



NEIGHBORHOODS READY FOR SCHOOL EVALUATION

REQUEST FOR PROPOSAL

Application Deadline: 5:00 pm on September 9, 2019

APPLICATION INFORMATION:

1. **ALL** sections of the application must be completed. Applicants are responsible for ensuring that applications are received by the deadline.
2. Completed applications must be **emailed** to:
Jane Wellenkamp, Evaluation Specialist
Jane.wellenkamp@first5alameda.org
3. Applications must be received by **5:00 pm on September 9, 2019**

FAXED COPIES OF SUBMISSIONS WILL NOT BE ACCEPTED.

4. All applicants will be notified of the selection choice in a timely manner.

If you have any questions, please contact Jane Wellenkamp at 510-227-6927 or via email at jane.wellenkamp@first5alameda.org

SECTION 1: INTRODUCTION TO FIRST 5 ALAMEDA COUNTY

FIRST 5 ALAMEDA COUNTY is the county's leading public system policy voice and funder of programs focused solely on young children (prenatal to age five) and the environments that promote their growth: familial, social, economic, and physical. County-level First 5 agencies were created in 1998 by the passage of California Proposition 10, which added fifty cents per pack to the cost of cigarettes to help fund early childhood education and development related services for children ages birth to five. First 5 Alameda County (hereafter, First 5) uses Results Based Accountability (RBA) to measure our contribution to two countywide population level results:

- *Children enter kindergarten ready to learn*
- *Children are free from abuse and neglect*

Using an equity framework, our program investment approach is focused on creating a more user-friendly early childhood system that includes access to a variety of services and social and economic

supports allowing for healthy family and child development. To learn more about our work, visit www.first5alameda.org.

First 5 is accepting applications from qualified evaluation professionals and organizations to evaluate our Neighborhoods Ready for School community grants strategy. The 24-month evaluation will tentatively run from November 1, 2019 through October 31, 2021.

SECTION 2: BACKGROUND

In recent decades there have been significant advances in understanding the critical role of the early childhood system of care as a preventive/early intervention strategy for supporting well-being outcomes, prevention of child abuse and neglect, and school readiness. There is growing acknowledgement that to have lasting impact on the lives of children, we need to ensure that the basic needs of families are met. Therefore, we have expanded our work to focus on addressing the persistent racial and economic inequities and disparities experienced by parents and children in communities throughout Alameda County.

School readiness involves more than just children. In the broadest sense, school readiness is about children, families, early environments, schools, and communities. Children are not innately “ready” or “not ready” for school. Their skills and development are strongly influenced by their families and through their interactions with other people and environments before coming to school. The community, together with public systems, including schools, must meet the needs of children as they enter school and provide whatever resources are needed to help each child reach their fullest potential.

National and local research firms, public systems, community-based providers, parent advocacy organizations, and philanthropy have documented the persistent inequities throughout the county and have identified neighborhoods with unacceptable economic, health, and well-being conditions that profoundly influence children’s outcomes. Contributing to these inequities is a lack of infrastructure in neighborhoods to provide safe enrichment places for families to learn, play, and achieve their goals, and intentional neighborhood-level coordination to provide a comprehensive menu of resources to support family protective factors and children’s school readiness.

Neighborhoods Ready for School Strategy

The Neighborhoods Ready for School (NRFS) community grant-making strategy is designed to address barriers and disparities by building a network of early childhood services and community supports through a neighborhood-based approach. We aim to build infrastructure in neighborhoods to provide places for families to learn, play, and achieve their goals, and intentional neighborhood-level coordination to provide a comprehensive menu of resources to support family protective factors, build community, and increase children’s school readiness. NRFS will inform First 5’s policy agenda regarding what is working and not working for families living in under-resourced neighborhoods. It also offers an opportunity to engage with families about policy and advocacy strategies in a more intentional way through ongoing family engagement in neighborhoods.

The NRFS model is informed by national place-based efforts, the Family Resource Center movement, and the Strengthening Families Protective Factors Framework. Grantees are charged with developing partnerships with neighborhoods and providing a variety of early childhood and two generation family supports. This includes cultivating parent leaders who will explore new ways to make their

neighborhoods, both built environment and services, child friendly, deeply rooted and connected. The NRFS grants are not intended solely to build and create neighborhood service centers, but rather to bring together disparate resources unique to each neighborhood. First 5 has provided a framework that identifies the basic components of the NRFS model. Grantees already have many or all of the components described but are using First 5 funding to fill in gaps or expand their reach.

Figure 1: Components of a Successful NRFS model



For more information about the NRFS community grants strategy, see the Neighborhoods Ready for School Request for Proposals at http://www.first5alameda.org/files/NRFS/NRFS_RFP_OCT2017.pdf

Current Partners

There are currently four Neighborhoods Ready for School grantees--three working in Oakland neighborhoods and one in Union City. Grants of approximately \$470,000 per year were awarded to the grantees beginning in March 2018, with a reduction of 10% in the final year of the project. Grantees have also received smaller awards (ranging from approximately \$20,000 to \$50,000) for facility improvements. Current grant terms end on June 30, 2021.

Neighborhood/Grantee

- West Oakland: Lincoln
- San Antonio neighborhood of Oakland: ALL IN
- East Oakland: Roots Community Health Center
- Union City: Union City Family Center

A fifth partner working in East Oakland and using a similar service model may be included in the evaluation. Additionally, this work may intersect with First 5's parent engagement and support strategy.

SECTION 3: SCOPE OF WORK AND REQUIREMENTS

Neighborhoods Ready for School (NRFS) is a new funding strategy, one that involves relationships between multiple partners including families with young children, community residents, neighborhood agencies and associations, countywide service providers, and other stakeholders. This type of strategy

calls for a flexible, participatory, equity-driven evaluation approach that is informed by and responsive to community input and context and is shaped by evolving circumstances.

