

FAQs

February 5, 2018

An addendum with additional information regarding the revised timeline and the two new organizations added to the project will follow shortly but not later than February 9, 2018. It will be emailed and posted to <http://fresnoc2c.org/resources/rfps/>

FAQs will be updated on February 9 and February 16, 2018. All questions need to be submitted in writing to Linda Gleason at linda@fresnoc2c.org.

1. What are you trying to accomplish?

There are two primary purposes: 1) to create a community agenda in the early childhood area from preconception to age five so that institutions and C2C partners can see where they fit and 2) to provide the Central Valley Community Foundation with a Blueprint for Funding to target their fundraising efforts, whether through philanthropic or other public means.

2. What is the expected balance of primary research (interviews and group feedback) versus secondary (literature review and data analysis) under goal 1?

Secondary research and data analysis on root causes is expected to be utilized in probably most areas, whereas we anticipate that key drivers will be primarily developed from local feedback. We would want to test with local groups that they concur with the root causes identified through research and check if there are others not mentioned, but the expectation is that the local input is more on key drivers.

3. How do you define the “Fresno community”? In other words, what is the geographic scope of the study?

It is the entire Fresno County. C2C does not have all 32 school districts in the county in the network, but most are. The primary distinctions are urban vs rural needs.

4. Under goal 2, what is the balance you are hoping to achieve between an investigator and a facilitator? Are you hoping to have an analysis of the vision expressed in the various plans analyzed or is there an implied process of developing a shared vision among stakeholders?

The intent is that the group would provide the elements of a shared vision through summits, interviews, etc. and that the facilitator/investigator would word-smith and present a couple different versions for the group to agree upon. If timing is such that the large group would not be meeting for a final review, the smaller executive group working with the facilitator on the project would finalize. [Note, with the addition of the two new partners, this executive group includes representatives from each of the five partners.]

5. In past experience, it is often difficult to get the most marginalized parents to the table for a conversation; have you considered soliciting feedback through a parent survey or providing incentives to encourage participation by working parents?

Yes, we understand that incentives are an important tool and this is an option we can fund within reason. We also have partners who have close relationships with some parents. They will be utilized to solicit key parents from different types of categories. Incentives such as small gift cards can be provided. We also expect that non-traditional business hours will be necessary.

6. **Are the activities listed under the timeline/task list on page 7 only related to Goal 2? In reading this through it seemed like many of the activities envisioned for Goal 1 were missing from the list.** The list is not exhaustive in the task list. You are correct that some of the Goal 1 activities are not included in that list, which was our error. The deliverables are the touchstone. Whatever activities are needed to accomplish the deliverables should be included in your tasks and planning. If you feel anything is missing, please feel free to add it in order to accomplish the desired result. **NEW:** The timeline is being extended with the final report more likely due sometime between the first and second quarter of 2019. A more complete answer on the timeline will be available for the February 9 release of the FAQs.

7. **Are you looking primarily for qualifications or adaptive approaches to the methods outlined in the RFP, or both?**

Both. If there are adaptive approaches you feel would be better suited, we welcome your suggestions in your response.

8. **How much level setting and capacity building do you believe will need to happen to get to complex community change? How open are you to other approaches?**

We have worked with the Strive Together Theory of Change most comprehensively in the past two years. We are currently on their Sustaining level but in the early stages of that area. The C2C Partnership's use of continuous improvement is in the early stages, but some partners have more experience in this than others. As a result, the understanding of rapid cycle testing is in the nascent stage for most, but not all partners. We have some data MOUs and are about to embark on the development of more. We are currently discussing how to better integrate data and what technical solution(s) we may need. Early childhood encompasses many systems all with different needs. If you have other approaches to suggest, please include them in your proposal.

9. **What do you see as the balance between research and facilitation for this project?**

It will vary according to phase but overall, we anticipate more facilitation than research.

10. **For the identification of the Early Childhood Development (ECD) landscape across the continuum, who needs to be involved? Is the project structure identified?**

There are several initiatives in the ECD landscape already working. First 5 Fresno County funds a variety of programs and is currently funding some system change efforts. Another is the Preterm Birth Initiative. (See Attachment for links.) Fresno Unified School District is the lead agency for a collaborative effort funded through the Packard Foundation – Starting Smart and Strong, which focuses on informal and formal caregivers. Fresno Superintendent of Schools leads the Quality Rating and Improvement System (QRIS) for preschools and child care centers. Exceptional Parents Unlimited has a One-Call hotline and is the Help Me Grow lead for the county. The Children's Services Network provides parents with linkages and support for and to early childhood centers. Fresno Economic Opportunities Commission houses one of three Head Start and Early Start programs with 5 sites. These and other agencies have met for the past year to develop an Early Childhood Table to better share information and begin to seek alignment opportunities. We anticipate that a handful of key one on one interviews would reveal a great deal of information for background.

