



Children & Families  
Commission of Orange County

**Agenda Item No. 7  
October 3, 2007 Meeting**

**DATE:** October 3, 2007  
**TO:** Children and Families Commission of Orange County  
**FROM:** Michael M. Ruane, Executive Director   
**SUBJECT:** **Public Hearing: FY 2006-07 Annual Financial Audit and Annual Program Report**

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**SUMMARY:**

The California Children & Families Act of 1998 (Health & Safety Code Sections 130140 & 130150) requires that each county commission complete an annual audit and program report of the preceding fiscal year, conduct a public hearing on the audit and program reports, and submit both to the State Commission on or before November 1 of each year. Also, the audit report must be filed with the State Controller's Office. The annual financial audit and the program reports have been completed and are submitted to the Commission for public hearing.

**INDEPENDENT AUDITOR'S REPORTS:**

**Basic Financial Statements:** Following a competitive bid process, the Commission (November 2006) selected Vavrinek, Trine, Day & Co., LLP (Vavrinek) to perform independent annual audits of Commission financial statements for FY 2006-07 through FY 2010-11. The expanded audit compliance requirements mandated by AB 109 / SB 35 became effective for FY 2006-07.

Vavrinek has completed the annual financial audit, expanded state audit compliance, and single audit for FY 2006-07. The auditors conducted their audit work in accordance with all standards applicable to financial audits, including generally accepted auditing standards, standards and procedures issued by the California State Controller's Office, and government auditing standards issued by the Comptroller General of the United States.

A copy of the *Basic Financial Statements with Independent Auditors' Reports for the Year Ended June 30, 2007* is presented in Attachment 1.

**Single Audit Report:** The Single Audit Act Amendments of 1996, Office of Management and Budget (OMB) Circular A-133, "Audits of States, Local Governments and Non-Profit Organizations," the OMB Circular A-133 Compliance Supplement and Government Auditing Standards require a single audit for entities that have expended \$500,000 or more in federal awards. A copy of the *Single Audit Report, June 30, 2007* is presented in Attachment 2.

**Results:** The independent auditors found no instance of noncompliance with laws and regulations concerning financial matters. The auditors found no deficiencies or material weaknesses involving internal control over financial reporting, and there were no audit adjustments.

As Vavrinek states in the Auditors' Report on Internal Control over Financial Reporting, "The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards."

Also, the Auditors' Report on State Compliance states, "Based on our audit we found that, for the items tested, the Commission complied with the laws and regulations of the items referred to above." (i.e. AB 109 / SB 35 expanded audit requirements) Finally, the Auditors' Single Audit Report states, "In our opinion, the Commission complied, in all material respects, with the requirements referred to above that are applicable to its major federal program for the year ended June 30, 2007." (i.e. OMB Circular A-133)

#### **ANNUAL PROGRAM REPORT:**

State law requires that each county commission prepare an annual program report to address: (1) how funds were spent; (2) the progress toward and achievement of program goals and objectives; and (3) the measurement of outcomes. Commission staff has completed the Annual Program Report for FY 2006-07 (Attachment 3) in compliance with State law. Staff has also completed a summary of the annual program report as presented on the Annual Performance Report, FY 2006-07 (Attachment 4).

Highlights from the FY 2006-07 Annual Program Report, include:

- 100,753 children ages 0-5 received Commission-funded services;
- 102,239 family members of children ages 0-5 received Commission-funded services;
- Over 1,791,673 services were provided to children;
- 605,865 services were provided to family members; and
- More than 1.5 million early care and education class hours to children were provided by school readiness programs (a class hour represents one child attending class for one hour).

Additionally, the State Commission has requested each county commission to certify that Commission funds have been used only to supplement, not supplant, existing program funding for grantees. Your Commission is requested to authorize the Executive Director to provide the State with a statement that the Children & Families Commission of Orange County did not use its funding to supplant existing program funds.

**RECOMMENDED ACTIONS:**

1. Conduct Public Hearing.
2. Receive the Basic Financial Statements with Independent Auditors' Reports for the annual financial audit for FY 2006-07, including State Compliance Report, and authorize the Executive Director to submit the annual financial audit reports to the California Children & Families Commission and to the State Controller's Office.
3. Receive the Single Audit Report for FY 2006-07 and authorize the Executive Director to submit the Single Audit Report with the audit reporting package to the Federal Audit Clearinghouse.
4. Receive the Annual Program Report for FY 2006-07 and authorize the Executive Director to submit the Annual Program Report to the California Children & Families Commission.
5. Authorize the Executive Director to make additional non-substantive revisions to the Annual Program Report and to incorporate Commission comments and direction into the final report.
6. Authorize the Executive Director to provide a statement to the State Commission certifying that the Orange County Children & Families Commission's use of funding in FY 2006-07 did not supplant existing program funds for grantees.

**Attachments:**

1. Basic Financial Statements with Independent Auditors' Reports, FY 2006-07
2. Single Audit Report, June 30, 2007
3. Annual Program Report, FY 2006-07
4. Annual Performance Report FY 2006-07

**Contact:**

Steve Kozak – Annual Audit  
Alyce Mastrianni – Annual Report

**CHILDREN AND FAMILIES COMMISSION  
OF ORANGE COUNTY  
(a Component Unit of the  
County of Orange, California)**

**Basic Financial Statements  
with Independent Auditors' Reports**

**For the Year Ended June 30, 2007**

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
FOR THE YEAR ENDED JUNE 30, 2007**

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INDEPENDENT AUDITORS' REPORT

To the Board of Commissioners  
Children and Families Commission of Orange County

We have audited the accompanying financial statements of the governmental activities and the general fund of the Children and Families Commission of Orange County (the Commission), a component unit of the County of Orange, California, as of and for the year ended June 30, 2007, which collectively comprise the Commission's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Commission's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and general fund of the Commission, as of June 30, 2007, and the respective changes in financial position thereof, and budgetary comparison information, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 14, 2007 on our consideration of the Commission's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



The management's discussion and analysis on pages 3 through 9 is not a required part of the basic financial statements, but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

*Vannich, Train, Day & Co., LLP*

Rancho Cucamonga, California  
September 14, 2007

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**  
**Management's Discussion and Analysis**  
**(Unaudited)**  
**June 30, 2007**

This section of the Children and Families Commission of Orange County (Commission) annual financial report presents management's discussion and analysis of the Commission's financial performance during the year ended June 30, 2007. Please read in conjunction with the Commission's basic financial statements and accompanying notes.

**Financial Highlights**

- The Commission received \$37.4 million in tobacco tax revenue compared to \$39.3 million received in the prior fiscal year, a decrease of \$1.9 million, or 5%.
- The Commission had expenses totaling \$51.1 million compared to \$43.3 million incurred in the prior fiscal year, an increase of \$7.8 million, or 18%.
- The Commission's assets at June 30, 2007 were \$172 million, an increase of \$2.5 million or 1%, compared to total assets of \$169.5 million at June 30, 2006.
- The Commission's liabilities at June 30, 2007 were \$20.3 million, an increase of \$3 million or 17%, compared to total liabilities of \$17.3 million at June 30, 2006.

**Overview of the Financial Statements**

This annual financial report consists of two parts, this management's discussion and analysis and the basic financial statements, including government-wide financial statements, fund financial statements and notes to the basic financial statements. The Commission's financial statements offer key, high-level financial information about its activities.

**Government-Wide Financial Statements**

The government-wide financial statements are designed to provide readers with a broad overview of the Commission's finances, in a manner similar to a private-sector business. These statements provide both long-term and short-term information about the Commission's overall financial status.

The statement of net assets includes information on all of the Commission's assets and liabilities with the difference between assets and liabilities reported as net assets. Changes in net assets may serve as a useful indicator of whether the financial position of the Commission is improving or deteriorating.

The statement of activities presents information showing how the Commission's net assets changed during the fiscal year. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

**Fund Financial Statements**

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. Fund accounting is used to ensure and demonstrate compliance with finance-related and legal requirements. All of the Commission's activities are accounted for in the general fund.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**  
**Management's Discussion and Analysis**  
**(Unaudited)**  
**June 30, 2007**

Governmental fund financial statements focus on near-term inflows and outflows of spendable resources and on balances of spendable resources available at the end of the year.

The Commission adopts an annual appropriated budget for the general fund. A budgetary comparison statement has been provided for this fund to demonstrate compliance with this budget.

A governing board of nine members, which are appointed by the Orange County Board of Supervisors, administers the Commission. Accordingly, the Commission is discretely presented as a component unit of the County of Orange and includes a summary of the Commission's basic financial statements in the County's basic financial statements.

**Government-wide Financial Statements Analysis**

The following is a summary of the Commission's assets, liabilities and net assets comparing FY 2006-07 with FY 2005-06.

	<u>FY 2006-07</u>	<u>FY 2005-06</u>	<u>Percent Increase (Decrease)</u>
<b>Assets:</b>			
Cash and investments	\$ 163,562,270	\$ 152,403,893	7%
Imprest cash	15,000	-	100%
Taxes receivable	6,402,356	7,242,485	-12%
State school readiness receivable	-	6,658,990	-100%
Other receivables	1,884,479	3,233,073	-42%
Equipment, net	7,942	11,419	-30%
<b>Total assets</b>	<b><u>\$ 171,872,047</u></b>	<b><u>\$ 169,549,860</u></b>	<b>1%</b>
<b>Liabilities:</b>			
Accounts payable and accrued liabilities	\$ 11,661,759	\$ 10,647,654	10%
Due to County of Orange	192,923	251,997	-23%
Due to other governments	8,272,405	6,210,289	33%
Long-term liabilities	158,265	162,763	-3%
<b>Total liabilities</b>	<b><u>20,285,352</u></b>	<b><u>17,272,703</u></b>	<b>17%</b>
<b>Net assets:</b>			
Restricted - childrens programs	151,578,753	152,265,738	0%
Invested in capital assets	7,942	11,419	-30%
<b>Total net assets</b>	<b><u>151,586,695</u></b>	<b><u>152,277,157</u></b>	
<b>Total liabilities and net assets</b>	<b><u>\$ 171,872,047</u></b>	<b><u>\$ 169,549,860</u></b>	<b>1%</b>

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**  
**Management's Discussion and Analysis**  
**(Unaudited)**  
**June 30, 2007**

The Commission's total assets of approximately \$172 million increased by \$2.5 million, or 1% compared with the prior year, primarily due to an increase in cash on hand offset by a decrease in receivables from the Medi-Cal Administrative Activities (MAA) program and the State School Readiness program. The Commission's cash of \$163.6 million cash at the end of FY 2006-07 was 7% higher than the cash of \$152.4 million at the end of FY 2005-06, attributable to grantees under expending projected expenditures. Interest earned is a contributing factor due to additional cash being invested and the significant increase in interest rate yield.

The increase in total liabilities of approximately \$3 million or 17% is due to an increase in accounts and retentions payable related to year-end accruals for various contract payments.

The following is a summary of the Commission's revenues, expenses and changes in net assets comparing FY 2006-07 with FY 2005-06.

	<u>FY 2006-07</u>	<u>FY 2005-06</u>	<u>Percent Increase (Decrease)</u>
<b>Revenues:</b>			
<b>Program Revenues</b>	\$ 42,400,307	\$ 42,728,931	-1%
<b>General Revenues</b>			
Investment income	7,954,594	6,506,090	22%
Other revenues	41,527	176,257	-76%
<b>Total general revenues</b>	<u>7,996,121</u>	<u>6,682,347</u>	20%
<b>Total revenues</b>	<u>50,396,428</u>	<u>49,411,278</u>	2%
<b>Expenses:</b>			
0-5 Child development programs	42,972,440	36,171,850	19%
State School Readiness programs	5,856,371	4,921,544	19%
Salaries and benefits	2,258,080	2,241,200	1%
<b>Total expenses</b>	<u>51,086,891</u>	<u>43,334,594</u>	18%
<b>Change in net assets:</b>	(690,462)	6,076,684	-111%
Net assets - July 1	152,277,157	146,200,473	4%
Net assets - June 30	<u>\$ 151,586,695</u>	<u>\$ 152,277,157</u>	0%

**Revenues**

The Commission recorded total revenues of approximately \$50.4 million in FY 2006-07 which was an increase of \$1 million, or 2%, compared with the prior year's total revenues of \$49.4 million. The increase is due primarily to an increase in Federal operating grants and investment income offset by a decrease in tobacco taxes.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**  
**Management's Discussion and Analysis**  
**(Unaudited)**  
**June 30, 2007**

***Tobacco Tax Revenues***

Tobacco tax revenue decreased from \$39.3 million in FY 2005-06 to \$37.4 million in FY 2006-07, a decrease of \$1.9 million, or 5%. The Commission's annual tobacco tax revenues has decreased as expected based on assumptions supported by the State Commission.

The decrease in tobacco revenues is thought to be due to a combination of factors including, but not limited to, an increase in tobacco sales via the internet and purchases outside the State of California, and a decrease in the number of smokers.

***Tobacco Taxes for State School Readiness Program***

In FY 2006-07, the Commission earned \$1.6 million from the State Commission for the State School Readiness Program, a decrease of \$1 million, or 36%, compared with the prior year. These funds are used to pay for State School Readiness programs conducted by 13 school districts in Orange County who have partnered with the Commission to provide program services. During FY 2005-06, the Commission received revenues from the State Commission for the State School Readiness Program for multiple years in arrears; in FY 2006-07, the Commission received revenues for only the current fiscal year.

***Interest Income Earned from State Surplus Monetary Investment Funds (SMIF)***

The Commission received a total of \$0.2 million in State SMIF revenue in FY 2006-07 which was \$0.02 million more than SMIF funds received in FY 2005-06. SMIF revenue comes from interest earned on County tobacco tax allocations that are temporarily held in the State Commission's "clearing house" account.

***Federal Operating Grants***

In FY 2006-07, the Commission earned \$2.5 million in federal grant funds which is \$2.2 million more than the \$0.3 million earned during the prior fiscal year. The increase is due to the receipt of prior year Medi-Cal Administrative Activity (MAA) revenue that became eligible for disbursement in FY 2006-07 and the statewide expansion of the Vista contract in October 2006.

***Other State Operating Grants and Contributions***

The Commission earned \$0.7 million for other state operating grants in FY 2006-07, which was an increase of \$0.4 million compared to the prior year's total of \$0.3 million. The increase is primarily due to prior year State Special Needs Program revenue that became available and was received in FY 2006-07.

***Investment Income***

The Commission earned \$8 million of investment income in FY 2006-07, which was an increase of \$1.5 million or 22% compared to the \$6.5 million earned in the prior year. The increase is the result of increased cash on hand and a significant improvement in interest rates and earnings obtained by the County Treasurer-Tax Collector in FY 2006-07. The County Treasurer-Tax Collector's Office earned an average rate of 5.15% in FY 2006-07 for the Commission's funds invested in the investment pool compared to an average rate of 4.8% in FY 2005-06.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**  
**Management's Discussion and Analysis**  
**(Unaudited)**  
**June 30, 2007**

***Expenses***

The Commission recorded total expenses of approximately \$51.1 million in FY 2006-07, which was a increase of \$7.8 million, or 18%, compared with the prior year's total expenses of \$43.3 million. The increase is due primarily to expenditures for children's programs and services, specifically in School Readiness Nursing (\$.5 million, 28% increase), Healthy Children Grants (\$.9 million, 64% increase), School Readiness Program Expansion (\$.7 million, \$0 in prior year), MAA Funded Children's Health Program (\$.7 million, 1,340% increase), AmeriCorps/Vista (\$.6 million, 45% increase) and Public Outreach and Communication (\$.4 million, 78% increase).

For FY 2006-07, the Commission expended approximately \$43 million for 0-5 child development programs compared to \$36.2 million spent in the prior year, an increase of \$6.8 million, or 19%. These expenses were used primarily on programs to serve children and their families. Contributing to the increase in FY 2006-07 is the increased spending on School Readiness Nursing, Healthy Children Grants, School Readiness Program Expansion, MAA Funded Children's Health Program, AmeriCorps/Vista, and Public Outreach and Communication compared to the prior year as noted above.

The Commission expended \$5.9 million for the State School Readiness Program in FY 2006-07 which is 19% higher than \$4.9 million spent in the prior year. Thirteen (13) school districts participated in the Commission's State School Readiness Program in FY 2006-07; the same number as in FY 2005-06. The increase of \$1 million is due to the Commission's emphasis on using as much State funding as possible to administer the State School Readiness Program, while still meeting the necessary match requirements with funds from the participating school districts.

In addition, in FY 2006-07, the Commission spent \$2.3 million for salaries and benefits compared to \$2.2 million spent the prior year, an increase of less than 1%. The increase was due primarily to hiring additional staff, cost of living adjustments and retirement costs.

The Commission's total net assets at the end of FY 2006-07 were \$151.6 million, compared to \$152.3 million at the end of the prior year, a decrease of less than 1%. Contributing to the decrease in net assets was the decrease in tobacco taxes earned by the Commission and the increase in Federal grant revenues, interest income and program expenses in FY 2006-07.

The Commission did not have any significant capital asset or long-term debt activity during FY 2006-07.

**General Fund Budgetary Comparison**

This section contains an explanation of the significant differences between the Commission's Final Budget amounts and actual amounts and the significant differences between the Commission's original and final budget amounts recorded for revenues and expenditures for FY 2006-07 as detailed on the Statement of Revenues, Expenditures and Changes in Fund Balance – Budget and Actual.

FY 2006-07 the Commission earned actual tobacco taxes of \$37.4 million, which was \$.1 million less than the final budget estimate of \$37.5 million. The decrease falls in line with State Commission expectations and prior years' trends.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**  
**Management's Discussion and Analysis**  
**(Unaudited)**  
**June 30, 2007**

The Commission increased its original budget estimate of \$3.9 million for State School Readiness revenue by \$2.5 million during FY 2006-07 for a new total estimate of \$6.4 million. This increase was due to FY 2005-06 State School Readiness revenues that had not yet been received. Historically, State School Readiness revenue receipts from the State were a year to two years in arrears, however FY 2006-07 revenues were received within the fiscal year.

In FY 2006-07, the Commission received \$0.7 million in Other State Operating Grants which was \$0.4 million less than the \$1.1 million budgeted for these grants. This revenue category includes funding for the State Reimbursement for GFOA contracts and VISTA Statewide Reimbursement Revenue from other California counties. The reason for these revenues coming in lower than budgeted was due to lower than expected Commission expenditures for these programs and to a delay in program contracts being administered for some of these revenues.

The Commission increased its original budget estimate of \$0.6 million for Federal Operating Grants by \$2.9 million during FY 2006-07 for a new total budget estimate of \$3.5 million. This increase is to account for prior year Medi-Cal Administrative Activity (MAA) revenue that became eligible for disbursement and for the statewide expansion of the Vista contract in October 2006. The Commission received \$2.5 million for Federal Operating Grants in FY 2006-07 which was \$1 million less than the \$3.5 million budget estimate. The primary reason for the decrease in actual revenues compared to budget is the Commission's final contract for the new statewide Federal Vista program allowed for less revenue allocations than anticipated.

The Commission increased its original budget estimate of \$6.8 million to \$7 million for investment income to account for the County Treasurer's investment fees originally netted against investment income for budget purposes. The Commission received \$8 million for investment income in FY 2006-07 which was \$1 million higher than the budget estimate of \$7 million. Interest rates earned by the Commission's funds in the County's investment pool improved in FY 2006-07 and out performed the conservative interest rate used to project interest revenues for the original FY 2006-07 Budget.

Regarding FY 2006-07 budgeted expenditures, the Commission decreased its original budget estimate of \$67.0 million by \$4.7 million to a new total of \$62.3 million for 0-5 Child development programs and State school readiness programs to account for the \$2.0 million in the Homeless Prevention program being made available for future years and for the elimination of the prior year local match contingency. Regarding FY 2006-07 actual expenditures, the Commission spent \$48.8 million for 0-5 Child development programs and State school readiness programs in FY 2006-07, which was \$13.5 million under the total respective budget of \$62.3 million. The Commission historically budgeted all anticipated revenues, together with prior year unexpended resources, for program needs as approved in the Commission's Ten Year Financial Plan; however, the Commission does not fully expend all revenues for program needs in each year the revenues are received. The Commission executes as many contracts for program services and expends as much program funding as reasonably possible during the year. Any funding that is not expended in any fiscal year is carried forward, re-budgeted as necessary, and is spent for approved programs in subsequent fiscal years.

The Commission spent \$2.3 million for salaries and benefits in FY 2006-07 which was under the budget amount of \$2.5 million by roughly \$.2 million. The savings resulted primarily from a delay in filling vacated positions throughout the year.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**  
**Management's Discussion and Analysis**  
**(Unaudited)**  
**June 30, 2007**

**Impact of State Legislation Affecting State and County Children and Families Commissions**

On January 1, 2006, Senate Bill 35 and Assembly Bill 109 became effective. Both bills included provisions which establish additional requirements for the state and all county children and families commissions. SB 35 expanded the requirements for commission annual financial audits and internal quality control functions. AB 109 required commissions to adopt formal policies regarding conflict of interest regulations for commissioners, for contracting and purchasing operations, to require the establishment of limits by percentage that each commission can spend for administrative functions, and to establish standards for salaries and benefits for commission employees. The new requirements have been adopted and implemented by the Children and Families Commission of Orange County. There is no other known legislation for FY 2006-07 that impacts the operations of the Commission.

**Contacting the Commission's Financial Management**

This financial report is designed to provide the public with an overview of the Commission's financial operations and condition. If you have questions about this report or need additional information, you can contact the Commission's Director of Finance at 17320 Red Hill Avenue, Suite 200, Irvine, California 92614.

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**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
STATEMENT OF NET ASSETS**

**JUNE 30, 2007**

	<b>GOVERNMENTAL ACTIVITIES</b>
<b>ASSETS</b>	
Cash and investments in County Treasury	\$ 163,562,270
Imprest cash	15,000
Accounts receivable	7,324
Interest receivable	1,468,252
Due from other governments	6,811,259
Capital assets, net of accumulated depreciation	7,942
<b>TOTAL ASSETS</b>	<b>171,872,047</b>
<b>LIABILITIES</b>	
Accounts payable	8,597,476
Due to County of Orange	192,923
Due to other governments	6,613,058
Retentions payable	4,675,634
Accrued wages and benefits	47,996
Compensated absences:	
Payable within one year	107,596
Payable after one year	50,669
<b>TOTAL LIABILITIES</b>	<b>20,285,352</b>
<b>NET ASSETS</b>	
Invested in capital assets, net of related debt	7,942
Restricted for:	
Restricted by enabling legislation for use on children's programs	151,578,753
<b>TOTAL NET ASSETS</b>	<b>\$ 151,586,695</b>

See accompanying notes to the basic financial statements.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
STATEMENT OF ACTIVITIES**

**FOR THE YEAR ENDED JUNE 30, 2007**

	<u>Expenses</u>	<u>Program Revenues Operating Grants And Contributions</u>	<u>Net (Expense) Revenue and Changes in Net Assets</u> Governmental Activities
<b>Governmental Activities:</b>			
Child development	\$ 51,086,891	\$ 42,400,307	\$ (8,686,584)
General Revenues:			
Investment income			7,954,594
Miscellaneous			41,527
Total General Revenues			<u>7,996,121</u>
Change in Net Assets			(690,462)
Net Assets, July 1			<u>152,277,157</u>
Net Assets, June 30			<u>\$ 151,586,695</u>

See accompanying notes to the basic financial statements.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
GOVERNMENTAL FUND BALANCE SHEET**

JUNE 30, 2007

	General Fund
<b>ASSETS</b>	
Cash and investments in County Treasury	\$ 163,562,270
Imprest cash	15,000
Accounts receivable	7,324
Interest receivable	1,468,252
Due from other governments	6,811,259
Total Assets	\$ 171,864,105
<b>LIABILITIES AND FUND BALANCES</b>	
<b>LIABILITIES</b>	
Accounts payable	\$ 8,597,476
Due to County of Orange	192,923
Due to other governments	6,613,058
Retentions payable	4,675,634
Accrued wages and benefits	47,996
Deferred revenue	263,000
Total Liabilities	20,390,087
<b>FUND BALANCES</b>	
Reserved for:	
Imprest fund	15,000
Reserved for encumbrances	22,151,367
Reserved for children's programs	5,378,112
Unreserved:	
Designated for future funding cycles and operating budget	123,929,539
Total Fund Balances	151,474,018
Total Liabilities and Fund Balances	\$ 171,864,105

See accompanying notes to the basic financial statements.

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
RECONCILIATION OF GOVERNMENTAL FUND BALANCE SHEET  
TO THE STATEMENT OF NET ASSETS

JUNE 30, 2007

Fund balances of governmental funds	\$ 151,474,018
Amounts reported for governmental activities in the Statement of Net Assets are different because:	
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	7,942
Long-term liabilities are not due and payable in the current period and therefore are not reported in the funds.	(158,265)
Certain revenues in the governmental funds are deferred because they are not collected within the prescribed time period after year-end. However, the revenues are included on the accrual basis used in the government-wide statements.	<u>263,000</u>
Net Assets of governmental activities	<u>\$ 151,586,695</u>

See accompanying notes to the basic financial statements.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
GOVERNMENTAL FUND STATEMENT OF REVENUES,  
EXPENDITURES AND CHANGES IN FUND BALANCE**

**FOR THE YEAR ENDED JUNE 30, 2007**

<b>REVENUES</b>	<b>\$ 37,356,314</b>
Prop 10 Tobacco Tax	10,461,757
Prop 10 State School Readiness	669,897
Other State operating grants and contributions	430,669
Investment income earned on tobacco taxes at the State level ( SMIF)	2,237,302
Federal operating grants	7,954,594
Investment income	41,527
Other revenue	<u>59,152,060</u>
<b>Total Revenues</b>	
<b>EXPENDITURES</b>	<b>2,262,578</b>
Salaries and benefits	42,968,962
Expenditures related to the "Zero to Five" Program	5,856,371
Services and supplies for State School Rediness program	<u>51,087,911</u>
<b>Total Expenditures</b>	
<b>Change in Fund Balance</b>	<b>8,064,149</b>
<b>FUND BALANCE, July 1</b>	<b>143,409,869</b>
<b>FUND BALANCE, June 30</b>	<b><u>\$ 151,474,018</u></b>

See accompanying notes to the basic financial statements.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
RECONCILIATION OF THE CHANGE IN FUND BALANCE  
TO THE CHANGE IN NET ASSETS**

**FOR THE YEAR ENDED JUNE 30, 2007**

Net changes in fund balance - total governmental funds \$ 8,064,149

Amounts reported for governmental activities in the statement of activities differs from the amounts reported in the statement of activities because:

Governmental funds report capital outlays as expenditures. However, in the statement of activities, the costs of those assets are allocated over their estimated useful lives as depreciation expense.

