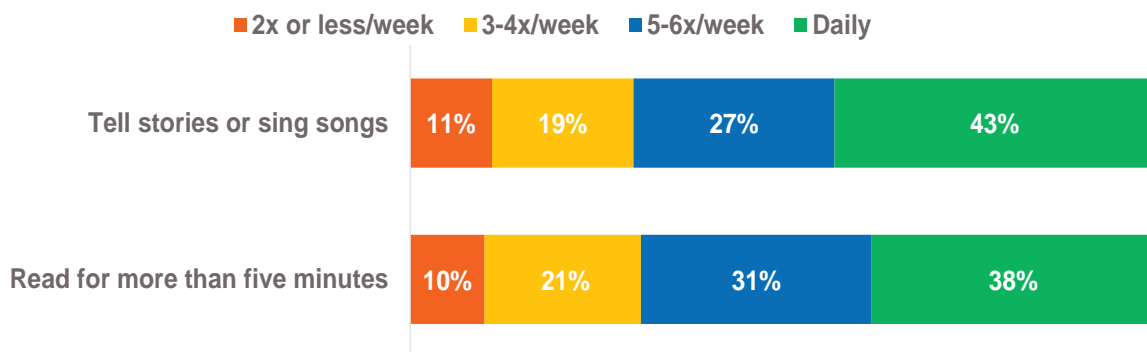
Source: Parent Information Form (2019)

Note: N=1,082-1,099. Percentages may not sum to 100 due to rounding. Proportions of less than 5% are not labeled.

Family Activities and Routines

Parents/caregivers were asked to report how often they spent time reading or telling stories and singing songs with their children during a typical week. In the current study, the frequency with which families read to their children was positively associated with kindergarten readiness. About seven in 10 families did these activities five or more times a week. Just over 85% of mothers engaged in these activities with their children compared to 60% of fathers. **Low-income and Latinx families (especially families of English Learners) reported less engagement in family activities on average, likely because they had less time, experienced more stress, and had more limited access to books in the home.** Immigrant parent/caregivers may have also been hesitant to read to their children in their native language, despite evidence that doing so improves children’s English reading proficiency.^{xxiv}

Figure 30 — Frequency of Family Activities per Week



Source: Parent Information Form (2019)

Note: N=1,048-1,068. Percentages may not sum to 100 due to rounding.

Bedtime and Screen Time

Half of children went to bed before 9PM on weeknights, 41% had a bedtime between 9PM and 9:30PM, and 9% went to bed at 10PM or later. Although the American Academy of Pediatrics (AAP) does not have a recommended bedtime, they suggest that children aged 3-5 sleep 10 to 13 hours each day.^{xxv}

The AAP also recommends that young children aged 2-5 get no more than one hour of “screen time” per day, which includes time spent watching television or videos, using mobile devices, or playing video or computer games.^{xxvi} We found that greater exposure to screen time was linked to lower kindergarten readiness levels. Among children in this assessment, 38% of children were exposed to more than the recommended amount of screen time during the school week, and 66% of children were exposed to more than the recommended amount on weekends. We also found that **children who had more screen time also tended to have later bedtimes**, similar to the findings of other studies that have shown that screen time among infants and toddlers is associated with going to bed later and sleeping less overall.^{xxvii}

66% of children had more “screen time” on weekends than recommended by the AAP.

“If the parks were safe and inviting, I wonder if kids would have less screen time and be outside more.” – Parent focus group participant

SUMMARY

- The sample was diverse and representative of the countywide kindergarten population on key demographic characteristics
- Children with special needs who received HMG services were significantly more likely to be accessing professional help for their special need, and families who received standard HMG services were more likely than families receiving light-touch services to know what to expect about their child’s growth and development
- ECE sites participating in the Quality Counts program had children with higher *Social Expression* scores if they conducted health and developmental screenings with all children and used the results to make referrals and implement interventions
- Over one in five children appeared tired, sick, or hungry, on at least some days
- Approximately eight in 10 parents/caregivers said their child is able to stay calm when faced with a challenge, adjust well to changes in routines, and calm him/herself when upset
- Over four in five children attended formal ECE in the year prior to kindergarten; Latinx and African-American children were less likely to have access to formal ECE, but ECE attendance was more strongly linked to readiness for these children than for children of other races/ethnicities
- Attending ECE was associated with a significant increase in the likelihood of being *Fully Ready* for children in families earning less than \$50,000 per year
- Families of children at Quality Counts sites were more engaged in the child care setting than families of children at other ECE sites

- The majority of parents/caregivers engaged in kindergarten preparation activities; mothers were more likely to engage in kindergarten preparation activities than fathers
- Parents/caregivers were most affected by work-related stress, discrimination, and difficulty making ends meet; these concerns were more likely to be reported by parents/caregivers of color and those in low-income families
- Seven percent of families had experienced homelessness at some point in the child's life, and these families were more likely to report high levels of stress, limited access to ECE, and their children had more health and well-being concerns
- About seven in 10 parents/caregivers read or told stories or sang songs with their child at least five times per week; mothers were more likely to engage in these activities than fathers
- Most children went to bed by 9PM and did not have more than one hour of screen time during the week, but 66% of children were exposed to over an hour of screen time on weekends; more screen time was associated with later bedtimes

POLICY RECOMMENDATIONS

- Implement policies that promote child health and well-being and reduce food insecurity, such as expanded food subsidies, free meal programs, and quality medical care
- Expand support for basic needs, such as income and housing support, so that families experience less stress and have sufficient resources to invest in their children's early education and development
- Expand early identification and intervention systems, like the First 5 Alameda-supported Help Me Grow (HMG) program and universal developmental screenings in ECE sites
- Provide quality ECE experiences for all children, including bilingual instruction for dual language learners
- Invest in ECE quality improvement efforts, like First 5 Alameda's Quality Counts initiative, including coaching and training for ECE providers
- Implement policies to address pay equity, provide a living wage for ECE professionals, and promote the development of a diverse ECE field
- Support family education and support policies and programs that:
 - » Welcome and encourage father involvement
 - » Understand and address barriers to the replacement of screen time with enriching activities like reading (e.g., stress, time, adult education and literacy, and access to books, including multilingual books)



Readiness of Communities

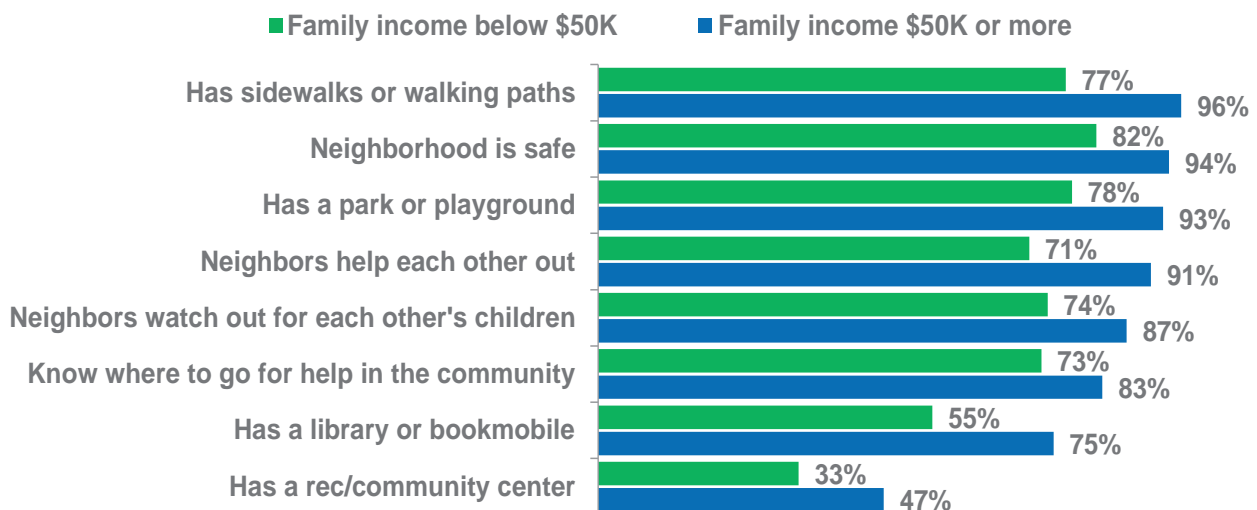
To help assess the readiness of communities to support children and families, parents/caregivers in the study reported on the presence of assets in their neighborhoods and whether they utilized local community resources. We also looked at the relationship between resources and supports in the community and children’s kindergarten readiness. Findings on the readiness of the communities in which participants lived are described in this section.

“Playgroups, preschools, parks, and libraries – these resources help children to play together [and] face problems and cope with them, automatically making them resilient.” – Parent focus group participant

Neighborhood Assets

The vast majority of parents/caregivers reported neighborhood strengths and opportunities, indicating that their neighborhood is safe, well-connected, and has basic resources like sidewalks and parks or playgrounds. Somewhat fewer parents/caregivers reported that their neighborhood has a library or a recreation or community center. **Families earning at least \$50,000 per year were significantly more likely than lower income families to report the availability of each asset in their neighborhood, pointing to the need to invest in assets for low-income communities.**

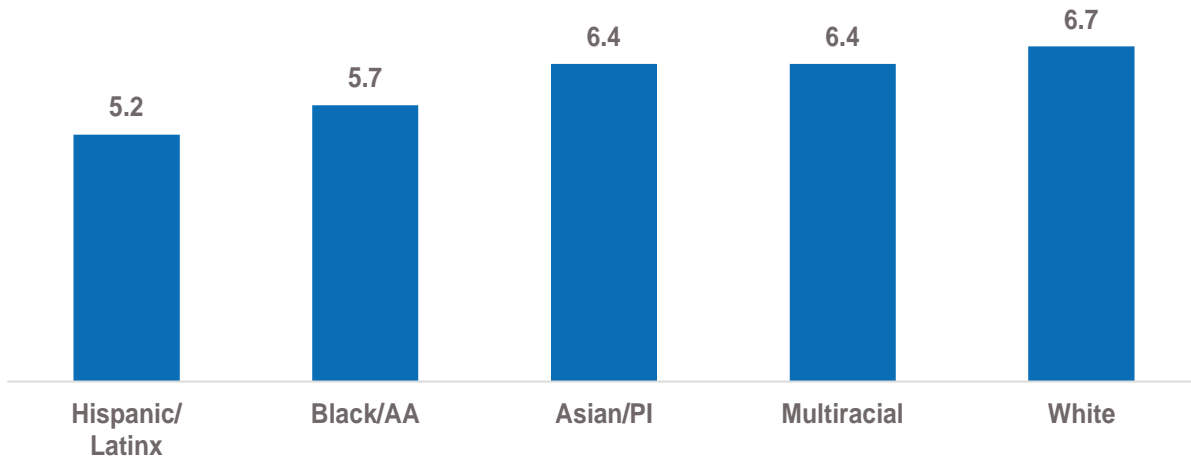
Figure 31 — Prevalence of Neighborhood Assets



Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,017-1,078. Differences statistically significant (p<.01).

The number of neighborhood assets reported by parents/caregivers was compared across race/ethnicity and income. **Latinx and African-American families tended to live in communities with fewer assets than Asian/PI, multiracial, and white families.** English Learners, most of whom were Latinx, also lived in communities with fewer assets.

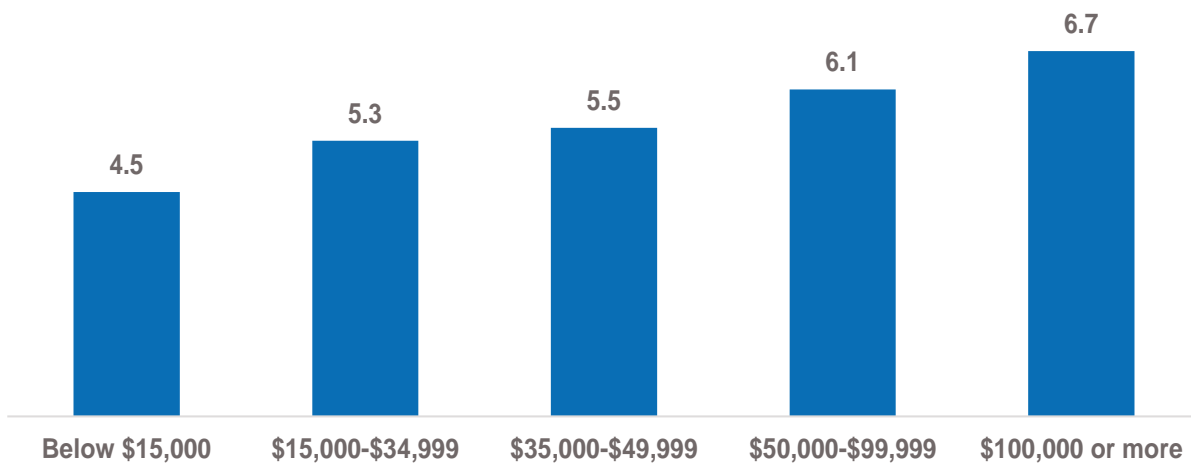
Figure 32 — Neighborhood Assets, by Race/Ethnicity



Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
Note: N=1,134. Differences statistically significant (p<.001).