We are seeking an evaluator with experience conducting evaluations of neighborhood-based, family-centered programs in under-resourced, economically vulnerable communities, and communities of color to conduct a cross-site evaluation of the NRFS grant-making strategy. The **goals of the evaluation** are:

- Evaluate First 5's NRFS investment (financial and capacity-building) in terms of neighborhood and family impact, sustainability, and policy and system changes
- Provide guidance on next steps for the NRFS investment, including as it relates to First 5's policy advocacy work

The cross-site evaluation should address the following **evaluation questions**:

- Looking across the grantee sites, how were residents and other stakeholders engaged in identifying family, neighborhood, and system needs and assets? What were the key needs and assets that surfaced for each site?
- What were the main services and resources provided by the grantees and their partners and how did they align with local needs and assets? What barriers, if any, did grantees encounter in addressing local needs? What were the characteristics of the families, providers, and partners served? What worked well at each site and what were the unmet needs or barriers that families and providers encountered, and how do these inform city, county, or state policy agendas?
- What were the short term and longer term outcomes for children and families, providers, neighborhoods, and systems?
- Overall, how effective was First 5's investment and support (financially, as well as in the administration of the funding and TA/capacity building efforts)? What are the recommendations going forward for the NRFS investment and for First 5's policy advocacy work?

SCOPE OF WORK

Successful applicants will demonstrate the ability to accomplish the evaluation goals by completing the following activities:

1. Work with First 5 staff and NRFS grantees to prepare and implement a cross-site evaluation plan for the NRFS. The plan will incorporate existing data sources and measures such as the results of family and community assets and needs assessments conducted by grantees and performance measures reported through grantee RBA Plans (see Appendix 1-4). The evaluation contractor will be responsible for collecting and analyzing additional data needed to supplement the existing sources. This could include, for example, conducting focus groups with various groups such as early childhood educators, kindergarten teachers and other school personnel, neighborhood residents, and local associations and businesses; community forums; interviews with NRFS grantees and with system leaders; family and neighborhood case studies; geographical mapping; analysis of historical contextual data; etc.
2. Prepare Quarterly Progress Reports and Interim and Final cross-site evaluation reports that synthesize data and information from a variety of sources, directly addressing the key evaluation questions and using a clear and easily digestible communication style.

3. Provide consultation to First 5 and grantee staff and community partners on evaluation approaches, tools, and measures including equity-focused and participatory approaches, neighborhood and system level measures, tools for tracking referral networks, etc.
4. Potentially consult with local evaluators hired by one or more grantees to assist or coordinate with their own site-specific evaluation project.
5. Potentially present preliminary data and findings to community residents for ground truthing, planning, and improvement efforts.
6. Prepare and/or deliver 2-3 presentations for sharing results with First 5 Commissioners and staff, grantees, partners, and families.

PROJECT REQUIREMENTS AND QUALIFICATIONS

1. Contracted individual, agency or firm will assign a key staff to communicate with designated project leads to carry out the contract activities identified above.
2. Contractor will have demonstrated expertise and ability in the following areas:
 - a. Evaluation of Family Resource Centers and/or Place-Based Evaluation
 - b. Developmental Evaluation and/or Community-Based Collaborative or Participatory Research and Evaluation grounded in an equity approach
 - c. Cross-site evaluations
 - d. Results-Based Accountability
 - e. Early childhood development, family strengthening, family economic self-sufficiency, parent leadership and engagement, neighborhood and community level work, and/or analysis of referral pathways and early childhood systems
 - f. Experience providing training, consultation, and technical assistance on evaluation approaches, methods, tools, and analysis to a variety of individuals and groups with varying degrees of evaluation knowledge and expertise, including community based organizations, public agencies, and parent-led associations
 - g. Knowledge of the current demographic and other changes affecting under-resourced and economically vulnerable communities in Alameda County
 - h. Ability to skillfully manage a complex, cross-site evaluation and to engage with participants of diverse backgrounds and knowledge
 - i. Qualitative research methodologies, including but not limited to key informant interviews, focus groups, social network analysis, historical analysis, case studies (of families, neighborhoods, systems), participant observation, document review
 - j. Demonstrated experience and ability in synthesizing information with varied degrees of reliability and consistency
 - k. Strong communication and writing skills
 - l. Experience working with diverse communities, communities of color
 - m. Experience working with public and private agencies

3. **Travel** – Contractor will be expected to travel for meetings and data collection purposes. It is expected that the Contractor will provide proof of individual automobile insurance coverage or general liability and workers’ compensation insurance coverage as appropriate.
4. **Orientation and Introductions** – Contractor’s key staff assigned to the project will receive an overview and orientation to the project. There will be identified Project Leads to contact for questions and support throughout the duration of the project.
5. **Meeting Requirements** – Contractor will meet with Collaborative partners regularly. Meetings will be through a combination of in-person (at various locations) and conference calls. Contractor may be expected to present to First 5 partners at various points throughout the award term.
6. **Oversight** – On-going contract oversight will be provided by First 5 based on agreed upon timelines and scheduled meetings.

Evaluators from diverse backgrounds with multiple language capacities and those with lived experience relevant to the NRFS project are encouraged to apply.

SECTION 4: TIMELINE, FUNDING AND DELIVERABLES

CONTRACT TIMELINE

The timeline will tentatively run from November 1, 2019 to October 31, 2021.

FUNDING

This project is funded by First 5 Alameda County. Applicants should propose a budget that is reasonable and well-justified and does not exceed \$150,000 over a 24-month period.

DELIVERABLES

1. Produce a detailed Work Plan for the evaluation objectives outlined above, including timelines.
2. Produce copies of any evaluation tools utilized and summaries of data analysis.
3. Produce Quarterly Progress Reports, an Interim Report, and a Final Report. Quarterly reports will include progress on the Work Plan and findings to date, and will help to shape the ongoing implementation and continuous improvement of the NRFS grant-making strategy and the neighborhood specific projects. The Interim Report and Final Report will address the evaluation questions by synthesizing data from a variety of sources--including grantee reports and RBA Plans, First 5 data analyses, and information and data collected and analyzed by the cross-site evaluator. Collectively, the reports will provide guidance on next steps for both the NRFS grant-making strategy and First 5 policy advocacy.
4. Prepare and/or deliver 2-3 presentations for sharing results with First 5 Commissioners and staff, grantees, partners, and families.

SECTION 5: ELIGIBILITY AND RESPONSE INSTRUCTIONS

Interested parties should submit their response in the following format - no more than seven pages for items 1 and 2 below (twelve point font). Applicants are encouraged to write in a clear, reader-friendly style that is accessible to community reviewers and provides an example of the applicant's ability to communicate to a wide audience.