Depreciation expense (3,478)

Compensated absences expenses reported in the Statement of Activities do not require the use of current financial resources and therefore are not reported as expenditures in governmental funds. This amount represents the net change in the compensated absences liability. 4,498

Certain revenues in the governmental funds are deferred because they are not collected within the prescribed time period after year-end. However, the revenues are included on the accrual basis used in the government-wide statements. (8,755,632)

Change in net assets of governmental activities \$ (690,462)

See accompanying notes to the basic financial statements.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
STATEMENT OF REVENUES, EXPENDITURES AND  
CHANGES IN FUND BALANCE-BUDGET AND ACTUAL**

**FOR THE YEAR ENDED JUNE 30, 2007**

	Budgeted Amounts		Actual Amounts	Variance with Final Budget - Positive (Negative)
	Original	Final		
<b>REVENUES</b>				
Prop 10 Tobacco Tax	\$ 37,500,000	37,500,000	\$ 37,356,314	\$ (143,686)
Prop 10 School Readiness	3,865,682	6,359,653	10,461,757	4,102,104
Other State operating grants and contributions	1,049,837	1,049,837	669,897	(379,940)
Investment income earned on tobacco taxes at the State level	20,000	20,000	430,669	410,669
Federal operating grants	569,850	3,501,654	2,237,302	(1,264,352)
Investment income	6,800,000	7,000,000	7,954,594	954,594
Other revenue	40,000	40,000	41,527	1,527
<b>Total Revenues</b>	<u>49,845,369</u>	<u>55,471,144</u>	<u>59,152,060</u>	<u>3,680,916</u>
<b>EXPENDITURES</b>				
Salaries and benefits	2,565,719	2,492,480	2,262,578	229,902
Expenditures related to the "Zero to Five" Program	59,188,796	56,293,662	42,968,962	13,324,700
Services and supplies for State School Rediness program	7,833,201	6,042,952	5,856,371	186,581
Capital outlay	25,000	25,000	-	25,000
<b>Total Expenditures</b>	<u>69,612,716</u>	<u>64,854,094</u>	<u>51,087,911</u>	<u>13,766,183</u>
<b>Net Change in Fund Balance</b>	<u>(19,767,347)</u>	<u>(9,382,950)</u>	<u>8,064,149</u>	<u>17,447,099</u>
<b>FUND BALANCE, July 1</b>	<u>143,409,869</u>	<u>143,409,869</u>	<u>143,409,869</u>	<u>-</u>
<b>FUND BALANCE, June 30</b>	<u>\$ 123,642,522</u>	<u>\$ 134,026,919</u>	<u>\$ 151,474,018</u>	<u>\$ 17,447,099</u>

See accompanying notes to the basic financial statements.

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**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
NOTES TO BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 1 – ORGANIZATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Reporting Entity**

The Children and Families Commission of Orange County (the Commission) was established by the Orange County Board of Supervisors in 1999 under the provisions of the California Children and Families Act of 1998 (Act). The Commission is a public entity legally separate and apart from the County. The purpose of the Commission is to develop, adopt, promote and implement early childhood development and school readiness programs in the County of Orange consistent with the goals and objectives of the Act. The Commission's programs are funded primarily by taxes levied by the State of California on tobacco products.

A governing board of nine members, which are appointed by the County Board of Supervisors, oversees the Commission. Three members are considered Mandatory Members, comprised of representatives of the County Health Care Agency, Social Services Agency and Board of Supervisors. Other members are considered At-Large Members. The Board of Supervisors Mandatory member serves for a one-year term without limitation on the number of terms he/she may serve. Other Mandatory Members serve until removed by the Board of Supervisors. At-Large Members serve for terms ranging from two to four years, not to exceed eight consecutive years. The County Board of Supervisors may remove any Commission Member at any time. The Commission is considered a component unit of the County of Orange.

Upon termination of the Commission, all assets of the Commission shall be returned to the State of California. The liabilities of the Commission shall not become liabilities of the County upon either termination of the Commission or the liquidation or disposition of the Commission's remaining assets.

**Basis of Accounting and Measurement Focus**

The basic financial statements of the Commission are composed of the following:

- Government-wide financial statements
- Fund financial statements
- Notes to the basic financial statements

**Government-wide Financial Statements**

Government-wide financial statements consist of the statement of net assets and the statement of activities. These statements are presented on an economic resources measurement focus. All economic resources and obligations of the reporting government are reported in the financial statements.

The government-wide financial statements have been prepared on the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from non-exchange transactions are recognized in accordance with the requirements of GASB Statement No. 33.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
NOTES TO BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 1 – ORGANIZATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
(Continued)**

**Fund Financial Statements**

The fund financial statements consist of the balance sheet, the statement of revenues, expenditures and changes in fund balance, and the statement of revenues, expenditures and changes in fund balance - budget and actual of the Commission's general fund. These statements are presented on a current financial resources measurement focus. Generally, only current assets and current liabilities are included on the balance sheet. The statement of revenues, expenditures and changes in fund balance for the governmental fund generally presents increases (revenues) and decreases (expenditures) in net current assets. All operations of the Commission are accounted for in the general fund.

The fund financial statements have been prepared on the modified accrual basis of accounting. Revenues are recognized in the accounting period in which they become both measurable and available to finance expenditures of the current period. Revenues are considered available if they are received within 60 days after year-end. Revenues susceptible to accrual include tax revenues, grant revenues and investment income. Expenditures are recognized in the accounting period in which the fund liability is incurred except for compensated absences, which are recognized when due and payable at year-end.

**Adjustments Between Fund Financial Statements and Government-Wide Financial Statements**

**Capital assets, net of accumulated depreciation**

Equipment is not considered to be financial resources and therefore, is not reported as an asset in the fund financial statements. Equipment is capitalized and reported at cost, net of accumulated depreciation, in the government-wide financial statements. There were no additions to the capital assets in the current year. Depreciation expense for the year ended June 30, 2007 amounted to \$3,478 and is included in the child development function in the statement of activities.

**Deferred Revenue**

Under the modified accrual basis of accounting, revenue is recognized in the fund financial statements if it has been collected after year-end within the Commission's established availability period of 60 days. All other accrued revenues due the Commission are deferred at year-end in the fund financial statements. Deferred revenue of \$263,000 at June 30, 2007 was recognized as revenue in the government-wide financial statements.

**Long-Term Liabilities**

As of June 30, 2007, the Commission estimated its liability for vested compensated absences to be \$158,265. Compensated absence obligations are considered long-term in nature and are reported in the fund financial statements as expenditures in the period paid or when due and payable at year-end under the modified accrual basis of accounting. The compensated absences have been accrued in the government wide financial statements and are included in long-term liabilities. The compensated absences increased by \$111,255 and decreased by \$115,753 during the year. The compensated absences are liquidated by the general fund.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
NOTES TO BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 1 – ORGANIZATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
(Continued)**

**Due to other governments**

Due to other governments represents amounts owed to grantees and governmental agencies for services provided to the Commission in accordance with the Commission's strategic plan.

**Retentions payable**

The Commission retains a percentage of amounts billed by grantees and vendors in accordance with executed contracts. Upon fulfilling the requirements of the grantee agreement or contract, the amounts are released.

**Fund Balance**

The net assets of the Commission are constrained by state law for use for early childhood development and school readiness programs. As such, in accordance with GASB No. 34, the fund balance has been reclassified to restricted net assets on the statement of net assets.

**Capital assets, net of accumulated depreciation**

Capital assets are recorded at cost. The Commission capitalizes assets with cost in excess of \$5,000 and a useful life greater than one year. The Commission depreciates capital assets using a straight-line method over the estimated useful life of each asset. The estimated useful life used for the capital assets, comprised only of equipment, range from 5 to 10 years.

**Use of Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles in the United States requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results could differ from those estimates. The Commission's significant estimates are recorded in accounts payable and due to other governments and pertain to accruals for services provided by grantees and vendors but not invoiced as of June 30, 2007.

**Budget and Budgetary Reporting**

The Commission is required by County ordinance to prepare a budget each year based on estimates of revenues and expected expenditures. The Commission's Board of Commissioners adopted an annual budget of expenditures for the year ended June 30, 2007, which is prepared on the modified accrual basis of accounting. The accompanying statement of revenues, expenditures and changes in fund balance budget and actual includes the budgeted expenditures for the year, along with management's estimate of revenues for the year. The legal level of budgetary control is at the total fund level.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
 NOTES TO BASIC FINANCIAL STATEMENTS  
 FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 1 – ORGANIZATIONS AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES  
 (Continued)**

**Encumbrances**

The Commission utilizes an encumbrance system as a management control technique to assist in controlling expenditures. Under this procedure, encumbrances representing purchase orders, contracts and other commitments are reported on the balance sheet as reservations of fund balances at year-end since they do not constitute expenditures or liabilities. Unencumbered appropriations lapse at the end of the fiscal year.

**Effect of New Governmental Accounting Standards Board Pronouncements**

GASB Statement No. 45 – In June 2004, the GASB issued Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions*. This Statement establishes standards for the measurement, recognition, and display of OPEB expense/expenditures and related liabilities (assets), note disclosures, and, if applicable, required supplementary information (RSI) in the financial reports of state and local governmental employers. This statement becomes effective for the fiscal year ended June 30, 2008.

**Reclassifications**

Certain amounts in the financial statements have been reclassified from the presentation in the prior year report as follows:

<u>Current Year Presentation</u>	<u>Prior Year Presentation</u>
Cash and investments in County Treasury	Cash and investments
Imprest Cash	Cash and investments
Accounts receivable	Other receivables
Interest receivable	Due from County of Orange
Due from other governments	Taxes receivable
Due from other governments	State school readiness receivable
Retentions payable	Accounts payable and Due to other governments
Accrued wages and benefits	Accounts payable

**NOTE 2 – CASH AND INVESTMENTS**

Cash and investments are classified in the financial statements as follows:

Cash and investments in County Treasury	\$ 163,562,270
Imprest Cash	<u>15,000</u>
Total Cash and Investments	<u><u>\$ 163,577,270</u></u>

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
NOTES TO BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 2 – CASH AND INVESTMENTS (Continued)**

Cash and investments consisted of the following at June 30, 2007:

Orange County Investment Pool:	\$ 114,277,890
Equity in pooled Money Market fund	49,284,380
U.S. Treasury obligations	15,000
Imprest Cash	\$ 163,577,270
<b>Total Cash and Investments</b>	<b>\$ 163,577,270</b>

Investments Authorized by the California Government Code and the Commission's Investment Policy

The table below identifies the investment types that are authorized by the California Government Code or the Commission's investment policy, where more restrictive. The table also identifies certain provisions of the California Government Code or the District's investment policy, where more restrictive, that address interest rate risk, credit risk, and concentration of credit risk.

Authorized Investment Type	Maximum Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
U.S. Treasury Obligations	3 years	None	None
Orange County Investment Pool	N/A	None	None

The Commission's deposit in the Orange County Treasurer's Money Market Fund of the Investment Pool (Pool) is similar to a demand deposit and amounts can be withdrawn at any time without prior written notice. The County's Investment Policy Statement establishes policies governing the Pool. Interest is apportioned to the Commission monthly based on the average daily balances on deposit with the County Treasurer. The County Treasury Oversight Committee, established in December 1995, conducts Pool oversight. The weighted average maturity of the Pool is approximately 236 days as of June 30, 2007. The Commission's equity in the Pool was 3.6% of the total Pool.

Cash on deposit with the Treasurer at June 30, 2007 is stated at fair value. The Pool values participant shares on an amortized cost basis during the year and adjusts the value at year-end to fair value based on quoted market prices and matrix pricing. The fair value adjustment at June 30, 2007 increased the Commission's investment income by \$148,193. Investments in pools managed by other governments are not subject to categorization because they are not evidenced by securities that exist in physical or book entry form.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
NOTES TO BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 2 – CASH AND INVESTMENTS (Continued)**

The Commission has set aside deposits for future-needs of a long-term nature and entered into an agreement with the County Treasurer to manage a specific long-term investment portfolio (SLIP) for these deposits. The SLIP agreement sets forth the investment policy for these identified deposits. The investments are limited to U. S. Treasury securities with a maximum maturity of three years. The investments will be held to maturity unless market conditions dictate otherwise.

As of June 30, 2007, the Commission had the following investments in the SLIP:

Investments	Maturities	Fair Value
U.S. Treasury Bills	7/31/07-10/15/09	\$ 49,284,380

These investments are stated at fair value at June 30, 2007 and the fair value adjustment at year-end decreased the Commission's investment income by \$113,534.

**Interest Risk**

The Commission manages its exposure to interest rate risk by limiting the maximum maturity of U.S. Treasury securities to three years. At June 30, 2007, the weighted average maturity of the SLIP was 1.16 years. The stated interest rates on the U.S. Treasury securities comprising the SLIP range from 3.13 to 4.88 percent.

**Custodial Credit Risk**

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the Commission will not be able to recover the value of its investments or collateral securities that are in possession of an outside party. At year-end, the Commission's SLIP was held in a separate custody account with a third party custodian in the County's name.

**Credit Risk**

Obligations of the U. S. government are not considered to have credit risk. The Pool had a credit rating of AAA as of June 30, 2007.

**Concentration of Credit Risk**

At June 30, 2007, the investments in the SLIP consisted of 100% U.S. Treasury securities.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
NOTES TO BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 3 – DUE FROM OTHER GOVERNMENTS**

The due from other governments account represents amounts due to the Commission from the California Children and Families Commission (“State Commission”) for Prop 10 related revenues and other governmental agencies. The amounts due to the Commission at June 30, 2007, were as follows:

Due from State Commission:

Prop 10 revenue for:	\$	2,879,671
May 2007		3,295,604
June 2007		227,081
Surplus Money Investment Fund Allocations		
Due from other governmental agencies for:		164,091
Medi-Cal Administrative Activities (MAA)		98,908
AmeriCorps		145,904
Vista funds		<u>145,904</u>
Total Due from Other Governments	\$	<u><u>6,811,259</u></u>

**NOTE 4 – DEFINED BENEFIT PENSION PLAN**

All full-time employees of the Commission participate in the Orange County Employees Retirement System (OCERS), which is a cost-sharing, multiple-employer, defined benefit pension plan. OCERS provides for retirement, death, disability and cost-of-living benefits, and is subject to the provisions of the County Employees Retirement Act of 1937 and other applicable statutes.

Members employed by the County of Orange or a participating agency prior to September 21, 1979, are designated as Tier I members. Members employed after September 21, 1979 are designated as Tier II members. The establishment of Tier II resulted in a reduced allowance beginning at age 50. A member's retirement allowance is based upon the member's age at retirement, final compensation and the total years of service under the system. If an employee terminates before rendering five years of service under the system, the employee forfeits the right to receive benefits and is entitled to withdraw employee contributions made together with accumulated interest. If an employee terminates after five years of service, the employee may elect to leave the accumulated deposits in the retirement fund and be granted a deferred retirement allowance at the time the member would have been entitled to the allowance if service had been continued.

OCERS issues a stand-alone annual financial report, which can be obtained by writing to the Orange County Employees Retirement System, 2223 Wellington Avenue, Santa Ana, California 92702.

In accordance with County Board of Supervisors resolutions establishing contribution rates, the Commission makes periodic contributions to OCERS in amounts such that, when combined with employees' contributions and with investment income, will fully provide for all employees' benefits by the time they retire. The Commission's contribution rate as a percentage of payroll for General members was 25.89% for the year ended June 30, 2007.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
NOTES TO BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 4 – DEFINED BENEFIT PENSION PLAN (Continued)**

Members are required to contribute a percentage of their annual compensation to OCERS as a condition of employment. For Tier I members, the normal rate of contribution is based on the member's age at entry in OCERS, and is calculated to provide an annual annuity equal to 1/200 of the member's "final compensation" for each year of service rendered at age 60 for General members. For Tier II General members, the rate of contribution is calculated to provide an annual annuity equal to 1/120 of the member's "final compensation" for each year of service rendered at age 60. The member average contribution rate was approximately 3.4% for the year ended June 30, 2007.

The Commission's annual required contribution to OCERS was \$380,907 for the year ended June 30, 2007. The Commission's actual and actuarially required contributions were as follows:

<u>Fiscal Year Ending</u>	<u>Annual Required Contributions (ARC)</u>	<u>Percentage of ARC Contributed</u>
6/30/2005	\$ 186,916	100.00%
6/30/2006	514,914	100.00%
6/30/2007	380,907	100.00%

**NOTE 5 – CONTINGENCIES**

The Commission is involved in various legal proceedings from time to time in the normal course of business. In management's opinion, the Commission is not involved in any legal proceeding that will have a material adverse effect on financial position or changes in financial position of the Commission.

**NOTE 6 – COMMITMENTS**

The Commission leases office space from a third party under a long-term operating lease, which expires in July 2011 (FY 2011-12). The future minimum rental payments due under the lease are as follows.

2008	\$ 271,805
2009	279,532
2010	288,261
2011	297,081
2012	24,818
	<u>\$ 1,161,497</u>

Rent expense was \$278,580 for the year ended June 30, 2007.

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY  
NOTES TO BASIC FINANCIAL STATEMENTS  
FOR THE YEAR ENDED JUNE 30, 2007**

**NOTE 7 – STATE SCHOOL READINESS PROGRAM**

The Commission participates in the State School Readiness Program and receives funds to be used to coordinate, develop, implement and sustain a system of collaborative school-based or linked services, programs and informal support based on research or promising practices to improve "school readiness" for children, families, communities and schools. A local match of the program funds expended each year is required and can be met through a cash match, including Commission funds, new expenditures by school districts and local public agencies in excess of existing local investments that are specifically targeted to an element of the School Readiness Program, or funds from private sources such as foundations and businesses.

The State's policies and procedures for reporting program costs and requesting program funding have evolved since the program's inception, and based on current State policies, the Commission is entitled to current year funding based on achieving the matching requirements in the prior year. Consequently, to be eligible for FY 2006-07 State School Readiness revenues, the Commission was required to verify that the Commission obtained sufficient, required local funds to match the expenditure of State School Readiness Program funds during FY 2005-06. Specifically, the Commission was required to provide a local match of 100% of the State funds expended for the Phase 1A non-implementation funds and 100% of the Phase 1B non-implementation funds expended for the year ended June 30, 2006.

There is no match requirement for the 2006 implementation funds expenditures. For the fiscal year ended June 30, 2006, the Commission's management asserts that the matching requirement has been met.

**NOTE 8 – RELATED PARTY TRANSACTIONS**

The Commission contracts with the County to provide accounting, banking and investment, purchasing, human resources, risk management and other administrative services. The Commission participates in the County's risk management programs (commercial and self-insurance programs) for general and automobile liability insurance, public official liability, rental interruption, personal property, worker's compensation, group health indemnified plans, group salary continuance plan, group dental plan and unemployment benefit plan. The Commission records its portion of related insurance premiums charged by the County as an expense. Insurance expense for the year ended June 30, 2007 was \$52,087. The Commission incurred expenses totaling \$610,935 for all other County services provided during the year ended June 30, 2007. The amount owed to the County of Orange at June 30, 2007 was \$192,923.

**NOTE 9 – PROGRAM EVALUATION**

In accordance with the *Standards and Procedures for Audits of California Counties Participating in the California Children and Families Program*, issued by the California State Controller, the Commission is required to disclose the amounts expended during the fiscal year on program evaluation. Program evaluation costs pertain to those activities undertaken to support the collection, production, analysis and presentation of evaluation information for Commission management, Commissioners and other interested parties.

For the year ended June 30, 2007, the Commission expended \$1,634,922 for program evaluation.

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED  
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS**

To the Board of Commissioners  
Children and Families Commission of Orange County

We have audited the accompanying financial statements of the governmental activities and the general fund of the Children and Families Commission of Orange County (the Commission), a component unit of the County of Orange, California, as of and for the year ended June 30, 2007, which collectively comprise the Commission's basic financial statements and have issued our report thereon dated September 14, 2007. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

**Internal Control Over Financial Reporting**

In planning and performing our audit, we considered the Commission's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the Commission's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the Commission's financial statements that is more than inconsequential will not be prevented or detected by the Commission's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Commission's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Commission's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the Commission, in a separate letter dated September 14, 2007.

This report is intended solely for the information and use of the Board of Commissioners, management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Vavrinch, Tine, Day & Co., LLP*

Rancho Cucamonga, California  
September 14, 2007



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

To the Board of Commissioners  
 Children and Families Commission of Orange County

We have audited the basic financial statements of the Children and Families Commission of Orange County (the Commission), a component unit of the County of Orange, as of and for the year ended June 30, 2007 have issued our report thereon dated September 14, 2007.

Our audit was conducted in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State of California's *Standards and Procedures for Audits of California Counties Participating in the California Children and Families Program*, issued by the State Controller's Office. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The Commission's management is responsible for the Commission's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the commission's compliance with the laws and regulations applicable to the following items.

Description	Audit Guide Procedures	Procedures Performed
Contracting and Procurement	6	Yes
Administrative Costs	3	Yes
Conflict of Interest	3	Yes
County Ordinance	4	Yes
Long-range Financial Plans	2	Yes
Financial Condition of the Commission	1	Yes
Program Evaluation	3	Yes
Salaries and Benefit Policies	2	Yes

Based on our audit we found that, for the items tested, the Commission complied with the laws and regulations of the items referred to above. Further, based on our examination, for items not tested, nothing came to our attention to indicate that the Commission had not complied with the laws and regulations of the California Children and Families program. Our audit does not provide a legal determination of the Commission's compliance with those requirements.

This report is intended solely for the information of the Board of Commissioners, the County Commission, the State Commission, and the State Controller's Office and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

*Varrinck, Trine, Day & Co., LLP*

Rancho Cucamonga, California  
September 14, 2007

**CHILDREN AND FAMILIES COMMISSION OF  
ORANGE COUNTY**

**SINGLE AUDIT REPORT  
JUNE 30, 2007**

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**

**JUNE 30, 2007**

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Commissioners  
Children and Families Commission of Orange County

We have audited the accompanying financial statements of the governmental activities and the general fund of the Children and Families Commission of Orange County (the Commission), a component unit of the County of Orange, California, as of and for the year ended June 30, 2007, which collectively comprise the Commission's basic financial statements and have issued our report thereon dated September 14, 2007. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the Commission's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the Commission's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the Commission's financial statements that is more than inconsequential will not be prevented or detected by the Commission's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Commission's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Commission's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the Commission in a separate letter dated September 14, 2007.

This report is intended solely for the information and use of the Board of Commissioners, management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Varrault, Tene, Day & Co., LLP

Rancho Cucamonga, California  
September 14, 2007



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS  
APPLICABLE TO EACH MAJOR PROGRAM, INTERNAL CONTROL OVER  
COMPLIANCE AND THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the Board of Commissioners  
Children and Families Commission of Orange County

Compliance

We have audited the compliance of the Children and Families Commission of Orange County (the Commission) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to its major federal program for the year ended June 30, 2007. The Commission's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to its major federal programs are the responsibility of the Commission's management. Our responsibility is to express an opinion on the Commission's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Commission's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on the Commission's compliance with those requirements.

In our opinion, the Commission complied, in all material respects, with the requirements referred to above that are applicable to its major federal program for the year ended June 30, 2007.

## Internal Control Over Compliance

The management of the Commission is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the Commission's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Commission's internal control over compliance.

A *control deficiency* in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A *significant deficiency* is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A *material weakness* is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

## Schedule of Expenditures of Federal Awards

We have audited the financial statements of the governmental activities and general fund of the Commission as of and for the year ended June 30, 2007, and have issued our report thereon dated September 14, 2007. Our audit was performed for the purpose of forming opinions on the financial statements that collectively comprise the Commission's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by OMB Circular A-133 and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

This report is intended solely for the information and use of the Board of Commissioners, management, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

*Vernick, Tice, Day & Co., LLP*

Rancho Cucamonga, California  
September 14, 2007

**CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY**

**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
JUNE 30, 2007**

<b>Federal Grantor/Program Title</b>	<b>Federal CFDA Number</b>	<b>Pass Through Entity Identifying Number</b>	<b>Federal Expenditures</b>
<b>Corporation for National and Community Services:</b>			
AmeriCorps Program [1]			
Passed through from:			
Prevent Child Abuse California (PCA CA)	94.006	06VSPCA032	273,700
AmeriCorps (Vista) [1]	94.013	06046P023	211,081
<b>Subtotal - Corporation for National Community Services</b>			<u>484,781</u>
<b>U.S. Department of Health and Human Services:</b>			
Medical Assistance Program			
Passed through from:			
County of Orange -Medi-Cal Administrative Activities	93.778	03-75080	164,091
<b>Total Expenditures of Federal Awards</b>			<u>\$ 648,872</u>

[1] Denotes a major Federal Financial Assistance Program

See accompanying notes to Schedule of Expenditures of Federal Awards.

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
JUNE 30, 2007

**NOTE #1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**A. General**

The accompanying Schedule of Expenditures of Federal Awards presents the activity of all federal award programs of the Children and Families Commission of Orange County (Commission). The Commission's reporting entity is defined in Note 1 of the Commission's basic financial statements. All federal awards received directly from federal agencies as well as federal awards passed through from other government agencies are included on the Schedule of Expenditures of Federal Awards.

**B. Basis of Accounting**

The accompanying Schedule of Expenditures of Federal Awards is presented using the modified accrual basis of accounting, which is described in Note #1 of the Commission's Financial Statements.

**C. Medi-Cal Administrative Activities**

The Single Audit Act Amendments of 1996 defines major federal award programs based upon total federal expenditures of the grantee during the period reported and inherent risk of the programs audited. The Schedule of Expenditures of Federal Awards includes expenditures incurred for Medi-Cal Administrative Activities (CFDA #93.778) in the fiscal year 2005-2006, which were approved for reimbursement by the grantor agency in the fiscal year 2006-2007.

**D. Relationship to Basic Financial Statements**

Federal awards revenues are generally reported within the Commission's financial statements under the financial statement caption "Federal Operating Grants" for the Governmental Fund.

**E. Relationship to Federal Financial Reports**

Amounts reported in the accompanying Schedule of Expenditures to Federal Awards agree with the amounts reported in the related federal financial reports. However, certain federal financial reports are filed based on cash expenditures. As such, certain timing differences may exist in the recognition of revenues and expenditures between the Schedule of Expenditures of Federal Awards and the federal financial reports.

CHILDREN AND FAMILIES COMMISSION OF ORANGE COUNTY

SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
 SUMMARY OF AUDITORS' RESULTS  
 JUNE 30, 2007

FINANCIAL STATEMENTS

Type of auditors' report issued:	<u>Unqualified</u>
Internal control over financial reporting:	
Material weakness(es) identified?	<u>No</u>
Significant Deficiency(ies) identified not considered to be material weaknesses?	<u>None reported</u>
Noncompliance material to financial statements noted?	<u>No</u>

FEDERAL AWARDS

Internal control over major programs:	
Material weakness(es) identified?	<u>No</u>
Significant Deficiency(ies) identified not considered to be material weaknesses?	<u>No</u>
Type of auditors' report issued on compliance for major programs:	<u>Unqualified</u>
Any audit findings disclosed that are required to be reported in accordance with Circular A-133, Section .510(a)	<u>No</u>
Identification of major programs:	

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
<u>94.006</u>	<u>AmeriCorps</u>
<u>94.013</u>	<u>AmeriCorps Vista</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

Dollar threshold used to distinguish between Type A and Type B programs:	<u>\$ 300,000</u>
Auditee qualified as low-risk auditee?	<u>No</u>

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**Annual Program Report  
for Fiscal Year 2006-07**

**Submitted to  
First 5 California**

The full report is on file with the Clerk of the Commission.

## PART 1: COUNTY COMMISSION NARRATIVE

### (A) COUNTY COMMISSION PROFILE

#### 1. Name of County

Orange County

#### 2. Alignment of Priorities with the Strategic Plan

Orange County, the second largest county in California, is an increasingly diverse and relatively young community. In contrast to the perception of affluence, many of Orange County's young children, aged five and under, are from low-income families or families with limited English proficiency. Many of these children are Latino, Asian or from a growing, multi-racial population.

The Children and Families Commission of Orange County (Commission) focuses its resources and support on programs that facilitate better access to health care, provide support for parents to build stronger families, and promote the development of early literacy to enable children to strengthen their language skills and be prepared for school. Successful community partnerships assist in expanding the Commission's reach to extend progress in improving outcomes for young children.

The Commission has identified four goal areas, including:

- 1) **Healthy Children:** Ensure the overall physical, social, emotional and intellectual health of children during the prenatal period through age five.
- 2) **Strong Families:** Support and strengthen families in ways that promote good parenting for the optimal development of young children.
- 3) **Ready to Learn:** Provide early child care and education opportunities for young children to maximize their potential to succeed in school; and
- 4) **Capacity Building:** Fund effective programs, leverage resources, coordinate services, and measure outcomes in order to increase capacity for new or expanded services to young children.