As family income rose, so did the number of neighborhood assets reported by families. For example, families earning below \$15,000 per year reported fewer than five assets in their neighborhoods, while families earning \$100,000 or more reported close to seven assets.

Figure 33 — Neighborhood Assets, by Family Income

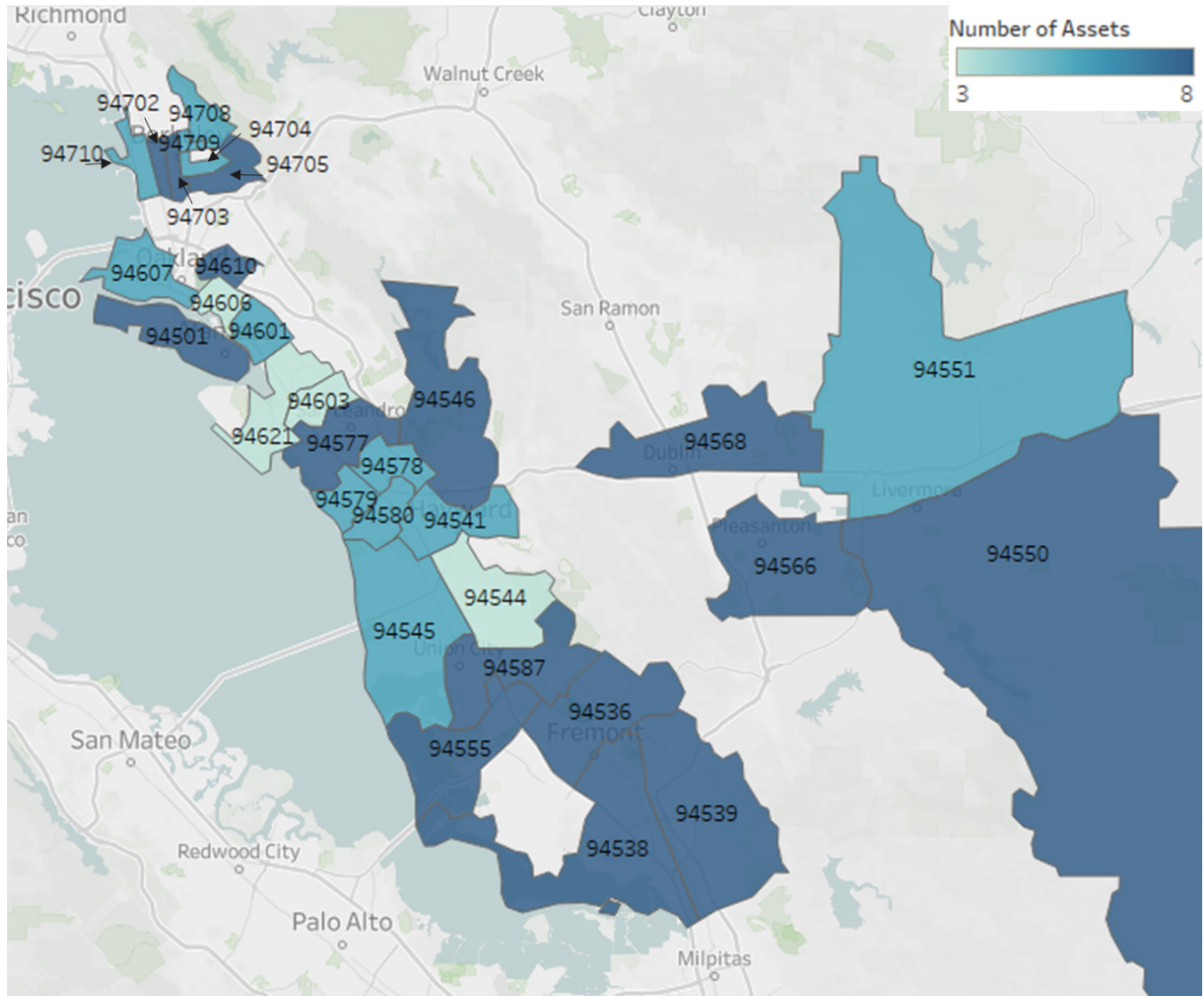


Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
Note: N=1,078. Differences statistically significant (p<.001).

“Our neighborhoods are overlooked.” – Parent focus group participant

The map that follows shows the average number of assets parents/caregivers reported, by the ZIP code of the child's primary residence. According to parents/caregivers, neighborhoods in Oakland and Hayward had relatively few assets, while neighborhoods in Berkeley, Fremont, and Pleasanton had more assets. The presence of neighborhood assets was correlated with kindergarten readiness, and thus children in Oakland and Hayward also tended to have lower readiness levels than children in Berkeley, Fremont, and Pleasanton.

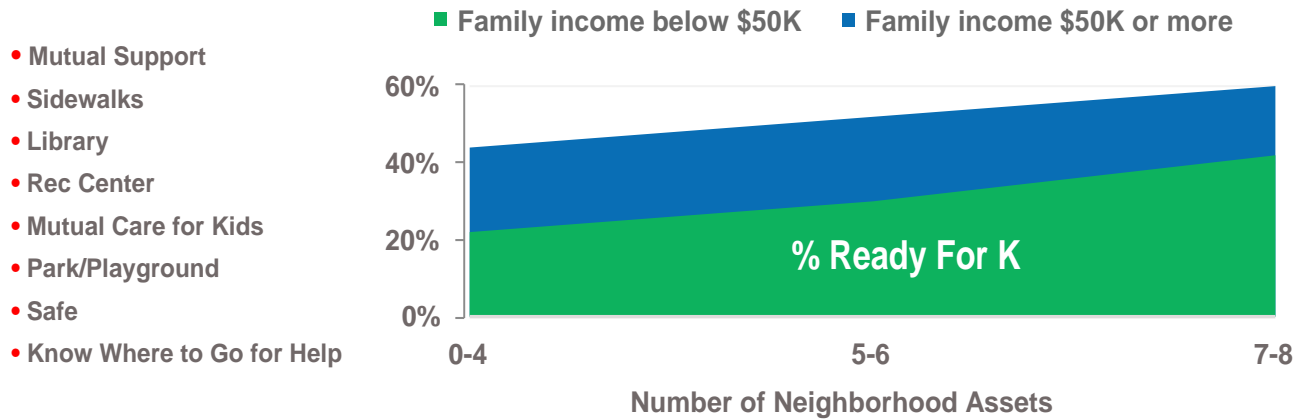
Figure 34 — Neighborhood Assets Map



Note: ZIP Codes with fewer than five participants not shown.

The kindergarten readiness levels of children in the study differed based on the presence of these neighborhood assets, even after accounting for family income. Children in families earning below \$50,000 per year and those in higher income families had significantly higher readiness if they also lived in asset-rich neighborhoods. To the left of the graph that follows, the assets are listed in the order of the strength of their association with readiness; assets that had the strongest relationship with readiness included the presence of mutual support among community members, sidewalks and walking paths, and libraries. As the chart clearly shows, **neighborhood assets significantly boost children's readiness.** Policies that address income inequality are also needed to fully close the gap in readiness between children in low-income families and higher income families.

Figure 35 — Percent Fully Ready, by Number of Neighborhood Assets



Source: Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,036. Relationship between assets and readiness statistically significant (p<.05).

Parent/Caregiver Use of Community Resources and Services

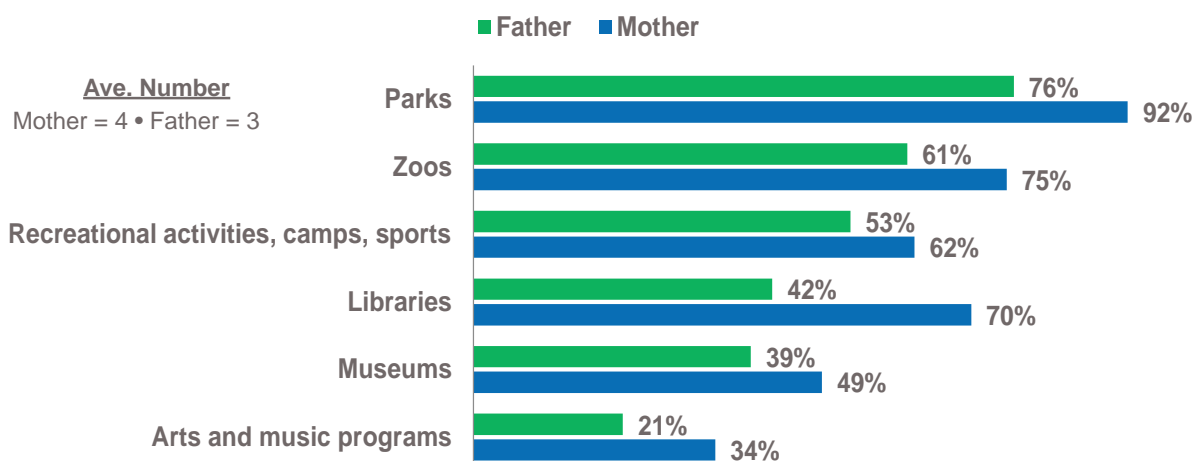
In addition to asking parents/caregivers about the characteristics of their neighborhoods, the parent survey asked them to indicate the types of community resources, programs, and services they utilized. The data reported here reflect families' engagement with community supports, but this engagement is likely related to the availability and accessibility of resources in the community. Further exploration of and investment in community resources is called for.

Alameda County has identified eliminating poverty and hunger as a Vision 2026 goal, and Oakland Unified School District has adopted the Early Development Instrument (EDI) to further explore access to community resources and understand place-based disparities in investment and outcomes.

As mentioned earlier in the report, use of community resources, specifically among fathers, was significantly associated with children's kindergarten readiness. The most widely used resources by parents/caregivers were local parks and zoos. **Mothers were more likely than fathers to use each resource, and this caregiver gap in engagement was greatest for libraries.** Community resource use was lower among African-American and Latinx families, as well as among low-income families, likely in part due to the fact that these families tended to live in neighborhoods with fewer assets and resources available to them.

"[We] need more resources for dads." – Parent focus group participant

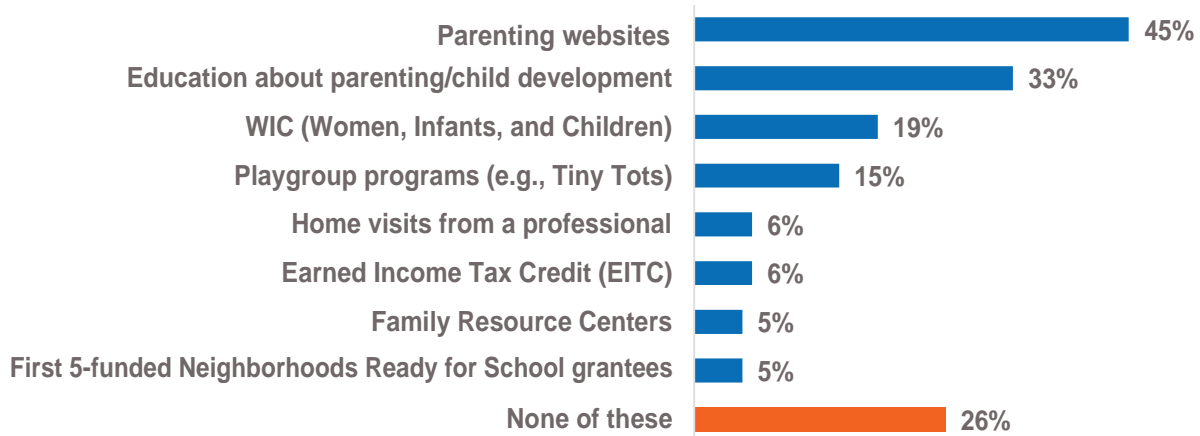
Figure 36 — Use of Community Resources



Source: Parent Information Form (2019)
 Note: N=1,124.

Parents/caregivers were also surveyed about their use of a variety of parent programs and services. The most commonly used parenting resources were parenting websites (45%), followed by education about child development or parenting practices (33%) and WIC (Women, Infants, and Children, 19%). About 15% had participated in playgroup programs, and fewer than 10% of respondents had utilized other types of programs and services. Just over one-quarter of families had not used any of the supports or services listed.

Figure 37 — Use of Parenting Programs, Services, and Supports



Source: Parent Information Form (2019)
 Note: N=1,090.