We anticipate that root causes will be identified primarily through research and then confirmed through the interviews or the first summit. For key drivers, while many may be found in research, we anticipate they will be identified with the broader early childhood participants (including parents) so that assumptions are vetted appropriately. The design of the summit would be developed based on your recommendations to the executive group, which will work in tandem with you for the final design. However, we are open to process suggestions based on your experience.

11. You mention identification of focus areas for the workgroups. Can you clarify? Would the consultant team be a part of the charters and workplans?

We want the “bucket” areas identified only. This RFP does not include consultant time involved with workgroup charters and workplans. For instance, if preschool seats are not filled and yet we know that only a small percentage of children in the preschool age group are attending preschool, the key driver process would first help identify these drivers on attendance. Then the group could prioritize what is within their control/influence to address later in workgroups or where they need more system-wide leadership level input to address.

12. What is your budget?

We have \$110,000 identified for the project. If you feel your approach will require a larger amount, please provide a realistic budget to conduct your approach. Please also identify what would be possible for the \$110,000.

13. Do you have agreed upon outcome metrics?

Please see the Outcomes and Indicators Matrix in the Attachments. The early childhood area has been a struggle to find appropriate indicators due to lack of sufficient data. We have a process for choosing outcomes and indicators and have several aspirational metrics not yet included. The aspirational indicators and data selection process for indicators were not included in the original attachments. They are added here at the conclusion of the document.

14. What sort of costs are you anticipating included in the final Blueprint?

We expect the draft report would provide high level estimates of what the costs might be, not a great deal of detail.

15. What are the expectations from adding two other partners on the project?

First 5 Fresno County and Fresno Economic Opportunities Commission expect that this work will lay the groundwork for the next steps with these organizations (see comments about the community agenda above).

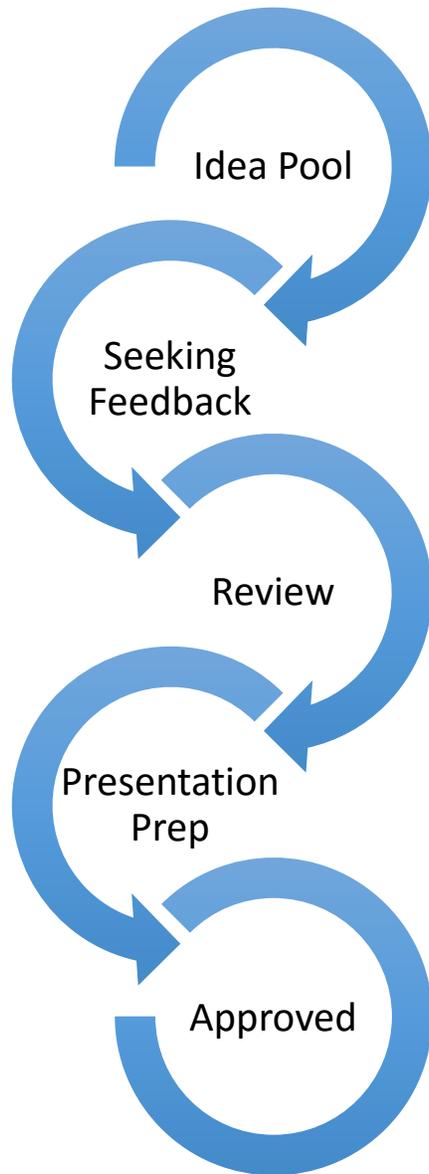
C2C Indicator Readiness Rubric

[Developmental Phase]	[Indicator 1]	[Indicator 3]
1. Data is valid and supported by research	<input type="checkbox"/>	<input type="checkbox"/>
2. Sample is sufficient in size and representative	<input type="checkbox"/>	<input type="checkbox"/>
3. Data is updated on regular basis	<input type="checkbox"/>	<input type="checkbox"/>
4. Data is from a reliable source	<input type="checkbox"/>	<input type="checkbox"/>
5. Data can be provided in common format	<input type="checkbox"/>	<input type="checkbox"/>
6. Data is easy to gather via a common process	<input type="checkbox"/>	<input type="checkbox"/>
<i>7. Data can be disaggregated by key sub-populations</i>	<input type="checkbox"/>	<input type="checkbox"/>

Bold is required

Italics is required of at least half of all indicators used

C2C Indicator Readiness Review



Idea Pool

Repository of indicator suggestions collected from partners and community. Yet to be prioritized.

Seeking Feedback

Repository of prioritized suggestions to be reviewed by Data and Continuous Improvement Committee during monthly meetings.