#### 3. Programs Supporting the Strategic Plan

In order to help develop Healthy Children, the Commission supports programs that assess a child's development. This year, multiple programs were funded to achieve a single objective: early developmental assessment. Research shows that early identification of special health and development needs lead to earlier access to services for a child's optimal

health and growth. To this end, the Commission developed a **School Nursing Program** that provides school nurses at every elementary school district in Orange County.

This past year, school nurses provided over 5,500 children with comprehensive developmental, vision, dental and health screenings. Children also received other assistance such health insurance enrollment (2,200 children), health education classes (247 classes), and parenting classes (430 classes).

When there are barriers to a school nurse sharing or obtaining information critical for a young child's assessment and treatment, California Chapter 4 of the **American Academy of Pediatrics**, a Commission grantee, helps to bridge the gap. A process is now in place whereby a school nurse can communicate or request information through AAP which then initiates a physician-to-physician approach that has proven effective in addressing children's medical concerns. AAP also assists in staffing the "Ask the Doctor" booth at school district health fairs.

To support **Strong Families**, the Commission has provided funds to **Casa Teresa**, which provides a temporary home and on-going support for pregnant women who are 18 or older and alone. The Commission support helps Casa Teresa provide counseling, case management, child care, medical services, life skill classes and educational programs to prepare these women to make thoughtful and well informed decisions for themselves and their children. It also helps them to achieve self-sufficiency and independence – the ultimate goal of the program.

An extensive rehabilitation of Casa Teresa's apartment complex, which was completed by Commission partner HomeAid Orange County, doubled the number of available beds and families that can receive services.

Few activities can do a better job preparing a child to be **Ready to Learn** than encouraging an interest in reading. For that reason, the Commission supports the local activities of the national **Reach Out and Read** program, a non-profit organization that supports early literacy through well-child visits and pediatricians who give new books to children, and advice to parents, about the importance of reading aloud. Orange County received a grant from Reach Out and Read for almost \$100,000 in 2006. The Commission matched the grant with an additional \$100,000 for more books. The number of sites in Orange County will rise from 42 in 2006, to an estimated 62 pediatric sites by the end of this year. A volunteer recruitment program is being implemented to increase the number of trained readers in the waiting rooms. The Commission has also funded and trained more than 37 part-time staff to read to children in the waiting rooms and model "reading aloud techniques" to parents. In addition, a gently used book program has been developed to solicit, sort, clean and distribute used books to be used in the waiting rooms and given to patients and their siblings.

All of these activities directly address the developmental needs of children. Behind these activities, however, is a need for **Capacity Building**, so that the Commission's strong partners can do as much effective work as possible for as many children as possible. For example, the Commission was the local sponsor of the **Sesame Workshop's** Interactive

health and fitness exhibit at **Discovery Science Center** for seven months. To sustain the interest and enthusiasm in healthy activities generated by the exhibit, the Commission expanded the partnership with Sesame Workshop to include the purchase and distribution of the *Healthy Habits for Life* outreach materials that focus on physical fitness and nutrition and the *Word on the Street* tool kit. The *Word on the Street* tool kit focuses on vocabulary and promotes the importance of early literacy and language development that coordinates with the new 38<sup>th</sup> season of Sesame Street.

The Commission, in partnership with **Meredith Publishing**, also helped to build capacity to distribute the popular **Kid Builders** activity books. These activity books are designed to strengthen the relationship between parents and caregivers with children up to five years of age by helping them experience developmental activities with their child, to complete health and safety milestones and to get access to important community resources. Kid Builders activities allow parents and caregivers to help children develop in six developmental areas: health, relationship, word, mind, body and safety.

#### 4. Strategies for Promoting Equitable Access and Outcomes

Commission-funded programs reach children in all parts of Orange County. An intense focus is on those who face the most serious risk from health, socio-economic and developmental factors. This focus includes children in poverty, and those for whom English is not their primary language, or whose mothers are not high-school educated.

The Commission uses multiple strategies including: assessing every newborn while still at the hospital, and linking families with a health care home and support programs; using Family Resource Centers to provide access to health care, medical insurance, parenting classes and family counseling; funding School Readiness Coordinators and School Nurses at Orange County school districts to implement programs, including best practices for early care, parent training and collaboration between educational systems; using multiple languages and culturally appropriate staff to provide direct outreach and home visitation services; and taking services and information to the community, instead of requiring families to seek out services.

#### 5. Program Highlights

##### **Partnership with Angels Baseball LP**

The Commission partnered with the **Angels Baseball LP** to develop a public awareness campaign to focus on early childhood education. The Commission oversaw the deployment of interactive exhibits, including an obstacle course, Kid Builders activities and a Sesame Street corner featuring the ever-popular “Elmo” at the Angels Fan Fest. The Commission was the presenting sponsor for **HomeAid Orange County’s** Project Playhouse fundraiser and also through a partnership with the Angels Baseball Foundation, an Opportunity Playhouse was on display at Angles Stadium. The Commission also partnered with Angels Baseball to provide 100,000 toothbrushes to local children.

### **Kid Builders Expansion**

A pilot program included the distribution of 20,000 Kid Builder books to parents and caregivers throughout the county. The follow-up telephone survey with 1,000 English- and Spanish-speaking parents and focus group discussions established that the vast majority of parents (82%) who received Kid Builders books engaged their children in its activities.

The Commission supported an expanded printing and distribution of 20,000 Kid Builders books to retain momentum for the program with the Commission's existing Kid Builders partners. Demand for the materials has been so great that the Commission approved a third printing of 120,000 Kid Builders books.

About half of these books have been sent to school districts. The rest will be distributed to parents of young children at venues ranging from pre-natal programs, Reach Out and Read program sites, child-care providers, and local institutions ranging from libraries, to Boys & Girls Clubs.

## **6. Local Stories**

### **Family Support Network**

*Sarah is a concerned mother of a four-year-old son, Jacob. His pre-school teacher brought to Sarah's attention that Jacob was having trouble during playtime and couldn't catch a large ball or climb up the ladder of the playground slide without help. She noted he was also having a difficult time holding the scissors during craft time. The teacher informed Sarah that they would be hosting a developmental screening offered by the Family Support Network (FSN), and that Sarah should bring Jacob for a formal screening by one of their professionals.*

*After a formal screening, the staff person from FSN was able to determine that Jacob was not significantly delayed in development. He did show, however, a deficiency in reaching certain developmental milestones. Sarah was provided with a variety of activities to perform with Jacob to improve his fine and gross motor skills. The teacher was also made aware of Jacob's needs, and worked with him as well to advance his development.*

*At the end of the school year another screening was held. Sarah brought Jacob back, hoping he had made progress. Indeed, Jacob scored very well on the developmental screening and even had begun progressing at the developmental level of a 5-year-old on certain milestones. Sarah is grateful to the staff at FSN for offering parents a crucial opportunity to recognize their child's developmental progress and to work with them to ensure that they are healthy, happy and thriving.*

Family Support Network participates with the Commission and First 5 California in the Special Needs matching funds demonstration project at the Newport Mesa Unified School District. The Commission funds many Orange County programs, which support developmental screenings so that, "All children are healthy and ready to learn when they enter school".

### **Reach Out and Read**

*Gustavo Ortega, a U.S. Army veteran of Iraq, now gets paid \$12 an hour to read to children in a pediatrician's office in San Clemente. His parents worked as long as 16 hours a day, and siblings had to run the house. As a result, Gustavo did not learn the pleasures of reading until he was in high school. Now he enjoys reading to little ones. He spreads books before 11-month-old Kali Hall and patiently reads her selection — "Mommy and Me".*

*When Kali pulls at the book and puts a corner into her mouth neither Gustavo nor the designers of Reach Out and Read would see reason for concern. It is not important to read every word on a page, but to allow young children to see that books can be a source of pleasure and provide parent-child interaction time.*

*"I want them to learn to read at home," said Dr. Paul Qaqundah, a pediatrician with a Reach Out and Read program at his practice in Huntington Beach. "I want them to be social, to interact with other kids. I want them to have friends and learn to take turns and respect. And it all starts with reading."*

The Commission provides funding to stock waiting rooms and to pay trained readers like Gustavo to read to children. The Commission's support also helps pediatricians provide thousands of age-appropriate books to Orange County children.

## B. COUNTY EVALUATION SUMMARY

### 1. Narrative Summary of Evaluation Activities

#### a. Evaluation Activities Completed

In Orange County, the Commission has adopted a comprehensive evaluation plan that includes both process and outcome measures that are measured in the short, intermediate, and long term. The Evaluation Framework includes both Commission-wide and program-specific evaluations. The purpose of the Commission-wide evaluation is to provide an overall picture of the Commission's accomplishments and progress toward achievement of their goals and objectives. Table 1 below describes the process and outcomes measures collected by Commission-funded programs.

**Table 1. Process and Outcome Measures**

<b>Process Measures</b>	<b>Description</b>
Aggregate Data	Basic counts of children, families, and providers who receive services funded by the Commission and the number of services provided.
Grantee Milestones	Specific information about the accomplishments of individual grantees, which can be tabulated across grantees to provide more detail about the services provided by Commission funded programs (e.g. how many children received assistance with health insurance enrollment).
<b>Outcome Measures</b>	<b>Description</b>
Core Data Elements	A questionnaire covering demographic information and the major goals and outcomes in the Commission's Strategic Plan. All clients receiving Commission funded services are asked to complete this questionnaire when they begin to receive services and every year as long as they continue to receive services.
Service Outcomes Questions	A series of questions that are directly linked to the objectives in the Commission's Strategic Plan. These questions are asked about a client when service to the client ends to assess whether the client's condition changed as a result of Commission funded services.

The Commission utilizes the Outcomes Collection, Evaluation, and Reporting Service (OCERS) to collect, compile and maintain client and program data. OCERS is an internet-based data system that facilitates monitoring and reporting on project milestones and the Commission's progress toward achieving its Strategic Plan objectives. All grantees use OCERS to report their progress toward achieving their project milestones.

The Commission also evaluates specific programs or Commission-funded initiatives to gather more detailed information about the operations and outcomes of these initiatives and to guide program design. During fiscal year 2006-07, the Commission conducted evaluations on the Kid Builders Program, School Readiness Nurse Initiative, Local School Readiness Initiative, and the Project Connections.FRC program.

#### b. Evaluation Findings Reported

The Supplemental Report to Orange County's Annual Report to the State, July 2006 – June 2007, summarizes the process and outcomes measures entered in OCERS in 2006-07 by programs in each of the Commission's four priority areas (Healthy Children, Ready to Learn, Strong Families and Capacity Building). Below we provide summaries of the program-specific evaluations that were conducted in 2006-07.

## **Healthy Children**

### School Nurse Initiative (Year 2)

The evaluation documented that school nurses were successful in screening families for health insurance and medical home status; leveraging resources by collaborating with health-related organizations, community clinics, family resources centers, social programs and other health professionals; and raising health awareness through relationships with community daycare and childcare centers.

In reviewing the School Nurse Initiative data, two potential challenges to the long-term impact of the Initiative emerged: providing health services to hard-to-reach children and families and ensuring treatment compliance among those children and families who have been referred for additional health services. Focus on these two key areas was incorporated into the scope of practices for the school nurses in the second two-year contract.

### Project Connections.FRC

According to the evaluation findings, Project Connection plays a critical role in reaching out to Orange County's medically and socially vulnerable children to ensure that accessible, culturally sensitive services are provided to improve the overall health and well being of the children served. The health access team members are important links between families served through the Bridges program, countywide health access strategies, and programs based out of school districts. Some evaluation highlights include:

- Contact with a Health Access Team increases the percentage of children with full immunizations from 43% to over 75%, reducing the category of children who have received no immunizations to almost zero.
- With Project Connections involvement, the number of children publicly insured rose from 65% to almost 90%.
- Eighty-one percent of children reached by Project Connections were assisted in securing a medical home, while another 8% had improved accessibility to a medical home by the time they left the program.

## **Ready to Learn**

### Local School Readiness Initiative

Overall, the School Readiness Coordinators (SRCs) have been successful in increasing awareness of school readiness in the districts and communities they serve. They have increased their districts' capacities to serve families with children ages five and under, gained respect within their districts while helping administrators to change their views

about the population they serve, and collaborated with each other and community organizations to raise the level of commitment for school readiness in Orange County. Eight of the 11 Superintendents and Assistant Superintendents surveyed believe their districts would continue to fund the School Readiness Program even without the financial support of the Commission. Additionally, SRCs have also been successful in leveraging a combined total of \$39,135,875 in funds for their programs since 2000. Almost three-fourths of these funds came from district sources.

## Capacity Building

### Kid Builders

The Kid Builders activity books were distributed to a wide spectrum of the county's population and were widely used. Among the parents who volunteered to be surveyed, 82% engaged their children with the books' activities. Some differences were found in the amount of usage associated with the amount of instruction parents were given on the use of the books. Although all types of instruction resulted in fairly high usage of the book, the lowest usage level was associated with light instruction. The moderate and extensive methods resulted in greater use of the books. Also, both statistical and qualitative data suggested that higher income parents may need to be convinced early on that they can benefit from the Kid Builders books.

## c. Policy Impact of Evaluation Results

The table 2 in Section 2: Submission of Local Evaluation Reports presents the Performance Outcome Measurement Team (POMS) evaluation reports that were released to date for fiscal year 2006-07 as part of the Commission's monthly meeting agenda. Evaluation results have been communicated through reports presented to the Commission and for public use through the Commission's web site. The evaluation findings are used to confirm the priorities identified in the Commission's Strategic Plan and to improve funded strategies. As a result of their review of the evaluation reports, the Commission made the following policy recommendations:

- **School Readiness Nurse Initiative:** The Commission approved a 10% increase to the annual maximum obligation to compensate for the increased staffing costs.
- **Local School Readiness:** The Commission approved the renewal of the Local School Readiness Program for two years from July 1, 2007 through June 30, 2009.
- **Kid Builders Expansion:** The Commission supported a second distribution of 70,000 sets of Kid Builders activity books. Additionally, the Commission directed Commission staff to continue to work with the Newport-Mesa Unified School District School Readiness Coordinator to develop a training protocol and procedures for the Kid Builders materials.
- **Project Connections/FRCs:** The Commission recommends that health access teams strengthen linkages with the School Readiness Initiative Coordinators and Nurses to ensure that programs mutually support each other in improving the health status of Orange County's children. Also, the Commission adopted a resolution to continue to provide Project Connections Health access services for the period July 1, 2007 – June 30, 2009.

## 2. Submission of Local Evaluation Reports

Table 2 below lists the local evaluation reports were released to date for fiscal year 2006-07. The last column of the table indicates the reports that are included in our 2006-07 annual report submission.

**Table 2. Calendar of Outcome Reports Presented to the Commission**

<b>Commission Meeting</b>	<b>Title of Report</b>	<b>Description</b>	<b>Included in 2006-07 Annual Report</b>
June 2006	Comparison of Demographics, June 2006	An assessment of initiative-wide progress over time and for special subpopulations of children served, i.e., newborns in Bridges, children enrolled in State School Readiness Programs and other children served.	
September 2006	Quarterly Performance Report, Focus Area: Capacity Building	Data summarizing Commission investments related to the Strategic Plan goal of Capacity Building. Data includes the number of children and families served; milestones achieved, and a special focus on the AmeriCorps*VISTA programs.	
September 2006	KidBuilders Preliminary Release, July 2006	Report describes survey responses from the 1,082 parents who received a copy of the KidBuilders activity books and submitted a survey. The books are designed to strengthen Orange County families by helping them experience developmental activities with their child, complete key health and safety milestones for their child, and access resources in their community.	X
October 2006	Bridges for Newborns - Preliminary Results, October 2006	Evaluation of the new 2003 Bridges model to assess the validity of the standardized screening tool and the effectiveness of the home visitation services. In 2003 the program was modified to incorporate a standardized screening tool that hospital staff use to determine whether the family needs a referral to community-based services. Additionally, the program was	X

		broadened to include home visitation services to which the hospitals refer families of newborns when warranted by the initial screening.	
November 2006	Conditions of Children Report	This report provides a comprehensive picture of the present condition of children in Orange County and establishes a baseline from which to measure future progress and track changing conditions. The report tracks 38 indicators, ranging from low birth rates, to physical activity and overweight children, developmental disabilities, access to health care and children living in poverty.	
December 2006	POMS Quarterly Performance Report, Focus Area: Healthy Children, December 2006	Data summarizing Commission investments related to the Strategic Plan goal of Healthy Children. Data includes the number of children and families served; milestones achieved, and a special focus on the Early Developmental Assessments and Services and the Immunization Registry Launch.	
December 2006	POMS 2006 Annual Report	Report describing evaluation activities and plans for the coming year.	
December 2006	POMS Special Report: Review of Service Outcomes for Children Receiving Services Funded by the Children and Families Commission of Orange County of Orange	An analysis of Commission client service outcome data to assess whether clients' conditions changed as a result of Commission-funded services.	X
December 2006	POMS Report: The School Link Project Year 2: Laying the Foundation for Long-term Evaluation of School Readiness Programs	The purpose of the School Link project is to assess the feasibility of linking Commission Core Data Outcomes Module (CDOM) data with school district data. The long-term goal of the project is to provide a mechanism for determining whether children receiving Commission-funded services do better in school.	X

December 2006	POMS Report: Implementation Evaluation of the School Readiness Nurse Initiative: Year 2 Final Report	Evaluation of the School Readiness Nurse (SRN) Initiative, which was designed to increase the provision of health services to young children and their families.	X
January 2007	Evaluation of Orange County's Local School Readiness Initiative - Executive Summary, May 2006	Evaluation of the Local School Readiness Initiative. This initiative places School Readiness Coordinators in each of Orange County's 24 elementary and unified school districts.	X
March 2007	POMS Quarterly Performance Report: Ready to Learn	Data summarizing Commission investments related to the Strategic Plan goal of Ready to Learn. Data includes the number of children and families served; milestones achieved, and a special focus on the Early Literacy and School Readiness programs.	
March 2007	Project Connections FRC, February 2007	Evaluation of the Project Connections FRC Program. The program uses a home visitation model and supports Health Access Teams (HATs) comprised of Health Care Coordinators, Promotoras, Public Health Nurses, and Data Entry Specialists. To meet their goals, the eight Health Access Teams participate in a wide variety of activities including organizing classes and special events; conducting home visits, follow-ups, assessments, and referrals; and working with FRC staff, other community organizations, and families to identify services gaps and assist families in getting the services and assistance that they need.	X
March 2007	California Children and Families Commission Annual Report, FY 2005-06	Presents State Commission's progress toward achievement of program goals and objectives and measurements of specific indicators.	X
June 2007	Quarterly Performance Report: Strong Families	Data summarizing Commission investments related to the Strategic Plan goal of Strong Families. Data	

		includes the number of children and families served; milestones achieved, and a special focus on the Precious Life Shelter, Casa Teresa, Orange County Rescue Mission, Strong Beginnings, and Fullerton Interfaith Emergency Service	
August 2007	Profile of Physical Abuse and Neglect of Orange County Children Less than Two Years of Age Placed in Foster Care, December 2006	This report describes a cohort of 277 children, under age two, who entered foster care in 2004, including characteristics of the children and their abusers, and the factors that lead to the abuse.	



**Part 2 Appendix B County Annual Report Submittal  
County Commission Revenues and Expenditures Summary  
for Fiscal Year 2006-2007 (July 1, 2006 - June 30, 2007)**

The document titled "Part 2 Appendix A: Financial Reporting instructions" provides line-by-line information and instructions for filling out this spreadsheet.

County

Tuesday, September 25, 2007

	(A) County Commission Funds	(B) First 5 California Funds	(C) Other State/Federal Funds	(D) Other Revenues	(E) Total
<b>REVENUE DETAIL</b>					
1) Monthly Disbursements	\$37,356,314				\$37,356,314
2) School Readiness Initiative - Program Funds		\$10,361,757			\$10,361,757
3) School Readiness Initiative - Coordination Funds		\$100,000			\$100,000
4) CARES					
5) Health Access					
6) Power of PreSchool - Program Funds					
7) Power of PreSchool - Coordination Funds					
8) Special Needs		\$543,237			\$543,237
9) Augmentation Funds and Minimum Allocation Funds					
10) Other First 5 California Funds					
11) SMIF Funds		\$430,669			\$430,669
12) Grants			\$2,237,302		\$2,237,302
13) Donations					
14) Revenues from Interest Earned	\$7,954,594				\$7,954,594
15) Other				\$1,681,87	\$168,187



**EXPENDITURE DETAIL**

	(A) County Commission Funds	(B) First 5 California Funds	(C) Other State/Federal Funds	(D) Other Revenues	(E) Total
17) FY2006-2007 Program Expenditures	\$40,592,023	\$4,139,786			\$44,731,809
18) FY2006-2007 Administrative Expenditures	\$4,721,180				\$4,721,180
19) FY2006-2007 Evaluation Expenditures	\$1,634,922				\$1,634,922
20) Total Expenditures					
21) Excess (Deficit) - (YTD available) - 6/30/2007					

**OTHER FINANCING SOURCES**

22) Sale(s) of Capital Assets	
23) Other: specify source	
24) Other: specify source	

**NET CHANGE IN FUND BALANCE**

25) FUND BALANCE - Beginning, July 1, 2006	\$143,409,869
26) FUND BALANCE - Ending, June 30, 2007	\$151,474,018
27) Net Change in Fund Balance	

**Table 1. FY 2006-2007 FUND BALANCE**

28) Reserved for Encumbrances	\$22,151,367
29) Reserved for Obligations	\$5,393,112
30) Reserved Funds Not Yet Obligated	
31) Funds Reserved for First 5 California Initiatives	
32) Total Reserved - Fund Balances	
33) Unreserved - Designated Funds (Funds Designated For Local Initiatives & Program Sustainability)	\$123,929,539
34) Unreserved - Undesignated Funds	0
35) Total Unreserved - Fund Balances	

**Table 2. RESULTS AND SERVICES**

	(A) County Commission Funds	(B) First 5 California Funds	(C) Other State/Federal Funds	(D) Other Revenues	(E) Total
<b>37) Results: Improved Family Functioning (Parent Support, Education and Services)</b>					
38) Behavioral, Substance Abuse and Other Mental Health Services	\$395,357				\$395,357
39) Adult Education and Literacy for Parents					
40) Community Resource and Referral	\$541,514				\$541,514
41) Distribution of Kit for New Parents	\$128,087				\$128,087
42) Family Literacy	\$73,900				\$73,900
43) Provision of Basic Family Needs (Food, Clothing, Housing)	\$881,985				\$881,985
44) Targeted Intensive Parent Support Services Programs	\$167,800				\$167,800
45) General Parenting Education Programs	\$26,009				\$26,009
46) Other Family Functioning Support Services (please describe below)					

<b>47) Results: Improved Child Development (Child Development)</b>					
48) Preschool for 3 and 4 Year Olds	\$1,792,688				\$1,792,688
49) State School Readiness Programs & Local Match	\$2,062,514	\$3,783,857			\$5,856,371
50) Local School Readiness (Mirror programs)					
51) Comprehensive Screening and Assessments	\$2,650,556				\$2,650,556
52) Targeted Intensive Intervention for Children Identified with Special Needs	\$210,187	\$345,929			\$556,116
53) Early Education Programs for Children (other than School Readiness and Preschool for 3 & 4 Year Olds)	\$2,444,117				\$2,444,117
54) Early Education Provider Programs	\$2,578,521				\$2,578,521
55) Kindergarten Transition Services					
56) Other Child Development (please describe below)					

	(A) County Commission Funds	(B) First 5 California Funds	(C) Other State/Federal Funds	(D) Other Revenues	(E) Total
<b>Result 3: Improved Health (Health Education and Promotion)</b>					
58) Breastfeeding Assistance					
59) Nutrition and Fitness	\$422,316				\$422,316
60) Other Health Education	\$94,000				\$94,000
61) Health Access	\$3,831,913				\$3,831,913
62) Home Visitation for Newborns	\$4,236,299				\$4,236,299
63) Oral Health	\$1,523,022				\$1,523,022
64) Prenatal Care	\$1,066,107				\$1,066,107
65) Primary Care Services (Immunizations, Well Child Checkups)	\$4,162,868				\$4,162,868
66) Comprehensive Screening and Assessments	\$147,499				\$147,499
67) Targeted Intensive Intervention for Children Identified with Special Needs					
68) Safety Education and Intentional and Unintentional Injury Prevention	\$945,987				\$945,987
69) Specialty Medical Services	\$5,834,728				\$5,834,728
70) Tobacco Cessation Education and Treatment					
71) Other Health Services (please describe below)					

<b>Result 4: Improved System</b>					
73) Service Outreach, Planning, Support and Management	\$389,241				\$389,241
74) Provider Capacity Building, Training and Support	\$1,760,166				\$1,760,166
75) Community Strengthening Efforts	\$2,224,642				\$2,224,642

**76) Revenue Notes:** Please use this space to document any issues with the information provided on this spreadsheet and to explain any variances from the revenue amounts recorded by First 5 California (including School Readiness, CARES, Health Access, Power of PreSchool and Special Needs Project dollars).

**77) Expenditure Notes:** Please use this space to document any issues with the information provided on this spreadsheet and to explain any significant variances from prior year's expenses that is not related to revenue growth. Please identify if any line includes significant capital expenditures. If yes, identify the line and the capital amount included.

**78) Fund Balance Notes:** Please use this space to document any issues with the information provided on this spreadsheet and to explain any significant variances from the fund balance as reported in the FY 2005-06 Annual Report Submission and the FY 2006-2007 report.

I hereby certify the information submitted herein is accurate and complete to the best of my knowledge. I further certify that I have the authority to submit this information. I make these certifications via my electronic signature, which is affixed hereto.

Name: Michael Garcell

Phone Number (numbers only): (714) 568-5713

**Submit by Email**

---

***State School Readiness Initiative  
Evaluation 2006/07***

September 12, 2007

*Prepared for:*

Children and Families Commission of Orange County (CFCOC)  
17320 Redhill Avenue, Suite 200  
Irvine, CA 92614

*Prepared by:*

Walter R. McDonald & Associates, Inc.  
2720 Gateway Oaks Drive, Suite 250  
Sacramento, CA 95833

***State School Readiness Initiative  
Evaluation 2006/07***

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## SECTION I. INTRODUCTION

The Children and Families Commission of Orange County (CFCOC) has been partnering with First 5 California for over five years to serve Orange County's low performing schools. Orange County was the first county in the State to access State School Readiness Program funds, and this joint investment has paid off in many ways for children, families, schools, and communities.

CFCOC partnered with 13 districts that had schools with low Academic Performance Index (API) scores, as calculated by the State Department of Education. These districts included:

- Anaheim City School District (ACSD)
- Capistrano Unified School District (CUSD)
- Centralia Elementary School District (CESD)
- Fullerton School District (FSD)
- Garden Grove Unified School District (GGUSD)
- Magnolia School District (MSD)
- Newport Mesa Unified School District (NMUSD)
- Ocean View School District (OVSD)
- Orange Unified School District (OUSD)
- Placentia Yorba Linda Unified School District (PYLUSD)
- Santa Ana Unified School District (SAUSD)
- Tustin Unified School District (TUSD)
- Westminster School District (WSD)

The first year of Funding Cycle 2 is 2006/07, and will continue until June 2010. The 13 districts, in their ongoing partnership with CFCOC, will continue to build the infrastructure and capacity of School Readiness programs at the 57 school sites identified as most in need of support.

