

FORM 2. First 5 IMPACT Phase 1 Application – Base Layer Funding

The Phase 1 portion of the application is due August 24, 2015.

To receive First 5 IMPACT Base Layer funds, each participating Lead Agency will complete a First 5 IMPACT Phase 1 Application. Included is an Inventory of Current Community Assets (Asset Map). The Asset Map will help identify current community agencies providing currently existing services and supports to early learning settings.

Only counties that previously submitted the First 5 IMPACT Letter of Intent are eligible to submit the Phase 1 Application for Base Layer funds. The identified Lead Agency for the county or region must fill out each section, as applicable, and sign and date.

Section I. About the Lead Agency

First 5 IMPACT Lead Agency		
Lead Agency	Lead Agency Executive Director	Phone Number
First Five	Ellen Vieira	(530) 394-7016
Address	City	Zip Code
270 Hospital Road, Suite 206	Quincy	95971
Signature	Date	E-mail
		first5plumasev@psln.com
Program Lead Contact		
Name	E-mail	Phone Number
Ellen Vieira	First5plumasev@psln.com	(530) 394-7016
Fiscal Lead Contact		
Name	E-mail	Phone Number
County of Plumas	First5plumasev@psln.com	(530) 394-7016

By signing this signature page, the applicant agrees to the targets in the RFA Appendix K or agrees to reduce targets with the understanding reduced targets mean a corresponding reduction in funding. Further, Lead Agencies certify the information contained in the First 5 IMPACT Phase 1 application is true to the best of their knowledge.

Section II. County or Region Steps and Targets

1. Is this county applying as a single county or multi-county region?

If counties apply as a region or county group to form a broader consortium, there must be at least one participating site within each county.

- Single County
- Multi-county Region (Please identify other counties applying in this region)

2. Will this county or regional consortium accept or reduce its site targets?

Please use First 5 IMPACT RFA Appendix K, First 5 IMPACT Five-Year Funding Projections and Site Targets, Column 3 to complete the information below.

NOTE: Counties or regions reducing the site targets will receive a corresponding reduction in Implementation Step funding.

- This county/region accepts the site target of 25 identified in the First 5 IMPACT RFA.
- This county/region will reduce its site target to [Click here to enter text.](#) with the understanding this county/region will receive a corresponding reduction in funding relative to the number of sites targeted and served.

3. On which Implementation Step(s) should this county or region's funding be based?

Funding is based on the Implementation Step of at least 51 percent of participating sites or, if no Implementation Step reaches 51 percent of participating sites, the consortium's funding will be based on Step 2. See First 5 IMPACT RFA, Appendix K, First 5 IMPACT Five-Year Funding Projections and Site Targets for details about Implementation Step Funding and target requirements.

- At least 51 percent of participating sites will be at (Please check one):

Step 1

Step 2

Step 3

OR

- Sites in this county will be at different Implementation Steps, but for this consortium, fewer than 50 percent of sites will be at any one Implementation Step; default funding level will be Step 2.

4. Is this county (or any counties in the regional consortium) a current recipient of a CSPP QRIS Block Grant?

Counties that are not current CSPP QRIS Block Grant recipients may use First 5 IMPACT funds from Year 1 to develop their QRIS and conduct initial ratings of CSPP sites. Once CSPP QRIS Block Grant funds have been secured, those funds must **be used first to** support the rating and quality awards for sites with CSPP funding. First 5 IMPACT funds may be used to align, but not supplant, CSPP QRIS Block Grant activities.

- Yes, this county (or one or more counties in this region, if applying as a region) is a current recipient of the CSPP QRIS Block Grant
- No, this county is not (nor is any other county in the region, if applying as a region) a current recipient of the CSPP QRIS Block Grant

5. Which reimbursement schedule will this Lead Agency adhere to?

Lead Agencies regions have the option to submit First 5 IMPACT Reimbursement Claims (forthcoming) on a quarterly basis or biannual basis. Please select one:

- Quarterly – due April 30, July 31, October 31, and January 31 of each year
- Biannual – due January 31 and July 31 each year

Section III. First 5 IMPACT Phase 1 Asset Map Template

This template is to be used for the submission of a First 5 IMPACT Phase 1 Asset Map for each consortium. Lead Agencies are encouraged (but not required) to seek input from potential community partners who will comprise their local/regional consortium to complete this Asset Map. **NOTE: If applying as a regional consortium**, every county in the region must complete this section, questions 1 through 5. It is the responsibility of the Lead Agency to collect information from participating counties in the region and submit each county’s form with the Phase 1 application.

Name of County: Plumas

1. What local community agencies currently provide early learning services or supports in your county? Please identify all relevant agencies, not only potential members of your local consortium. You will be asked to identify consortium partners in the First 5 IMPACT Phase 2 High-Quality Action Plan (Form 3). Check all that apply and fill in the name of the agency.