What Parents Say

Focus group parent participants wanted to see more of the following assets in their communities to help build kindergarten readiness:

- Support for basic needs, like food pantries, free clothing, and affordable housing; help with finding and accessing these supports (e.g., resource lists and family navigators); and more funding for resource programs
- Affordable child care, preschool, and after school programs, as well as changes to income eligibility requirements for subsidized care (including Head Start) that take into account the high cost of living in Alameda County, so more families qualify
- Playgroups to promote child development
- Libraries (and longer hours for those libraries, so working families can use them); access to more free books, including bilingual and multicultural books; engaging reading programs for kids; and parent education on how to read with kids
- Safe and inviting parks and organized sports and outdoor activities
- Free community events and activities for children and families, including recreational programs that operate during school breaks
- Parent groups to build social support
- Programs, resources, and activities specifically for fathers

SUMMARY

- The vast majority of parents/caregivers reported that their neighborhood has basic assets and resources, but parents/caregivers of color and those in lower income families reported fewer assets than white parents/caregivers and those in higher income families
- Parents/caregivers were most likely to visit local parks and zoos with their children; readiness was more strongly associated with use of community resources among fathers than among mothers, but fathers were also less likely to use each resource type
- Children living in asset-rich neighborhoods had higher kindergarten readiness, even after controlling for family income
- The most common programs, services, and supports accessed by parents/caregivers included parenting websites and parent education programs
- Parents wanted more investment in community resources, including support for basic needs; affordable child care, preschool, and after school programs; playgroups; libraries and other literacy resources; safe and inviting parks; community events and activities; parent groups; and resources specifically for fathers

POLICY RECOMMENDATIONS

- Develop and implement policies that build livable communities rich with neighborhood assets, ensuring communities have resources and supports families can utilize to help promote their children's development
- Invest in evidence-based kindergarten readiness supports that promote equity
- Coordinate and align the kindergarten readiness supports in the county



Readiness of Schools

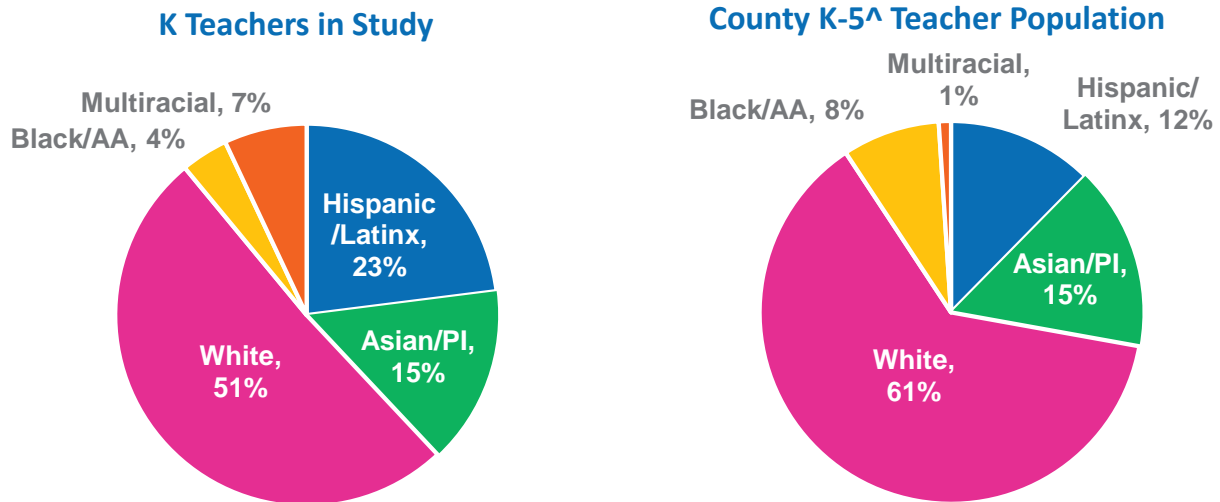
A variety of data were gathered to illustrate the readiness of elementary schools to support entering kindergartners. We examined teachers' background, training, and experience, as well as the degree to which schools were prepared to support the kindergarten transition, particularly for children with lower kindergarten readiness levels. This section summarizes our findings on the readiness of schools participating in the study.

"[It is] good [for schools] to meet children where they are. Some kids never even go to preschool." – Parent focus group participant

Teacher Background, Training, and Experience

Nearly all teachers in the study were female (96%), and over half (51%) were white. Compared to elementary school teachers in the county overall, kindergarten teachers in the sample were less likely to be white or African-American and more likely to be Latinx.

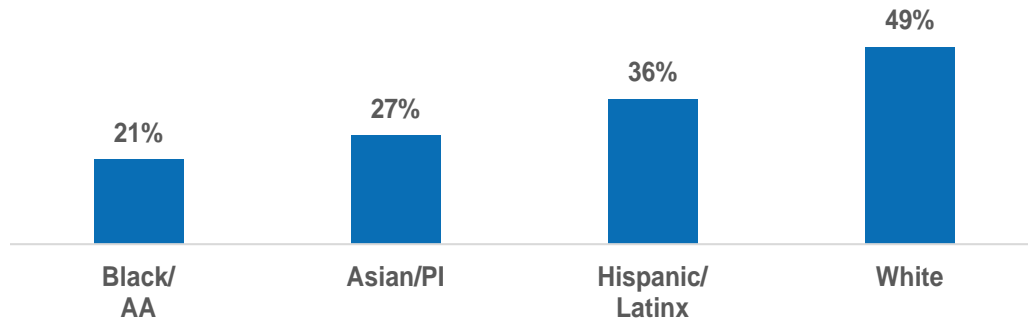
Figure 38 — Teacher Race/Ethnicity



Source: Teacher Survey (2019), California Department of Education (2018-19)
 Note: N=74. *Alameda County teacher demographic data by grade level were not publicly available.

Overall, **33% of children were taught by a teacher of the same race/ethnicity**. White and Latinx children were more likely than Asian/PI and African-American children to be taught by a teacher of the same race/ethnicity.

Figure 39 — Percent of Children Taught by a Teacher of the Same Race/Ethnicity



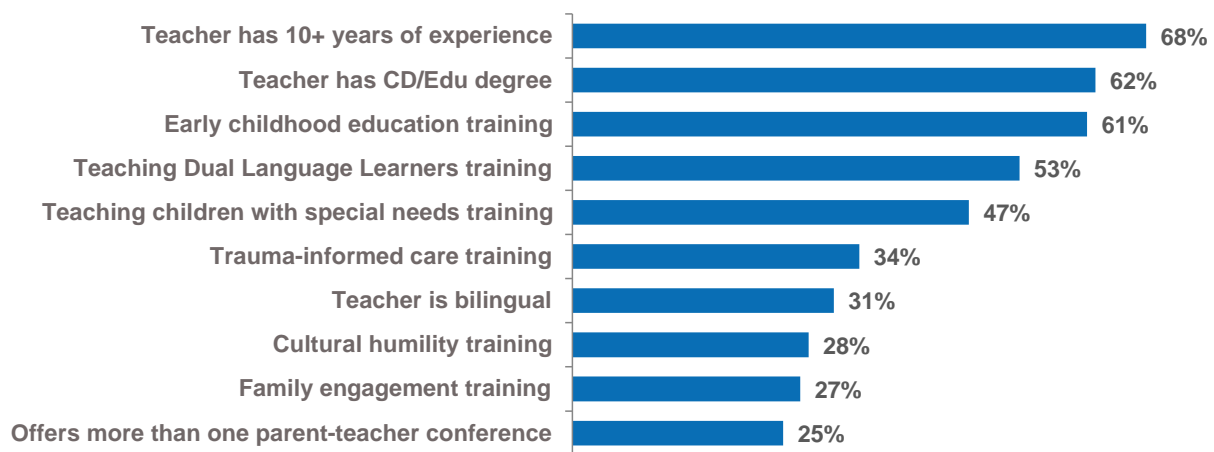
Source: Teacher Survey (2019), Kindergarten Observation Form (2019), Parent Information Form (2019)
 Note: N=1,446.

“Kids know their ABCs and can count to 10, but kindergarten readiness is also about the child having a relationship with their teacher.” – Parent focus group participant

Most teachers (62%) had a Bachelor’s degree or higher in child development or education. Teachers were also highly experienced; over two-thirds had been teaching for at least 10 years. Six in 10 had received ECE training, and 53% had received Dual Language Learner training, but fewer than half of teachers had received other types of trainings. Also, just 31% teachers were bilingual, the majority of whom spoke Spanish; just under half of English Learners (45%) in the assessment were taught by one of these bilingual teachers. The home language skills of dual language learners who do not have a bilingual teacher may not be cultivated at school, yet bilingualism improves academic and social outcomes for children and benefits their communities in the long run.^{xxviii} Finally, most teachers (75%) said they offer only one official parent-teacher conference, but will offer more if needed.

45% of English Learners had a bilingual teacher.

Figure 40 — Teacher Credentials, Training, and Family Engagement



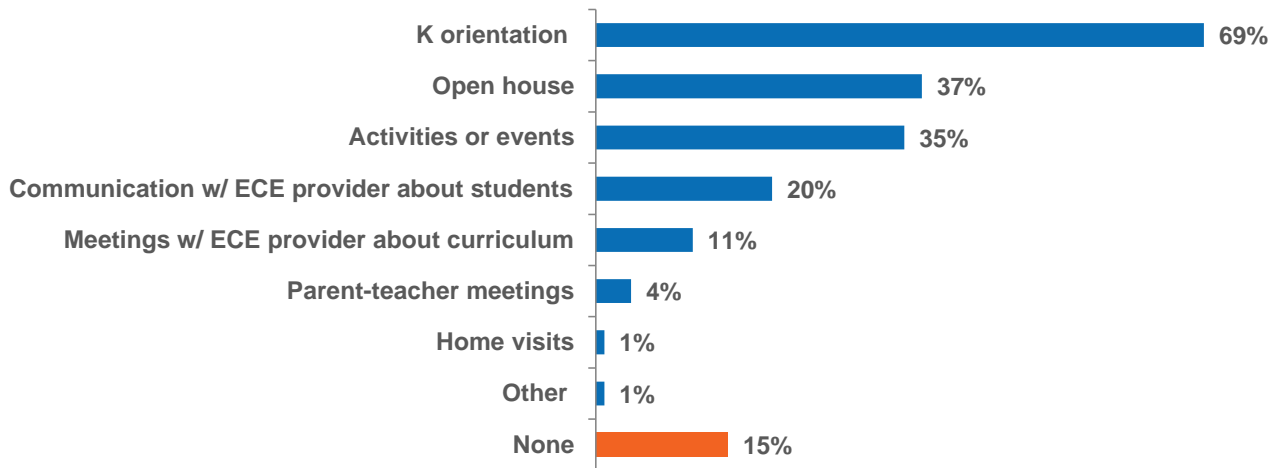
Source: Teacher Survey (2019)
 Note: N=68-74.

Children with lower than average kindergarten readiness levels tended to enter classrooms that were taught by teachers with *more* years of experience, but no other teacher characteristic was related to the readiness of entering kindergartners. It is possible that more experienced teachers were intentionally placed in classrooms with children who had higher levels of need or that more experienced teachers rated children differently than novice teachers, but more research is needed to better understand this relationship.

Kindergarten Transition Supports

The most common kindergarten transition support offered by schools was an orientation session, reported by 69% of teachers. Fewer than half of teachers indicated that their school provided other types of transition supports, and **15% of teachers said their school did not have any formal transition supports.**

Figure 41 — Kindergarten Transition Supports Offered by School

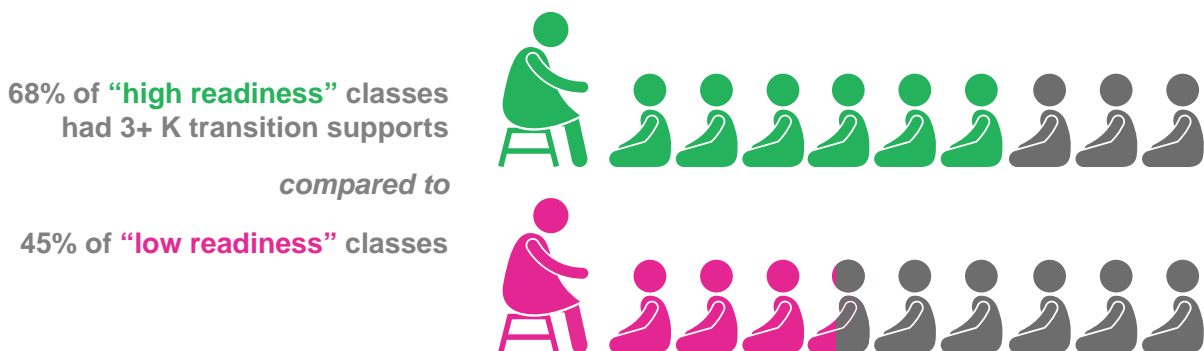


Source: Teacher Survey (2019)
Note: N=71.