Documented in this report, *Children and Families Commission of Orange County State School Readiness Initiative Evaluation 2006/07*, are the efforts and outcomes of the Program component of CFCOC's Model as it was implemented for the year 2006/07. The following section outlines the evaluation structure and presents descriptive and outcomes findings for the year. These include:

- The numbers and characteristics of the children, family members, and service providers served;
- The types and volume of services provided; and
- Progress in achieving targets and outcomes related to school readiness.

Concluding sections of the report will address next steps, and highlight some of the successes achieved during the year related to evaluation, service provision, program improvement, and child outcomes.

The following **Section II: Methodology** describes the data sources and structures used to describe and evaluate the results of CFCOC's School Readiness efforts for the 2006/07 year.

## SECTION II. METHODOLOGY

Evaluation of the School Readiness Program builds upon the evaluation framework of the CFCOC and is responsive to the State Evaluation Framework. The CFCOC framework includes both process and outcome measures and utilizes the internet-based data system, Outcomes Collection, Evaluation and Reporting Service (OCERS). Specific indicators measured are presented in the County's logic model template, from which each district's logic model was developed. The Logic Models at the State and Initiative levels included Indicators categorized into four result areas – Improved Family Functioning, Improved Child Development, Improved Child Health, and Improved Systems of Care. These Indicators provided a “Menu” from which Districts chose relevant measures for their programs. The menu of Indicators included:

### **Improved Family Functioning**

- Number of parents taking parenting classes
- Number and/or percent of families who report reading or telling stories regularly

### **Improved Child Development**

- Number of children ages three to five that regularly attend nursery school, preschool, pre-kindergarten, and/or Head Start by the time of Kindergarten entry
- Number of children with special needs who participate in early childhood care and education programs
- Number of children birth to three who participate in an evidence-based program delivered in the home, such as Parents As Teachers
- Number and percentage of children making developmental progress in the areas of cognitive, social, emotional, language, approaches to learning, and health/physical development

### **Improved Child Health**

- Number and proportion of children birth to five served by School Readiness programs who have health insurance
- Number of children over age three who received a comprehensive screening in the last 12 months
- Number of children identified as having disabilities/special needs who receive developmental services by the time of kindergarten entry
- Number and percent of children birth to five who are in the expected range of weight for their age and sex

### **Improved Systems of Care**

- Number of elementary schools with home-to-school transition plans that meet the criteria of NEGP “ready schools”
- Number of children who participated in school-linked transition practices that meet NGEF criteria
- Number and percent of participants reporting satisfaction with the content, quality and family-centeredness of services

Five sets of data were used to capture the results that respond to these Indicators. These five sources were:

1. **Aggregate Data:** Monthly counts of total 1) clients served (“occurrences”), 2) new clients served, 3) services provided, 4) new classes offered, and 5) number of class hours offered. These numbers are recorded separately for Children 0-5, Family Members, and Service Providers.
2. **Milestone Data:** Monthly documentation of program progress in meeting target numbers related to the Work Plan Milestones negotiated between each District and CFCOC, as part of their contract.
3. **Core Data Elements (CDE):** Case-level information regarding participating children and their families (who consent to share their information) collected at the beginning and in the middle of the year.
4. **Service Outcomes Questions (SOQ):** Case-level information completed by providers, regarding the types and outcomes of services provided to participating children and their families, documented at the completion of services or when a child turns six. This is the first year that this data was collected using this format.
5. **Developmental Assessment Data:** Twelve of the 13 districts conducted developmental assessments of participating children at the beginning and end of the year, as a pre-assessment and post-assessment of each child’s developmental progress. (Capistrano USD provided a drop-in program, and therefore was not able to administer pre-assessment and post-assessment.) Most districts used a revised version of the Desired Results Developmental Profile (DRDP-R). One district used the older version of the DRDP, and two districts used an assessment they created at the local level.

The next section of the report – **Section III: District-Level Evaluation Findings** – presents district achievements regarding the Logic Model Indicators listed above, as derived from Aggregate, Milestone, and CDE data. (SOQ data is presented in the following **Section IV: State School Readiness Initiative (SSRI) Evaluation Findings**.)

In order to evaluate the SSR program, the CFCOC committed to collect information on 11 questions in addition to presenting findings related to the individual district logic models. The answers for these 11 questions were derived by aggregating District-level data from the above five sources, and provide a County-level view of CFCOC school readiness efforts. These questions, and the data sources used to supply their responses, are listed in the table below.

<b>TABLE 1: CFCOC SSRI EVALUATION DATA SOURCES</b>	
<b>CFCOC EVALUATION DESIGN QUESTION</b>	<b>DATA SOURCES FOR RESULTS</b>
1. How many children, parents, and providers were served?	Aggregate Data
2. What were the ethnicities and primary languages of those served?	Core Data Elements (CDE)
3. How many of the children served were identified as having special needs?	Milestone Data
4. What were the key characteristics of children served?	Core Data Elements (CDE)
5. What services were provided to children, family members, and providers, and how many of each?	Milestone Data
6. How many class hours were provided to children, family members, and providers?	Aggregate Data
7. Do parents have improved knowledge regarding how to prepare their child for school?	Service Outcomes Data (SOQ)
8. Are children prepared for school, at the end of receiving the above services?	Service Outcomes Data (SOQ) Developmental Assessment Data
9. Are parents satisfied with the content, quality, and family centeredness of the program in which their child(ren) participated?	Milestone Data
10. What is being done to prepare schools for incoming kindergartners?	Milestone Data
11. Are kindergarten transition plans in place and being implemented?	Milestone Data

**Section IV: State School Readiness Initiative Evaluation Findings**, provides 2006/07 findings for these questions.

### SECTION III. DISTRICT-LEVEL EVALUATION FINDINGS

As part of the CFCOC's Cycle 2 application to First 5 California, each district put in place a logic model to track progress toward identified outcomes. These district-level logic models include:

- *Outcomes* related to four result areas – Improved Family Functioning, Improved Child Development, Improved Child Health, and Improved Systems of Care;
- *Community Needs* specific to the District, which fall into the purview of the listed Outcome;
- *Services* that the District plans to provide, to address the Community Needs and work toward achieving the Outcome;
- *Evidence-Based Practices* to be applied in providing the Services;
- *Indicators* to be used in measuring progress toward the Outcome; and
- *Data Sources* to use in documenting the Indicator.

The following table, **Table 2, Logic Model Indicator Results**, presents the 2006/07 findings extracted from the data sources for each Indicator, by District and for the Initiative as a whole. The information in this table provides a basis for much of the report to follow.

**TABLE 2: LOGIC MODEL INDICATOR RESULTS**

SSRI School District	CFOOC SSRI RESULT AREA		IMPROVED FAMILY FUNCTIONING		IMPROVED CHILD DEVELOPMENT				
	Number of children served <sup>1</sup>	Number of family members served <sup>2</sup>	Families who report reading or telling stories regularly (from CDE data)		Children 3-5 of age who regularly attend nursery school, preschool, or Head Start by time of Kindergarten entry	Children with special needs who participate in SSRI Early Childhood Education programs	Children birth-3 of age, who participate in an evidence-based home visiting program (i.e., Parents As Teachers)	Children who made progress in their cognitive, social, emotional, language, approach to learning, and/or physical development	
			Total Annual N	Total Annual %					Total Annual N
Anaheim City SD	251	620	251	96%	278	34	17	278	100%
Capistrano USD	1,642	1,267	414	95%	335	24	NA	NA	NA
Centralia SD	124	228	126	99%	167	62	NA	83	100%
Fullerton SD	124	128	78	96%	268	7	59	98	94%
Garden Grove USD	191	142 <sup>2</sup>	237	97%	2,421 <sup>3</sup>	31	0	267	100%
Magnolia SD	827	993	183	94%	2,148 <sup>3</sup>	26	382	94	94%
Newport Mesa USD	656	609	442	97%	642	159	NA	577	100%
Ocean View SD	506	173	195	99%	404	23	330 <sup>3</sup>	192	100%
Orange USD	171	204	119	96%	545	3	109	43	90%
Placentia Yorba Linda USD	448	386	345	97%	168	48	NA	92	100%
Santa Ana USD	807	416	376	98%	432	96	NA	386	100%
Tustin USD	382	220	183	98%	476	11	11	368	100%
Westminster SD	223	160	90	87%	237	28	NA	250	96%
<b>TOTALS</b>	<b>6,352</b>	<b>5,546</b>	<b>3,039</b>	<b>96%</b>	<b>8,521</b>	<b>552</b>	<b>908</b>	<b>2,728</b>	<b>98%</b>

Notes:

1. Number of children served based on Aggregate Date New Clients Served. Numbers were possibly underreported by some districts.
2. Number of Family Members Served was based on Aggregate Data New Clients Served except GGUSD, where the number of family members completing satisfaction surveys was used, for a more accurate count.
3. These inordinately high or low numbers indicate probable deviations in data collection standards.
4. Number of parents taking parenting classes was reported with unduplicated figures by some districts and duplicated figures by others.

**TABLE 2: LOGIC MODEL INDICATOR RESULTS (continued)**

CFCOC SSRI RESULT AREA	IMPROVED CHILD HEALTH						IMPROVED SYSTEM OF CARE							
	Children birth-5 years of age who have health insurance (from CDE data)		Children over 3 years of age who have received a comprehensive screening in the last 12 months		Children with an identified disability or special needs, who received developmental services by Kindergarten entry		Children birth-5 of age who are in expected range of weight for height and sex		Elementary schools with home to school transition plans that meet the NGEF criteria for "Ready Schools" <sup>4,5</sup>		Children who participate in school-linked transition practices that meet NGEF criteria		Family members' and providers' satisfaction with content, quality, and family-centeredness of services	
	Total Annual N	Total Annual %	Total Annual N	Total Annual %	Total Annual N	Total Annual %	Total Annual N	Total Annual %	Total Annual N	Total Annual %	Total Annual N	Total Annual %	Total Annual N	Total Annual %
SSRI School District														
Anaheim City SD	263	93%	278		31	75%	123	75%	12	222	80	80%		
Capistrano USD	412	92%	93		30	97%	35	97%	1	86	200	100%		
Centralia SD	115	91%	177		22	68%	94	68%	1	113	64	100%		
Fullerton SD	75	90%	71		16	82%	46	82%	1	526	46	82%		
Garden Grove USD	222	91%	340		45	58%	181	58%	2	295	142	100%		
Magnolia SD	177	89%	250		26	51%	90 <sup>3</sup>	51%	10	671	186	100%		
Newport Mesa USD	419	91%	280		52	74%	213	74%	8	448	241	100%		
Ocean View SD	174	88%	321		90	70%	174	70%	1	116	136	99%		
Orange USD	117	94%	100		3	99%	71	99%	5	131	48	100%		
Placentia Yorba Linda USD	319	89%	98		27	61%	139	61%	5	275	105	98%		
Santa Ana USD	351	91%	431		43	66%	236	66%	10	400	386	100%		
Tustin USD	168	90%	348		6	80%	294	80%	6	460	192	94%		
Westminster SD	89	86%	284		33	78%	322	78%	2	129	97	97%		
<b>TOTALS</b>	<b>2,901</b>	<b>90%</b>	<b>3,071</b>		<b>424</b>	<b>74%</b>	<b>2,018</b>	<b>74%</b>	<b>64</b>	<b>3,872</b>	<b>1,923</b>	<b>96%</b>		

Notes:

3. These inordinately high or low numbers indicate probable deviations in data collection standards.
5. The target number of schools to implement kindergarten transition plans was 57 for 2006/07. Several districts, thanks to systems improvement efforts brought about for SSRI school sites, were able to develop plans for non-SSRI schools. This is why the total for the year, 64, is higher than the actual number of school sites funded.

To provide a more complete picture of the findings reported under Logic Model Indicator “Children who made progress in their cognitive, social, emotional, language, approach to learning, and/or physical development,” data from the Desired Results Developmental Profiles (DRDP) conducted by many of the SSR Districts during the 2006/07 year is presented in **Table 3, Mean Change of Developmental Level from DRDP Pre-Assessment to Post-Assessment**, below. Table 3 documents the amount of improvement made by children in each district, for each Indicator from the DRDP Instrument.

As can be seen the DRDP has a series of 10 indicators that can be categorized according to the six domains of child development listed in the Logic Model Indicator. Each of these indicators has one or more measures which require the person administering the assessment to observe the child in a variety of activities. Possible scores for each measure range from “not yet” (zero), “exploring” (one), and “developing” (two) to “building” (three) and the highest score, “integrating” (4). The scores are based on children in each district’s SSR program who received the assessment twice during the course of 2006/07, so that they each had both an assessment and a second assessment near the time when service began, conducted near the end of service provision, to compare the first point in time for changes in scores.

The mean change is documented for all children in each district for each indicator, which captures the progress made by the children served by each district over the course of the year. The “Average Mean Score for All Indicators” for each district and “Totals” for each indicator at the bottom show that participating children, on the average, went up .9 to 1.6 levels between their initial pre-assessment in Fall 2006 and post-assessment Spring 2007. This data was analyzed at the case-level, so that each child’s progress was included in the aggregate figures presented below.

Except for Capistrano USD (due to their unique structure as a drop-in program), every district that participated in the CFCOC State School Readiness Initiative during 2006/07 conducted a developmental pre-assessment and post-assessment of each child participating in their program. Placentia Yorba Linda USD utilized the older version of the DRDP, which provided data that could be integrated with data from the revised version. Fullerton SD was unable to provide DRDP-R scores for this year’s evaluation. Two Districts – Orange and Tustin Orange USD – used a self-created tool in their assessments, and therefore their data could not be included in the table below. Tustin USD was unable to provide data from their assessments for this year’s evaluation, but their instrument is discussed in the District section below. Findings from Orange USD’s assessments are also included in the section on OUSD below.

**TABLE 3: MEAN CHANGE OF DEVELOPMENTAL LEVEL FROM DRDP PRE-ASSESSMENT TO POST-ASSESSMENT**

Logic Model Indicator Categories	COGNITIVE			SOCIAL		EMOTIONAL	LANGUAGE	APPROACH TO LEARNING	PHYSICAL		AVERAGE MEAN SCORE FOR ALL INDICATORS	
	Cognitive Competence	Math	Literacy	Social Interpersonal Skills	Self Regulation				Self-Concept	Language		Learning
DRDP-R Indicators												
Anaheim City SD (N=219)	1.2	1.3	1.4	1.2	1.2	1.2	1.2	1.0	1.2	1.2	1.1	1.2
Capistrano USD <sup>1</sup>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Centralia SD (N=89)	1.4	1.3	1.3	1.4	1.4	1.5	1.4	1.4	1.4	1.5	1.6	1.4
Fullerton SD <sup>1</sup>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Garden Grove USD (N=217)	1.2	1.2	1.2	1.1	0.9	1.2	1.2	1.0	1.2	0.8	1.1	1.1
Magnolia SD (N=192)	1.5	1.6	1.6	1.6	1.4	1.7	1.6	1.5	1.6	1.5	1.5	1.6
Newport Mesa USD (N=193)	0.9	1.0	1.0	1.0	0.9	1.2	1.0	0.9	1.0	1.1	1.1	1.0
Ocean View SD (N=189)	1.1	1.1	1.0	0.8	0.5	1.2	0.9	1.0	0.9	0.9	0.8	0.9
Orange USD 2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Placentia Yorba Linda USD <sup>3</sup> (N=93)	1.1	1.1	1.1	1.2	1.1	1.2	1.1	1.1	1.1	1.1	1.0	1.1
Santa Ana USD (N=371)	2.0	2.1	1.9	1.9	1.8	2.0	1.9	1.9	1.9	2.2	1.9	2.0
Tustin USD <sup>1</sup>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Westminster SD (N=212)	1.0	1.1	1.2	1.0	0.9	1.1	1.1	0.9	1.1	1.0	0.9	1.0
<b>TOTALS (N=1,775)</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.4</b>	<b>1.3</b>	<b>1.5</b>	<b>1.4</b>	<b>1.3</b>	<b>1.4</b>	<b>1.4</b>	<b>1.3</b>	<b>1.4</b>

Note:

1. CUSD was a drop-in program, and therefore unable to complete developmental assessments for two points in time with the children they serve. FSD and TUSD were not able to provide data for this analysis.
2. OUSD provided development assessment data from a self-constructed tool. This data is presented in the district section below.
3. PYLUSD used the older version of the DRDP; other districts included here used the revised DRDP-R.

## **PROGRAM NARRATIVES**

The following sections about each individual district's efforts combine program descriptions provided by the District with highlights from the Tables 2 and 3. They offer an important qualitative dimension to the figures presented.

### **Anaheim City School District (ACSD)**

Anaheim is the second largest city in Orange County with a population of approximately 328,014, and ACSD is the most overcrowded district in the state with an enrollment of approximately 22,000 housed in schools built for only 14,000 students. Eighty-one percent of the total enrolled children are eligible to receive free or reduced lunch. Ninety percent of children enrolled are Hispanic/Latino, and over 60% classified as English language learners with Spanish being the primary language spoken in the home.

During the 2006/07 school year, the ACSD State School Readiness program provided a preschool program with a curriculum aligned with that of the elementary schools. To further aid in children's transition to Kindergarten: Pre-Kindergarten and Kindergarten teachers met to coordinate transition activities; Pre-Kindergarten students visited a Kindergarten classroom; parents attended a Pre-Kindergarten transition workshop; and ACSD's SSR Kindergarten+ program provided an additional 80 days of developmentally appropriate instructional time utilizing evidence-based practices to 20 struggling Kindergarten students identified by teachers. At the systems level, ACSD implemented the following activities: distribution of a Transition manual to all staff; entering of all participating children in the District tracking system; and conducting meetings with all families which included information regarding the individual child health requirements for entering school.

These efforts paid off in the implementation of Kindergarten Transition plans for 12 schools, five more than planned for this year.

For ACSD's DRDP mean change scores, all Indicators showed an improvement of at least one level. The biggest improvement was Literacy, which increased 1.4 levels.

### **Capistrano Unified School District (CUSD)**

The target populations of Las Palmas and San Juan Elementary Schools reside in the cities of San Clemente and San Juan Capistrano in Orange County. The cities are located in the Southern region of the County, making many social service resources inaccessible to families without cars. Approximately 13% of the households in San Clemente and San Juan Capistrano have incomes of less than \$19,000. There is a high proportion of children living below poverty line; in San Clemente almost one-fourth (23%) of children live below the poverty line and in 40% in San Juan Capistrano. An average of one fifth of the children in these neighborhoods (20%) have not visited a doctor in the past twelve months and almost two-thirds (62%) have not visited a dentist during that same time period. Fifty-eight percent of students at Las Palmas Elementary School and 83% at San Juan Elementary School are limited-English speakers.

During the 2006/07 school year, CUSD continued the school readiness program entitled, "Learning Link: A School Readiness Assessment and Interaction Center" at Las Palmas and San Juan Elementary Schools. Learning Link is an interactive center for parents and their children ages birth to five years, with the goal of providing an accessible and creative learning environment that both helps young children to be more prepared for kindergarten and teaches their parents to become their child's first teacher. In this program, children receive comprehensive screenings where suspected delays are identified and referrals are made to appropriate agencies for further evaluation and intervention. In addition, daily one-on-one parent education and support is provided, and families in crisis are referred to the CUSD Family Resource Center, Mission Hospital's South Orange County facility, and CHEC Family Resource Center.

CUSD's commitment to "Improved Child Health" showed positive results in their Milestone Data, with CUSD reporting the highest proportion of children who were at their expected weight for their sex and height, at 97%.

### **Centralia Elementary School District (CESD)**

The community surrounding CESD's Danbrook Elementary School is economically depressed, where most families live in high-density apartments and often with other families in a single unit. Families experience barriers to school readiness related to low wages, language barriers, and lack of transportation, with 81% of the children qualifying for free or reduced lunches. Almost three-fourths of the families (73%) are Hispanic, 15% are white, 8% are Asian/Filipino/Pacific Islander, and 3% are black. Well over half of the students in this area (61%) are English Language Learners.

Centralia School District's Project Bright Start is a school readiness program that offers a free pre-kindergarten enrichment program to all four year old children living within the attendance area. The children receive a well balanced program meeting all areas of standards and indicators listed in the California Department of Education's Desired Results Developmental Profile (DRDP).

Centralia USD's Milestone Report showed that they were able to meet their target of 100% (83 children) showing developmental progress during the year. Milestone Report notes stated that "Overall, 90% of the children showed improvement in over 50% of the DRDP measures and the remaining 10% showed growth in some measures." DRDP gains for these children ranged between 1.3 and 1.6 levels for all Indicators, with safety and health (1.6) registering the largest gain.

### **Fullerton School District (FSD)**

The children and families targeted for FSD's school readiness efforts during the 2006/07 school year faced serious challenges, due to poverty, language, lack of education, and insufficient access to health and social services. Eighty-seven percent of the target population were Hispanic, and over three-fourths (77%) were English learners. All 100% of these children received free and reduced lunches, and less than 38% of them entered Kindergarten having attended preschool or Head Start. The schools they attended had API rankings in the 200s or 300s, out of a possible 1000.

FSD's State School Readiness program included one preschool site, four State preschools, and ongoing collaboration with local Head Start programs. Weekly Parent and Child times are held, along with monthly parent workshops, and a Parent Advisory Committee provides support and input to their children's classrooms. Home visits were conducted, and students identified as having special needs are mainstreamed into the program's inclusive classrooms. English as a Second Language (ESL) and Adult Education classes were available to parents at, or within a short distance of, the preschool sites. School Readiness and kindergarten orientation nights were offered, and Kindergarten transition activities for children/parents were conducted, to maximize the benefits of the programs in which they participated.

For the Milestone related to Logic Model Indicator "Children who participate in school-linked transition practices that meet NEGP criteria," Fullerton SD more than exceeded their target number of 68 children. In Fullerton SD, 526 children in the District participated in Kindergarten transition practices, which included: a survey of parents to determine where children would attend school the following year; the transfer of Immunization and Health Screening cards to appropriate sites; and one-on-one meetings between parents and Kindergarten teachers.

### **Garden Grove Unified School District (GGUSD)**

The community surrounding Clinton Corner Family Campus includes the Buena Clinton neighborhood, which is largely comprised of high-density apartments that often house multiple families in a single unit. The primary language spoken in the home of almost three-fourths (71%) of the students is Spanish, with another 13% of the students speaking Vietnamese as a primary language in the home. Seventy-eight percent of the students are eligible to receive free or reduced-price meals.

During the 2006/07 school year, GGUSD's school readiness efforts included a comprehensive program of parent education, developed in response to the input from the parents served. Adult education classes were also made convenient and accessible to parents with children in the school readiness program. On-site classes included, but were not limited to, ESL, Vocational ESL, and computer education. A Family Literacy component was included in the daily schedule of the ESL classes. The school readiness program provided child care for siblings of the identified children so that parents could attend classes without having to arrange for child care. The principal at each schools was involved in implementing components of the Kindergarten Transition Plan, including kindergarten registration, preschool enrollment, and alignment of curriculum and content standards. A strong working relationship between administrators facilitated serving of families who led children in both the elementary and the pre-k programs.

GGUSD Milestone Report notes documented that 100% of participating parents reported satisfaction with the program. Forty parents report being satisfied with the program and 102 parents reported being very satisfied.

GGUSD DRDP results showed an improvement of approximately one level for all indicators across the board, except Motor Skills, which showed an improvement of .8.

### **Magnolia School District (MSD)**

The majority (70%) of children identified for MSD's school readiness program did not speak English, and had limited vocabulary development in their primary language. The average annual income for a family of five in this neighborhood was approximately \$15,000.

The homes for this project were the various school sites and the MSD School Readiness Center centrally located in the MSD. The MSD School Readiness Preschool classes provide morning and afternoon preschool programs for 192 children. Additionally, Infant/Toddler parent-child classes were conducted twice weekly for eight weeks, with a total of four eight-week sessions offered during the school year.

MUSD's Milestone data reported that the district was able to implement kindergarten transition plans at six schools not receiving SSR funds, in addition to the four schools who were involved in the program.

District DRDP scores showed an improvement of at least one and a half levels for all indicators, with the exception of Self-Regulation, which had a mean score of 1.4.

### **Newport Mesa Unified School District (NMUSD)**

Five NMUSD schools participated in the CFCOC State School Readiness initiative – Whittier (K-3), Wilson (K-5), Pomona (K-3), College Park (K-3), Sonora (K-3). Each of these schools had a preschool component, and Whittier also had an adult education component that primarily served the parents of the children who attended. Spanish has the most common language spoken by parents in the six school areas, and 60% to 85% of the children who attended these schools (the proportions vary by school) were English Learners.

There are defined pockets of poverty in the school areas, and at Whittier, Wilson, and Pomona schools, all children qualify for the free and reduced-price Federal lunch program. At College Park School, 81% qualify for the free and reduced-price lunch program, and at Sonora School almost three-fourths of the children qualify for the free/reduced-price lunch program. The Whittier School community consists predominantly of apartment dwellings. Housing in the Wilson, Pomona, College Park, and Sonora communities consists of single-family homes, condominiums, and apartment units.

Among the components of NMUSD's SSR program were daytime and evening Parent Empowerment Project (PEP) workshops on topics parents prioritized in the Parent Education Survey. PEP also hosted partnering agencies, including Children's Hospital of Orange County (CHOC)/University of California, Irvine (UCI) CUIDAR Project for more intensive 10-week parenting sessions focusing on developmental expectations regarding attention and readiness of preschool children. Other parent educational opportunities included Family Literacy, Computer, and/or GED courses, as well as Distance Learning ESL programs. These offerings resulted in Newport Mesa USD offering 39 meetings or workshops to 819 parents over the course of the year. Other topics listed in the District's Milestone Reports included: Discipline; Kinder Readiness; Nutrition; Ready to Read/Listo para Leer and "Reading with Your Child"; Second Step Social-Emotional workshops, a parent-child Science workshop; Safety; an interactive

Family Literacy Night; health and dental insurance enrollment; and classes on extending school learning into the home.

Newport Mesa's DRDP scores reported an improvement of almost one level across Indicators, with the highest gain (1.2) in self-concept. These scores reflect the District's focus on serving families who have young children with special needs and their success in supporting the development of these special needs children.

#### **Ocean View School District (OVSD)**

The OVSD State School Readiness program continued to serve the educationally and economically disadvantaged children and families living in the attendance area of Oak View School. Ninety-nine percent of the children attending Oak View Preschool this fall were English learners. Many Oak View parents reported that they did not graduate from high school and that they cannot read or write in Spanish or English. All of Oak View students qualified for the free/reduced lunch program.

Both the Extra Steps Project and the Even Start Family Literacy Program (in its thirteenth year at Oak View) provided Parents as Teachers (PAT) home visits to children ages birth to three years old and tutoring and other academic support for K-2 children. As shown in OVSD's Milestone Data Report, these efforts resulted in 330 children ages birth to three participating in this very successful evidence-based program.

DRDP means for Ocean View showed improvements for all Indicators. The highest was for Self-Concept (1.2). The lowest was for Self-Regulation (.5).

#### **Orange Unified School District (OUSD)**

The OUSD SSR Program provided high quality, intensive services to children from birth to age five years and their parents in the attendance areas of five target schools. Among these families, 73% were classified as socio-economically disadvantaged, and almost half (48%) did not speak English. Less than one-third of the children ages three to five years in the attendance areas of the target schools attended preschool, and there continued to be a strong need for early screening, identification, and intervention for developmental delays and other special needs.