- ❑ **1. Qualifications & Experience** – Describe the qualifications and experience of the agency and/or individuals who will successfully fulfill the obligations of the project. Describe your evaluation work over the past 10 years with an emphasis on work that is similar to what is needed for the NRFS evaluation.
 - a. Describe your experience and expertise regarding place-based evaluations and/or evaluations of Family Resource Centers
 - b. Describe your experience and expertise regarding developmental, collaborative, participatory, empowerment, and/or equitable evaluations
 - c. Describe your experience and expertise conducting cross-site evaluations
 - d. Describe your experience with engaging in ongoing communication and working in close partnership with a funder
 - e. Describe your experience presenting complex data to neighborhood residents and/or families with young children with very diverse linguistic and cultural backgrounds
 - f. Describe your experience and expertise conducting evaluations in under-resourced communities, and/or communities of color with very diverse linguistic and cultural backgrounds
 - g. Describe any past work you have done in Alameda County or the Bay Area that provides you with an understanding of the local context, history, and current conditions for low-income families with young children
 - h. Describe any past work you have done developing policy-related recommendations based on evaluation or research findings
- ❑ **2. Demonstration of Understanding** – Describe your approach to completing the activities and deliverables of the project. Provide a **draft Work Plan with a timeline**.
- ❑ **3. Budget** – Complete the Budget Form in **Appendix 5** based on the project activities and deliverables AND explain your proposed **budget in a brief narrative**. (250 words or less)
- ❑ **4. Project Personnel**. Clearly describe who will be involved in the project and in what capacity they will be involved. Describe any language capacities in addition to English and any relevant lived experience. Include **resumes** for all staff who will participate.
- ❑ **5. References and Past Evaluation Report**– Provide **3 current references** AND **an example of an evaluation** you completed with a similar scope and approach.

SECTION 7: SELECTION CRITERIA & SELECTION PROCESS

SELECTION CRITERIA

The criteria by which each response will be judged are as follows:

1. **Applicable experience** – The extent to which the agency or individual demonstrates a depth of relevant experience in conducting cross-site evaluations and evaluations of neighborhood-based, family-centered programs in under-resourced communities and communities of color.
2. **Applicable approach** – The extent to which the applicant describes an approach that is consistent with the needs outlined in this RFP.
3. **Cost** – Should be reasonable and well justified, and should not exceed \$150,000 for the two year period.

SELECTION PROCESS

All applications will be reviewed by a review committee comprised of First 5 staff and references will be consulted. Representatives from the NRFS grantee agencies and other partners may participate in the selection process but First 5 Alameda County, which has fiduciary responsibility, will make the final determination. Applicants should be available for a possible interview with First 5 staff and representatives from the NRFS grantee agencies on the following dates:

Wednesday, September 18, 1:00 pm to 4:00 pm

Thursday, September 19, 9:00 am to 4:00 pm

Friday, September 20, 9:00 am to 4:00 pm

OTHER INFORMATION

1. No responses will be considered for an award unless submitted in full, delivered on or before the date specified in this RFP.
2. Specifications are carefully prepared describing the services desired. An appropriate addendum will be issued to all applicants, if necessary, stating revisions, deletions, or additions to be made to the specifications as a result of any inquiries.
3. Solicitation of proposals in no way obligates First 5 to purchase any or all of the described goods or services prior to bid award by the Commission.
4. First 5 will be the fiscal agent for this contract and will receive and process all invoices. Project leadership will be held by First 5.
5. First 5 shall require indemnification on behalf of itself and Alameda County entities with any agencies into which it enters into agreements. In addition, First 5 requires all agencies to provide evidence of both workers compensation and general liability insurance or individual automobile insurance if appropriate.

Any work product developed by the selected individual or agency in performance of this proposal shall be considered the work product of First 5 Alameda County, and upon conclusion of the Agreement, Contractor shall provide those materials to First 5 Alameda County to the extent requested. In addition, it should be the express intention of the selected individual or agency that First 5 Alameda County shall at all times be and shall remain the joint owners of all rights of any kind whatsoever in and to the results and proceeds of its and/or Contractor's services hereunder (the "Deliverables").

The Neighborhoods Ready for School Strategy

The NRFS community grants strategy is designed to build a network of early childhood services and community supports through a neighborhood-based approach. The intent is to build infrastructure in under-resourced neighborhoods to provide places for families to learn, play, and achieve their goals, and to foster neighborhood-level coordination to provide a comprehensive menu of resources to support family protective factors, build community, and increase children’s school readiness. The NRFS strategy is informed by national place-based efforts, the Family Resource Center movement, and the Strengthening Families Protective Factors Framework. Key components of the strategy include: Infrastructure, Partnerships and Governance, Family Leadership and Civic Engagement, Coordination and Navigation of Services, Early Childhood Programs and Services, and Economic Resources and Financial Supports. The NRFS strategy will inform First 5’s policy agenda by highlighting what is working and not working for families in these neighborhoods.

Evaluation Goals

- Evaluate First 5’s NRFS investment (financial and capacity-building) in terms of neighborhood and family impact, sustainability, and policy and system changes
- Provide guidance on next steps for the NRFS investment, including as it relates to First 5’s policy advocacy work

Key Evaluation Questions

1. Looking across the 4 grantee sites, how were residents and other stakeholders engaged in identifying family, neighborhood, and system needs and assets? What were the key needs and assets that surfaced at each site?
2. What were the main services and resources provided by the grantees and their partners and how did they align with local needs and assets? What barriers, if any, did grantees encounter in addressing local needs? What were the characteristics of the families, providers, and partners served? What worked well at each site, and what were the unmet needs or barriers that families and providers encountered, and how do these inform city, county, or state policy agendas?
3. What were the short term and longer term outcomes for children and families, providers, neighborhoods, and systems?
4. Overall, how effective was First 5’s investment and support (financially, as well as in the administration of funding and TA/capacity building efforts)? What are the recommendations going forward for the NRFS investment and for First 5’s policy advocacy work?

Contributions of Grantees, First 5, and the Cross-Site Evaluator to Data Collection and Analysis

1. Evaluation Questions: Looking across the 4 grantee sites, how were residents and other stakeholders engaged in identifying family, neighborhood, and system needs and assets? What were the key needs and assets that surfaced at each site?

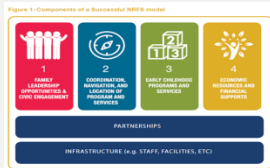
Potential sub-questions:

- How were the assets and needs identified and which individuals and groups were involved?
- What common assets and needs are present across sites?
- What local, neighborhood-specific assets and needs were identified?
- Are there implications for future investment and policy advocacy work?