“My child was in foster care. When she came to this school, she needed to adapt to a new environment and had a hard time. Now, after more time, she’s more comfortable.” – Parent focus group participant

We found that **classrooms with a high proportion of Fully Ready children (“high readiness” classes) were more likely to be in schools that offer multiple kindergarten transition support activities**, compared to classrooms with a high proportion of less ready children (“low readiness” classes). Over two-thirds of “high readiness” classes were in schools with at least three kindergarten transition supports, compared to fewer than half of “low readiness” classes.

Figure 42 — Percent of Classes in Schools Offering Multiple Kindergarten Transition Supports, by Average Student Readiness in the Class

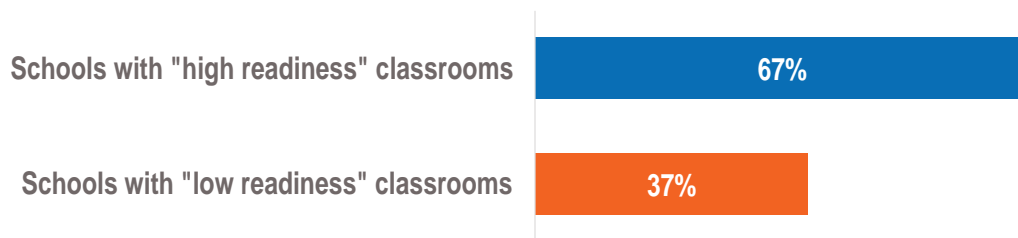


Source: Kindergarten Observation Form (2019), Teacher Survey (2019)
Note: N=71. At least half of children in “high readiness” classes were Fully Ready. Difference between class types statistically significant ($p < .05$).

Third Grade Reading Proficiency

Third grade reading proficiency has been shown to be critical for children's later academic and socioeconomic outcomes.^{xxix} Therefore, we also examined the proficiency levels of third graders in the schools involved in the study to assess the degree to which children were meeting state standards in English and Language Arts (ELA). More specifically, we observed the proficiency levels in schools with "high readiness" classes compared to those with "low readiness" classes. We found that **third grade proficiency rates were significantly higher where children were already entering kindergarten *Fully Ready***, relative to schools where most children were not yet ready. These findings add to other research suggesting that schools may reinforce structural inequities in that children at risk for lower kindergarten readiness often attend poorer resourced and therefore less "ready" schools.^{xxx} In contrast, longitudinal research in Alameda County has found that **schools where children "beat the odds" – by demonstrating proficiency in third grade when they were not yet ready in kindergarten – are more socioeconomically advantaged**, as measured by the proportion of students enrolled in the Free or Reduced-Price Lunch Program, and higher performing overall.^{xxxi}

Figure 43 — ELA Third Grade Proficiency Rate, by Average Student Readiness in the School



Source: Kindergarten Observation Form (2019), California Department of Education (2019)
Note: N=5,405. At least half of children in "high readiness" classes were *Fully Ready*.

What Parents Say

Parents in the focus groups mentioned several ways in which schools can better meet the needs of children and the community, including:

- Offer the following resources and programs at school:
 - » Physical recreation activities for children and fun events for families
 - » Libraries and reading clubs
 - » Healthy meals and snacks
 - » Health and family support services like food pantries and health and dental clinics
- Have plans and practices in place to ease the transition for children, particularly if they did not have prior preschool experience or experienced adversity in their early years
- Offer more parent-teacher meetings
- Educate teachers on interventions to promote child resilience
- Increase the diversity of the teacher workforce (e.g., by actively recruiting more male teachers and starting recruitment at a young age, improving teacher pay, and providing more counseling and support programs to students studying to become teachers)
- Identify and intervene early when children have learning difficulties

SUMMARY

- Just over half of teachers in the study were white, and 96% were female; white students were more likely than students of color to be taught by a same-race teacher and fewer than half of English Learners had a bilingual teacher
- Over six in 10 teachers had a child development or education degree, at least 10 years of teaching experience, and received early childhood education training, but fewer than half had received trainings on teaching children with special needs, trauma-informed care, cultural humility, and family engagement
- Most teachers reported that their school offers a kindergarten orientation prior to or at the beginning of the school year, but fewer than half reported other types of kindergarten transition supports, and 15% said their school does not offer any type of formal support
- Classrooms with a high proportion of *Fully Ready* children were more likely to be in schools that offer multiple kindergarten transition supports and where third graders are proficient in reading
- Parents wanted to see additional kindergarten transition supports; parent-teacher meetings; recruitment and training of a diverse teacher workforce; early intervention for learning difficulties; and resources and services on school sites

POLICY RECOMMENDATIONS

- Invest in the recruitment of a diverse teacher workforce, including policies that incentivize teacher education and teaching in high-need schools, and invest in the professional development of that workforce
- Develop policies at schools that reach out to and engage families with cultural sensitivity, including parents of color and non-English speaking parents
- Implement school-based policies that address basic needs, such as those that expand access to and facilitate utilization of free and reduced-price meals
- Expand kindergarten transition supports offered at schools, such as parent-teacher meetings and school events



Conclusions and Discussion

The results of the 2019 Alameda County Kindergarten Readiness Assessment highlight the importance of providing nurturing, supportive environments in the first five years of life, so that children enter school ready to learn. It also points to the need for investment in building the readiness of schools to meet the learning needs of entering kindergartners. Below, we review the key study findings and discuss strategies for addressing inequities and raising the overall readiness of children in the county.

Key Findings

Readiness of Children and Families

The current study found that 44% of children in Alameda County were *Fully Ready* for kindergarten, demonstrating skills across an array of domains. Kindergarten readiness was most strongly associated with child and family demographics and socioeconomics, as well as several other factors that can be modified with interventions, including child health and well-being, early childhood education (ECE) attendance, screen time, child resilience, reading at home, and father's use of community resources. The positive effects of malleable assets were cumulative, and their presence significantly boosted readiness for boys of color.

Readiness of Communities

Most families felt their communities were safe and supportive, and the majority reported their neighborhood had basic resources, like sidewalks, parks, and libraries. These neighborhood assets were significantly associated with children's kindergarten readiness – children living in neighborhoods with a greater number of assets had higher readiness than children living in neighborhoods with fewer assets, even after controlling for family income.

Most parents/caregivers also reported utilizing at least some community resources and services. However, despite the fact that fathers' community resource use was more strongly associated with kindergarten readiness than mothers', fathers were significantly less likely to use each type of resource, particularly libraries.

Readiness of Schools

Teachers in the study tended to be highly experienced, but they were overwhelmingly female and white, meaning boys and children of color were less likely to be taught by a teacher of the same race or gender. Similarly, only 45% of English Learners were taught by a bilingual teacher.

Although most teachers had received training in early childhood education, just over half had received trainings on teaching dual language learners, and fewer than half had received trainings on teaching children with special needs, trauma-informed care, cultural humility, and family engagement.

Most teachers reported that their school offers a kindergarten orientation to help with the transition, but fewer than four in 10 reported other types of transition supports, and 15% said their school doesn't offer any type of formal transition support. Classrooms with a high proportion of *Fully Ready* children tended to be taught by less experienced teachers on average, but were in schools that offer more kindergarten transition supports and where third graders are proficient in reading compared to classrooms where children had lower readiness levels.

How Do We “Turn the Curve”?

The findings from the current study point to several strategies that First 5 Alameda County and its partners throughout the community can undertake to help improve the readiness of the county's children. These strategies are aligned with Alameda County's 2026 Vision, including the goal to eliminate poverty and hunger, and First 5 Alameda's policy priorities, which fall into three general categories: address inequity and child poverty; support family engagement, leadership, and community well-being; and sustainability for proven results.

Readiness of Children and Families

Poverty is related to higher rates of stress and poor health among parents, as well as less time and disposable income to invest in children's development, which has implications for children's kindergarten readiness and later achievement.^{xxxii} Similarly, parents/caregivers of English Learners and children of color in the study tended to report more stress and fewer neighborhood resources and supports. Both children of color and those in low-income families were also less likely to have access to formal ECE. With more limited access to resources, supports, and enrichment opportunities, these children entered kindergarten with lower readiness levels compared to white children and children in more affluent families. This finding is consistent with recent research on the kindergarten transition for African-American children, which has found that those with an optimal transition came from families with higher incomes and had parents who had better physical and mental health.^{xxxiii}

Address the basic needs of children and families.

Unfortunately, longitudinal research conducted in Alameda County suggests that kindergarten readiness gaps are persistent and, in some cases, widen over time.^{xxxiv} Thus, it is vital that public systems leaders acknowledge and address these inequities by investing in children 0-5 and their families. These might include policies that address families' basic needs (e.g., by increasing the availability of affordable housing and access to affordable healthy food), policies that increase income and assets for families (e.g., by increasing the earned income tax credit); and universal access to developmental screenings, mental health services, and physical health services. Policies and investments that address young children's developmental needs and support families' economic security should take an equity approach, prioritizing populations and communities that experience the impacts of



First 5 Alameda Policy Priorities ADDRESS INEQUITY AND CHILD POVERTY

- Increase access to quality early care and education
- Serve, advocate for, and defend the rights and safety of all families regardless of their race and socio-economic, immigration, or housing status
- Advocate for the prioritization of pregnant people and families with young children in housing and homelessness prevention and equitable community development
- Advocate for programs that acknowledge the strain low-income/working families experience and guarantee families have a right to basic needs (e.g., diaper banks), regardless of their ability to pay
- Advocate for policy and practice change that ensures a sufficient social safety net with better access, improved customer service, and greater utilization
- Increase income and assets for families (e.g., earned income tax credit and college savings accounts)
- Advocate for increased access to health, behavioral health, and dental care services

“If you don’t have proper housing, shelter, it’s hard. [It] makes things unstable for the kids.” – Parent focus group participant

historic disinvestment, inequity, and structural racism. Focus should also be placed on supports for pregnant people and families with young children. The brain grows faster in the first five years of life than at any other time, and thus the circumstances in which children live prior to kindergarten entry have a significant effect on their long-term health, education, and employment outcomes.^{xxxv}

Strengthen early identification and intervention systems. Effective early identification and intervention systems, like the First 5 Alameda-supported Help Me Grow program and the developmental screenings and supports provided in Quality Counts early learning settings, should also be strengthened to optimize the development of children at risk for special needs, and trauma-informed services should be expanded to promote the resilience of young children exposed to trauma.

Increase access to high-quality, affordable ECE. One of the best approaches for improving kindergarten readiness in the community is to advocate for policies and investments that improve access to high-quality, affordable ECE. Several landmark studies have found that children who attend ECE have improved outcomes in adulthood (e.g., improved graduation rates and employment outcomes).^{xxxvi} However, parents in the focus groups noted that ECE is unaffordable for many families; policies at the local, state, and federal level should increase access to affordable child care (fortunately, the county and state have recently taken steps to address this recommendation).^{xxxvii} We also know from other research, to be most effective, ECE programs must be of high quality,^{xxxviii} and thus investment should be made to develop the capacity of early care and education providers, addressing pay equity and providing a living wage for these providers. Half of California’s ECE providers earn so little they rely on public benefits to make ends meet,^{xxxix} and yet research shows that higher pay is linked to higher quality care, by promoting the stability of the ECE workforce and reducing ECE provider stress levels.^{xl} These educators must also have access to ongoing professional learning opportunities, especially coaching, which has shown to be effective in improving the quality of teachers’ care.^{xli} It may also be particularly important to offer ECE providers trainings on social-emotional learning and trauma-informed care, given the relationship between child resilience and readiness, and the importance of social-emotional readiness for long-term outcomes. Communities can also promote the development of bilingualism – which benefits both children and their communities – through dual language programs, which have shown promise in boosting the language and literacy skills of dual language learners.^{xlii} Policies should also promote the professional and workforce development of a diverse ECE field. Children of color are more likely to have a better transition to kindergarten if ECE providers are culturally sensitive and there is a close connection between the provider and the child and family.^{xliii} Taken together with other research, the findings from this study support continued investment in ECE quality improvement efforts like First 5 Alameda’s Quality Counts initiative.

Support and empower families to be their child’s first teacher. The findings from the study also suggest that parent engagement and leadership programs can help families promote their children’s readiness by connecting them to community resources, developing their leadership skills, and empowering them to be their child’s first teacher. Parents/caregivers should be encouraged to replace screen time with reading with the child; yet programs should also identify and address barriers to reading at home (e.g., time, stress, adult education and



First 5 Alameda Policy Priorities SUPPORT FAMILY ENGAGEMENT, LEADERSHIP, AND COMMUNITY WELL-BEING

- Train and support parent leaders
- Advocate for the expansion and sustainability of parent support programs (e.g., paid family leave)
- Build capacity of providers to promote the adoption of the Father-Friendly Principles, advocate for father-specific services, and support parent leadership and advocacy
- Create livable communities by supporting community driven improvements to the built environment and public infrastructure (e.g., parks, playgrounds, community housing developments, and transportation)

literacy, and access to books, including multilingual books). Research shows that reading to non-English speaking children in their native language improves their English reading proficiency later in elementary school.^{xliv} The expansion of parent support policies, including paid family leave, can also provide families with more time and resources to invest in their child's development.