Two Kindergarten Readiness Preschools and the Child Development Center provided research-based instruction, and Mommy and Me literacy programs were conducted weekly (ten 90-minute sessions) for preschool children at Fairhaven. Ten infants/toddlers in the Teen Mom Program at CDC benefited from periodic developmental assessments by the SR Program Nurse, and their parents received parenting education, books and age-appropriate literacy materials. The home visiting program continued, enhanced with the Parents as Teachers (PAT) curriculum, and on-site parent education was provided in Kinder Readiness parent meetings, addressing topics such as child health, dental care, nutrition, fitness and kindergarten readiness strategies such as daily reading. Aggregate data documented high involvement of family members in these parenting classes and workshops, with 204 family members participating in 2,579 hours of classes.

Orange USD was able to provide developmental assessment data for children at Jordan and Sycamore elementary schools, based on a self-developed tool. This assessment tool included a check-off sheet regarding: letter, shape and number recognition; ability to write first and last name, and numbers to 10; knowledge of personal information such as address, phone number, age and birth date; pattern recognition; sorting and comparing; and rhyming. This checklist was combined with the oral Pre-IPT (Idea Proficiency Test) for ages three to five years, which measured vocabulary, oral comprehension, counting ability, and comparing bigger and smaller. Of the 44 children at these two schools who received pre-assessments and post-assessments, five showed no progress (11%), 10 children gained one level (23%), 13 gained two levels (30%), 14 gained three levels (32%), and two children (4%) gained four levels.

#### **Placentia Yorba Linda Unified School District (PYLUSD)**

Families and students of the five schools where State School Readiness services were provided in PYLUSD during 2006/07 continued to face severe challenges in being ready for Kindergarten. Three-fourths to 96% of students at these schools were eligible for free or reduced-priced meals, indicating that their families were near, at, or below Federal poverty income guidelines. Additionally, over half (54%) to over two-thirds (69%) were English Learners and had limited vocabulary development in their primary language.

The School Readiness Program provided early education programs for children birth to five years of age in the attendance areas of the target schools. Timing of School Readiness programs coincided with those of the adult C-BET (Community-Based English Tutoring) classes, and the children of parents attending C-BET programs were given priority for enrollment. The Latino Family Literacy Program was also offered, which included weekly reading lessons for parents, story hours for parents and children, and the distribution of children's books and book cases. The success of this program was reflected in the District's Milestone Report Data, which showed that 97% of families served by the PYLUSD SSR program reported reading regularly to their child.

PYLUSD DRDP showed a mean gain of at least one level across all Indicators, with the highest for Social Interpersonal Skills and Self-Concept(1.2).

#### **Santa Ana Unified School District (SAUSD)**

Within the SAUSD attendance boundary, low socio-economic living conditions, high density neighborhoods, high numbers of English Language Learners, and low parent education levels are common characteristics of the neighborhoods served by the SAUSD SSR program in 2006/07. An average of 94% of students at the SSR target schools was eligible for free/reduced breakfast and lunch programs, and many of them lived in multi-family households. About half (52%) of entering Kindergarten students attended preschool, and no parents of children served by the program graduated from high school. Approximately 70% of SAUSD students were English Language Learners, but this proportion increased to an average of 98% for target schools.

The district's kindergarten transition efforts included: Pre-Kindergarten and Kindergarten teachers meeting to coordinate transition activities; Pre-Kindergarten students visiting a Kindergarten classroom; and parents attending a Pre-Kindergarten transition workshop. Head

Start children at Monte Vista and Kennedy also attended Pre-Kinder to Kindergarten transition activities. Key to SAUSD's success in this area were meetings School Readiness Coordinators and school principals. As a result of these efforts, SAUSD was successful in implementing "transition plans that meet the National Education Goals Panel (NGEP) criteria for 'ready schools'" at ten out of ten planned sites.

SAUSD DRDP scores showed the highest mean change across all Indicators – almost two levels in every case. The highest mean change in developmental levels for SAUSD SSR participants was 2.1 in both Math and Motor Skills.

### **Tustin Unified School District (TUSD)**

In the schools targeted by the Tustin Unified School District for School Readiness services during the 2006/07 school year, 85% of children were Hispanic and English learners. Less than half of the parents of these students (41%) graduated from high school, and between 78% and 100% of the students at each of the school sites were eligible for reduced or free lunches.

TUSD's bilingual School Readiness nurse conducted vision, hearing and speech screening for all children birth to five years old in the attendance areas of the target schools, and followed up with their parents to assure that recommended health and/or developmental needs were addressed. In cooperation with the District Special Education coordinator, the School Readiness Nurse provided opportunities for children with special needs to be mainstreamed into the Kinder Readiness Academy or to be placed in one of the district's special day classes. Tustin USD's Milestone Data showed that they were able to provide screenings for 348 children in this age group – 80% more than the 192 children they projected served.

The major focus of the TUSD School Readiness Project this year continued to be Kindergarten Readiness Academies, which provided morning and afternoon classes for four to five year olds who lived in the attendance areas of the target schools. The goal of the Kindergarten Readiness Academies was to increase children's readiness for Kindergarten by giving them access to the benefits of high quality school readiness experiences, including increased oral language skills (English and Spanish) and a curriculum of mathematical readiness skills using developmentally appropriate activities.

For their Kindergarten Readiness Assessments, Tustin USD compiled a Portfolio for each child that included monthly Name Writing Samples and October and May 1) Writing Samples; 2) "Concepts of Print," in which the child shows how well he or she knows the front and back or a book, and can identify the title page and title, identifies the first page to read, and knows to read from left to right; and 3) letter, sound, shape, color, pattern, and number recognition; and 4) counting ability. A child's ability to Listen and Speak was also assessed, along with her or his "Social Growth" – ability to follow directions, stay on task, work and play with peers, respect others, participate in activities, and to transition between activities. Data from the portfolios compiled this year was not available for this report.

## **Westminster School District (WSD)**

Westminster is a city of striking cultural diversity, located in the western portion of Orange County. Demographics have changed significantly, making Westminster home to the largest Vietnamese community in the nation, as well as an increased the Latino population. Eighty six percent of students qualified for free/reduced lunches, and 95% of incoming kindergartners at the two sites (Finley and Willmore) were English language learners. Many students lived in multi-family high density households and their parents lacked education, knowledge of available services, and access to health and mental health care. Mobility among the families served by the WSD target schools was very high.

Bilingual Community Liaison Workers continued to provide a culturally inclusive program for families through community outreach efforts, translation services, and family resource development and service referrals. Additionally, this year a Family Literacy Resource Specialist worked with families using an evidence-based program to support parents in developing their skills as their children's first and most important teacher in the area of literacy. A family literacy program specifically to address the needs of children ages birth to three years was also offered.

WSD's commitment to family literacy was rewarded with 87% of families (90 in all) reporting that they read regularly to their children. WSD's DRDP scores also showed a mean improvement of between .09 and 1.2 for all Indicators, with the biggest improvement in Literacy.

WSD's Milestone data also documented a successful year in terms of child development, with 96% of children assessed showing developmental progress.

The quantitative and qualitative achievements of these thirteen SSR districts add up to substantive improvements in the readiness of schools, families, and children for one of the most influential rites of passage in American society – starting school. The following section describes how these cumulative achievements fulfill the commitments made by CFCOC to the State First Five Commission in relation to this first year of Cycle 2 SSR funding.

## SECTION IV. STATE SCHOOL READINESS INITIATIVE (SSRI) EVALUATION FINDINGS

The eleven questions submitted by CFCOC to the State Commission for the State School Readiness Initiative evaluation bring together descriptive and outcome data, in order to create a detailed and comprehensive picture of the participants involved in Orange County's School Readiness efforts. The sources for the data utilized in responding to these questions were provided in **Table 1, Section 2: Methodology** of this report.

### 1. How many children, parents, and providers were served?

Between July 1, 2006 and June 30, 2007, CFCOC's SSR programs served 12,122 new children, family members, and providers. As **Table 4, Target and Actual Numbers Served 2006/07** demonstrate, more children and family members were served than anticipated in the *Cycle 2 SSR Application*. As can be seen below, 3,373 more "Total" children and family members were included this year than originally proposed, but fewer service providers were served than expected.

<b>TABLE 4: TARGET AND ACTUAL NUMBERS SERVED 2006/07</b>		
	<b>TARGET NUMBER TO SERVE</b>	<b>ACTUAL NUMBER SERVED</b>
<b>Children birth – 5 years</b>	4,145	6,352
<b>Family Members</b>	4,380	5,546
<b>Service Providers</b>	432	224
<b>TOTAL</b>	<b>8,957</b>	<b>12,122</b>

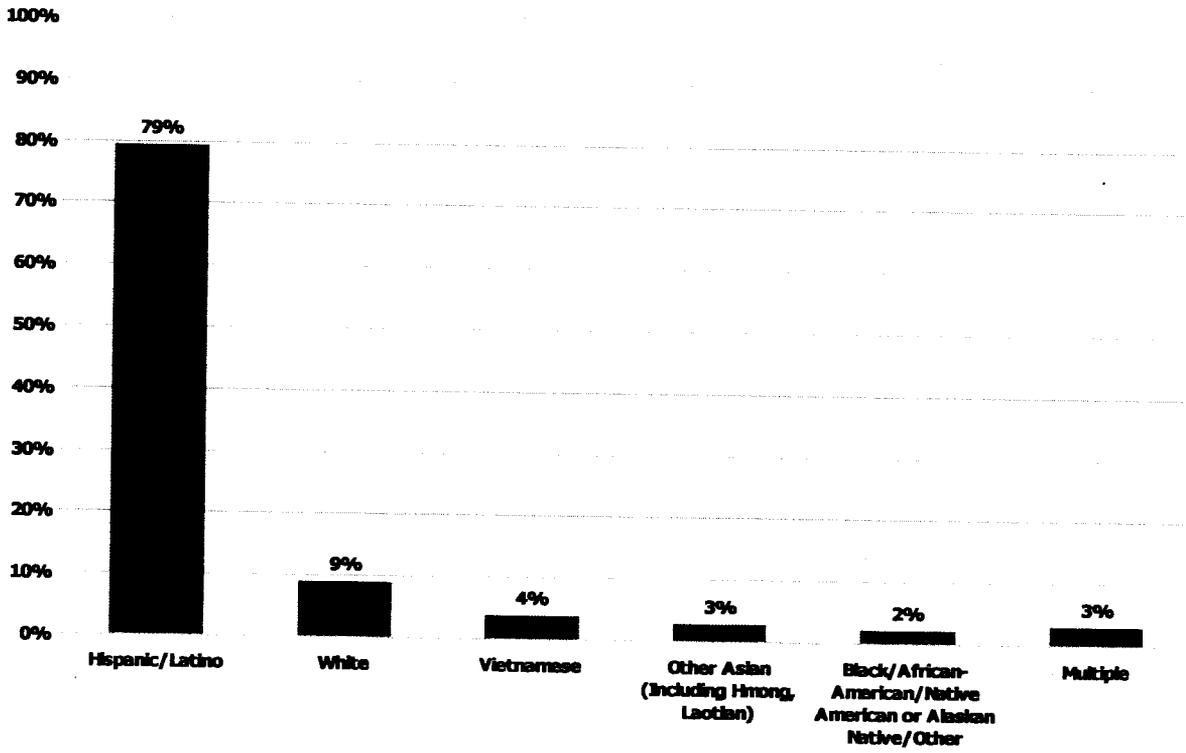
### 2. What were the ethnicities and primary languages of those served?

More than three-fourths (79%) of the children served by SSR during the 2006/07 year were Hispanic/Latino and 9% were "White." Approximately 4% of children served were Vietnamese and 3% were Asian/Pacific Islander<sup>1</sup>. Black/African American and American Indian or Alaskan Native children each accounted for less than 1% each of the total children served. About 3% of the children served reported "Multiple" ethnicities.

<sup>1</sup> Because of Orange County's large Vietnamese population, the CDE survey has a separate category for "Vietnamese."

Graph 1, SSR Child Ethnicity, indicates the ethnicities of children served by State SR programs during the 2006/07 fiscal year.

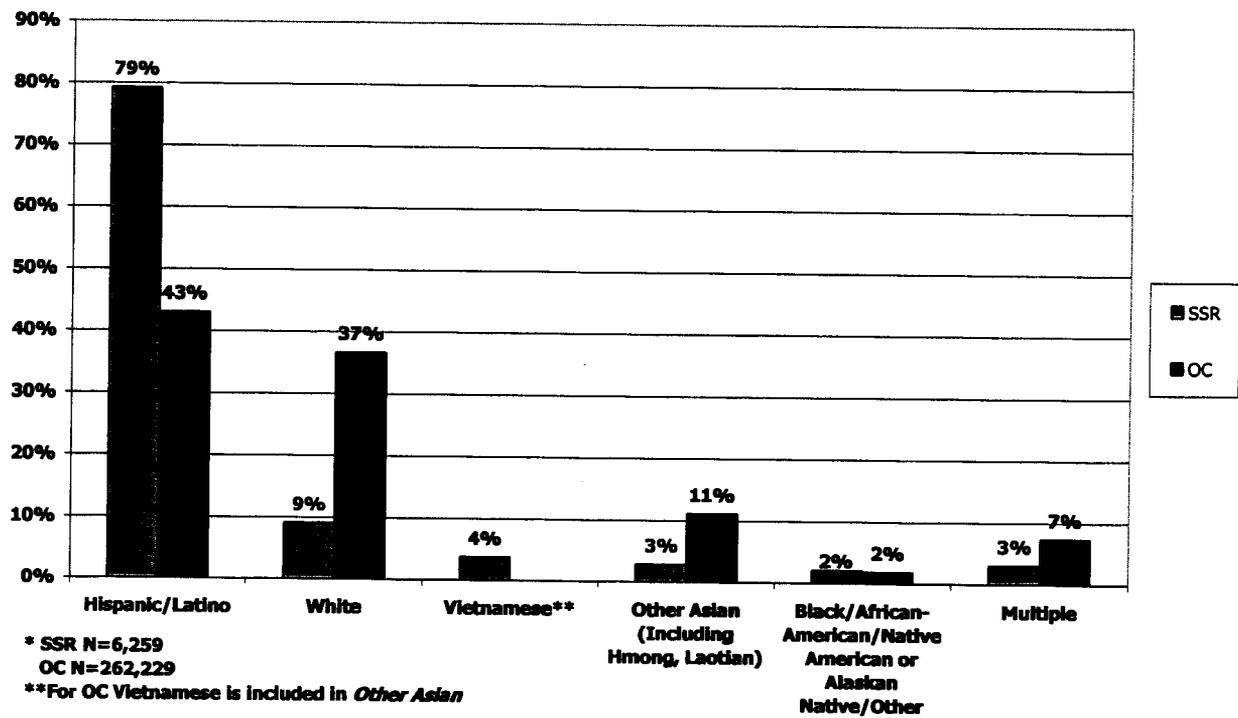
**GRAPH 1: SSR CHILD ETHNICITY\***  
(N=6,259)



\* 93 "Don't Know" or "Declined" responses were not included

According to the 2000 Orange County Census, as recorded in the 2006 *Report on the Condition of Orange County Children*, there were 112,937 Hispanic/Latino children living in the county who were five years of age or younger – 43% of the total population of children in this age group (262,229). The proportion of Hispanic/Latino children served by CFCOC State School Readiness programs – 79% – was considerably higher, therefore, than the overall Hispanic/Latino population recorded for the County in 2000. “White” children ages birth to five years comprised over one-third of the County population (96,107, or 37%) compared to 10% of the children served, and Asian children birth to five years made up 11% of the five and under population (29,097 children) in the 2000 Orange County Census compared to 7% in the CFCOC SSRI sample. Graph 2, *Ethnicity of Hispanic, White, and Asian Children Served by SSR Compared to Orange County Population*, illustrates the differences between the two populations.

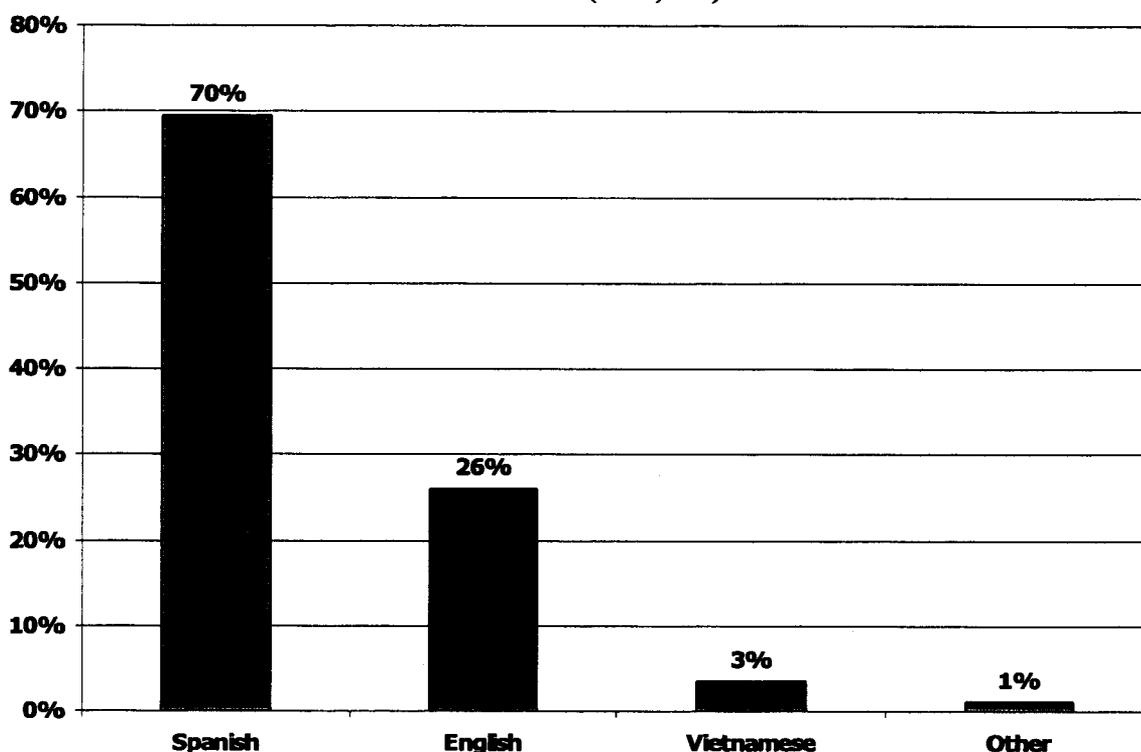
**GRAPH 2: ETHNICITY OF HISPANIC, WHITE, AND ASIAN CHILDREN SERVED BY SSR COMPARED TO ORANGE COUNTY POPULATION\***



The primary languages spoken by the children served parallel the above ethnic proportions. Spanish was the primary language for over two-thirds (70%) of the children served, with English as the primary language for over one-fourth (26%) of the children. Vietnamese was the third most frequently chosen language, for 3% of the children. Languages reporting less than 1%, included Farsi, Filipino, Korean, and Mandarin.

Graph 3, Child Language, affirms the districts' outreach to understand and support the needs of Spanish-speaking children in the CFCOC's school readiness efforts.

**GRAPH 3: CHILD LANGUAGE\***  
(N=6,268)

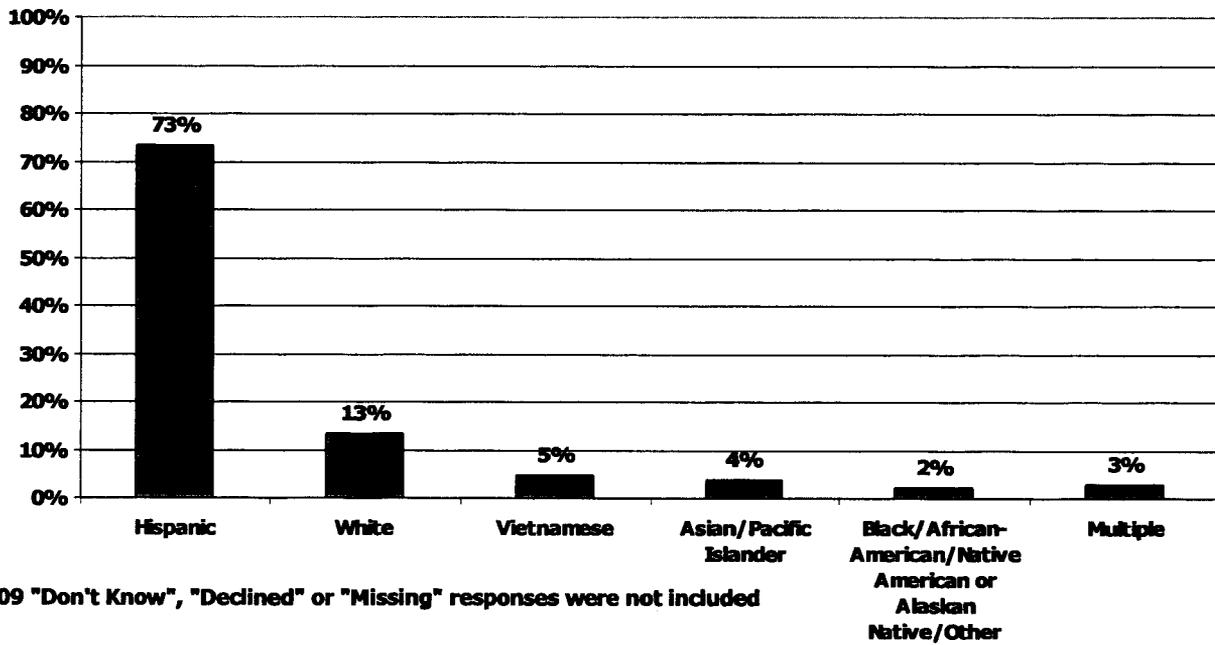


\* 84 "Declined" responses were not included

Ethnicity information was not available this year for parents, family members, or service providers. The CDE survey did, however, provide the ethnicity of the child's primary caregiver and the information that for 99% of the children, this caregiver was a family member. Almost three-fourths of the caregivers (73%) were listed as Hispanic/Latino, and 13% were listed as "White." Approximately 5% of caregivers were Vietnamese and 4% were Asian/Pacific Islander. Black/African-American/Native American or Alaskan Native and Other were 2% when combined. About 3% of the caregivers reported "Multiple" ethnicities.

Graph 4, Ethnicity of Children's Caregivers, depicts the large number of Hispanic/Latino caregivers, along with those of other ethnic groups served by the State School Readiness Initiative in Orange County.

**GRAPH 4: ETHNICITY OF CHILDREN'S CAREGIVERS\***  
(N=4,437)



**3. How many of the children served were identified as having special needs?**

District Milestone data reported 552 children with special needs were served by the CFCOC State School Readiness Initiative during 2006/07. Eighty-three (15%) were under three years age, and 469 (85%) were three to five years of age. Some school districts served children identified with special needs who were not enrolled in their program, see **Table 2, Logic Model Indicator Results** for this information.

**Table 5, Special Needs Children Served Compared to 2006/07 Targets** shows the proportion of special needs children served compared to the target number projected in the CFCOC SSRI application to the State for 2006/07. For both age groups – birth to two years and three to five years – the actual number of children served was much higher than planned.

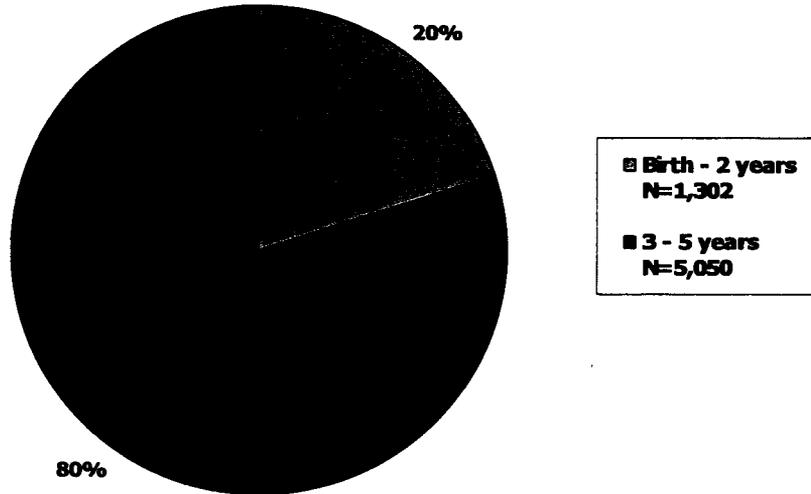
<b>TABLE 5: SPECIAL NEEDS CHILDREN SERVED COMPARED TO 2006/07 TARGETS</b>			
<b>Age Groups of Children Served</b>	<b>Target Number of Special Needs Children to be Served 2006/07</b>	<b>Actual Number of Special Needs Children Served 2006/07</b>	<b>Proportion of Special Needs Children Served, Compared to Target Number</b>
Children Birth-2 Years	71	83	<b>117%</b>
Children 3-5 Years	307	469	<b>153%</b>
<b>TOTALS</b>	378	552	<b>146%</b>

**4. What were the key characteristics of children served?**

The key characteristics included in this report of children served by SSR programs, as collected through the CDE interviews are: 1) gender, 2) age, 3) mother's education, and 4) household income.

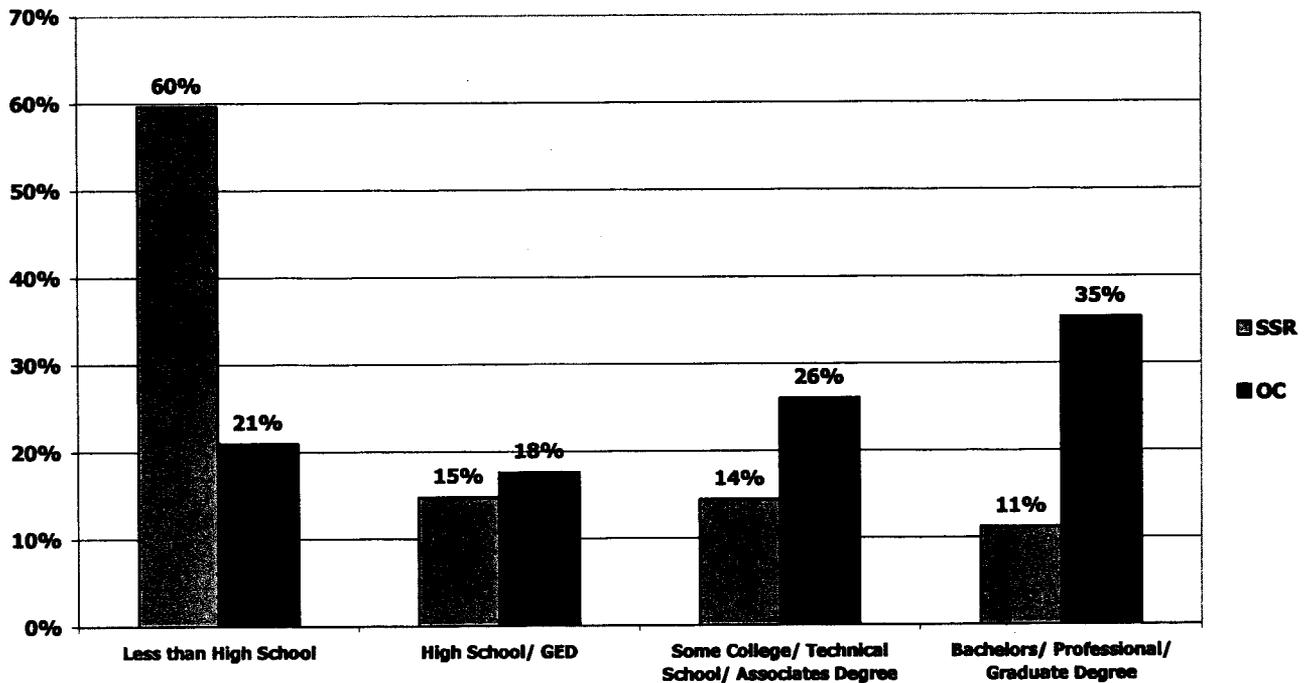
The balance of boys and girls served was essentially equal, with 3,240 boys and 3,112 girls. The following pie chart illustrates the ages of children served by the SSR programs. **Graph 5, Child Age** shows that 20% of the total children served were birth to two years of age, and 80% were children three to five years old.