Grantees	First 5	Cross-Site Evaluator
<p>Each grantee is working with local stakeholders to conduct a community assets and needs assessment for their neighborhood(s). The scope and focus varies. This will involve the use of the Streetwyze App at one or more sites.</p> <ul style="list-style-type: none"> ▪ In July 2019, Grantees will submit a copy of their report to First 5 ▪ Grantees will administer common protective factor surveys with parents/ caregivers that include questions about parent involvement and engagement ▪ Grantee proposals are another potential source of information on community assets and needs 	<p>First 5 has provided select data points to the grantees such as:</p> <ul style="list-style-type: none"> ▪ # of births in the neighborhood ▪ # and name of ECE providers and whether they are Quality Counts sites ▪ # of providers who claimed an Alternative Payment voucher ▪ # of families served through HMG ▪ # of families referred to home visiting <p>First 5 will summarize cross-site as well as neighborhood specific assets and needs reported by grantees. Grantees will review and provide comments on the summary.</p>	<p>Cross-site evaluator will document system-level needs (gathered through First 5 system partners and others) and will supplement information already collected by grantees and First 5 (e.g., CAPE data, historical data).</p>

2. Evaluation Questions: What were the main services and resources provided by the grantees and their partners and how did they align with local needs and assets? What barriers, if any, did grantees encounter in addressing local needs? What were the characteristics of the families, providers, and partners served? What worked well at each site and what were the unmet needs or barriers that families and providers encountered, and how do these inform city, county, or state policy agendas?

The general framework of services and resources to be provided by the grantees and their partners has been outlined by First 5, but the specifics will be shaped by local assets and needs, with input from residents and other stakeholders.



Across sites, clients will include children under 5 years and their families along with providers and partners supporting these families. Depending on local needs and goals, each site may concentrate outreach efforts on subgroups of families and providers or may include additional community members and partners.

Potential sub-questions:

- In what ways were family engagement and leadership supported and enhanced?
- What infrastructure changes were made?
- What governance structures were established?
- What partnerships were formed and which sectors were involved (e.g., business, health care, schools, housing, public safety, etc.)?
- How much and what kinds of services and resources were provided in each of the key areas of the NRFS model, i.e., family leadership, family navigation, early childhood programs and services, and economic resources and financial supports?
- How did interventions build on or respond to the local assets and needs identified?
- How were families and community members involved in planning or providing services?
- In what ways were First 5 strategies integrated into grantee services and supports?
- What were patterns of family and provider participation? For example, which services or supports were used the most? Where did families live in relation to the services provided?
- What feedback did families and providers give about the services and supports provided?
- What barriers were experienced in terms of building programs and partnerships, delivering services, and supporting families that have implications for policy and advocacy?

Grantees	First 5	Cross-Site Evaluator
<p>Through their RBA Plans, grantees will provide data such as:</p> <ul style="list-style-type: none"> ▪ Infrastructure changes (square footage of new or enhanced facility space dedicated to young children and their families) ▪ Governance structures ▪ Family and partner involvement in the operation of the neighborhood center ▪ The number and type of services and resources provided ▪ The number of clients served (children, parents and caregivers, providers) ▪ % of parents/caregivers who feel the facility space meets the needs of young children and their families 	<p>First 5 will summarize data submitted by grantees</p>	<p>Cross-site evaluator will collect complementary data (e.g., through interviews with grantees)</p> <p>Cross-site evaluator will synthesize findings in interim and final evaluation reports</p>

<ul style="list-style-type: none"> ▪ % of parents/caregivers who report that the program was respectful of their personal background ▪ % of parents/caregivers who report satisfaction with the program <p>Demographics of clients served will be captured through common demographic forms used by all grantees</p>		
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3. Evaluation Questions: What were the short term and longer term outcomes for children and families, providers, neighborhoods, and systems?

Potential sub-questions:

- Do families have more protective factors? Are families better connected to services and resources? Do families have improved financial well-being?
- Are neighborhoods and systems more family-friendly?
- Are more children ready for school? Have disparities been reduced?
- Are services/supports likely to be sustained?
- What family and provider needs could not be addressed by existing community resources and service system?
- Were grantees involved in countywide early childhood systems change efforts?
- What further systems and policy advocacy work are needed?

Grantees	First 5	Cross-Site Evaluator
<p>Grantees will report on common outcome measures such as:</p> <ul style="list-style-type: none"> ▪ # of parents/caregivers participating in leadership activities ▪ # of parents/caregivers enrolled in at least one support program or service ▪ % of parents/caregivers who improve their financial wellbeing ▪ # of new or enhanced early childhood programs or services ▪ % of providers who feel better able to serve families with young children 	<p>First 5 will summarize data submitted by grantees</p>	<p>Cross-site evaluator will collect, or work with the community to collect, supplemental data (e.g., through key informant interviews, focus groups, surveys, etc. with grantees, First 5 staff, community members, system leaders, and other stakeholders).</p> <p>Cross-site evaluator will synthesize findings in interim and final evaluation reports</p>
<p>Grantees will administer common protective factor survey with parents/ caregivers</p>	<p>First 5 will summarize protective factor survey results</p>	<p>Cross-site evaluator will collect, or work with the community to collect, supplemental data</p>

<p>Grantees will collect common demographic forms used to identify children when they enter kindergarten</p>	<p>First 5 will obtain kindergarten readiness data</p>	<p>(e.g., through key informant interviews, focus groups, surveys, etc. with grantees, First 5 staff, community members, system leaders, and other stakeholders).</p> <p>Cross-site evaluator will synthesize findings in interim and final evaluation reports</p>
<p>4. Evaluation Questions: Overall, how effective was First 5’s investment and support (financially, as well as in the administration of funding and TA/capacity building efforts)? What are the recommendations going forward for the NRFS investment and for First 5’s policy advocacy work?</p> <p>Potential sub-questions:</p> <ul style="list-style-type: none"> • How much and what type of training, TA, consultation, and opportunities for peer learning and networking were provided? • How valuable or effective was it? How could it be improved? • How did it contribute to First 5’s overall NRFS investment? 		
<p>Grantees</p>	<p>First 5</p>	<p>Cross-Site Evaluator</p>
	<p>First 5 will track training, TA, and consultation provided and will solicit feedback from grantees and grantee partners about the quality of the support provided (e.g., through consultation surveys and training evaluations)</p>	<p>Cross-site evaluator will interview and/or survey grantee staff and partners about training, TA, and consultation, and opportunities for peer learning and networking provided by First 5 and partners.</p> <p>Cross-site evaluator will incorporate findings into interim and final evaluation reports.</p>

APPENDIX 2: DEMOGRAPHIC FORMS

First 5 Alameda County’s vision is that every child in Alameda County will have optimal health, development, and wellbeing to reach their greatest potential. We would like to know if we are achieving that vision. For this, we will be asking for individual, demographic data on the families, children, and providers we serve. This information will help us to understand who we serve and how our programs affect families and children.