Welcome, encourage, and support father involvement. Considering the finding that fathers' use of community resources was more strongly related to children's kindergarten readiness than mothers' use, family support programs and policies should welcome and encourage father involvement. Other research has shown that fathers have a distinct way of communicating, interacting, and playing with their children that can build cognitive, self-regulation, and social skills.^{xlv} Thus, policies like paid paternity leave and parent education and leadership programs that target fathers have the potential for significantly promoting children's readiness.

Readiness of Communities

Parents/caregivers indicated that their communities had a variety of strengths, though there was a difference in the number of neighborhood assets reported based on family income, pointing to the need to increase investment in low-income communities. This is particularly important in light of the fact that kindergarten readiness tends to be higher among children living in neighborhoods with more assets like parks, libraries, sidewalks, and mutual support among neighbors, even after controlling for family socioeconomic status. Parents in the focus groups also wanted to see more of these assets, as well as playgroups to promote child development and parent groups to build social support.

Invest in neighborhood assets. Community leaders should invest in the development of livable communities, ensuring neighborhoods have resources and supports families can utilize to help promote their children's development, including parks, libraries, affordable housing, and safe, accessible transportation. Research suggests policies and interventions are more effective when made universally available to families in disadvantaged neighborhoods.^{xlvi}

Invest in Invest in and align and coordinate kindergarten readiness supports. Improving readiness in the county will require a cohesive system of kindergarten readiness supports that maintain an equity focus, are data-driven and evidence-based, and are directly linked to child and family needs. State and federal funding opportunities for such supports should be maximized, and partnerships should be forged with families, businesses, faith-based organizations, early childhood providers, community groups, libraries, schools, nonprofit organizations, government, and others, to collectively develop and align policies and structures that improve the early childhood experiences of children in Alameda County. In particular, there should be coordination of navigation programs and family support programs like family resource centers that provide access to child development programming and support for concrete needs. Investing in proven and successful programs for young children (prenatal to age 5) comes with a high rate of return, significantly improving an array of health, education, and economic outcomes throughout childhood and well into adulthood.^{xlvii}

"[We need] more funding for resource programs that are trying to help their communities. Every year it seems like they're taking away more funding."

– Parent focus group participant



First 5 Alameda Policy Priorities SUSTAINABILITY FOR PROVEN RESULTS

- Preserve, sustain, and scale proven and successful programs that promote child development and family well-being, such as Help Me Grow
- Coordinate and align neighborhood and county-wide family-centered programs and investments
- Measure school readiness in Alameda County to better understand and advocate for the family, community, and policy factors that lead to children being ready for school and schools being ready for all children
- Partner with other systems leaders to maximize state and federal funding (such as Medi-Cal) to scale, sustain, and improve access to services for children birth to age 5

Readiness of Schools

Elementary schools in Alameda County also need to be adequately resourced to meet the needs of the students entering their classrooms. Children who attend low-quality elementary schools are most at risk for “preschool fadeout” (i.e., the loss of skill gains achieved with ECE).^{xlviii} In contrast, Harvard University researchers have found that attending a high-quality kindergarten class with an experienced teacher is associated with positive long-term outcomes, including higher earnings and college attendance rates.^{xlix} Unfortunately, schools may reinforce structural inequities in that children at risk for lower kindergarten readiness often attend less “ready” schools.^l Indeed, in the current study we found that, although classrooms where children had lower average readiness were actually taught by more experienced teachers, they also were in schools with fewer kindergarten transition supports and lower third grade proficiency rates.

Recruit and retain a diverse teacher workforce. Policymakers should encourage the recruitment and retention of teachers from diverse backgrounds (e.g., male teachers and teachers of color) and bilingual education teachers (e.g., by providing counseling and financial support to students studying to become teachers and incentivizing teaching in high-need schools). Boys were significantly less likely to be taught by a same-gender teacher than girls. Similarly, children of color in the study, particularly African-American children, were less likely than white children to be taught by a teacher who shared their racial/ethnic background, and yet some research points to the benefits of being taught by a same-race teacher for children’s academic performance.^{li} There is also a shortage statewide of bilingual education teachers,^{lii} and in this study, just 45% of English Learner students were taught by a bilingual teacher. Consequently, students’ home language skills are often neglected at school, yet bilingualism has been found to improve students’ academic performance and social outcomes, as well as benefit the communities in which they eventually live and work.^{liii}

Invest in teacher professional development. To improve classroom quality, investment should also be made in ongoing teacher professional development for both novice and experienced teachers that addresses implicit bias and promotes equity, high expectations, culturally sensitive teaching practices, and shared accountability to improve child outcomes and reduce disparities. Although teachers in the study were highly experienced, relatively few teachers had received trainings that would help them develop culturally responsive practices that address implicit biases and recognize and address childhood trauma. With improved training, educators can better support younger children, boys, dual language learners, children with special needs, children of color, and children from low-income families with individualized approaches that recognize and address their unique needs.

Implement culturally sensitive family engagement policies and practices. Although we did not fully explore the family engagement policies of each school in the study, relatively few teachers had received training on cultural humility and family engagement. To build “ready” schools, family and community engagement practices should be embedded in school policies and initiatives (e.g., requiring family engagement training for teacher and administrator certification and implementing formal family outreach policies and practices). These policies and initiatives should promote the establishment of meaningful partnerships with families. Teachers and administrators should listen to, recognize the expertise of, and involve caregivers in their child’s education. Staff should be aware of and respect cultural diversity, and schools should have specific approaches for engaging non-English speaking and recent immigrant families, recognizing these families’ strengths.

What Parents Say

Parent focus group participants suggested kindergarten readiness could be boosted by increasing access to:

- Supports for basic needs, like food and shelter, and help with accessing these supports
- Affordable child care and preschool
- Early intervention for children with learning difficulties
- Community resources like libraries, parks, community activities and events, playgroups, and parent groups
- Kindergarten transition supports and more parent-teacher meetings at schools
- A diverse and trained teacher workforce
- Services and supports at schools, including healthy meals, libraries, and health and family support services

Address basic needs at school sites. Schools can also be a hub of support for children and families' basic needs. Given the finding that readiness was strongly linked to socioeconomic factors and child health and well-being, including coming to school well-rested and well-fed, it is important for policymakers and education leaders to consider expanding the role of schools in providing subsidized healthy meals before, during, and after school, as well as over the summer, and facilitate children's utilization of free and reduced-price meal programs. Food insecurity has adverse effects on children's development and ability to learn, and thus ensuring access to healthy food benefits children and schools alike.^{iv} Schools can also play a role in connecting families to needed resources in the community or – as in the full-service community school model – offer such resources, like food, employment, and housing support, recreational activities, and medical and dental services, on site.^{lv} Children can only begin to learn once their basic needs are met, so it is in the interest of the education system to invest in these wraparound supports.

Expand kindergarten transition supports. Finally, schools should smooth the transition between home and school and between ECE and kindergarten by offering multiple kindergarten transition supports like orientation sessions and activities, parent-teacher meetings, and communication and collaboration between ECE providers and kindergarten teachers. The current study found that such supports were more likely to be found where children had strong readiness skills; thus they were likely unavailable to children and families who need them most. This inequity could be remedied with policies and investments that make kindergarten transition supports universal across the county.

Together with its partners, First 5 Alameda addresses many of these recommendations through policy advocacy and investments. By working collaboratively to address the diverse needs of children and families and continuing to track kindergarten readiness in the county, community partners can reduce inequities and build *ready* families and communities that support *ready* children to enter *ready* schools.



About the Researcher

ASR is a social research firm dedicated to helping people build better communities by creating meaningful evaluative and assessment data, facilitating information-based planning, and developing custom strategies. The firm has more than 30 years of experience working with public and private agencies, health and human service organizations, city and county offices, school districts, institutions of higher learning, and charitable foundations. Through community assessments, program evaluations, and related studies, ASR provides the information that communities need for effective strategic planning and community interventions.

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FIRST 5



Commission Meeting

December 10, 2020

Kristin Spanos
CEO



Community Resilience Fund

“The need for investment in our collective future has never been greater.”

- Kristin Spanos, Chief Executive Officer

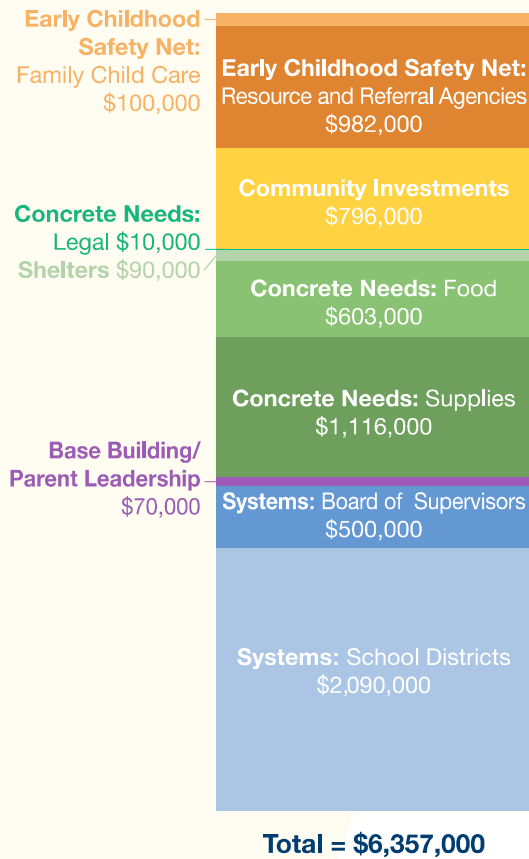
Total investment nearly \$6.4 million

Goals

- 1. Address the needs of families with young children.**
- 2. Prioritize investments in communities most vulnerable to racist and classist private and public policies and practices.**
- 3. Leverage existing investments and use evaluation data and recommendations.**

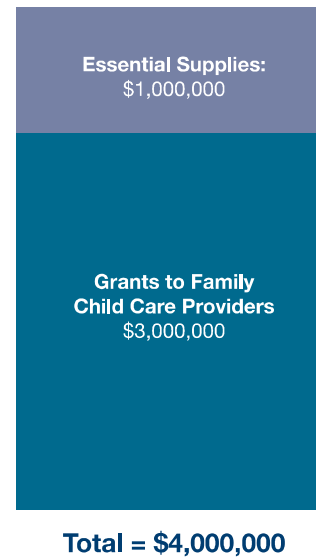
Community Resilience Fund Investments

First 5 Resilience Fund Investments



Additional Funds for Family Child Care Administered by First 5*

*CARES Act Funding Provided by Alameda County Social Services Agency



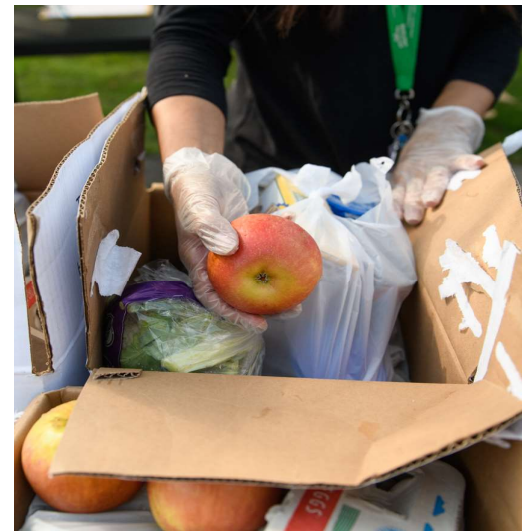
Highlighting Key Investments

Total investment nearly \$6.4 million

- **Investment in School Districts to Support Equity and Kindergarten Readiness**
- **Engagement and Investment with County Board of Supervisors**
- **Emergency Response for Concrete Needs**
- **Administrator of CARES Act Alameda County Family Child Care Grants**



Hively: Diaper and Supply Distribution



Union City Family Center: Food, Diaper, and Supply Distribution

Investment in School Districts

More than \$2 million dollars has been funded to 15 partner school districts (including seven charter schools for the Alameda County Office of Education)

Districts are putting funds toward:

- Staffing
- Professional development
- Program materials
- Basic needs for families
- Technology to support remote learning