**GRAPH 5: CHILD AGE**  
(N=6,352)



Over half of the mothers of the children served (60%) had not graduated from high school. Fifteen percent (15%) of the mothers had graduated from high school or received the General Education Development (GED), and 14% had attended some college or received a technical or Associate's Degree. Over one-tenth of the mothers in the surveys (11%) had Bachelors, Professional, or Graduate degrees. **Graph 6, Mother's Education** displays the findings according to these four groupings, as well as comparing them to the Orange County population as a whole.

**GRAPH 6: MOTHER'S EDUCATION\***



\*The mothers of 157 children were not included in these calculations because responses were "Don't Know", "Declined", or they had no response for this question.

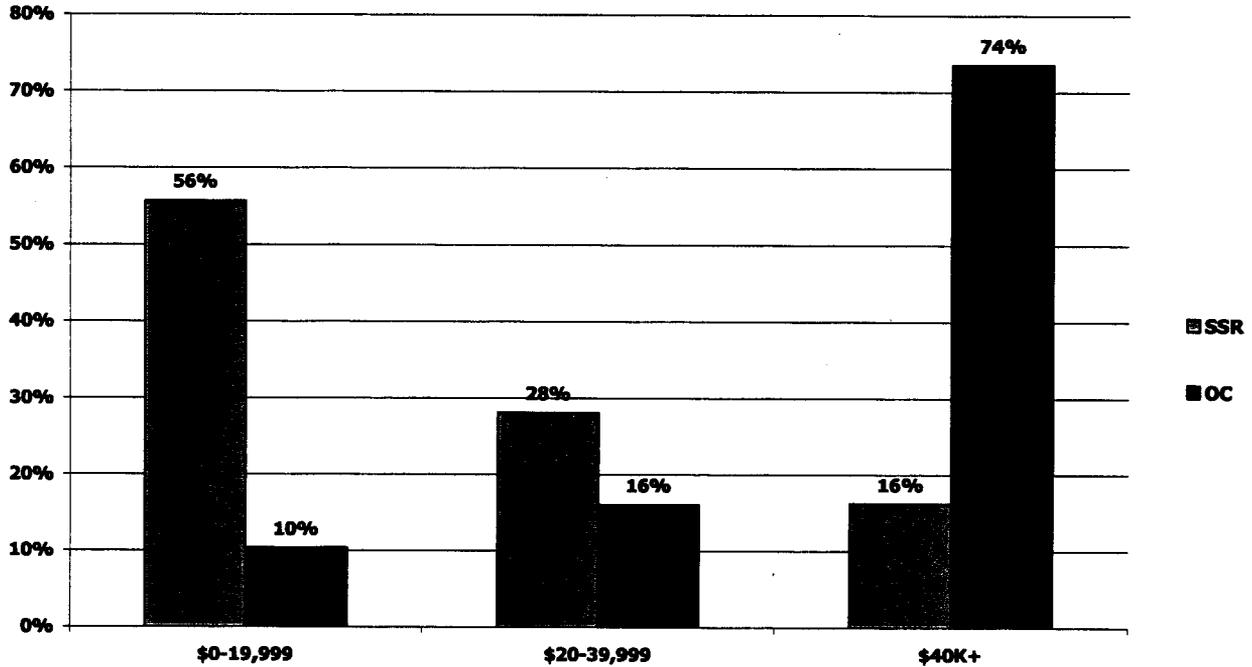
- SSR = 3,046 Mothers of Children for whom CDE Surveys were completed    ▪ OC = 135,229 Mothers
- Orange County data is from the 2005 American Community Survey, Public Use Micro Sample, U.S. Census Bureau.  
[http://factfinder.census.gov/home/en/acs\\_pums\\_2005.html](http://factfinder.census.gov/home/en/acs_pums_2005.html).

There has been found to be a correlation between mother's limited educational experience and a child's lack of early educational success<sup>2</sup>. Additionally, the large difference between mother's educational level among children served by the SSR program and their peers, at the County level, puts the children served at an additional disadvantage as they enter school.

<sup>2</sup> Performance Outcomes measurement System (POMS) Quarterly Report "School Readiness", June 1, 2005.

Regarding household income, over half of the children with completed surveys lived in households with incomes under \$20,000 (56%). Over one-fourth of them (28%) lived in households with incomes of \$20,000 to \$39,999. Sixteen percent (16%) of the total children completing this item on the CDE survey lived in households with an income of \$40,000 or more. **Graph 7, Household Income** depicts the difference in proportion between these subgroups of children.

**GRAPH 7: HOUSEHOLD INCOME\***



\* 466 households served were not included in these calculations because they responded "Do Not Know", they declined to answer, or there was no response for this question.

- SSR = 2,737 Households    OC = 138,755 Households
- Orange County data is from the 2005 American Community Survey, Public Use Micro Sample, U.S. Census Bureau. [http://factfinder.census.gov/home/en/acs\\_pums\\_2005.html](http://factfinder.census.gov/home/en/acs_pums_2005.html)

As noted in the District descriptions in the last section, the children and families served by the SSR program often live in poverty, with nutritional, health, and developmental challenges that undermine school readiness. Living in a county where there is such a disparity between their incomes and that of the larger population, makes it even more difficult for them to meet the expectations of the educational system without additional support to even the playing field.

**5. What services were provided to children, family members, and providers, and how many of each?**

According to Aggregate data, a total of 177,613 services were provided to children, 53,829 to family members, and 5,691 to service providers. In this data set, services would include each time a program participant had contact with a service provider, including children's daily contact

with teachers. These services were provided to 4,992 children, 4,564 family members, and 196 service providers (unduplicated client counts).

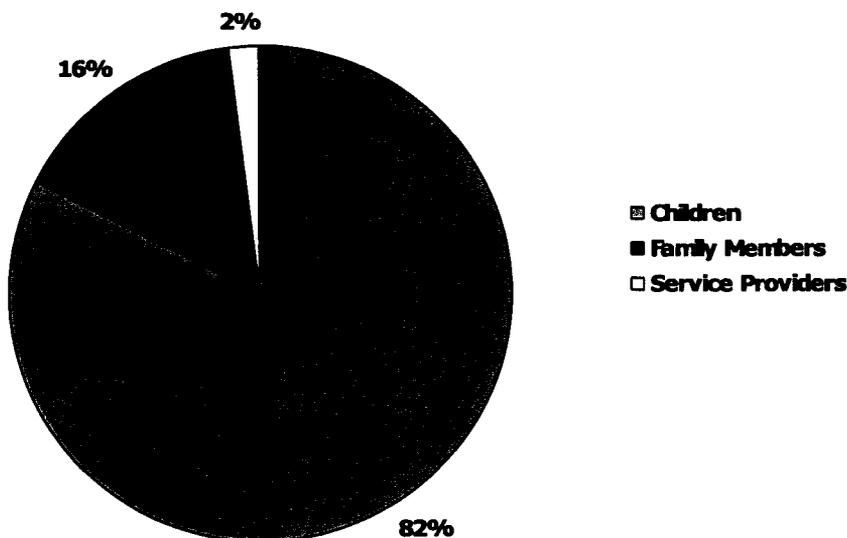
SSR program Milestone reports provide richer detail regarding the participation of these three client groups and the different types of services they received. The following table, **Table 6, Service Types by Population**, provides an outline of the type and number of services provided to whom.

<b>TABLE 6: SERVICE TYPES BY POPULATION</b>		
<b>SERVICE TYPE</b>	<b>POPULATION</b>	<b>QUANTITY</b>
Comprehensive Screenings	Children Birth-2	573 children
Comprehensive Screenings	Children 3-5	3,071 children
Developmental Services	Special Needs Children	424 children
Counseling Services	Children Birth-5	349 children
Health Insurance Assistance/Referrals	Families of Children Birth-5	1,002 families
Immunizations Up-To-Date	Children Birth-5	4,549 children
Parenting Classes/Workshops	Parents	510 <i>classes/workshops</i> provided for 3,599 (duplicated) parents
CBO Referrals	Families of Children Birth-5	3,385 families
Home-Based Program Participation	Children Birth-3	908 children
Center-Based Program Participation	Children Birth-3	841 children
Literacy Events	Families and Children	386 <i>events</i>

**6. How many class hours were provided to children, family members, and providers?**

District Aggregate data documented a total of 665,462 class hours for children, family members, and providers served by the CFCOC State School Readiness Initiative in 2006/07. These hours broke down into 548,959 hours for children (82%), 103,630 for family members (16%), and 12,873 (2%) for service providers. Children’s class hours included daily preschool attendance. These proportions are depicted in **Graph 8, Class Hours Provided**.

**GRAPH 8: CLASS HOURS PROVIDED  
(N=665,462 HOURS)**

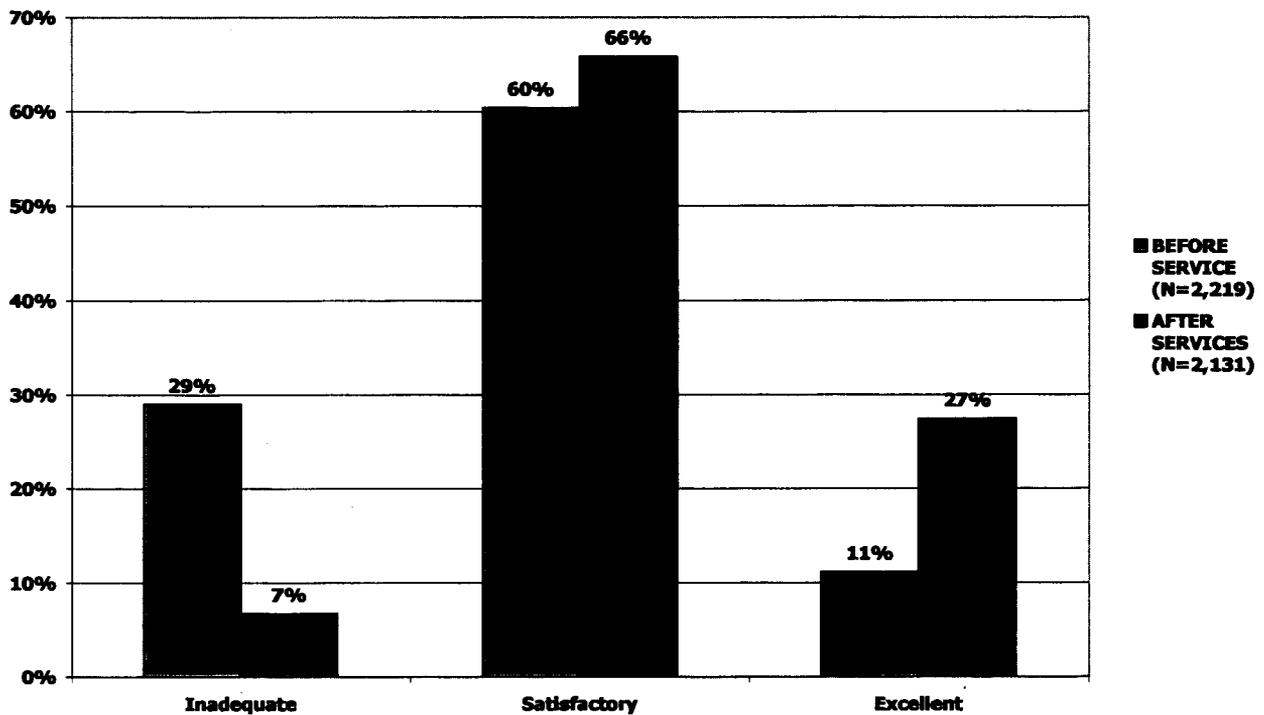


Responses to the above questions create a “picture” of the Who, What, and How of SSRI service provision across Orange County. The following two questions address child and parent outcomes from the services provided, as documented in the Service Outcomes Questions (SOQ). The SOQ is a one-time survey completed at the end of services or when a child turns six years of age. Providers complete an SOQ Survey on behalf of children whose families consent to share their information. This year was the first year that this type of survey was fully implemented by CFCOC providers. There were slightly more than two thousand children in SSR programs who had SOQs completed in 2006/07.

7. Do parents have improved knowledge regarding how to prepare their child for school?

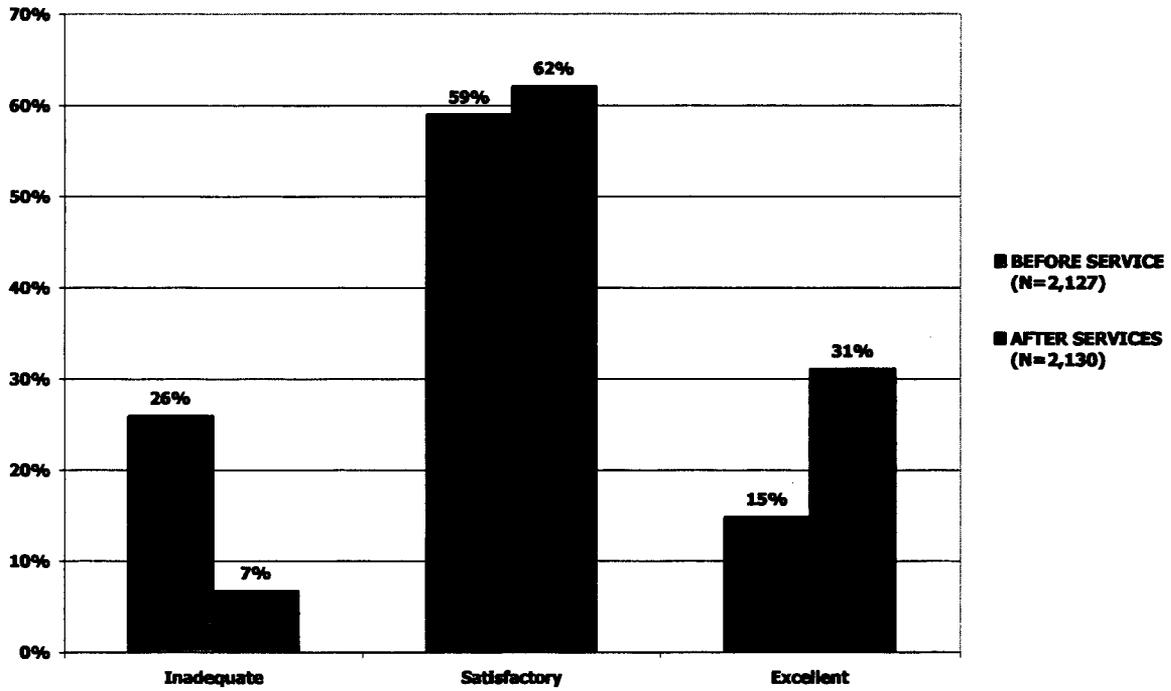
SOQ surveys asked providers to respond to a series of questions related to parental improvement in knowledge and involvement in their child's readiness for school. **Graph 9, Improvement in Parental Knowledge**, shows dramatic improvement in parental knowledge regarding school readiness before and after services were provided, with two-thirds being assessed as "Satisfactory" after services, and over one-fourth (27%) as "Excellent" after services were provided.

**GRAPH 9: IMPROVEMENT IN PARENTAL KNOWLEDGE**



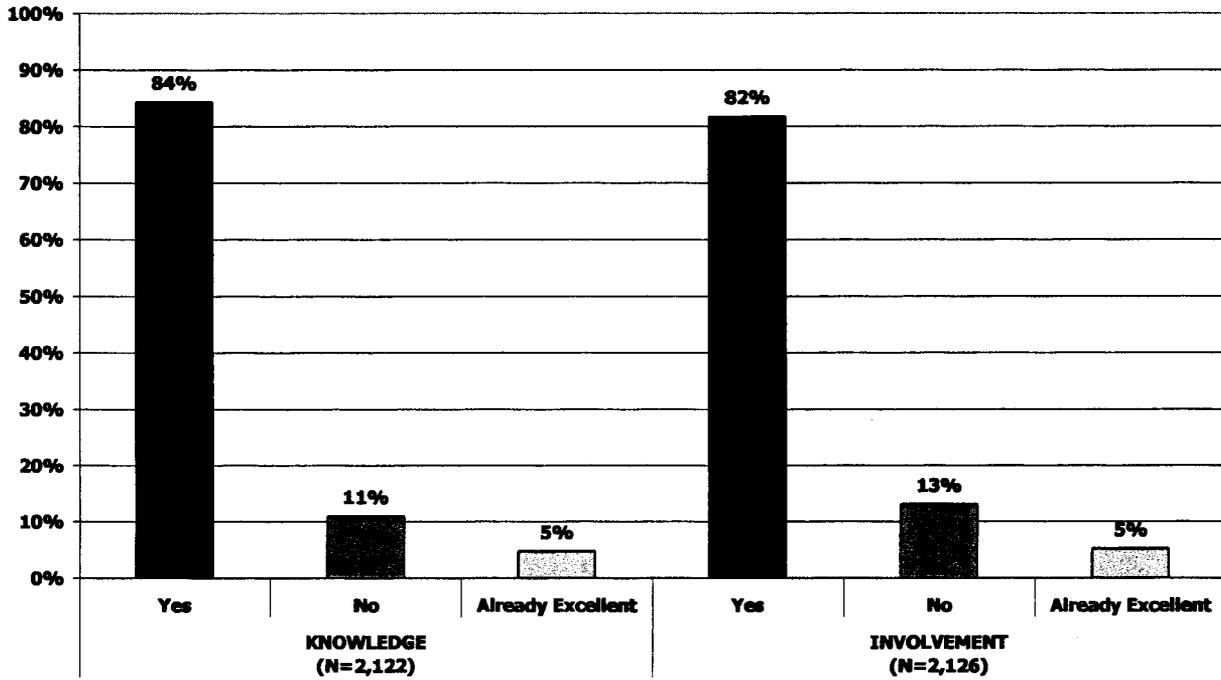
Parental involvement also improved as a result of services received, as can be seen in **Graph 10, Improvement in Parental Involvement**. After services were received, providers reported that 62% of parents were “Satisfactory” in their involvement in their child’s school readiness, and 31% are deemed “Excellent.”

**GRAPH 10: IMPROVEMENT IN PARENTAL INVOLVEMENT**



Service providers reported that 84% of parents included in the SOQ survey improved their knowledge regarding school readiness as a result of having received services, and 82% improved their involvement with their child's preparation. **Graph 11, Did Parent Increase Knowledge/Involvement?** illustrates the spectrum of provider responses regarding this question.

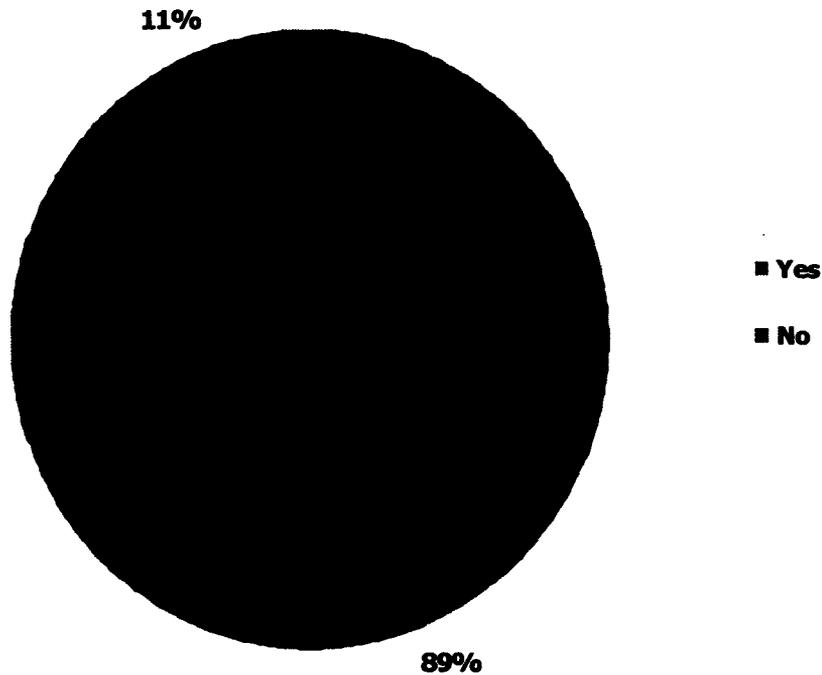
**GRAPH 11: DID PARENT INCREASE KNOWLEDGE/INVOLVEMENT?**



**8. Are children prepared for school, at the end of receiving the above services?**

Providers completing the SOQ surveys found that almost ninety percent (89%) of the children entering Kindergarten were ready to do so at the end of receiving services. The following **Graph 12, Children Ready for Kindergarten**, illustrates these proportions.

**GRAPH 12: CHILDREN READY FOR KINDERGARTEN**  
(N=2,249)



Cumulative findings from the developmental assessments conducted by the districts Spring 2007 supported the SOQ survey responses. **Table 7, SSR Initiative-Level Post-Test Means**, indicates that the average developmental level for all ten DRDP developmental indicators ranged from 2.8 in Math and Literacy to 3.4 in motor skills. A “3” score on the DRDP indicates “Building” and a “4” indicates “Integrating,” so that, on the average, children were developmentally on-task for their age at this point in time. A “2” score indicates that children are at the “Developing” level of development for this indicator.

**TABLE 7: SSR INITIATIVE-LEVEL POST-ASSESSMENT MEANS**

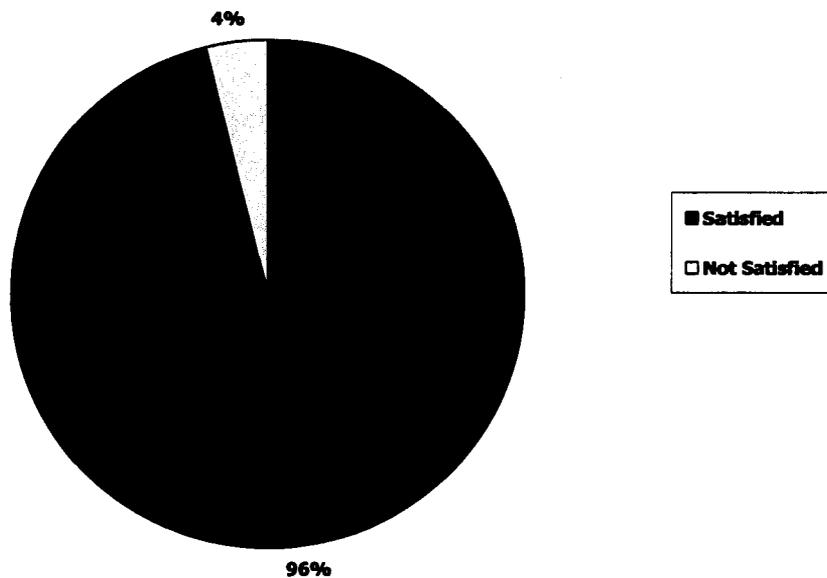
Logic Model Indicator Categories	Cognitive			Social		Emotional	Language	Approach to Learning	Physical	
	Cognitive Competence	Math	Literacy	Social Interpersonal Skills	Self Regulation	Self-Concept	Language	Learning	Motor Skills	Safety and Health
<b>Initiative-Level Mean Scores for DRDP Post-Assessments Spring 2007</b>	3.0	2.8	2.8	3.0	3.1	3.1	2.9	3.1	3.4	3.2

Results for the final three questions were calculated by aggregating Milestone data entered by each district on a monthly basis.

**9. Are parents satisfied with the content, quality, and family centeredness of the program in which their child(ren) participated?**

According to the aggregated findings of the districts related to this Milestone, 96% of parents (n=1,923) reported satisfaction with the services they received. Four percent (n=80) reported that they were less than satisfied with the services they received.

**GRAPH 13: FAMILY MEMBER/PROVIDER SATISFACTION**  
(N=2,003)



**10. What is being done to prepare schools for incoming kindergartners?**

Milestone findings show that, to prepare Initiative Districts for incoming kindergartners:

- All 13 Districts conducted self-assessments related to school readiness;
- 189 staff trainings were provided;
- All Districts put systems in place to track preschoolers as they approach Kindergarten age; and
- 99 Advisory Meetings were held during the year, to support teacher and parent partnership in children's transitions to school.

**11. Are kindergarten transition plans in place and being implemented?**

School Districts reported that a total of 64 sites or classrooms had kindergarten transition plans in place, with 3,782 children participating in transition activities. This is seven more sites than funded by SSRI, indicating that some districts were able to implement plans at other schools in the district in addition to those originally targeted.

The primary model utilized by Districts involved in the CFCOC State School Readiness Initiative was "Terrific Transitions" (<http://www.serve.org/TT>). This model was chosen because it incorporates the research findings and promising practices of the last decade into a systematic, detailed, and easily applied approach for District and SSR staff. This model stresses continuity and emotional wellness for children in transition, between home, preschool, and school. Typical transition practices adopted by CFCOC SSR Districts include: meetings and newsletters for parents; close collaboration with teachers, principals, and other schools staff; transference of pre-kindergarten children's records to their new schools; information and open houses for new families; and individual consideration of each child's unique needs. Many of the districts' specific activities are described in the district-level section above.

The above findings paint a portrait of a highly successful year for the Children and Families Commission of Orange County's State School Readiness Initiative, with many children and families receiving the information and support they needed to prepare their young children to enter school.

## SECTION V. CONCLUSION

The five elements that First 5 uses to guide its School Readiness efforts provide the foundation for the Children and Families Commission of Orange County's State School Readiness Initiative (SSRI). Fiscal Year 2006/07 is the fifth year that the State and Orange County Commissions have collaborated on behalf of Orange County's children, and successes from the year's work are evident in all five areas addressed by the elements.

### Early Care and Education (Ece)

- Almost eight thousand (7,928) Orange County children between the ages of three and five years were attending an ECE program supported by the CFCOC State School Readiness Initiative.
- 2,771 (88%) of the 3,103 children who received both pre-service and post-service developmental assessments made measurable developmental progress as a result of their participation in SSRI activities.

### Parenting and Family Support Services

- Over five hundred classes and workshops (510) were provided for parents on a broad range of topics.
- 841 children birth to three years of age and their families participated in evidence-based home visiting programs.

### Health and Social Services

- Almost three thousand (2,941) children served were enrolled in a health insurance plan by the end of the year.
- 552 children with disabilities and other special needs were enrolled in SSRI-sponsored ECE programs, and 424 received enhanced services related to their disability.

### Schools Readiness for Children/School Capacity

- Kindergarten transition plans were put in place for 64 ECE classrooms this year, and almost four thousand children (3,872) participated in kindergarten transition programs. Both the site transition plans and kindergarten transition programs were structured according to NEGP guidelines.
- All of the districts involved completed self-assessments during the year.

### **Program Infrastructure, Administration, and Evaluation**

- 189 trainings related to school readiness were provided for school staff working with SSRI programs.
- Almost one hundred (97) advisory committee meetings were held to garner feedback and support regarding program planning, implementation, and service quality, from family and community members.

As the first year of the four-year Cycle 2 funding of School Readiness for Orange County, these accomplishments provide a solid launching of future partnerships at State, CFCOC, and district levels.