We will use this information to evaluate our programs and to advocate for policy changes that help families and children. If we use this information in any other way, we will notify you and ask for your additional consent. You may withdraw your consent by submitting a written request at any time.

Notification:

I understand that by sharing my information with First 5 Alameda County, I am helping First 5 Alameda County improve programs for families with children under 5. I also understand that First 5 Alameda County will ***protect*** my personally identifiable information (such as names, birth dates, addresses, etc.) by:

- Limiting the number of staff from this agency, First 5, researchers, and partner organizations who has access to my information for analysis.
- Removing or changing all personally identifiable information before sharing with any other researchers or making reports public.

I agree to share my information with First 5 Alameda County subject to the terms described above.

Full Name (Print)

Signature

Date

FOR ELECTRONIC SURVEYS: By Clicking “Continue”, you acknowledge you have received this notification

COMBINED PARENT/CAREGIVER + CHILD DEMOGRAPHIC FORM

PARENT INFORMATION

1. Today's Date: Month _____ Day _____ Year _____
2. Your First Name: _____ Last Name: _____
3. Your Birthdate: Month ___ Day ___ Year _____

*Our county is diverse. We want to better serve children, families and providers in our county. You can help by answering these questions. **Feel free to skip any question that you do not feel comfortable answering.***

4. How do you describe yourself? <i>Check <u>all</u> that apply.</i>						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Female</td> <td style="width: 33%;"><input type="checkbox"/> Transgender</td> <td style="width: 33%;"><input type="checkbox"/> Different Identity: _____</td> </tr> <tr> <td><input type="checkbox"/> Male</td> <td><input type="checkbox"/> Gender Non-Conforming/ Non-Binary/Gender Expansive</td> <td><input type="checkbox"/> Decline to state</td> </tr> </table>	<input type="checkbox"/> Female	<input type="checkbox"/> Transgender	<input type="checkbox"/> Different Identity: _____	<input type="checkbox"/> Male	<input type="checkbox"/> Gender Non-Conforming/ Non-Binary/Gender Expansive	<input type="checkbox"/> Decline to state
<input type="checkbox"/> Female	<input type="checkbox"/> Transgender	<input type="checkbox"/> Different Identity: _____				
<input type="checkbox"/> Male	<input type="checkbox"/> Gender Non-Conforming/ Non-Binary/Gender Expansive	<input type="checkbox"/> Decline to state				
5. Do you consider yourself to be: <i>Check one.</i>						
<input type="checkbox"/> Heterosexual or straight <input type="checkbox"/> Gay <input type="checkbox"/> Lesbian <input type="checkbox"/> Bisexual <input type="checkbox"/> Not listed above (please specify) _____						

6. How do you describe yourself? <i>Check <u>all</u> that apply.</i>
<input type="checkbox"/> Central American <input type="checkbox"/> Cuban <input type="checkbox"/> Mexican, Mexican-American, Chicano <input type="checkbox"/> Puerto Rican <input type="checkbox"/> South American <input type="checkbox"/> Other Spanish/Hispanic <input type="checkbox"/> Black/African-American

- Alaska Native
- Native American (not Alaska Native)
- Afghan
- Arab/Middle Eastern or North African
- Indian (not Native American)
- Pakistani
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Thai
- Vietnamese
- Other Asian
- Filipino
- Guamanian
- Native Hawaiian
- Samoan
- Pacific Islander (not Guamanian, Native Hawaiian, Samoan)
- White
- Other: _____
- Decline to state

7. What is your primary language? _____

8. Do you consider yourself to be a single parent?

- Yes
- No

9. (A) About how much income does your household have in a **year's** time?

Please mark only one response.

- \$0 - \$14,999
- \$15,000 - \$34,999
- \$35,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 or more

(B) What type of health insurance does your child have?

- Medi-Cal
- Not Medi-Cal – Name of Insurer _____

10. Are you enrolled in CalWORKs or CalLEARN?

- Not eligible
- Yes, I'm enrolled
- No, I'm not enrolled
- Don't know if I'm enrolled or eligible

11. Are you enrolled in CalFresh?

- Not eligible
- Yes, I'm enrolled
- No, I'm not enrolled
- Don't know if I'm enrolled or eligible

12. What is the highest level of education you have completed?

Please mark only one response.

- | | |
|--|--|
| <input type="checkbox"/> Less than high school | <input type="checkbox"/> Associate's degree (AA or AS) |
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Bachelor's degree (BA or BS) |
| <input type="checkbox"/> High school (diploma) | <input type="checkbox"/> Advanced degree |
| <input type="checkbox"/> Some college | |

13. Comments?

CHILD INFORMATION: PLEASE FILL OUT A SEPARATE FORM FOR EACH CHILD UNDER 5 YEARS OF AGE

For data system matching purposes ONLY.

<p>14. Child's First Name: _____ Last Name: _____</p>
<p>15. Child's Date of Birth: Month _____ Day _____ Year _____</p>
<p>16. (A) Birth Mother's First Name: _____</p> <p style="margin-left: 40px;"><i>OPTIONAL (B) Other Caregiver Name (s) e.g., father, foster parent, grandparent :</i></p> <p><input type="checkbox"/> Mother(s) _____</p> <p><input type="checkbox"/> Fathers(s) _____</p> <p><input type="checkbox"/> Grandparent (s) _____</p>
<p>17. What is your relationship to the child?</p> <p><input type="checkbox"/> Mother</p> <p><input type="checkbox"/> Father</p> <p><input type="checkbox"/> Grandparent</p> <p><input type="checkbox"/> Foster parent</p> <p><input type="checkbox"/> Aunt or Uncle</p> <p><input type="checkbox"/> Other: _____</p>
<p>18. Child's Gender:</p> <p style="margin-left: 40px;"><i>Check <u>all</u> that apply.</i></p> <p><input type="checkbox"/> Female</p> <p><input type="checkbox"/> Male</p> <p><input type="checkbox"/> Transgender</p> <p><input type="checkbox"/> Gender Non-Conforming/ Non-Binary/Gender Expansive</p> <p><input type="checkbox"/> Different Identity: _____</p>

Our county is diverse. We want to better serve children, families and providers in our county. You can help by answering these questions. **Feel free to skip any questions you are not comfortable answering.**

19. Child's Ethnicity.

Please mark all that apply.