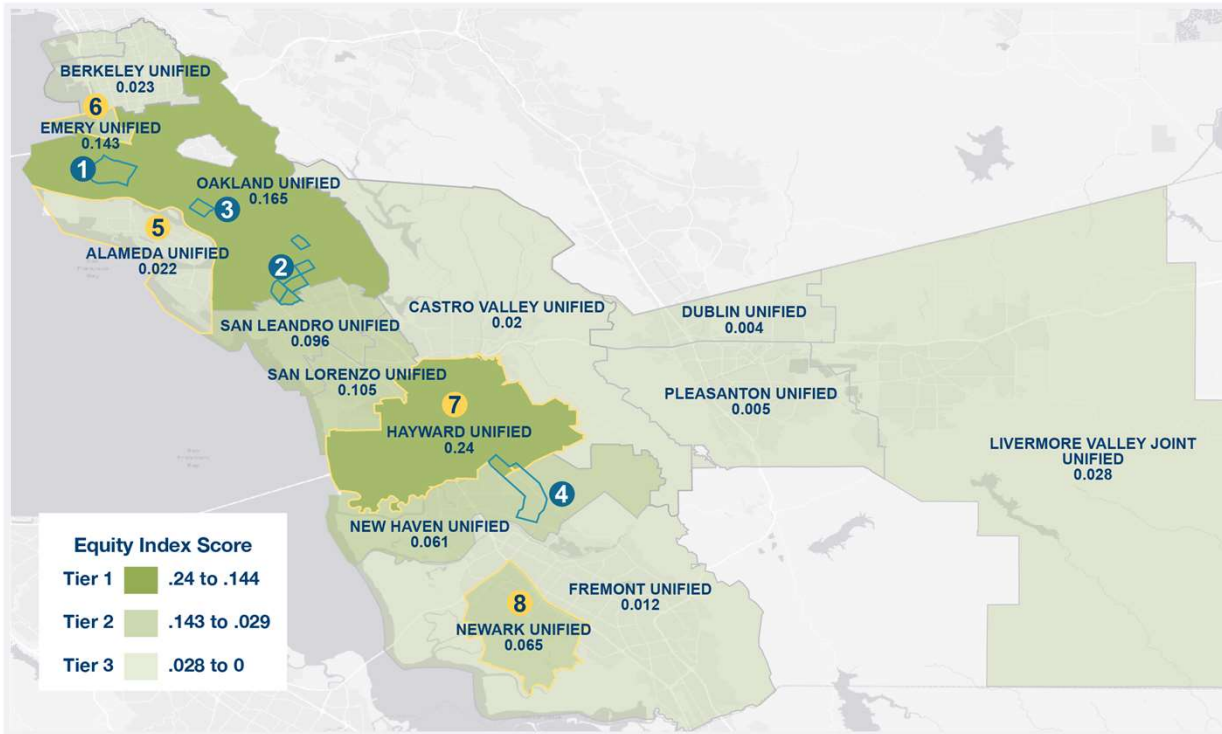
"First 5 of Alameda County is the leading advocate, funder, and all-around expert in early childhood. They provide much needed support for families to help kids succeed. They are fierce champions for the youngest citizens of Alameda County."

—Curtiss Sarikey, Chief of Staff, Oakland Unified School District

COVID-19 Resilience Fund + Current Place-Based Investments

The equity index is a weighted composite of the following factors:

- Percent of student body using free and reduced lunch
- Diversity of student body
- COVID-19 community transmission rates
- Kindergarten Readiness Assessment participation and 3rd grade academic achievement
- Number of kindergarten students and classrooms
- A higher score (indicated by a darker color on the map) represents a district with a greater level of need.



Resilience Fund Kindergarten Transition School District Grants (FY20-21)

Tier 1 Total = \$800,000

Hayward Unified
Oakland Unified*

Tier 2 Total = \$750,000

Emery Unified
San Lorenzo Unified
San Leandro Unified
Newark Unified
New Haven Unified

Tier 3 Total = \$438,000

Livermore Valley Joint Unified
Berkeley Unified
Alameda Unified
Castro Valley Unified
Fremont Unified
Pleasanton Unified
Dublin Unified

Grants and Basic Needs Stipends (\$50,000)
(not mapped)

Charter schools affiliated with Alameda County Office of Education

*In addition to \$454,000 kindergarten transitions grant.

Pre-Existing Place-Based Investments

Neighborhoods Ready for School Grantees

(Total FY19-21 \$3,872,000)

- 1 Lincoln
- 2 Roots Community Health Center
- 3 San Antonio Family Resource Center
- 4 Union City Family Center

Early Learning Community Network Grantees

(Total FY19-21 \$990,000)

- 5 City of Alameda
- 6 YMCA of the East Bay / City of Emeryville
- 7 4Cs of Alameda County
- 8 City of Newark

Board of Supervisor Designated Grants

| Board District | Grantee 1 | Grantee 2 |
|---|---|---|
| District 1 – Supervisor Haggerty | Kidango Food and nutrition services at child care sites | CAPE Head Start Basic needs supplies, educational materials, technology for families |
| District 2 – Supervisor Valle | South Hayward Parish Basic needs supplies, educational materials, laptops and technology | Union City Family Center Additional funding to supplement NRFS investment |
| District 3 – Supervisor Chan | San Leandro Family Child Care (FCC) providers (via Low-Income Investment Fund) Grants to FCC impacted by COVID | Alameda Family Services Basic needs and education supplies, community leadership training |
| District 4 – Supervisor Miley | RCD Housing Basic needs supplies, staffing for bilingual family engagement | Eden Church of Christ Rent relief for families, basic needs supplies |
| District 5 – Supervisor Carson | Healthy Black Families Basic needs supplies, virtual support groups for families | Lincoln Additional funding to supplement NRFS investment |

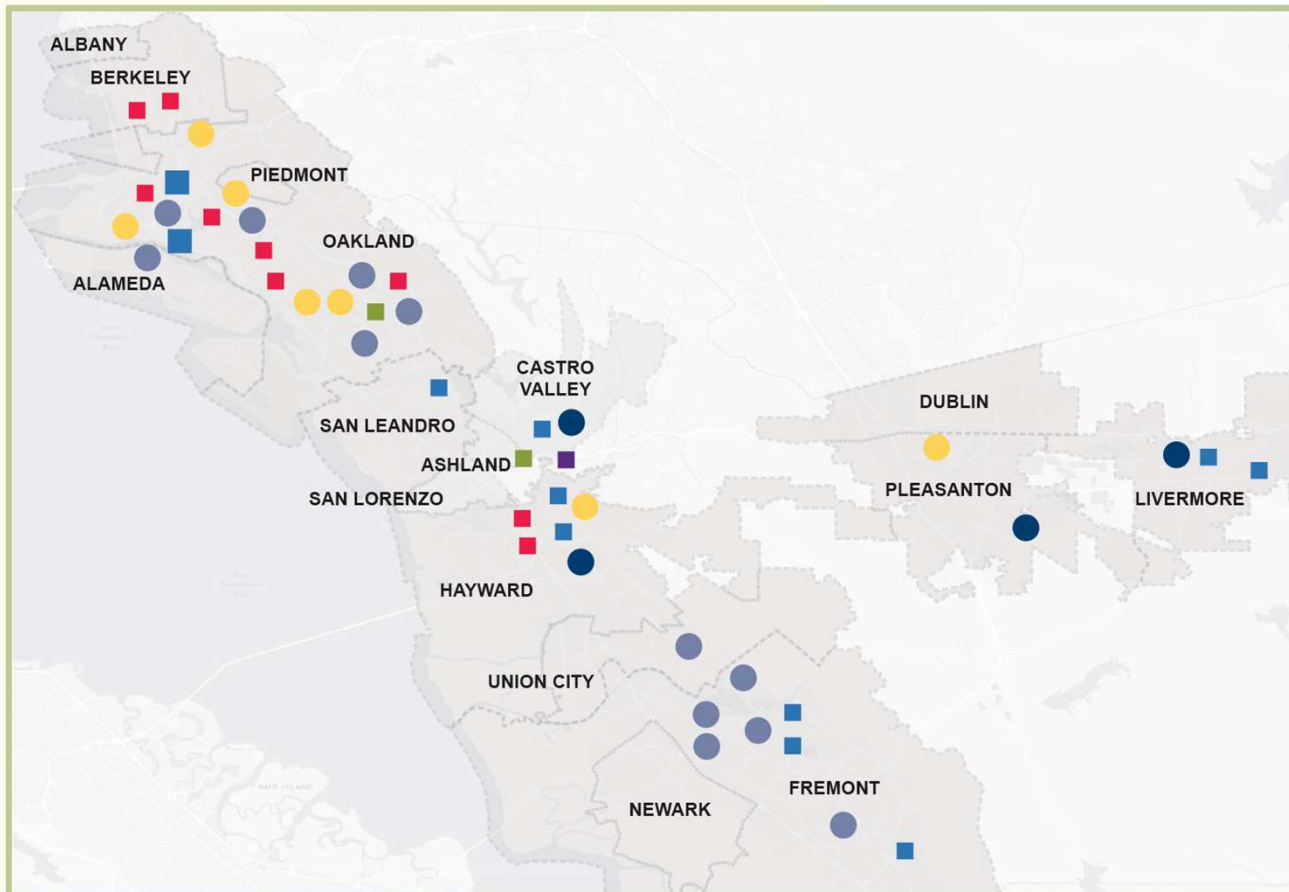
Emergency Response for Concrete Needs

- Alameda County Community Food Bank: \$603,000 for meals for families
- Family Serving Shelters: \$90,000 in stipends for basic needs
- Community-Based Organizations
 - Rental assistance
 - Basic needs supplies
 - Food and utility assistance
- Essential Supplies for Families: \$1,116,000
- CARES Act funds provided by Alameda County Social Services: \$1 million for supplies



"Last week at our food and diaper distribution, a little boy ran up to me while I was working at the food tables. He asked, "Can me and my mom get some food?" I said, "Of course!" His eyes lit up as he yelled to his mom, "Yay!! Mommy, we can eat today!" In talking with his mom, she confirmed that they really didn't have any food at home. Through support from First 5 and others we were able to provide her with diapers for her baby and food for her family." – Kelly O'Lague Dulka, Executive Director, Hively

COVID-19 Pandemic Support for Families in Alameda County



Distribution Hubs

- Alameda County Office of Education Meal Service Sites
- Child Care Resource and Referral Agencies
- Neighborhoods Ready for School Sites

One-Time Donation Sites

- Community-Based Organizations
- Faith-Based Organizations
- Health Care Agencies
- Domestic Violence Shelters

Types of Supplies Requested

- Diapers (23,158 packs of diapers)
- Wipes (14,637 containers of baby wipes)
- Baby Formula
- Bar Soap
- Liquid Hand Soap
- Disinfectant Solution in Spray Bottles (6,972 gallons)
- Laundry Detergent
- Bleach
- Feminine Hygiene Products
- Non-Medical Grade
- Face Mask
- Books (7,425 books)
- Hand Sanitizer
- Dental Supplies (3,780 dental-related supplies)
- N95 Masks (70,740 masks)
- Diaper Kits
- Dental Kits for Adults and Children
- Toothbrushes
- Gloves (107,800)

CARES Act Alameda County Family Child Care Grants

Community Need: Providers seriously impacted by COVID-19
AC Family Child Care COVID Relief Grant – Program Design

Program Design

- All Open Family Child Care providers, with a priority for FCCs who cared for at least one subsidized child in the last year.
- Non-subsidy serving Family Child Care applicants will also be considered, with representation spread across BOS districts with consideration for language
- # of applications
- Currently reviewing applications confirming licensing standing and subsidy service
- Grants will be awarded up to \$5,000 for small FCCs and \$10,000 for large, with adjustments depending upon the # of qualified subsidy serving applicants



CARES Act Alameda County Family Child Care Grants

AC Family Child Care COVID Relief Grant – Procurement Process

Procurement Process

- Application Nov. 18 – Dec. 4
- Technical Assistance Session Nov. 19, interpreted in Spanish and Chinese, and posted on the F5 website
- FAQs in English, Spanish and Chinese were distributed & posted on Nov. 23
- Individual questions and follow-up with incomplete applicants
- Currently reviewing applicant pool, with awards decisions to be made by Dec. 30, and checks to be distributed in early Jan.



Investment for Impact: Community Resilience Fund

COVID-19, Racism, and Economic Crisis Threaten Health and Well-Being of Families



Community organizations in Alameda County and across the Bay Area region are struggling to keep pace with the needs of children and families

amid the simultaneous health and economic crises created by COVID-19. At the same time, society is in the midst of a reckoning around race and the harmful effects of institutional, structural racism that have resulted in societal barriers to wealth and resources for African American/Black families and other communities of color over many generations.

With families navigating historic levels of job loss, child care and school closures, health care challenges, and food and housing insecurity, the pandemic has only exacerbated persistent health and economic inequities.

Together, these societal, economic, and health conditions pose a particular threat to the health and wellbeing of children, especially children of color, with long-term implications for health, development, and well-being of children, families, and communities.