## Supplement to Orange County's Annual Report to the State July 2006 – June 2007

During Fiscal Year 06/07, the Children and Families Commission of Orange County had 321 active contracts serving children, families, and providers. This report provides details on the numbers of children and family members served by Commission-funded programs and the services that were provided to them. The information is provided first for the Commission as a whole, and then by Commission funding category. For each group, the following information is provided:

Data	Data Source
Number of children ages 0-5, family members, and service providers receiving services from Commission-funded programs	Outcomes Collection, Evaluation, and Reporting Services (OCERS) Aggregate Data Module
Number of services provided to children, family members, and service providers	
Number of classes started during 06-07	
Number of class hours provided during 06-07 (a class hour represents one person attending a class for one hour)	
Number of children entered into CDOM	OCERS Core Data Outcomes Module (CDOM)
Age breakouts of children in CDOM	
Ethnicity of children in CDOM	
Primary Language of children in CDOM	
Numbers of different types of services provided to children, family members, and service providers	OCERS Grantee Milestone Reports

Each table detailing the services has four columns – the first two columns provide the measurement used by Orange County grantees and the number accomplished. The third through fourth columns, map the local measurements to the terminology used by the State evaluator. The list of Result and Service Areas is provided in Appendix A.

Caution should be used in reviewing the detailed service data presented in this report (the last table for each funding category). First, the list of services provided for a particular funding category is not an exhaustive list – while major activities are described, it does not fully represent the activities of the grantees. Second, although progress has been made to standardize data collection across grantees, there remain inconsistencies in what grantees count that make it impossible to sum the activities of all grantees together. For example, some grantees count the number of classes they provide on a particular topic while others count the number of parents attending the classes. As a result, although the number of classes provided and the number of parents attending classes may both be presented, neither represents the full accomplishments of the grantees in that funding category. Also, it would be incorrect to attempt to relate the number of parents attending classes to the number of classes offered -- the numbers likely came from different projects and have no relation to each other. In 06/07, progress was made toward

standardizing data collection among grantees and these inconsistencies will be reduced over time.

Following is a list of the funding categories presented in this report with the page numbers where their data can be found.

<b>Commission Goal Area</b>	<b>Funding Category</b>	<b>Page</b>
<b>All</b>	Commission-Wide Data	3
<b>Healthy Children</b>	Bridges for Newborns	5
	Child Health and Safety	7
	Community Clinics	9
	Health Access	11
	Children's Dental	13
	Pediatric Health Services	15
	Project Connections / Home Visitation	19
	School Readiness Nursing	21
	Healthy Children Collaborative Projects	23
	Healthy Children Program Grants	25
<b>Strong Families</b>	Boys and Girls Club Projects	29
	Homeless Prevention	30
	Strong Families Collaborative Programs	32
	Strong Families Program Grants	33
<b>Ready to Learn</b>	Local School Readiness	37
	State/Local Partnership School Readiness	40
	School Readiness Expansion Project	42
	Early Literacy	45
	Special Needs Project (LEAPS)	47
	Ready to Learn Program Grants	49
<b>Quality Services</b>	AmeriCorps/VISTA	52
	Capacity Building Grants	54
	Performance Outcomes Measurement System	57
	Technical Assistance	59

## Commission-wide Data

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	100,753	102,239	20,075
<b>Number of services provided</b>	1,791,673	605,865	44,977
<b>Number of classes started</b>	10,664	10,819	2,459
<b>Number of class hours</b>	3,101,412	642,600	167,874

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<i>Variable Considered</i>	<i>Category Label</i>	<i>Count<sup>2</sup></i>	<i>Percent</i>
Total number of children with data entered into OCERS		30,650	100
Age at most recent interview	Two or Younger	24,075	83
	Three through Five	5,007	17
Ethnicity	Amer Indian/Alaska Native	44	<1
	Asian or Pacific Islander	3,408	12
	Black/African American	228	1
	Hispanic/Latino	19,035	66
	White	3,773	13
	Multiracial	1,860	6
	Unknown	639	2
Primary Language	English	10,947	38%
	Spanish	15,139	52%
	Vietnamese	2,069	7%
	Other	1,010	3%

<sup>1</sup>A child can be served by more than one provider. In that event, the child is counted each time he/she is served by a different provider. The unduplicated count of children served and authorized for entry into the OCERS data base is 30,650

<sup>2</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

**Table 3. Services Provided by All Commission-funded Programs**

Measurement	Number completed	Provided to:	Service Area Code
Children screened for developmental delays	39,582	Children	13
Children assisted with a health insurance application	8,376	Children	22
Children connected to a medical home	14,740	Children	22
Home visits provided	49,596	Children Parents/Guardians	14/23/28
Home safety checks completed	3,034	Children Parents/Guardians	29
Health screens / well child checks provided	67,273	Children	26
Pediatric health encounters provided	12,392	Children	30
Children found up-to-date on their immunizations	14,956	Children	26
Children screened for dental health	11,232	Children	24
Dental clinic visits provided	3,194	Children	24
Children enrolled in school readiness programs (new or enhanced)	10,002	Children	11
Children with special needs enrolled in school readiness programs	552	Children	14
Referrals provided to families of young children	33,159	Children	31
Kits for New Parents distributed	25,064*	Parents/Guardians	3/32
Children or families received behavioral health screening or assessment	1,594	Children Parents/Guardians	13
Children receive books from healthcare provider and at community events	28,033	Children	5
Grant applications submitted	107	Systems Change	34

\* includes 30 kits distributed to individual families by the Americorp/VISTA members.

## Bridges for Newborns

<b>Table 4. Aggregate data for Bridges for Newborns</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	28,587	28,593	23
<b>Number of services provided</b>	85,838	78,757	1,739
<b>Number of classes started</b>	21	60	27
<b>Number of class hours</b>	890	1,182	1,588

\* Unduplicated count

<b>Table 5. Description of children served in FY2006-07 by Bridges for Newborns</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Bridges for Newborns	Total number of children with data entered into OCERS		20,045	100
	Age	Two or Younger	19,750	99
		Three through Five	30	1
	Ethnicity	Amer Indian/Alaska Native	21	<1
		Asian or Pacific Islander	2847	14
		Black/African American	114	1
		Hispanic/Latino	12275	62
		White	2586	13
		Multiracial	1,386	7
	Primary Language	Unknown	537	3
English		7,810	39	
Spanish		9,447	48	
Vietnamese		1,833	9	
	Other	702	4	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 6. Services Provided by Bridges for Newborns Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Number of births at Bridges hospitals	29,617	NA	NA
Kits for New Parents offered	25,925	Parents/guardians	4
Kits for New Parents distributed	25,034	Parents/guardians	4
Mothers screened with Bridges screening tool	25,406	Parents/guardians	27
Families of newborns referred to Bridges Home Visitation providers	1,728	Parents/guardians	3
Families of newborns referred to Family Resource Centers	2,345	Parents/guardians	3
Families enrolled in the Bridges Home Visitation program	1,200	Children Parents/guardians	14
Developmental Screenings conducted*	2,100	Children	13
Children developmentally on-target by 8 months of age or older	629	Children	13
Children newly enrolled in health insurance	123	Children	22
Children newly connected to a medical home	78	Children	22
Children utilize their medical home by 8 months of age	1,056	Children	22
Home safety checks completed	3,120	Children Parents/guardians	29
Home visits provided	10,329	Children Parents/guardians	23
Families successfully completed the program**	640	Children Parents/guardians	14

\*Children receive more than one screening over the course of the program.

\*\*To successfully complete the program, families were enrolled for two years, participated actively in the program, had adequate achievement toward goals, and had a planned termination of services.

## Child Health and Safety

<b>Table 7. Aggregate data for Child Health and Safety</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	656	1,611	4,167
<b>Number of services provided</b>	1,080	2,321	4,483
<b>Number of classes started</b>	3	123	194
<b>Number of class hours</b>	140	2,231	2,980

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

Child Health and Safety Grantees did not not collect child-specific information

<b>Table 8. Services Provided by Child Health and Safety Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
AmeriCorps*VISTA member completed orientation and professional development training sessions	20	Service Providers	29
Child safety seat inspections and installation assistance	57	Children Parents/Guardians	29
Resource reference materials developed and provided for the school nurses.	7	Service Providers	29
Presentations at professional education conferences/events.	8	Service Providers	29
Injury prevention educational/training programs	646	Service Providers	29
Physician Liaison responded to SRN inquiries and provided clinical advice, additional referral options, and support in selecting the appropriate level screening tool	51	Service Providers	29
Physician offices/clinics and agencies/organizations providing services to children were established and supported as new Systematic Childhood Injury Prevention Program (SCIPP) sites	15	Service Outreach	29

<b>Table 8. Services Provided by Child Health and Safety Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Meetings with area pediatricians to introduce the pilot program and encourage the role of the physician in the schools.	35	Service Outreach	22
Meetings with community physicians to encourage physicians to serve as primary care providers to children who do not have a medical home	75	Service Outreach	35
Resources and screenings provided at community Health Fairs to promote health and wellness of children	13	Service Providers	35
Connected Kids sites established and maintained	52	Parents/Guardians	29

## Community Clinics

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	1,733	129	6
<b>Number of services provided</b>	9,962	4,451	6
<b>Number of classes started</b>	8	0	0
<b>Number of class hours</b>	60	0	0

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Community Clinics	Total number of children with data entered into OCERS		736	100
	Age	Two or Younger	330	56
		Three through Five	261	44
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	50	8
		Black/African American	5	<1
		Hispanic/Latino	511	86
		White	18	3
		Multiracial	8	1
	Primary Language	Unknown	2	<1
English		100	17	
Spanish		455	75	
Vietnamese		44	7	
	Other	5	1	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 11. Services Provided by Community Clinic Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Children enrolled in health insurance	2,624	Children	22
Care plans with treatment recommendations and referrals	204	Children	32
Well child checks	2,347	Children	26
Primary care visits for sick children	3,326	Children	32
Initial health screens	2,665	Children	27
Referrals tracked	337	Children	32
Children received case management support to ensure appropriate use of primary care services	1,384	Children	28
Children were read to in the clinic waiting area (Reach Out and Read)	170	Children	5
Age-appropriate books were distributed to children	266	Children	5
Pregnant women received prenatal care	753	Parents/Guardians	25

## Health Access

<b>Table 12. Aggregate data for Health Access</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	710	1,774	280
<b>Number of services provided</b>	1,041	1,827	280
<b>Number of classes started</b>	95	303	74
<b>Number of class hours</b>	0	288	11

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Table 13. Description of children served in FY2006-07 by Health Access</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Health Access	Total number of children with data entered into OCERS		34	100
	Age	Two or Younger	13	41
		Three through Five	19	59
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	--	--
		Black/African American	1	3
		Hispanic/Latino	29	91
		White	--	--
		Multiracial	2	6
	Primary Language	Unknown	--	--
English		4	13	
Spanish		28	87	
Vietnamese		--	--	
	Other	--	--	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 14. Services Provided by Health Access Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Immunization records entered into the Immunization Registry	481	Systems Change	26
Children screened for health insurance status	361	Children	22
Children assisted with health insurance enrollment	361	Children	22
Children complete CHDP assessment exam	2,103	Children	27
Children have a care plan and receive appropriate referrals	54	Children	32
Families received education on child development / health promotion	1,174	Parents/guardians	18/21
Children 0-5 newly linked to a healthcare home	108	Children	22

## Children's Dental

<b>Table 15. Aggregate data for Children's Dental</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	2,603	1,399	512
<b>Number of services provided</b>	4,944	1,732	520
<b>Number of classes started</b>	577	599	25
<b>Number of class hours</b>	722	959	520

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Table 16. Description of children served in FY2006-07 by Children's Dental</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Children's Dental	Total number of children with data entered into OCERS		210	100
	Age	Two or Younger	45	22
		Three through Five	156	78
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	7	3
		Black/African American	--	--
		Hispanic/Latino	182	90
		White	7	3
		Multiracial	6	3
	Primary Language	Unknown	1	<1
		English	39	19
		Spanish	158	77
		Vietnamese	1	<1
	Other	6	3	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 17. Services Provided by Children's Dental</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Family members received oral health education in clinics or classroom settings	3,500	Children Parents/guardian	24
Children received dental screening and secondary prevention treatments	1,281	Children	24
Dental treatment visits provided	3,194	Children	24
Referrals for preventive, restorative and/or emergency treatment to the appropriate dental clinic for dental care services	743	Children	24
Referrals for uninsured children to Health Care Access Coordinators or Certified Application Assistors to obtain medical and/or dental health insurance	94	Children	22
Families contacted to ensure children receive preventive, restorative and/or emergency dental care, provide referral services, and provide follow-up with families	157	Service Providers	22

## Pediatric Health Services

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	26,912	28,548	7,635
<b>Number of services provided</b>	66,375	85,191	10,876
<b>Number of classes started</b>	987	1,380	671
<b>Number of class hours</b>	14,304	25,174	7,908

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Pediatric Health Services	Total number of children with data entered into OCERS		2,268	100
	Age	Two or Younger	1,603	77
		Three through Five	470	23
	Ethnicity	Amer Indian/Alaska Native	8	<1
		Asian or Pacific Islander	90	4
		Black/African American	29	1
		Hispanic/Latino	1,419	69
		White	337	16
		Multiracial	145	7
	Primary Language	Unknown	30	1
English		1,010	48	
Spanish		1,024	49	
Vietnamese		10	<1	
	Other	61	2	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 20. Services Provided by Pediatric Health Services</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
<b><i>Asthma Chronic Lung Disease</i></b>			
Clinic visits are provided to children (ages 0-5) with asthma or chronic lung disease	3,837	Children Parents/Guardians	30
Families receive individual education sessions based on assessed needs	207	Children Parents/Guardians	30
Families receive services to prevent or ameliorate asthmatic conditions	132	Children	30
Family members receive education on asthma/chronic lung disease, management and treatment	1,402	Children Parents/Guardians	30
Forums are held at school sites for families of children ages 0-5	5	Children Parents/Guardians	21
New children (ages 0-5) are registered in the ACLD program	1,273	Children	30
Physicians are contacted and provided with information	1,665	Children	30
School staff, healthcare providers/professionals receive education on asthma/chronic lung disease, management and treatment	801	Service Providers	30
Children are screened for asthma in collaboration with the Breathmobile	411	Children	30
Children and parents attend educational classes or events on asthma and other chronic lung diseases, as documented on sign-in sheets	304	Children Parents/Guardians	30
<b><i>Clinics</i></b>			
Infants and children were screened for developmental disabilities.	6,046	Children	30
Pediatric residents and medical students participate in educational forums with nationally renowned health care experts	2	Service Providers	34
Pregnant women received prenatal care	7,589	Parents/Guardians	25
<b><i>Metabolics</i></b>			
Children who have a diagnosis where there is a metabolic formula used for treatment received the appropriate referrals for health coverage	160	Children	30
Individual patient visits completed in the metabolic outpatient clinics	730	Parents/guardians	30
Initial inpatient consultations are completed	230	Children	30
Inpatient encounters are completed.	869	Children	30
New Outpatient encounters are completed	223	Children	30
Newborns referred as a result of the newborn screening program receive Metabolic Clinic services	182	Children	30

**Table 20. Services Provided by Pediatric Health Services**

Measurement	Number completed	Provided to:	Service Area Code
Newly diagnosed children with metabolic disorders receive dietary and/or medical therapy services	48	Children	30
Patients seen in the outpatient metabolic clinics are referred to other physicians, Dentists or other health care agencies such as WIC, Regional Centers, Public Health Departments, CPS, CHOP or CCS for appropriate treatment services	214	Children	32
Provided metabolic education to physicians, residents, medical and genetic counseling students, nurses, dieticians and other healthcare providers	117	Children Parents/Guardians	30
Children on metabolic formula receive education on importance of good dental care	151	Children	24
Newly diagnosed children with metabolic disorders receive dietary and/or medical therapy services	48	Children	30
Children ages 0-5 receive care management services	2,045	Children	30
Children are read to in the clinic waiting room	5,277	Children	5
Children completed the referral and received the recommended specialty services	1,213	Children	30
Children receive book from provider	8,549	Children	5
Children referred to CHOC/UCI specialty services	3,580	Children	30
Parents and/or children received group instruction on health promotion topics (e.g. asthma management, obesity and injury prevention)	6,902	Children Parents/Guardians	21
Pediatric encounters were provided to children ages 0-5.	8,555	Children	30
Pediatric residents and medical students participate in educational forums with nationally renowned health care experts	2	Service Providers	34
<b><i>Neurodevelopmental Center (Administration and Integration)</i></b>			
Children ages 0-5 who are referred by Orange County Social Services Agency receive comprehensive evaluations and care management/coordination	78	Children	28
Comprehensive Case Management to 10% of patients.	188	Children	28
COPE classes are offered to parents of preschoolers (ages 37-71 months)	43	Parents/Guardians	28
COPE families have at least one screening report	400	Children	13

**Table 20. Services Provided by Pediatric Health Services**

Measurement	Number completed	Provided to:	Service Area Code
in their records at the end of COPE		Parents/Guardians	
Developmental evaluations are provided in central and south county locations	895	Children Parents/Guardians	21
Educational forums are offered and attendance is documented	782	Children Parents/Guardians	22
Families are referred to services	971	Children Parents/Guardians	32
Families receive parent and sibling support and intervention services	1,505	Children Parents/Guardians	32
Follow up visits are provided for established patients	964	Children	32
Health care professionals receive training, which is documented	339	Service Providers	34
Mother baby couplets receive lactation assistance in the clinic setting	818	Parents/guardians	19
New mothers who were not previously screened by participating Bridges hospitals are screened and referred as needed	1,592	Parents/guardians	27
New patients, ages 0-5, receive comprehensive initial evaluations	617	Children	27
Outreach and education sessions are held, as documented by flyers and/or sign-in sheets	164	Service Outreach	32
Parenting Strategies Seminars are offered and attendance records are maintained	7	Parents/guardians	8
Parents attend the language stimulation classes as documented by sign in sheets	41	Parents/guardians	18
Parents attend the SEEPAC courses as documented by sign in sheets	178	Parents/guardians	28
Parents of infants and toddlers (0-36 months) attend specialized parenting classes	88	Parents/Guardians	7
Parents visit and utilize the FRC	770	Parents/Guardians	3
Child care/social skills groups are offered at same sites as COPE parenting classes	33	Children Parents/Guardians	28
COPE classes are offered to parents of preschoolers (ages 37-71 months)	43	Parents/Guardians	28/7

ACLD: Asthma / Chronic Lung Disease  
 ADHD: Attention Deficit Hyperactivity Disorder  
 COPE: Community Parent Education  
 DEC: Developmental Evaluation Clinic  
 ECE: Early Childhood Education  
 EDAC: Early Developmental Assessment Center

## Project Connections / Home Visitation

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	2,289	3,691	30
<b>Number of services provided</b>	7,767	11,790	1,913
<b>Number of classes started</b>	30	187	481
<b>Number of class hours</b>	857	3,302	2,248

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Project Connections/ Home Visitation	Total number of children with data entered into OCERS		559	100
	Age	Two or Younger	354	69
		Three through Five	156	31
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	17	3
		Black/African American	1	<1
		Hispanic/Latino	476	94
		White	8	1
		Multiracial	6	1
	Primary Language	Unknown	1	<1
English		55	11	
Spanish		441	86	
Vietnamese		13	3	
	Other	4	<1	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 23. Services Provided by Project Connections/Home Visitation</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Home visits provided by public health nurses	905	Children Parents/Guardians	23
Home visits provided by promotoras	9,627	Children Parents/Guardians	23
Children newly enrolled in health insurance	2,068	Children	22
Children linked to a medical home	1,931	Children	22
Children with improved immunization status	1,256	Children	29
Mothers received breastfeeding support	1,053	Parents/guardians	19
Outreach or special events held	139	Children Parents/Guardians	32
Classes provided on parenting, child health, child development	124	Parents/Guardians	8
Referrals made	13,608	Children Parents/Guardians	3

## School Readiness Nursing

<b>Table 24. Aggregate data for School Readiness Nursing</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	10,694	5,723	900
<b>Number of services provided</b>	87,236	17,637	1,914
<b>Number of classes started</b>	247	430	217
<b>Number of class hours</b>	3,723	6,684	1,956

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Table 25. Description of children served in FY2006-07 by School Readiness Nursing</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
School Readiness Nursing	Total number of children with data entered into OCERS		352	100
	Age	Two or Younger	16	5
		Three through Five	330	95
	Ethnicity	Amer Indian/Alaska Native	3	<1
		Asian or Pacific Islander	54	16
		Black/African American	1	<1
		Hispanic/Latino	263	77
		White	15	4
		Multiracial	3	1
	Primary Language	Unknown	1	<1
English		51	15	
Spanish		240	69	
Vietnamese		36	10	
	Other	19	5	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 26. Services Provided by School Readiness Nursing Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Children received comprehensive screenings, including developmental, vision, hearing, dental, health, and height and weight	9,147	Children	27
Children were screened for vision	7,104	Children	27
Children were screened for hearing	6,897	Children	27
Children were screened for developmental milestones	5,958	Children	13
Children were screened for health status	7,894	Children	27
Children were screened for dental health	6,816	Children	24
Children received assistance or referral for dental insurance enrollment	1,184	Children	24
Children received assistance or referral for health insurance enrollment	1,017	Children	22
Families received assistance with using a medical home	1,204	Children Parents/Guardians	22
Children were determined to have immunizations up-to-date	9,147	Children	26
Families received education on nutrition and activity levels	8,215	Families	21
Referrals for health issues were made	4,087	Children	32
Follow-up on referrals for health issues were completed	2,882	Children	32
Referrals for social services were made	429	Children	3
Health education classes were provided to parents	391	Parents/Guardians	21
Contacts with other Commission grantees were made to ensure appropriate delivery of services and avoid duplication	361	Systems Change	35
Workshops / classes in which the nurses participated for professional development	256	Services Providers	34

## Healthy Children Collaborative Projects

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	57	255	0
<b>Number of services provided</b>	57	276	0
<b>Number of classes started</b>	16	24	0
<b>Number of class hours</b>	16	1,906	0

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Healthy Children Program Grants	Total number of children with data entered into OCERS		68	100
	Age	Two or Younger	32	49
		Three through Five	33	51
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander <sup>1</sup>	--	--
		Black/African American	--	--
		Hispanic/Latino	65	100
		White	--	--
		Multiracial	--	--
	Primary Language	Unknown	--	--
English		--	--	
Spanish		66	100	
Vietnamese		--	--	
	Other	--	--	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 29. Services Provided by Healthy Children Collaborative Projects</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
LHA Director of Communications sought additional funds to target Latina women and their children	\$78,000	Systems Change	33
Mothers of young children engaged in advocacy or outreach activities	25	Parents/Guardian	33
Mothers attend health literacy classes	227	Parents/Guardian	5
Children are referred for developmental screenings and follow-up is completed to determine that children received the screenings	63	Children	13
Children acquire health insurance	9	Children	22
Children utilize medical homes	9	Children	22

## Healthy Children Program Grants

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	5,941	5,865	2,560
<b>Number of services provided</b>	58,988	46,736	3,158
<b>Number of classes started</b>	52	208	89
<b>Number of class hours</b>	1,398	4,578	5,323

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Healthy Children Program Grants	Total number of children with data entered into OCERS		1,103	100
	Age	Two or Younger	596	57
		Three through Five	444	43
	Ethnicity	Amer Indian/Alaska Native	2	<1
		Asian or Pacific Islander <sup>1</sup>	30	3
		Black/African American	23	2
		Hispanic/Latino	747	73
		White	155	15
		Multiracial	58	6
	Primary Language	Unknown	15	1
		English	348	33
		Spanish	644	61
Vietnamese		8	1	
Other		50	5	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 32. Services Provided by Healthy Children Program Grants</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
ASQ, ASQ-SE, and PSI screenings given	281	Children	26
At termination of services, PHN/MCHW/Home Visitor verifies that the enrolled infant/child had met with his/her primary care physician/health home	337	Children	27
Blood lead tests completed	95	Children	26
Car Seats distributed	224	Children Parents/Guardians	29
Childcare providers trained	532	Children	34
Children 0-5 linked with a medical home	202	Children	22
Children 0-5 screened for developmental progress as documented in child's record	3969	Children	13
Children 0-5 screened for physical wellness	668	Children	27
Children achieve developmental milestones	632	Children	13
Children ages 0-5 enrolled or re-enrolled in health care coverage programs	699	Children	22
Children and families screened for mental/behavioral health needs	52	Children Parents/Guardians	1
Children and families received mental health services or appropriate referrals for treatment	108	Children Parents/Guardians	1
Children and families received primary care	76	Children Parents/Guardians	26
Children and families received specialty care referrals	76	Children Parents/Guardians	30
Children are assessed and referred for minor diagnostic and treatment services as appropriate.	263	Children	30
Children are assessed to determine appropriate placement for the day (child care, home, mildly ill nursery, or health care provider)	469	Children	9
Children are screened and have evaluation screening forms completed by each therapist (LEAPS expansion model)	867	Children	13
Children of TAPP teen parents are cared for in the "Mildly Ill" nursery	668	Children	7

**Table 32. Services Provided by Healthy Children Program Grants**

Measurement	Number completed	Provided to:	Service Area Code
Children received targeted oral health education in clinics, classrooms, and other environments	1920	Children	23
Children with special needs are identified, referred, and documented	27	Children	14
Chinese, Korean, and Vietnamese community members are educated and trained to protect their children/grandchildren from child injuries	774	Children Parents/Guardians	29
Complete written home safety checks	1569	Children Parents/Guardians	29
Dental screenings are documented on authorization forms	1404	Children	24
Primary dental treatment visits for children ages 0 through 5 are provided	1472	Children	24
Referrals for specialty care dental treatment for children ages 0 through 5 are provided	649	Children Parents/Guardians	24
Early care and education providers are trained as documented by sign-in sheets	731	Service Providers	34
Families of children ages 0 through 5 were contacted to ensure services were received	426	Children Parents/Guardians	32
Families that receive a home visit are contacted by phone to verify that they are accessing mental health services (LEAPS)	108	Children Parents/Guardians	
Home visits	14873	Children Parents/Guardians	32
Immunizations	747	Children	26
Infants test negatively for substances at birth and are of healthy weight	130	Children	1
Information given and referrals made and documented with follow-up	128	Children Parents/Guardians	32
32Mothers continue to breastfeed their babies at 6 months of age.	404	Children Parents/Guardians	19
New mothers initiate breastfeeding upon birth of their baby.	388	Children Parents/Guardians	19
Parents/caregivers received targeted oral health education in clinics, classrooms, and other environments	1,537	Parents/Guardians	24
Pregnant clients are linked to prenatal	65	Parents/Guardians	25

<b>Table 32. Services Provided by Healthy Children Program Grants</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
care.			
Pregnant teens receive prenatal instruction and attend prenatal classes	581	Parents/Guardians	25
Pregnant women are successfully enrolled in Medi-Cal.	62	Parents/Guardians	22
Primary care providers in Orange County receive updated guide explaining developmental screening	132	Service Providers	34
Well child exams	646	Children	26

## Boys and Girls Club Projects

<b>Table 33. Aggregate data for Boys &amp; Girls Club Projects</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	148	1,642	96
<b>Number of services provided</b>	182	2,161	121
<b>Number of classes started</b>	0	0	0
<b>Number of class hours</b>	0	0	0

**No client level or milestone data was reported for the Boys and Girls Club Project.**

## Homeless Prevention

<b>Table 34. Aggregate data for Homeless Prevention</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	54	80	11
<b>Number of services provided</b>	3,224	4,543	1,124
<b>Number of classes started</b>	59	86	0
<b>Number of class hours</b>	764	3,427	1,540

\*Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Table 35. Description of children served in FY2006-07 by Homeless Prevention</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count</b>	<b>Percent</b>
Homeless Prevention	Total number of children with data entered into OCERS		36	100
	Age	Two or Younger	23	60
		Three through Five	12	40
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	--	--
		Black/African American	6	17
		Hispanic/Latino	12	34
		White	9	26
		Multiracial	7	20
		Unknown	1	3
Primary Language	English	35	100	
	Spanish	--	--	
	Vietnamese	--	--	
	Other	--	--	