- Central American
- Cuban
- Mexican, Mexican-American, Chicano
- Puerto Rican
- South American
- Other Spanish/Hispanic
- Black/African-American
- Alaska Native
- Native American (not Alaska Native)
- Afghan
- Arab/Middle Eastern or North African
- Indian (not Native American)
- Pakistani
- Cambodian
- Chinese
- Hmong
- Japanese
- Korean
- Laotian
- Thai
- Vietnamese
- Other Asian
- Filipino
- Guamanian
- Native Hawaiian
- Samoan
- Pacific Islander (not Guamanian, Native Hawaiian, Samoan)
- White
- Other: _____
- Decline to state

20. What is the language this child hears or uses MOST often at home (that is, the child's primary language)?

21. Does the child have any special needs that have been diagnosed by a professional (e.g., doctor, Regional Center, psychologist)?

- Yes

- No
- Not sure

22. Does the child have a permanent, stable residence? (e.g., NOT living in a car or on the street, in a shelter, or a temporary living situation?)

- Yes
- No

23. What is the address of the child's residence? (Skip this question if the child is homeless.)

_____	_____	_____
Number	Street Name	Apt/Unit
_____	_____	
City	Zip Code	

24. Comments?

Parent/Caregiver Survey

1. Today's Date: Month _____ Day _____ Year _____

2. Your name: First name _____ Last name _____

3. How old is your child, or the child you are accompanying to this program (**birth to five years**)?
 - 3a. **Child 1:** Less than 1 year 1 year 2 years 3 years 4 years 5 years
 - 3b. **Child 2:** Less than 1 year 1 year 2 years 3 years 4 years 5 years
 - 3c. **Child 3:** Less than 1 year 1 year 2 years 3 years 4 years 5 years

4. Children's Initials and Birthdates

4a. Child 1: Initials _____	4b. Birthdate: Month _____ Day _____ Year _____
4c. Child 2: Initials _____	4d. Birthdate: Month _____ Day _____ Year _____
4e. Child 3: Initials _____	4f. Birthdate: Month _____ Day _____ Year _____

5. What is your relationship to the child or children listed above?

<input type="checkbox"/> Mother (including stepmother, foster mother, adoptive mother)	<input type="checkbox"/> Father (including stepfather, foster father, adoptive father)
<input type="checkbox"/> Aunt <input type="checkbox"/> Uncle <input type="checkbox"/> Grandmother <input type="checkbox"/> Grandfather <input type="checkbox"/> Sibling <input type="checkbox"/> Other: _____	

Please tell us about your participation in the program and any changes that have occurred for you and your family.

For each question, think back to BEFORE you attended the program. Rate yourself BEFORE, and then rate yourself NOW that you have participated in the program.	Before? (Before I participated in the program)		Now? (As a result of participating in the program and any related services)		Any Comments?
	Low Not at all	High Very much	Low Not at all	High Very much	
6a. I know what to expect about my child's growth and development	1	2 3 4 5	1	2 3 4 5	
6b. I feel confident in my parenting skills	1	2 3 4 5	1	2 3 4 5	
7a. I know where to go in the community when I need help	1	2 3 4 5	1	2 3 4 5	
7b. I make use of community resources	1	2 3 4 5	1	2 3 4 5	
8a. I am able to calm my child when my child is upset	1	2 3 4 5	1	2 3 4 5	
8b. I spend time playing, listening to or talking with my child	1	2 3 4 5	1	2 3 4 5	
9a. I feel able to handle stressful events	1	2 3 4 5	1	2 3 4 5	
9b. I am able to stand up for or advocate for my child	1	2 3 4 5	1	2 3 4 5	
10. I have relationships with people who support me when I need it	1	2 3 4 5	1	2 3 4 5	

Please tell us about your experiences in the program.

	Not at all		Very much			
11. The program's space for families with children under 5 years is welcoming and meets the needs of children and family members.	1	2	3	4	5	N.A.
12. Because of my participation in the program, I have the information I need to be confident in making choices about my child's growth and care	1	2	3	4	5	N.A.
13. With the program's assistance, I was able to obtain: (check all that apply) <ul style="list-style-type: none"> <input type="checkbox"/> Clothing, diapers <input type="checkbox"/> Child care, preschool <input type="checkbox"/> Benefits such as CalWORKs, Medi-Cal, CalFresh <input type="checkbox"/> Help with finances such as credit building, lending or savings support, tax support (Earned Income Tax Credit) <input type="checkbox"/> Help with finding a job or enrolling in job training or an educational program <input type="checkbox"/> Health, mental/behavioral health, or dental services <input type="checkbox"/> Housing <input type="checkbox"/> Legal services <input type="checkbox"/> English as a Second Language classes <input type="checkbox"/> Transportation <input type="checkbox"/> Access to computers or the internet (learning how to do an internet search, etc.) <input type="checkbox"/> Other: _____ <input type="checkbox"/> None of the above 						
	Not at all		Very much			
14. Because of my participation in the program, I feel more confident about my financial situation	1	2	3	4	5	N.A.
15. When I participate in program activities, I feel comfortable sharing my opinions and ideas with others	1	2	3	4	5	N.A.

16. My time and ideas are valued by the program	1	2	3	4	5	N.A.
17. Because of my suggestions, I feel the program provides better services for families	1	2	3	4	5	N.A.
18. Because of my participation in the program, I have more leadership skills and can better advocate for my child or other families	1	2	3	4	5	N.A.
19. I use my leadership and advocacy skills in the program, or in the community....	<input type="checkbox"/> Rarely <input type="checkbox"/> Occasionally <input type="checkbox"/> Often <input type="checkbox"/> All the Time <input type="checkbox"/>					N.A.
	(0-2 times a year) (every 3-4 months) (monthly) (weekly or daily)					
20. I use my leadership and advocacy skills at the program, or in the community, in the following ways: (check all that apply)						
<input type="checkbox"/> Serve on a committee or governing body <input type="checkbox"/> Share information with other families <input type="checkbox"/> Lead a program activity for families <input type="checkbox"/> Tell families and friends about the program (outreach) <input type="checkbox"/> Mentor other families <input type="checkbox"/> Participate in fund-raising <input type="checkbox"/> Do volunteer work <input type="checkbox"/> Help to organize families <input type="checkbox"/> Share information with policy makers <input type="checkbox"/> Other: _____ <input type="checkbox"/> None of the above						
	Not at all		Very much			
21. Was the program respectful of your personal background (language, ethnicity, culture, gender, religion, etc.)?	1	2	3	4	5	
22. How satisfied were you with the program?	1	2	3	4	5	
23. How could the program be better?						
24. Other comments?						