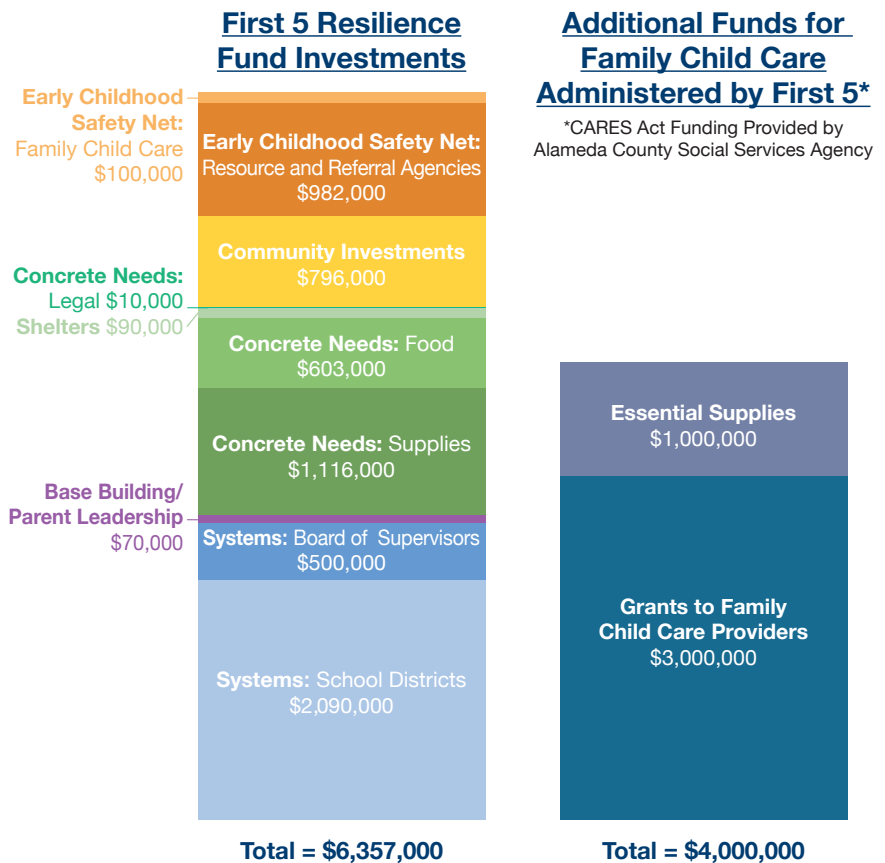
Commitment to Social Justice

Equity Framework

The Resilience Fund grants priority to African American/Black, South East Asian/Asian Pacific Islander, Latinx, Native American, immigrants, and undocumented families and those experiencing poverty. Due to structural race and class bigotries these populations are disproportionately impacted by the COVID-19 crisis and allocated resources must be used to mitigate the resulting inequities.

“The need for investment in our collective future has never been greater.”

Kristin Spanos, Chief Executive Officer

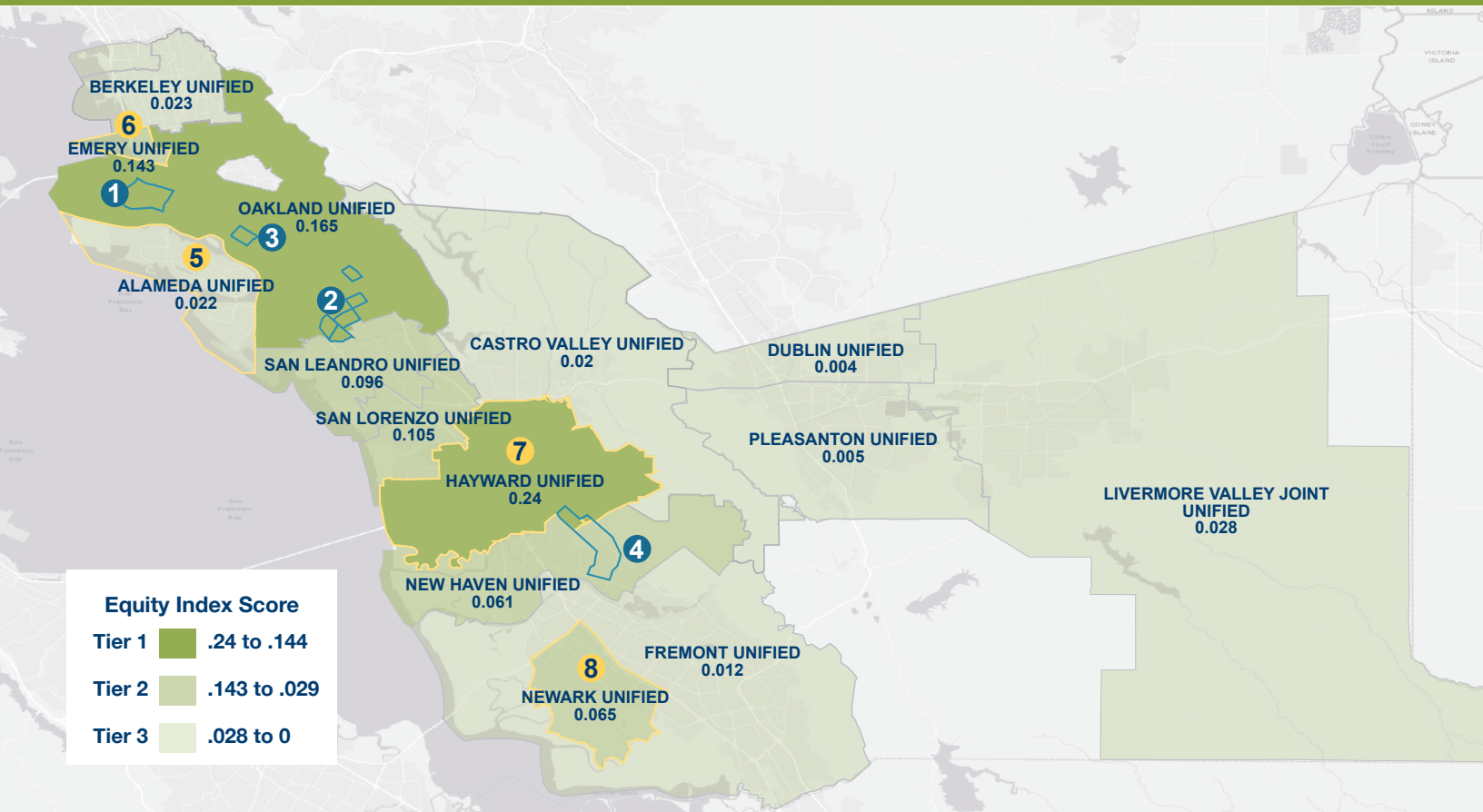


Goals of the Community Resilience Fund

First 5 Alameda County launched a [Community Resilience Fund](#) in April 2020 and to date has administered more than \$10 million to help children, families, and child care providers cope with the heightened challenges of the pandemic. The agency re-purposed current contracts, engaged in targeted partnerships with philanthropy and public agencies, identified savings, and the First 5 Commission appropriated funding from reserves to support the pandemic response. The county has looked to partner with First 5 to administer CARES Act funding because of our nimble responsiveness and their recognition of the importance of investing in the early childhood field at this critical time. The goals of the fund are to:

1. Address the needs of young children, their families, and the early childhood system that supports them.
2. Prioritize investment in communities positioned most vulnerably as a result of racist and classist private and public policies and practices.
3. Leverage First 5 evaluation data and existing investments by supporting key kindergarten readiness recommendations, as well as augmentations to our existing Neighborhoods Ready for School grantees now also operating as supply and distribution hubs.

Equity-Informed Investments: COVID-19 Community Resilience Fund + Current Place-Based Investments



Support for Kindergarten Readiness

In 2019, our flagship research study, the Alameda County Kindergarten Readiness Assessment (KRA), found that only **44% of students are fully ready**. Building off of this work and other place-based investments through our Neighborhoods Ready for School program and Early Learning Communities Network, the Community Resilience Fund is supporting children’s transition to kindergarten with grants to school districts, based on an equity index we developed.

The equity index is a weighted composite of the following factors:

- Percent of student body using free and reduced lunch
- Diversity of student body
- COVID-19 community transmission rates
- Kindergarten Readiness Assessment participation and 3rd grade academic achievement
- Number of kindergarten students and classrooms

*A higher score (indicated by a darker color on the map) represents a district with a greater level of need.

Resilience Fund Kindergarten Transition School District Grants (FY20-21)

Tier 1 Total = \$800,000

Hayward Unified
Oakland Unified*

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Newark Unified
New Haven Unified

Tier 3 Total = \$438,000

Livermore Valley Joint Unified
Berkeley Unified
Alameda Unified
Castro Valley Unified
Fremont Unified
Pleasanton Unified
Dublin Unified

Grants and Basic Needs Stipends (\$50,000)
(not mapped)

Charter schools affiliated with
Alameda County Office
of Education

*In addition to \$454,000 kindergarten transitions grant.

Pre-Existing Place-Based Investments

Neighborhoods Ready for School Grantees

(Total FY19-21 \$3,872,000)

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- 2 Roots Community Health Center
- 3 San Antonio Family Resource Center
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Early Learning Community Network Grantees

(Total FY19-21 \$990,000)

- 5 City of Alameda
- 6 YMCA of the East Bay / City of Emeryville
- 7 4Cs of Alameda County
- 8 City of Newark

Partnerships and Investments

Systems Partnerships

- Engagement with the **Alameda County Board of Supervisors** to support countywide systems change efforts. See our [Early Childhood Data Profiles](#) for each Supervisorial District for more information
- Investment in **school districts** to support kindergarten transition in a time of crisis for families and our educational partners

Concrete Needs

- Purchase and distribution of concrete needs and essential supports for providers and families, working with Alameda County Community Food Bank and SupplyBank.Org
- Investment in family-serving shelters to improve access to essential supplies for unhoused families with young children, with support from Sunlight Giving

Early Childhood Education

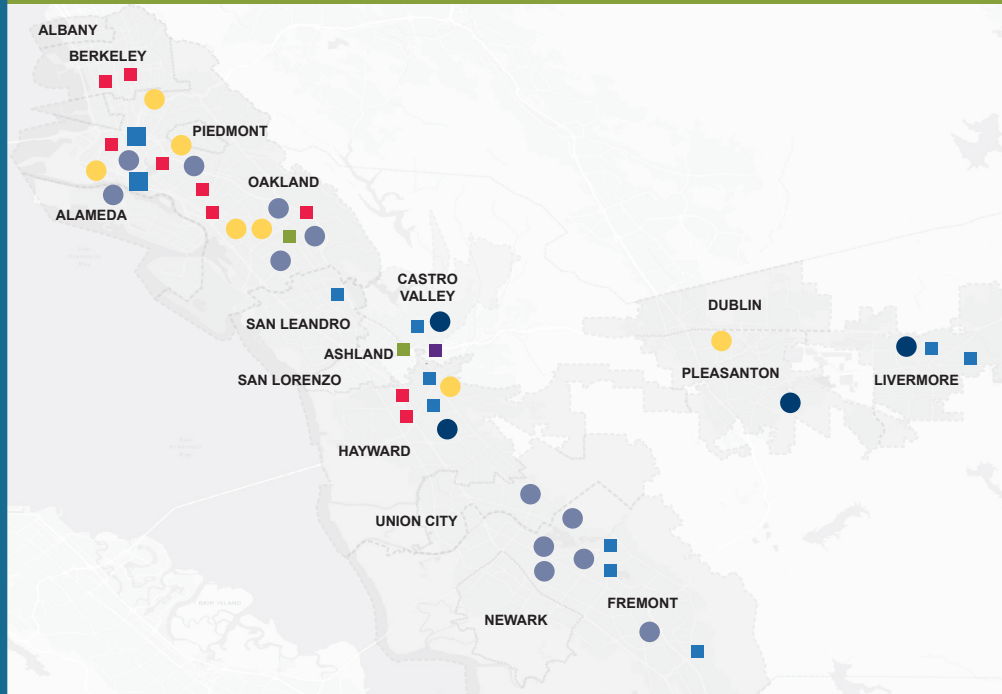
- Sustaining local infrastructure of backbone entities like the Resource and Referral Agencies to meet heightened demand during the current crisis
- Administrator of \$4 million in CARES Act funding provided by Alameda County Social Services Agency for grants and supplies to family child care providers.
- Investment in local family childcare providers in partnership with the Low Income Investment Fund and Silicon Valley Community Foundation, increasing access to financial technical assistance

Community Investments

- Investment in community parent advocacy through increases to current contracts for our Neighborhoods Ready for School grants and Parent Voices Oakland
- Pivot of NRFS sites into distribution hubs and use of KRA study to inform support for kindergarten transitions and funding in areas with greatest need
- Targeted investments, in partnership with the California Wellness Foundation, for communities who are particularly vulnerable at this time
- Participation in a base building advocacy fund through the East Bay Community Foundation
- Support for Oakland Zoo and Children's Fairlyland as local, family-friendly institutions.