<input checked="" type="checkbox"/>	A. First 5 County Commission: First Five Plumas
<input type="checkbox"/>	B. CSPP Block Grant Lead Agency (if applicable): Click here to enter text.
<input checked="" type="checkbox"/>	C. Local Educational Agency (if not otherwise included): Plumas Unified School District
<input type="checkbox"/>	D. RTT-ELC Lead (if not otherwise included): Click here to enter text.
<input checked="" type="checkbox"/>	E. Institution(s) of Higher Education: Feather River College
<input checked="" type="checkbox"/>	F. Local Child Care Planning Council: Plumas Early Education & Child Care Council
<input checked="" type="checkbox"/>	G. Resource & Referral Agency(ies): Plumas Rural Services – Resource & Referral
Other agencies not listed above that provide services to children birth through age 5	
<input checked="" type="checkbox"/>	H. Early Head Start/Head Start Grantees: Sierra Cascade Family Opportunities – Head Start
<input checked="" type="checkbox"/>	I. Early Education and Support Division (EESD), CDE (e.g., CSPP, General Child Care, Alternative Payment, Migrant, CalWORKS Stage 2 & 3): Click here to enter text.
<input checked="" type="checkbox"/>	J. County Health and Human Services (e.g., Child Welfare Services, Welfare to Work, WIC, etc.): Click here to enter text.

<input checked="" type="checkbox"/>	K. Other (e.g., Family Resource Center(s), Home Visiting Program(s), Federal Migrant or Tribal Child Care Program, Library, etc.): Round House Council
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Definition of Terms for Tables

1. **Agencies and their Assets.** Complete the tables on the following pages to identify and describe current community assets that contribute to your county's current workforce quality, site-based CQI, and family engagement and strengthening efforts. Use the following terms to complete tables 2A, 3A, and 4A:

- **Agency** – Identify community agencies that provide services.
- **Asset** – Identify one or more areas of current capacity for each selected agency, including:
 - *Resources* (funding, administrative staffing, materials for quality improvement activities, content expertise, etc.)
 - *Data* (database management, data collection, etc.) related to workforce, sites, or families
 - *Direct services* (professional development, coaching, mentoring, assessment, home visiting, preschool provider, etc.)
 - *Other asset(s)* not included in the three listed above
- **Describe** – Provide a brief description of the agency's asset(s) and population served.

2. **Current Level of Collaboration.** Identify the level of collaboration among agencies currently supporting workforce quality, site-based CQI, and family engagement. Use the following definitions to guide your responses in tables 2B, 3B, and 4B:

- **Communicate** – Informal interagency information sharing about activity or project, as needed
- **Cooperate** – Interaction on discrete activities or projects while maintaining independent goals, and commitment and accountability to ones' own agency
- **Coordinate** – Organizations systematically adjust and align work with each other for greater outcomes; semi-interdependent goals; structured communication and formalized information sharing
- **Collaborate** – Longer-term interaction and commitment to shared mission and goals; shared decision makers and resources; tactical information sharing,

focused on systems change, pooled resources, shared goals, shared power, and shared accountability

2A. Current Workforce Quality Assets (e.g., coaching, T&TA, and higher education for teachers, administrators, and/or providers)

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
First Five Plumas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	First 5 Plumas provides a comprehensive system of early childhood development services, on a countywide basis, to all children prenatal to age five including professional development for service providers.
Plumas Rural Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Resource and Referral services for Plumas County families seeking child care, CCIP, home visits including technical assistance, parent education, FCCHEN 0 -5 educational site visits, provider trainings.
Feather River College – Early Childhood Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Academic and certificate Programs in ECE. Lab school on campus. CA ECE Mentoring Program, internships and coaching. Recruiting workforce through college marketing. FRC is part of the CA Child Development Training Consortium and provides financial support and permit stipends. Trains Professional Growth Advisors.
Sierra Cascade Family Opportunities – Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Early childhood development programs that provide quality educational and support services to staff, children 0 -5, and their families. Workforce development includes the Family Development Credentialing Program for advocates and teachers, teacher coaching program, on-going trainings and educational incentives program, community and self-assessments and personal growth planning.
Plumas Early Education & Child Care Council	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Ensuring the availability of safe, affordable and high quality child care, early education and development programs for children 0 - 12 years through outreach, coordinated planning, and advocacy efforts with parents, child care providers, agencies and community members. AB 212, ECE trainings.

2B. Check the current level of collaboration among agencies working to improve workforce quality specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying workforce improvement goals, objectives and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Implementing strategies to improve workforce quality	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Recruiting and retaining early educators in workforce efforts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meeting the education, training, and technical assistance needs of early educators from diverse cultural and linguistic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Meeting the education, training, and technical assistance needs of early educators working in diverse settings (centers; family child care; license-exempt; family, friend, and neighbor care; alternative settings, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. Funding workforce quality efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Collecting and analyzing workforce data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3A. Current Site-based CQI Assets (e.g., site T&TA assistance, rating and monitoring, etc.)