**Table 36. Services Provided by Homeless Prevention Grantees**

Measurement	Number completed	Provided to:	Service Area Code
Shelter bed nights provided to pregnant women or mothers of young children	14,581	Children Parents/Guardians	6
Children were screened for vision, hearing, dental, height, weight, health and/or developmental milestones	71	Children	27
Referrals are made based on outcomes of screenings	19	Children	32
Children acquire health insurance	19	Children	22
Children are newly connected to a health home	34	Children	22
Children received dental care	11	Children	23
Shelter children placed in quality childcare settings	11	Children	9
Families received financial and employment assistance	10	Children Parents/Guardians	9
Group counseling / support sessions held	527	Parents/Guardians	7
Life skills classes are held	318	Parents/Guardians	7
Case management meetings are held	172	Children Parents/Guardians	7
Shelter residents are enrolled in educational programs	56	Parents/Guardians	9
Children ages 0-5 without a health care home are linked to a health home. Total	34	Children	22
Pregnant women needing prenatal care receive referrals.	44	Parents/Guardians	25

## Strong Families Collaborative Projects

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	269	203	0
<b>Number of services provided</b>	4008	3127	0
<b>Number of classes started</b>	14	14	0
<b>Number of class hours</b>	8619	6912	0

Measurement	Number completed	Provided to:	Service Area Code
Children are enrolled in Healthy Tomorrows program.	1054	Children	9
Materials on community resources were distributed and referrals were made.	12	Children Parents/Guardians	3
Preschool Facilitator positions filled to provide school readiness programming to children 0-5 while their parents and older siblings are in class.	15	Service Providers	10
Healthy Tomorrows (HT) Project staff received school readiness staff development opportunities.	9	Service Providers	34

## Strong Families Program Grants

<b>Table 39. Aggregate data for Strong Families Program Grants</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	1,193	1,209	1,602
<b>Number of services provided</b>	20049	19,185	1,679
<b>Number of classes started</b>	343	337	5
<b>Number of class hours</b>	5445	8,074	71

\*Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Table 40. Description of children served in FY2006-07 by Strong Families Program Grants</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Strong Families Program Grants	Total number of children with data entered into OCERS		552	100
	Age	Two or Younger	317	60
		Three through Five	213	40
	Ethnicity	Amer Indian/Alaska Native	3	<1
		Asian or Pacific Islander	16	3
		Black/African American	30	6
		Hispanic/Latino	289	55
		White	115	22
		Multiracial	69	13
	Primary Language	Unknown	5	1
English		328	61	
Spanish		200	37	
Vietnamese		1	<1	
	Other	7	1	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 41. Services Provided by Strong Families Program Grants</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Case management plan developed	30	Children Parents/Guardians	7
Verification that the enrolled infant/child had met with his/her primary care physician/health home	331	Children	22
Case management meetings held	1,858	Children Parents/Guardians	7
Children achieve developmental milestones	272	Children	13
Children ages 0-5 receive childcare	102	Children	9
Children ages 0-5 receive dental care	45	Children	23
Children ages 0-5 without a health care home are linked to a health home	86	Children	22
Children and families receive shelter and meals	23,182	Children	6
Children participate in educational activities while their moms attend parenting classes	393	Children	15
Children receive a comprehensive set of screenings	79	Children	13
Children receive outpatient mental health services from WYS and records are entered in OCERS.	87	Children	1
Children ages 0-5 acquire health insurance	57	Children	22
Clients (adults and/or children) are enrolled in in-home mental health counseling	290	Children Parents/Guardians	1
Clients will show an improvement on the GAF/GARF scores upon completion of mental health services.	119	Children Parents/Guardians	1
Complete written home safety checks	363	Children Parents/Guardians	29
Monthly game plan review with each unduplicated family	389	Children Parents/Guardians	7
Counseling sessions are held for parents of children age 0-5	230	Children Parents/Guardians	7
Developmental screenings are completed and documented in case files	365	Children Parents/Guardians	13
Each Family identifies a minimum of	185	Children	7

**Table 41. Services Provided by Strong Families Program Grants**

Measurement	Number completed	Provided to:	Service Area Code
three (3) goals for self-sufficiency		Parents/Guardians	
Face-to face outreach contacts with potential clients are documented	895	Children Parents/Guardians	3
Families are screened and screening forms are placed in client's file.	32	Children Parents/Guardians	3
Families complete Motel Family Assessment form, establish 3-8 goals, and receive case management services	25	Children Parents/Guardians	7
Families move up at least one level on the family development matrix	46	Children Parents/Guardians	7
Families receive educational materials	2,226	Children Parents/Guardians	9
Families receive financial assistance for homeless prevention (back rent, late fees, motel fees, etc), and housing access/stabilization activities including first month's rent, security deposits, landlord required credit checks, and financial assistance	52	Children Parents/Guardians	6
Families receive follow-up home visit	95	Children Parents/Guardians	7
Funding requests and grant applications are submitted to corporations, government entities and foundations	10	Systems Change	34
Home visits provided	5,347	Children Parents/Guardians	7
In-home counseling sessions are provided and documented in case files	2,059	Children Parents/Guardians	7
Life skills classes	184	Parents/Guardians	9
Parents complete a parent education course of six sessions	127	Parents/Guardians	8
Participating parent(s) that successfully complete the program will demonstrate increased parenting knowledge and skills	178	Parents/Guardians	7
Prior to departure, driver will verify that all child passengers are secured in a correctly-installed safety seat and all adult passengers use safety belts as well	1,981	Children Parents/Guardians	9
Program graduates have secured housing and are continuing toward self-sufficiency two months after completing the program	26	Children Parents/Guardians	7
Referrals are made and followed up	24	Children	3

<b>Table 41. Services Provided by Strong Families Program Grants</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
		Parents/Guardians	
Residents are enrolled in training/educational programs that will lead to better paying jobs for greater financial independence	60	Children Parents/Guardians	9
Summary of home assessments is documented	110	Children Parents/Guardians	29
Targeted case management and counseling sessions	605	Children Parents/Guardians	7
The hours of mental health services	4,144	Children Parents/Guardians	1

## Local School Readiness

<b>Table 42. Aggregate data for Local School Readiness</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	5,310	10,744	2,166
<b>Number of services provided</b>	141,096	102,712	8,101
<b>Number of classes started</b>	408	743	302
<b>Number of class hours</b>	311,619	104,002	19,177

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Table 43. Description of children served in FY2006-07 by Local School Readiness Program</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Strong Families Program Grants	Total number of children with data entered into OCERS		19	100
	Age	Two or Younger	4	21
		Three through Five	15	79
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	6	32
		Black/African American	--	--
		Hispanic/Latino	12	63
		White	--	--
		Multiracial	1	5
	Primary Language	Unknown	--	--
English		5	26	
Spanish		9	47	
Vietnamese		4	21	
	Other	1	5	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 44. Services Provided by Local School Readiness Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Parent education classes/workshops provided	1,208	Parents/Guardians	8
Distributions of school readiness information to local community agencies	2,202	Service Providers	18
Issues of school readiness newsletters distributed	1,252	203	18
Meetings held to develop school readiness plans/slots at school districts	219	Service Outreach and Planning	12/35
Meetings with district staff to increase school readiness of children with special needs	244	Service Outreach and Planning	12/35
Community events to coordinate school readiness efforts	164	Community events	12/35
Meetings with district information technology staff to include preschool children in district database	98	Service Outreach and Planning	12/33
Meetings with district staff to improve the school readiness of children of teen parents	87	Service Outreach and Planning	12/35
Presentations to school boards, city officials, businesses, etc.	110	Service Outreach and Planning	35
Community meetings related to school readiness attended by school readiness coordinators	88	Service Outreach and Planning	35
Meetings held to collaborate with other ECE programs within school district boundaries	36	Service Outreach and Planning	35
Trainings provided to ECE staff in the district and community	398	Service Providers	34
Meetings with other districts, Commission grantees and community partners to improve collaboration	366	Service Outreach and Planning	12/35
Meetings within the district to improve coordination among departments	241	Service Outreach and Planning	12/35
Funding applications submitted	76	Systems Change	33
Referrals for the local family resource center and other community agencies	1,068	Children Parents/Guardians	3

<b>Table 44. Services Provided by Local School Readiness Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Meetings with Commission funded school readiness nurse to align school readiness health services	117	Service Outreach and Planning	12/35
California Nutrition Network local share match	\$61,651	Systems Change	33
Special programs, such as literacy parties, Stay and Play, summer programs, etc.	2,892	Community Events	5

## State School Readiness (State/Local Partnership School Readiness)

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	6592	5668	225
<b>Number of services provided</b>	307718	122213	6110
<b>Number of classes started</b>	1124	820	183
<b>Number of class hours</b>	972391	127159	14503

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
State/Local Partnership School Readiness	Total number of children with data entered into OCERS		3,121	100
	Age	Two or Younger	503	20
		Three through Five	2,031	80
	Ethnicity	Amer Indian/Alaska Native	7	<1
		Asian or Pacific Islander	169	7
		Black/African American	12	<1
		Hispanic/Latino	1957	78
		White	255	10
		Multiracial	76	3
	Primary Language	Unknown	27	1
English		637	25	
Spanish		1,718	68	
Vietnamese		102	4	
	Other	80	3	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 47. Services Provided by State/Local Partnership School Readiness Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Children enrolled in new school readiness programs	190	Children	11
Children enrolled in infant/toddler early care and education activities	1,749	Children	15
Children with special needs enrolled in school readiness programs	469	Children	14
Children assessed for developmental progress	2,771	Children	13
Children screened by nurse for vision, hearing, speech, and developmental progress	3,071	Children	27
Children referred or assisted with health insurance enrollment	1,002	Children	22
Children found to be up-to-date on immunizations	4,549	Children	26
Families received counseling services	349	Children Parent/Guardian	1
Referrals made to community-based agencies	4,284	Children Parent/Guardian	3
Children and parents participated in literacy programs	386	Parent/Guardian	5
Parent meetings held to promote health; physical, social and emotional development; and language and communication skills	512	Parent/Guardian	9
Children had comprehensive child assessment portfolios to facilitate transition to kindergarten	3,872	Systems Change	17
Home visits provided	1,200	Children Families	7
Families receiving assistance with use of medical home	896	Children Parent/Guardian	22
Children in expected range of weight for their age and sex	2018	Children	27
Parents who report satisfaction with the content, quality and family centeredness of services	1,731	Parents/Guardians	33
Parents attend parenting classes	3,599	Parents/Guardians	8

## School Readiness Expansion Program

<b>Table 48. Aggregate data for School Readiness Expansion</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	263	263	146
<b>Number of services provided</b>	28,396	28,396	440
<b>Number of classes started</b>	26	26	23
<b>Number of class hours</b>	148,860	7,842	2,004

<b>Table 49. Description of children served in FY2006-07 by School Readiness Expansion Programs</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Strong Families Program Grants	Total number of children with data entered into OCERS		89	100
	Age	Two or Younger	1	1
		Three through Five	87	99
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	17	20
		Black/African American	2	2
		Hispanic/Latino	48	56
		White	9	10
		Multiracial	7	8
	Primary Language	Unknown	3	3
English		637	25	
Spanish		1,718	68	
Vietnamese		102	4	
	Other	80	3	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 50. Services Provided by School Readiness Expansion Program</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Children were enrolled in new preschool classes	160	Children	10
Children with special needs were enrolled in new preschool classes	17	Children	14
Children received two developmental assessments – one each at the beginning and end of preschool	160	Children	13
Classrooms were assessed and met Title 22 regulations	10	Systems Change	33
Licensing applications were submitted	8	Systems Change	33
Classrooms were licensed by CA Community Care Licensing	6	Systems Change	33
Qualified teaching staff provides new preschool classes 3 hours per day for 175-day school year, with minimum equivalent of 525 instructional hours	160	Children	10
Teaching staff will administer age appropriate developmental assessments to children in NEW SRE classes	160	Children	13
SRN will ensure that motel/homeless children in City of Anaheim are screened for dental health	7	Children	24
SRN will ensure that motel/homeless children in City of Anaheim are screened for health status (this may be paper screen of records and/or a health history)	4	Children	27
SRN will ensure that motel/homeless children in City of Anaheim are screened for height, weight and BMI	6	Children	27
SRN will ensure that motel/homeless children in City of Anaheim are screened for vision	4	Children	27
School Readiness Nurse (SRN) will ensure that motel/homeless children in City of Anaheim are screened for vision, hearing, dental, height,	6	Children	27

weight, health, and developmental milestones			
SRN will ensure immunization compliance of motel/homeless children in City of Anaheim	4	Children	26
SRN will identify motel/homeless children in City of Anaheim without dental insurance and make referrals and/or assist with dental insurance enrollment	3	Children	23
SRN will identify motel/homeless children in City of Anaheim without health insurance and make referrals and/or assist with health insurance enrollment	0	Children	22

## Early Literacy

<b>Table 51. Aggregate data for Early Literacy</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	23	20	0
<b>Number of services provided</b>	1,216	902	0
<b>Number of classes started</b>	15	0	0
<b>Number of class hours</b>	628	0	0

<b>Table 52. Description of children served in FY2006-07 by Early Literacy</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Strong Families Program Grants	Total number of children with data entered into OCERS		5	100
	Age	Two or Younger	--	--
		Three through Five	5	100
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	1	20
		Black/African American	--	--
		Hispanic/Latino	4	80
		White	--	--
		Multiracial	--	--
	Primary Language	Unknown	--	--
English		2	40	
Spanish		3	60	
Vietnamese		--	--	
	Other	--	--	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 53. Services Provided by Early Literacy Grantee</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Books distributed to children at early literacy programs and community events	19,218	Children	5
Children read to at Reach Out and Read sites	52,251	Children	5
New Reach Out and Read sites	12	Systems Change	5
Additional school districts in Orange County receive support for providing Family Literacy Programs.	25	Systems Change	5/35
English language immersion time is provided to children	628	Children	18
Families in the community engaged through family literacy events	74	Children Parent/Guardians	5
Home visits completed	902	Children Parent/Guardians	7
Number of books donated.	4,139	Children	5/34
Number of grant applications submitted.	25	Systems Change	33
Number of parents/families receiving literacy information/ assistance	22,607	Parent/Guardians	5

## Special Needs Program (LEAPS)

<b>Table 54. Aggregate data for Special Needs Program</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	622	1,232	208
<b>Number of services provided</b>	10,482	10,913	357
<b>Number of classes started</b>	1	12	10
<b>Number of class hours</b>	100	297	600

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Table 55. Description of children served in FY2006-07 by Special Needs Program</b>				
<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
State Special Needs Program	Total number of children with data entered into OCERS		425	100
	Age	Two or Younger	138	47
		Three through Five	155	53
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	3	1
		Black/African American	--	--
		Hispanic/Latino	274	94
		White	8	3
		Multiracial	6	2
	Primary Language	Unknown	1	<1
English		24	8	
Spanish		266	91	
Vietnamese		1	<1	
	Other	2	<1	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

<b>Table 56. Services Provided by Special Needs Program</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
Children screened for health status	571	Children	27
Children screened for developmental milestones	571	Children	13
Children with risk factors or concerns had individualized intervention plans	265	Children	14
Children referred to Regional Center	109	Children	14
Parent/child classes to promote parenting practices for healthy development	680	Children	7
Children with special needs were enrolled in a collaborative service delivery preschool class	21	Children	14
Outreach events held to promote participation in the Special Needs Project	38	202 – Community events, celebrations, fairs	33
Meetings of the Parent Leadership Group	3	Systems Change	35
Trainings for providers on screening tools, pre-referral interventions, inclusion of children with special needs and school readiness of children with special needs	17	Service Providers	34
Agencies partnered with the Special Needs Project	26	Systems Change	35
Tours / presentations of the Special Needs Project provided	22	Systems Change	33

## Ready to Learn Program Grants

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	5,400	4,044	852
<b>Number of services provided</b>	945,097	60,682	2,512
<b>Number of classes started</b>	1,451	313	113
<b>Number of class hours</b>	1,620,734	330,589	103,003

\*Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

<b>Funding Category</b>	<b>Variable Considered</b>	<b>Category Label</b>	<b>Count<sup>1</sup></b>	<b>Percent</b>
Ready to Learn Program Grants	Total number of children with data entered into OCERS		1,001	100
	Age	Two or Younger	332	36
		Three through Five	579	64
	Ethnicity	Amer Indian/Alaska Native	--	--
		Asian or Pacific Islander	100	11
		Black/African American	3	<1
		Hispanic/Latino	451	50
		White	249	28
		Multiracial	79	9
	Primary Language	Unknown	14	2
English		450	49	
Spanish		389	43	
Vietnamese		10	1	
	Other	64	7	

<sup>1</sup>The counts for specific demographic variables may be less than the total number of children entered in OCERS. This typically occurs because survey respondents refuse to answer a specific question, or an error in data entry results in an out-of-range value that must be deleted

**Table 59. Services Provided by Ready to Learn Grants**

Measurement	Number completed	Provided to:	Service Area Code
Children enrolled in preschool classes	1,958	Children	15
Children with special needs enrolled in preschool classes	154	Children	14
Children participated in social skills classes	30	Children	18
Parents and children participated in parent-child classes	134	Children Parents/Guardians	7
Motor-delayed children received scholarships to soccer, dance, or other enrichment classes	35	Children	14
Children received developmental assessments	526	Children	13
Children were screened for pre-literacy skills	167	Children	13
Children were screened for language skills	282	Children	13
Speech and language assessments were provided	153	Children	13
Referrals to health and social services provided	3,486	Children	3
Parents and children received short-term counseling sessions	130	Children Parents/Guardians	1
Home visits provided to families	16,040	Children Parents/Guardians	7
Families received case management services	52	Children Parents/Guardians	7
Parents attended parent-teacher conferences	407	Parents/Guardians	18
Parents received mentoring services	917	Parents/Guardians	7
Prospective child care providers trained to meet state licensing requirements	67	Service Providers	34
Home assessments completed for prospective childcare providers	67	Service Providers	29
Training sessions provided to preschool and early care and education staff	410	Service Providers	34
Workshops for health care professionals on Down Syndrome	13	Service Providers	34

<b>Table 59. Services Provided by Ready to Learn Grants</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
One-on-one observations / consultations / demonstrations provided to preschool teachers related to a child's behavior or learning concerns	51	Service Providers	34
Site visits to demonstrate a model program	19	Systems Change	33

## AmeriCorps/VISTA

Aggregate data for AmeriCorps/VISTA shows the work of all AmeriCorps/VISTA members. These data are also included with the specific programs for which the AmeriCorps/VISTA members worked.

	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services</b>	664	657	147
<b>Number of services provided</b>	5,896	1,383	666
<b>Number of classes started</b>	5,190	5,204	67
<b>Number of class hours</b>	10,276	10,000	3,497

Child-specific data are reported with the programs for which the AmeriCorps/VISTA members worked.

Measurement	Number completed	Provided to:	Service Area Code
AmeriCorps and AmeriCorps/VISTA members enrolled	83	Service Providers	33
Trainings provided to AmeriCorps/VISTA members	43	Service Providers	34
Service Days held	13	Service Providers	33
Partnerships developed and/or supported by VISTA members	144	Systems Change	35
Volunteers recruited by VISTA members	1,304	Systems Change	33
New public relations materials developed by VISTA members	441	Information dissemination	33
Events coordinated and/or attended by AmeriCorps and VISTA members	297	Community events	33
Grant proposals written and submitted by VISTA members	18	Systems Change	33
Funds raised by VISTA members	\$244,933	Systems Change	33
Value of in-kind donations solicited by VISTA members	\$71,136	Systems Change	33
Classes provided to parents by	14	Parents/Guardians	8

**Table 61. Services Provided by AmeriCorps/VISTA**

Measurement	Number completed	Provided to:	Service Area Code
AmeriCorps members			
AmeriCorps members conduct home visits to families of children 0 through 5, as documented by the follow-up log	479	Children Parents/Guardians	14
Children 0-5 acquire health insurance as documented by the follow-up log	61	Children Parents/Guardians	22
Families of 2-to4 year olds received home-based literacy services	6,941	Children Parents/Guardians	5

## Capacity Building Grants

<b>Table 62. Aggregate data for Capacity Building Grants</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	26	34	1,559
<b>Number of services provided</b>	318	336	1,559
<b>Number of classes started</b>	0	0	0
<b>Number of class hours</b>	6	6	0

\* Although each grantee reports an unduplicated count, clients served by more than one program may be counted more than once when data from multiple grantees are added together.

Capacity Building Grants provide few direct services to clients and are not required to collect child-specific data.

<b>Table 63. Services Provided by Capacity Building Grantees</b>			
Measurement	Number completed	Provided to:	Service Area Code
Pre and post tests are performed to evaluate children's progress and parent's effectiveness as teachers	82	Children	33
Coalition members will collaborate on the creation of a training resource kit that can be used by other providers and will include: partner contact information, site demographics, evaluation, list of topics, participant roster, sign-in sheet, presenter co	10	Service Providers	33
Coalition members will facilitate five 6-week Parent Community Navigation academies that will include information on : Financial literacy, Civic Responsibility and Emergency Preparedness, School Readiness and Parent Involvement, Health Access, Legal Issues	150	Children Parents/Guardians	34
Coalition members will participate in strategic planning sessions to design a deployment plan and sustainability plan (to be included in the service plan) to address the	24	Service Outreach and Planning	33

<b>Table 63. Services Provided by Capacity Building Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
issues identified in the needs assessment.			
Community and School Collaboration and N-MUSD School Readiness Staff will meet monthly to collaborate to share program updates and plan for fiscal sustainability	2	Service Outreach and Planning	35
Each partner will host one open house event for coalition partners to become more familiar with agency services.	6	Service Outreach	35
Meeting is held with Housing with Heart staff and/or other residence services coordinator staff to collaborate.	1	Service Outreach	35
Families will meet with Child Development Services staff and receive resource handbook relevant to their needs	145	Children Parents/Guardians	34
Instructor will conduct monthly classes for parents on how to develop their child's preschool reading and number skills	343	Parents/Guardians	18
PCIT Trainer will train and certify a minimum of eight masters and/or doctoral level mental health therapists to increase scope of mental health, Medi-cal, and EPSDT services provided	1	Service Providers	34
All required CONNECT workshops are attended	4	Service Providers	34
Targeted community members participate in focus group(s)	46	Service Planning	33
Materials are piloted in Orange County public preschools	1	Service Outreach and Planning	33
Project Coordinator will develop and/or adapt curricula on assistive technology for children ages 0-5 with developmental disabilities.	2	Service Outreach and Planning	33
Teachers and childcare providers participate in training opportunities	9	Service Providers	16
Trainings on assistive technology	2	Service Providers	16

<b>Table 63. Services Provided by Capacity Building Grantees</b>			
<b>Measurement</b>	<b>Number completed</b>	<b>Provided to:</b>	<b>Service Area Code</b>
for teachers and childcare providers.			
Project Coordinator will work with Commission School Readiness Consultant and Santa Ana Unified School District's School Readiness Coordinator to identify or enhance curriculum, procedures, and program design	7	Service Outreach and Planning	33
Project manager will work with School Readiness Coordinators in targeted geographic areas and/or school districts to expand linkages with similar projects.	2	Service Outreach and Planning	33

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## Performance Outcomes Measurement System

<b>Table 65. Services Provided by Performance Outcomes Measurements System Grantee</b>			
Measurement	Number completed	Provided to:	Service Area Code
Community-wide Evaluation Reports	5	Information dissemination	33
Program Specific Evaluation Reports	5	Information dissemination	33
Quarterly Performance Reports	4	Information dissemination	33
Community Data Reports	2	Information dissemination	33
Project Manager attended the regularly scheduled communication meetings	160	Service Providers	33
Project Manager provided up to 4 backend data exports using the OCERS data	55	Service Providers	33
Help desk requests received from OCERS users	776	Service Providers	33
Project Manager will conduct site visits at the grantee's site as needed by the grantee or requested by the Commission program lead (e.g. help with data collection/data entry processes, to learn more about the program, etc.)	15	Service Providers	33
Attendees of AMM trainings monthly for the grantees	101	Service Providers	33
Monthly Invoice trainings for the grantees	53	Service Providers	33
Project Manager will conduct 2 CDOM and Confidentiality and Data Sharing Protocols trainings monthly for the grantees	117	Service Providers	33
Project Manager and Commission Evaluation Manager will conduct OCERS Users Groups for the grantees in order to share information with and obtain feedback from the grantees	2	Service Providers	33
Project Manager will assure that grantees of new and renewed	98	Service Providers	33

contracts are reporting appropriately in CDOM, Milestones, and Aggregate modules within 90 days of notification by the Commission			
Project Manager will assure that new projects are signed up for AMM, Invoice, and CDOM (if applicable) training within 30 days of notification by the Commission	30	Service Providers	33
Trainer will survey trainees on their overall satisfaction of the training	223	Service Providers	33
Project Manager will provide trainings for Commission staff (new staff, User Groups, and on-going support) as needed	20	Service Providers	33
Project Manager will train new Commission consultants on how to use OCERS to submit their electronic invoices and milestone updates	12	Service Providers	33

## Technical Assistance

There was one contract in the funding category – to provide technical assistance to Commission grantees, especially Capacity Building grantees.

<b>Table 66. Aggregate data for Technical Assistance</b>			
	<i>Children Ages 0-5</i>	<i>Family Members</i>	<i>Service Providers</i>
<b>Number of people receiving services*</b>	0	0	139
<b>Number of services provided</b>	0	0	234
<b>Number of classes started</b>	0	0	11
<b>Number of class hours</b>	0	0	709

<b>Table 67. Services Provided by Technical Assistance Grantees</b>			
Measurement	Number completed	Provided to:	Service Area Code
Major marketing efforts completed	2	Information dissemination	33
Assessed grantee technical assistance needs and support provided	5	Service Providers	34
Coaches with expertise in areas such as accounting, human resources, marketing, service provision, etc.	1	Service Providers	34
Administrative support for Commission sponsored events	3	Service Providers	35
Workshops including topic areas such as: leadership, evaluation, resource development, marketing, and nonprofit management.	13	Service Providers	34

## Appendix A

Result Area	Service Area	Code
<b>Result 1: Improved Family Functioning (Family Support, Education and Services)</b>	Behavioral, Substance Abuse, and Mental Health Services	1
	Adult Education and Literacy for Parents	2
	Community Resource and Referral	3
	Distribution of Kit for New Parents	4
	Family Literacy Programs	5
	Provision of Basic Family Needs (Food, Clothes, Housing)	6
	Targeted Intensive Parent Support Services	7
	General Parenting Education Programs	8
	Other Family Functioning Support Services	9
<b>Result 2: Improved Child Development (Child Development Services)</b>	Preschool for 3 and 4 Year Olds	10
	State School Readiness & Local Match	11
	Local School Readiness (Mirror Programs)	12
	Comprehensive Screening and Assessments	13
	Targeted Intensive Intervention for Identified Special Needs	14
	Early Education Programs for Children (Other than School Readiness and Preschool for 3/4 year olds)	15
	Early Education Provider Program	16
	Kindergarten Transition Services	17
	Other Child Development Services	18
<b>Result 3: Improved Health (Health Education and Services)</b>	Breastfeeding Assistance	19
	Nutrition and Fitness	20
	Other Health Education	21
	Health Access	22
	Home Visitation for Newborns	23
	Oral Health	24
	Prenatal Care	25
	Primary Care Services (Immunizations and/or Well Child Checkups)	26
	Comprehensive Screening and Assessments	27
	Targeted Intensive Intervention for Identified Special Needs	28
	Safety Education and Intentional and Unintentional Injury Prevention	29
	Specialty Medical Services	30
	Tobacco Cessation Education and Treatment	31
	Other Health Services	32
<b>Result 4: Improved Systems of Care</b>	Service Outreach, Planning, Support and Management	33
	Provider Capacity Building, Training and Support	34
	Community Strengthening Efforts	35