Essential Food and Supplies for Families and Providers

All Sites Requesting or Distributing COVID Relief Supplies



Distribution Hubs

- Alameda County Office of Education Meal Service Sites
- Child Care Resource and Referral Agencies
- Neighborhoods Ready for School Sites

One-Time Donation Sites

- Community-Based Organizations
- Faith-Based Organizations
- Health Care Agencies
- Domestic Violence Shelters

Types of Supplies Requested

| | |
|--|-------------------------------------|
| Diapers | Non-Medical Grade |
| Wipes | Face Mask |
| Baby Formula | Books |
| Bar Soap | Hand Sanitizer |
| Liquid Hand Soap | Dental Supplies |
| Disinfectant Solution in Spray Bottles | N95 Masks |
| Laundry Detergent | Diaper Kits |
| Bleach | Dental Kits for Adults and Children |
| Feminine Hygiene Products | Toothbrushes |

First 5 Alameda County Commissioners

Renee Sutton Herzfeld, Chair
Cecilia Oregón Echeverría, Vice Chair
Alameda County Supervisor Wilma Chan
Scott Coffin

Lori Cox
Tomás A. Magaña
Karina Moreno
Kimi Watkins-Tartt

School District Grants

School districts have provided their intended uses of the funds, which totals over \$2 million dollars. They have submitted scopes of work that reflect the needs of their specific communities, summarized below.

Alameda Unified funds will support:

- Educational supplies to support literacy, fine motor skills, creativity, and physical activity
- Staff time to conduct a parent series of three sessions to cover reading at home, use of educational materials at home to support fine motor skills and play, and ways to be a parent advocate

Berkeley Unified funds will support:

- Professional development for early care and education (ECE) teachers on providing direct instruction to struggling students
- Staff time to support virtual bi-monthly parent meetings/workshops
- Staff time to prepare, purchase, and distribute take-home activities for ECE families

Castro Valley Unified funds will support:

- Staff time to provide deeper afterschool intervention to students who are traditionally undeserved
- Staff time to provide family education and back-to-school nights (virtually or recorded, if needed)
- Professional development opportunities that support meeting the needs of all students, but especially African



American, Latinx, undocumented, and immigrant students. With these funds, CVUSD is working with a consultant from the National Equity Project

- Educational supplies to support books, games, and home learning kits
- Technology supplies, such as Chromebooks for distance learning and hotspots to ensure access to wi-fi
- Creation of a resource lending library
- Staff time and materials to conduct outreach to families to ensure participation and involvement

Dublin Unified funds will support:

- Staff time to provide family education series focused on providing families

with information and strategies to support student learning

- Education materials to support literacy and math with an adaptive reading program for at-risk students
- Technology supplies to be used at learning centers

Emery Unified funds will support:

- Staff time for the Emery Early Learning Team which will develop a curriculum that addresses transitional learning needs and work with the School Readiness Coordinator, Family Liaison, and consultants to have online learning sessions
- Staff time to provide trainings to help parent leaders develop skills to serve as ambassadors during community meetings
- Staff and consultant time to offer three learning events

Fremont Unified funds will support:

- Staff time to conduct virtual or in-person parent meetings with identified families and interpreters/translators as needed
- Technology supplies, such as hotspots and internet access
- Educational supplies for back-to-school materials

Hayward Unified funds will support:

- Staff time to coordinate efforts to ensure that families in Hayward with children who are eligible (by age) to attend transitional kindergarten (TK)–first grade are offered information, resources, and support to ensure a

successful transition to kindergarten and first grade, including support to families through the school registration process

- Staff time to run two concurrent sessions of School Readiness Camps, one for incoming TK-kindergarten learners with little to no formal education experience, and one for incoming first grade learners with little to no formal education experience
- Development of a curriculum for the “Spring-Forward School Readiness Camp”
- Professional development/coaching for pre-K, TK, kindergarten, and first grade teachers
- Staff time for health screenings and transportation related to the camp
- Education supplies to promote creative expression, support the curriculum; and promote literacy; meals provided at camp
- Staff time to offer family workshop and other family events



Livermore Valley Joint Unified funds will support:

- Staff time to cover substitutes for entire site kindergarten team to conduct one-

on-one assessments on readiness throughout the year

- Staff time to provide parent education nights
- Educational supplies for kindergarten and TK classrooms

Oakland Unified funds will support augment existing kindergarten readiness contracts for:

- Additional staff time to support and coordinate successful kindergarten transitions. This includes partial support of a Kindergarten Readiness Coordinator, Kindergarten Readiness Program Manager, Kindergarten Transition Teacher Leaders, instructional assistants, and Behaviorist and Speech and Language Pathologist time in pre-K, TK, and kindergarten classrooms. Additionally, funds will partially support a West Oakland Community Liaison to provide coordination with West Oakland-based programs, including Lincoln’s Neighborhoods Ready for School (NRFS) program.
- Web development and software systems to facilitate kindergarten readiness programing, communications, transition forms, and systems alignment

- Educational supplies and materials for families with children aged 0-5
- Activities to support kindergarten transitions, including additional kindergarten readiness home visits
- Assistance to the highest need families with children 0-5 through a partnership between Oakland Unified School District and the Oakland Public Education Fund’s COVID-19 Economic Relief Fund

Newark Unified funds will support:

- Staff time for monthly family workshops to support ECE and kindergarten transition
- Staff time for TK/kindergarten teachers facilitating spring family meetings to support community building and educator-student connection
- Educational supplies to support reading, writing, science exploration, and art
- Technology supplies, such as hotspots
- Provide parent education materials covering COVID-19, nutrition, and dental health

New Haven Unified funds will support augmentation of the existing Neighborhoods Ready for School contract for Union City Family Center:

- Additional staff time for Early Childhood Family Liaisons for family navigation, referrals/case management, outreach, family engagement opportunities, evening events, and resource distribution events
- Additional staff time for Program Specialists to coordinate 0-5 workshops, resource distributions, and oversight of Tot Time and Story Time



- Supplies for home learning including Kiwi Crate subscriptions and supplies for Transitional Kindergarten take-home kits and manipulatives
- Holiday Bundles for 150 families (including craft projects, games, cooking activities)
- Welcome Baby Bundle for families welcoming new babies during pandemic (baby care supplies, new mom book, gift card for supplies)
- Protein and dairy-based food purchased from the Alameda County Community Food Bank
- Development and filming of short training films for incoming TK and kindergarten parents/caregivers

- Purchase of teacher training materials and classroom activity kits to promote structured literacy
- Staff time to provide twice monthly virtual or in-person parent-caregiver education nights with project-based activities



Pleasanton Unified funds will support:

- Professional development on early foundations of literacy, distance learning, and ECE hosted by district personnel and targeted for TK/kindergarten instructors
- Educational supplies for students to complete projects at home, backpacks, parent education books, and children's books



San Leandro Unified funds will support:

- Staffing to provide onboarding of TK/kindergarten families
- Staffing to provide additional enrichment opportunities, provided in partnership with community-based organizations and having a STEAM (science, technology, engineering, arts, and mathematics) focus, during the school day and in virtual settings
- Staffing to provide in-person and virtual parent meetings throughout the year
- Fees for early childhood conferences and professional development
- Educational supplies to support distance learning

San Lorenzo Unified funds will support:

- Staffing to meet with parents once a week for training, basic needs, and

community support throughout the year

- Staffing to provide trainings and additional parent-teacher conferences
- Staffing to provide trainings for fathers on community resources like parks, libraries, and family resource centers and possible family outings
- Professional development for paraprofessionals and teachers on trauma-informed instruction, implicit bias, cultural humility, and distance learning
- Basic needs supplies, including food gift cards

Alameda Office of Education directed us to fund their seven charter schools directly. They are:

- **Community School for Creative Education**
- **Connecting Waters Charter – East Bay**
- **Cox Academy**
- **Hayward Collegiate Charter**
- **Lazear Charter Academy**
- **Urban Montessori Charter**
- **Yu Ming Charter**

These schools are using their funds to provide education materials and basic needs to their students entering kindergarten.





Master Plan for Early Learning and Care

An Overview for the First 5 Alameda County Commission

Thursday, December 10, 2020

Presented by Ana Rasquiza, Senior Administrator for Data & Policy

What is the Master Plan for Early Learning and Care?

- Requested by Newsom administration, with goal of creating a California for All Kids by 2030
- Released on December 1
- Positions California to capitalize on federal initiatives and funding
- Recommends investments ranging from an additional \$2 billion to \$12 billion—through public investments, business contributions, philanthropy and family fees.

Four Strategies

One: Providing comprehensive early learning and care for infants and toddlers;

- Big focus on expanding Paid Family Leave

Two: Ensuring that families can easily identify, access and choose care that meets their needs;

- Including creating a statewide centralized eligibility system and establishing a parent portal to identify programs and choices.
- Design, pilot, and phase-in a Sliding Scale for Family Contributions, no more cliffs

Four Strategies, continued

Three: Promoting school readiness through universal preschool; and

- Phase-in reimbursement rate structure for increases in funding. Goal to distribute new funding to proportionally close the gap between actual funding and targets.
- Reconceptualize Quality Improvement, with an equity lens. Local First 5 agencies noted as partner.
- Implement a system of Shared Services Networks at regional level. Local First 5 agencies noted as partner.

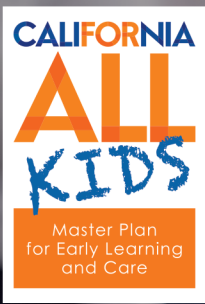
Four: Growing the quality, size and stability of the early learning and care workforce.

- Support alternative pathways in addition to traditional degree-based programs, including apprenticeships, with First 5 CA noted as a key partner.

Thanks!
Questions?

FIRST 5





California For All Kids.

Plan a great start for their future—and ours.

There is no greater opportunity for a better future for California than to deliver a great start for all children through quality early learning and care. The Master Plan for Early Learning and Care helps California provide immediate relief to families, children and early learning and care providers in the wake of COVID-19, while offering a research-based roadmap for building a comprehensive, equitable early learning and care system over the next decade.

The Master Plan helps California do what others think impossible

Provide relief to parents, care for children and stability to providers as we rebuild an early learning and care system devastated by COVID-19. Give each and every child a great start that prepares them for success in school and life. Advance professional development and equity for the early childhood workforce that advances opportunities for our children. And, deliver more and better services with greater efficiency through data that supports equity and continuous improvement.

“Every child in California deserves a shot at opportunity. By investing in the development and learning needs of our kids, with a focus on equity, we are investing in the future of our state.”

– Governor Gavin Newsom

Creating a California For All Kids by 2030

Driven by quality, equity and social justice, the Master Plan seeks to improve life outcomes for all young children and the social and economic well-being of all families by:

- Providing comprehensive early learning and care for infants and toddlers;
- Ensuring that families can easily identify, access and choose care that meets their needs;
- Promoting school readiness through universal preschool; and
- Growing the quality, size and stability of the early learning and care workforce.

These goals mirror the recommendations made by the Assembly Blue Ribbon Commission, the Lifting Children Out of Poverty Taskforce, California’s Transforming the Workforce for Children, the Rate Reform Working Group and input from parents, providers, advocates, community groups and researchers.



The Master Plan provides clear and specific recommendations that create a comprehensive, family-centric system driven by equity. The plan will:

- Bring together programs for infants and toddlers;
- Increase access and eligibility across programs, services and benefits, such as Paid Family Leave;
- Provide universal preschool;
- Build a competency-based licensure and workforce development system;
- Implement funding reform to increase access and sustain a high-quality workforce;
- Support shared services networks to help providers thrive; and
- Implement data sharing and coordination to advance equity, efficiency and continuous improvement.

“The Master Plan unlocks the innovative spirit of California, helping us create a comprehensive early learning and care system that produces big returns in better education, health and economic outcomes. Children, families, the future for our state—everyone wins when we build a California For All Kids.”

– Mark Ghaly, Secretary, CA Health and Human Services

The Master Plan positions California to capitalize on federal initiatives to improve early learning and care

Transforming California's early childhood system will take time and significant resources—ranging from an additional \$2 billion to \$12 billion—supported through public investments, business contributions, philanthropy and sliding-scale family fees. Fortunately, we have an opportunity to increase funding and accelerate implementation. President-elect Joe Biden has called for comprehensive early learning and care that mirrors the features outlined in the Master Plan: integration of health and well-being with early care and learning; universal preschool for three- and four-year-olds; financial support for affordability; expanding paid family leave to low-income earners; support of dual language learners; funding for facilities expansion; and professional pathways for providers that lead to higher standards and increased knowledge and compensation.

Plan for success

Together we can create a California For All Kids, elevating the lives of families and children through quality early learning and care that has proven to help them thrive and create stronger social and economic lives for families. Learn more at:

CaliforniaForAllKids.chhs.ca.gov