Please tell us a little about your child's or children's growth and development.*

**Pilot questions drawn from the Health Resources and Services Administration (HRSA) National Survey of Children's Health and Applied Survey Research Parent Information Form.*

ONLY ANSWER if you have a child who is 1 or 2 years old		
Is this child able to do the following...? Mark (x) Yes or No for each item.	Yes	No
25a. Say at least one word, such as "hi" or "dog"	<input type="checkbox"/>	<input type="checkbox"/>
25b. Use 2 words together, such as "car go"	<input type="checkbox"/>	<input type="checkbox"/>
25c. Use 3 words together in a sentence, such as, "Mommy come now"	<input type="checkbox"/>	<input type="checkbox"/>
25d. Ask questions like "who," "what," "when," and "where"	<input type="checkbox"/>	<input type="checkbox"/>
25e. Ask questions like "why" and "how"	<input type="checkbox"/>	<input type="checkbox"/>
25f. Tell a story with a beginning, middle, and end	<input type="checkbox"/>	<input type="checkbox"/>
25g. Understand the meaning of the word "no"	<input type="checkbox"/>	<input type="checkbox"/>
25h. Follow a verbal direction without hand gestures, such as "Wash you hands"	<input type="checkbox"/>	<input type="checkbox"/>
25i. Point to things in a book when asked	<input type="checkbox"/>	<input type="checkbox"/>
25j. Follow 2-step directions, such as "Get your shoes and put them in the basket"	<input type="checkbox"/>	<input type="checkbox"/>
25k. Understand words such as "in," "on," and under"	<input type="checkbox"/>	<input type="checkbox"/>

ONLY ANSWER if you have a child who is 3, 4, or 5 years old	
26. In general, how would you describe this child's health?	<input type="checkbox"/> Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor
27a. Your child stays calm and in control when faced with a challenge	<input type="checkbox"/> Not true <input type="checkbox"/> Somewhat true <input type="checkbox"/> Very true
27b. Your child calms her/himself when upset	<input type="checkbox"/> Not true <input type="checkbox"/> Somewhat true <input type="checkbox"/> Very true
27c. Your child adjusts well to changes in routine	<input type="checkbox"/> Not true <input type="checkbox"/> Somewhat true <input type="checkbox"/> Very true

ONLY ANSWER if you have a child who is 3, 4, or 5 years old

28. When he or she is paying attention, how often can this child follow instructions to complete a simple task?	<input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> About half the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
28. How often does this child play well with others?	<input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> About half the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
29. How often does this child show concern when others are hurt or unhappy?	<input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> About half the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
30. How often does this child show interest and curiosity in learning new things?	<input type="checkbox"/> Always <input type="checkbox"/> Most of the time <input type="checkbox"/> About half the time <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
31. How many letters of the alphabet can this child recognize?	<input type="checkbox"/> All of them <input type="checkbox"/> Most of them <input type="checkbox"/> About half of them <input type="checkbox"/> Some of them <input type="checkbox"/> None of them
32. How high can this child count?	<input type="checkbox"/> This child cannot count <input type="checkbox"/> Up to five <input type="checkbox"/> Up to ten <input type="checkbox"/> Up to 20 <input type="checkbox"/> Up to 50 <input type="checkbox"/> Up to 100 or more

Thank you for your time

Provider/Partner Survey

6. Today's Date: Month _____ Day _____ Year _____
2. Agency (optional): _____
3. How long have you been involved in the program or collaborative?
- One month or less
 - 2-5 months
 - 6 months to 11 months
 - 1-2 years
 - More than 2 years
4. Are you:
- A provider of services
 - A partner
 - Other: _____
5. Do you work with, or support, families with children birth to five years?
- Rarely
 - Occasionally
 - Often
 - All the time
6. How actively do you participate in the program or collaborative?
- Rarely
 - Occasionally
 - Often
 - All the time
7. How long have you worked with or lived in this neighborhood?
- Less than 6 months
 - 6 months to 11 months
 - 1-2 years
 - 3-5 years
 - More than 5 years
 - N.A.

For each question, think back to BEFORE you were involved in the program/collaborative. Rate yourself BEFORE , and then rate yourself NOW that you have been involved.	Before? (Before my involvement in the program/collaborative)		Now? (As a result of my involvement in the program/collaborative)		Any Comments?
	Low Not at all	High Very much	Low Not at all	High Very much	
8. My knowledge of the growth and development of children birth to five years	1 2 3 4 5		1 2 3 4 5		
9. My understanding of the needs of families with young children in this community	1 2 3 4 5		1 2 3 4 5		
10. My knowledge of resources in the community that support family leadership and advocacy	1 2 3 4 5		1 2 3 4 5		

11. My knowledge of economic resources in the community that support families' financial well-being	1 2 3 4 5	1 2 3 4 5	
12. My knowledge of early childhood programs and services in the community	1 2 3 4 5	1 2 3 4 5	
13. My knowledge of referral sources and family navigation--how and where to connect families to resources in the community that meet their needs	1 2 3 4 5	1 2 3 4 5	
14. The strength of my connections to other providers and partners in the community	1 2 3 4 5	1 2 3 4 5	

We Appreciate Your Feedback About the Program/Collaborative						
	Not at all		Very much			
15. To what extent is the program/collaborative improving, or has the potential to improve, children's and families' readiness for school?	1	2	3	4	5	Don't know
16. To what extent is the program/collaborative improving, or has the potential to improve, the ability of schools and neighborhoods to support children's and families' readiness for school?	1	2	3	4	5	Don't know
17. In your view, what are the current strengths of the program/collaborative?						
18. How could the program/collaborative be improved?						
19. Other comments?						