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
Sierra Cascade Family Opportunities - Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CQI pathways for 0 -5 including CA Foundations and Frameworks, DRDP, Ages & Stages, DECCA, CSEFEL, CLASS, Second Step, High Scope curriculum, PITC, ITERS, Family Development Credential Program, staff assessed training needs,

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
					CCAFP, and screenings for nutrition, developmental milestones, hearing, vision, dental, post-partum, and well-baby checks.
Feather River College- Early Childhood Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Preschool English Learners Guide, Infant/Toddler Program Guidelines, Infant/Toddler Foundations & Frameworks, USDA Child and Adult Care Food Program Guidelines, PITC, ECERS, ITERS, FCCRS, PAS, DRDP, CA Foundations and Frameworks. Aligned with and offer the Common Core 8 (CAP).
Plumas Rural Service	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	DRDP, FCCERS, CA Foundations & Frameworks
First Five Plumas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ages & Stages, Newborn Home visits, developmental milestones screenings, early intervention screening
Plumas Unified School District	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pre-kindergarten screening

3B. Check the current level of collaboration among agencies working to support site-based CQI, specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying site-based CQI goals, objectives, and strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Implementing strategies to support CQI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Recruiting and retaining sites participating in quality improvement activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meeting the technical assistance needs of settings serving special populations of children (infants and toddlers, children with disabilities or other special needs, children who are homeless or in the foster	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Communicate	Cooperate	Coordinate	Collaborate
care system, etc.)				
e. Supporting quality improvement efforts in diverse settings (centers; family child care; license-exempt; family, friend, and neighbor care; alternative settings, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Funding CQI efforts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Collecting and analyzing site data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4A. Current Family Support and Strengthening Assets

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
Plumas Rural Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Agency serves as a clearinghouse for referrals county wide, child care resource and referral services, parent education, alternative payment program, Parent Child Interaction Therapy, Child Abuse Treatment Program, family conferences, CCPP. Provider trainings, technical support, and home visits to support family engagement.
Sierra Cascade Family Opportunities - Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Parent trainings, concrete support for families, parent surveys, parent training needs and goal setting, conferences, home visits, agency trainings and one-on-one trainings (with staff and parents), family conferences for families in need.
Plumas Children's Council	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Strengthening Families Framework trainings, family information fairs, mini-grants program

Agency	Current Assets				Description and Population Served
	Resources	Data	Direct Services	Other	
Feather River College – Early Childhood Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Parent trainings (sometimes court mandated), conferences, parent meetings
Plumas Early Education & Child Care Council	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Kindergarten transition services, coordination of special needs parent group, Parent Cafes
First Five Plumas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Extensive home visits including Families First and Healthy Touch Infant Massage, Infant Early Development and mental health services, Round House Council Indian Education Center support, translation services,
Plumas County Office of Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Infant specialist and Special Day Preschool serving families with IFSPs and IEPs.
Plumas County Mental Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Systems of care for children, crisis intervention, behavioral health services
Child Protective Services	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Case planning and services
Plumas County Library	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Infant story time, toddler story time, and literacy services

4B. Check the current level of collaboration among agencies working to improve family and child outcomes, specifically related to (check only one):

	Communicate	Cooperate	Coordinate	Collaborate
a. Identifying goals, objectives, and strategies for engaging and strengthening families to support their children’s early learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	Communicate	Cooperate	Coordinate	Collaborate
b. Identifying goals, objectives, and strategies to ensure all children receive developmental screening	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Identifying goals, objectives, and strategies to ensure all children have access to health services	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
d. Implementing strategies/programs to engage, strengthen, and meet the needs of families <u>from diverse cultural and linguistic backgrounds</u> and families <u>with special populations of children</u> (infants and toddlers, children with disabilities and other special needs, children who are homeless or in the foster care system, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Serving families with children in diverse early learning settings (centers, family child care, license-exempt, family, friend, and neighbor care, alternative settings, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Funding family engagement and strengthening efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
g. Collecting and analyzing family data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Communicating the importance of high-quality early learning to families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. In the space below, briefly summarize community strengths and efficiencies, as well as gaps, inefficiencies, and duplication of efforts related to assets (questions 2 A., B., and C.) and current levels of collaboration (questions 3 A., B., and C.) in workforce development, site-based CQI, and family support and strengthening efforts.

a. Current strengths and efficiencies in workforce development, site-based CQI, and family support and strengthening efforts:

Plumas County has a very small population so agencies with very few staff tend to communicate and work well together. FRC ECE Advisory Committee, First Five Commission, Head Start Community assessment, and the LPC seek input from other workforce agencies and assess workforce needs, strategizing to sustain workforce quality and retention.

Members of these agencies, commissions, committees and councils are also part of the Plumas QRIS Consortium and have been meeting to implement a Quality Improvement system in Plumas County.

We are currently meeting to begin a collaborative CQI and to implement the Rating Matrix. We have ongoing collaborative efforts to support and strengthen families but we are formalizing this collaborative as a Consortium.

In the past many collaborations have happen between consortium members without the whole group strategically planning together, for example, ECE trainings and workforce are jointly planned with shared resources and promoted by cooperating agencies.

- b. Current gaps, inefficiencies, and duplication in workforce development, site-based CQI, and family support and strengthening efforts:

Services are often duplicated because our population base is so small that the same families may be in similar programs. Plumas County has critical need in infant care slots, after-school care and inclusion practices. The LPC is working on improving parent outreach communicating the importance of quality child care.