Thank you for your time

APPENDIX 4: RBA PLAN TEMPLATE

RESULTS BASED ACCOUNTABILITY (RBA) PLAN TEMPLATE

Contractor: _____

Contract Term: July 1, 2019-June 30, 2021

First 5 Strategy: Neighborhoods Ready for School

Program: Neighborhoods Ready for School Grantees

Program Specific Result 1			
Enhanced Infrastructure for Neighborhoods Ready for School (i.e., Major Activities related to Staffing, Facilities, Data Systems)			
Funded Activity 1.A Example: Enhance early childhood space to include <u>2</u> upgraded classrooms dedicated to serving families with children under 5 years old	Performance Measure 1.A.1 Example: Sq. footage of upgraded/ enhanced space dedicated to families with children under 5 years	Data Tool Grantee records	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months
	Performance Measure 1.A.2 Example: # out of # of parents/caregivers reporting that space that is dedicated to families with children under 5 years meets their needs	Protective Factors Survey <input checked="" type="checkbox"/> <i>Individual level data to be submitted to First 5</i>	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months
Supporting Documents Example: <ul style="list-style-type: none"> • Before and After photos of facilities 			

Program Specific Result 2			
Governance Structure and Capacity Building Opportunities Developed for Providers/Partners			
Funded Activity 2.A Example: Steering Committee (12-14 members), Collaborative Partner (25-30+ Partners), and Community Council (15-25 members) meet quarterly.	Performance Measure 2.A.1 Example: # of providers participating	Data Tool Grantee records (i.e. sign-in sheets) <input checked="" type="checkbox"/> Individual level demographic data to be submitted to First 5	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months
	Performance Measure 2.A.2 Example: # out of # of partners who report being better able to serve families with children under 5 years	Data Tool Provider Survey <input checked="" type="checkbox"/> Individual level data to be submitted to First 5	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months

Program Specific Result 3			
Parent/Caregivers with Children under 5 Years Are Engaged in NRFS Project			
Funded Activity 3.A Example: Provide 3-4 Family Cafes series <ul style="list-style-type: none"> ▪ 10-15 parents/caregivers with children under 5 will attend each café session ▪ Integrate appropriate First 5 strategies/data (e.g., Help Me Grow, school readiness, Fatherhood) into at least one (1) session of each café series. 	Performance Measure 3.A.1 Example: # of Family café series completed	Data Tool Grantee records	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months

Program Specific Result 4			
Increased Coordination, Navigation and Location of Programs and Services for Families with Children under 5 Years			
Funded Activity 4.A Example: Family Liaisons provide navigation services to 60 families with children under 5 years.	Performance Measure 4.A.1 Example: # of parents/caregivers with children under 5 served	Data Tool Grantee records	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months
	Performance Measure 4.A.2 Example: # of parents/caregivers enrolled in at least one support program or service	Data Tool Grantee Records <input checked="" type="checkbox"/> <i>Individual level data to be submitted to First 5</i>	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months
	Performance Measure 4.A.3 Example: # out of # of parents/caregivers with children under 5 years who have what they need to support their child’s health and wellbeing	Data Tool Protective Factors Survey <input checked="" type="checkbox"/> <i>Individual level data to be submitted to First 5</i>	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months

Program Specific Result 5			
New and Enhanced Early Childhood Programs and Services Are Developed and Implemented			
Funded Activity 5.E Example: Provide half day pre-kindergarten preparation sessions for 40+ entering kindergarteners; the 19 day summer session will include routines, schedules, peer-to-peer social interactions, and introduction to grade level curriculum preparing new TK/K students to transition into the next grade level.	Performance Measure 5.E.1 Example: # of children under 5 years served	Data Tool Grantee records <input checked="" type="checkbox"/> <i>Individual level demographic data to be submitted to First 5</i>	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months
	Performance Measure 5.E.2 Example: % of parents/caregivers with children under 5 years who have what they need to support their child’s health and wellbeing	Data Tool Protective Factors Survey <input checked="" type="checkbox"/> <i>Individual level demographic data to be submitted to First 5</i>	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months
	Performance Measure 5.E.3 Example: # out of # of children ready for kindergarten	Data Tool Protective Factors Survey <input checked="" type="checkbox"/> <i>Individual level demographic data to be submitted to First 5</i>	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months

Program Specific Result 6			
Increased Economic Resources and Financial Supports for Families with Children under 5 Years			
Funded Activity 6.A Example: Provide financial programs services to 100 parents/caregivers of children under 5 years old to increase financial coaching, and other economic supports in the priority community. Workshops (Credit Repair, Peer Lending, Savings & Spending Plan, Increase Income & Savings, Debtor Rights)	Performance Measure 6.A.1 Example: # of parents/caregivers with children under 5 years old served	Data Tool Grantee records <input checked="" type="checkbox"/> Individual level demographic data to be submitted to First 5	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months
	Performance Measure 6.A2 Example: # out of # of parents/caregivers with children under 5 years who improve their financial wellbeing	Protective Factors Survey <input checked="" type="checkbox"/> Individual level demographic data to be submitted to First 5	<ul style="list-style-type: none"> ▪ 6 months ▪ 12 months

Program Specific Result 7			
Completion of Other Contract Requirements and Activities			
Funded Activity 7.A Example: Participate in 8 Quarterly Learning Community meetings (for site administrators/grant managers (and other staff/partners as applicable). Topics to include: administrative business, site updates, and trainings on additional topics, including: family navigation, policy, sustainability, and communications.	Performance Measure 7.A.1 Example: # of Learning Community meetings attended	Data Tool First 5 NRFS Records <input checked="" type="checkbox"/> Individual level demographic data to be submitted to First 5(Provider demographics form, administered by First 5)	Periodicity of Reporting <ul style="list-style-type: none"> ▪ 6 months ▪ 12 months

**First 5 Alameda County
NRFS Cross-Site Evaluation**

Proposed Budget Form

November 1, 2019 – October 31, 2021

PERSONNEL EXPENSES <i>(list positions separately)</i>	FTE (%)	Proposed Budget	Matching Funding
Personnel Benefits			
SUBTOTAL			

GENERAL EXPENSES	Proposed Budget	Matching Funding
Program Materials		
Please specify how the program materials funds will be expended:		
Printing		
Office Supplies		
Staff Travel		
Evaluation		
Miscellaneous		
Please specify how the miscellaneous funds will be expended:		
SUBTOTAL		

EQUIPMENT (Itemize any equipment that costs more than \$2,000)	Proposed Budget	Matching Funding
SUBTOTAL		

SUBCONTRACTORS (List separately)	Proposed Budget	Matching Funding
SUBTOTAL		

TOTALS	Proposed Budget	Matching Funding
SUBTOTAL OF DIRECT EXPENSES (Add subtotals for Personnel, General, Equipment, Subcontractors)		
ADMINISTRATIVE/INDIRECT COSTS (Maximum is 15%)		
TOTAL PROJECT EXPENSE		

For a Word version of the Proposed Budget Form, [click here](#)