At this point in the process, the committee seeks input from members with greatest domain expertise about potential of indicator to meet readiness rubric. If best expertise is not present, arrangements are made to solicit feedback.

If committee determines that there is not enough merit to expend resources in the application of readiness rubric, reasons are documented for future reference and discussion.

Review

In the process of applying rubric to determine readiness.

Presentation Prep

Indicators that meet readiness rubric and are being prepared for presentation to Partnership Table.

Approved

Reviewed, discussed and approved by Partnership quorum.

C2C Indicator Readiness Review

Indicators That Fail Readiness Review

Items that are reviewed and do not meet one or more readiness criteria will be placed into one of two possible categories and retained for future reference:

- **Aspirational** – Indicators in the Aspirational category are those that have a good chance of being favorably reviewed in the future. For example, an indicator that is backed by strong research but partners do not currently collect data.
- **Rejected** – Indicators in the Rejected category are those that failed to meet readiness criteria and there is little expectation that a different outcome would result from a future review. For example, an indicator not backed by research and not attracting new research.

Sample documentation:

Review of XYZ as Core/Contributing Indicator of Kindergarten Readiness

Criteria	Results
1. Data is valid and supported by research	Research exists that validates indicator as effective measure of kindergarten readiness [Research reference list]
2. Sample is sufficient in size and representative	Data not currently collected by partners and significant investments required to initiate and sustain collection.
3. Data is updated on regular basis	
4. Data is from a reliable source	Discussed with: [List of relevant Partnership Table leaders and date(s) discussed]
5. Data can be provided in common format	
6. Data is easy to gather via a common process	Placed in Aspirational category for future consideration.
7. Data can be disaggregated by key sub-populations	

Outcomes and Indicators Matrix

Community Level Outcomes	Core Indicators	Contributing Indicators (Key Drivers)
Pre-3 Thriving	<ul style="list-style-type: none"> • Infant Mortality Rate per 1,000 live births • Pre-term Birth Rate per 100 births 	<i>In development with Early Learning Task Force</i> <ul style="list-style-type: none"> • Percentage infant/toddler seats to infant/toddler aged children • Percentage of children enrolled in quality infant/toddler program (Early Stars) • QRIS/Early Stars participation • Maternal Depression and Early Trauma (MIHA)
Kindergarten Readiness	<ul style="list-style-type: none"> • Percentage of students assessed as ready for school at Kindergarten (KSEP) 	<ul style="list-style-type: none"> • Percentage preschool seats to preschool aged children • Percentage of children enrolled in quality preschool program (Early Stars or accredited) • QRIS/Early Stars participation • Percentage of students absent 10 or more days
3rd Grade	<ul style="list-style-type: none"> • Percentage of students proficient in English Language Arts & Math on Smarter Balance Assessment 	<ul style="list-style-type: none"> • Percentage of students absent 10% or more days in a school year • Number of suspensions per 100 students
Middle Grade (5th and 8th)	<ul style="list-style-type: none"> • Percentage of students proficient in English Language Arts & Math on Smarter Balance Assessment 	<ul style="list-style-type: none"> • Percentage of students absent 10% or more days in a school year • Number of suspensions per 100 students
High School Graduation	<ul style="list-style-type: none"> • Percentage of students who graduate from high school 	<ul style="list-style-type: none"> • Percentage of students absent 10% or more days in a school year • Number of suspensions per 100 students
Post-Secondary Enrollment	<ul style="list-style-type: none"> • Percentage of students who enroll in a post-secondary institution 	<ul style="list-style-type: none"> • Percentage graduates completing A-G requirements • Percentage of seniors who complete FAFSA's application
Post-Secondary Completion	<ul style="list-style-type: none"> • Percentage of students who graduate • Time to Bachelor's degree 	<ul style="list-style-type: none"> • Percentage fall to fall persistence
Health	<ul style="list-style-type: none"> • Percentage of students who meet Fitnessgram standards (grades 5, 7 & 9) 	<ul style="list-style-type: none"> • Number of census tracts with low food access • Number of school Smarter Lunchrooms • Asthma hospitalization rate per 100,000 • Number of schools with public access for recreation

Outcomes and Indicators Matrix

Contextual Indicators	
<ul style="list-style-type: none"> • Poverty <ul style="list-style-type: none"> ○ By disadvantaged/severely disadvantaged status (percent of CA median income) ○ By Free and Reduced Lunch • Domestic Violence • CPS substantiated case rate • Median Income 	<ul style="list-style-type: none"> • Number/Percent English Language Learners • STD rates • Rate of premature death due to accidental and intentional preventable means • Employment rate • Mothers with less than High School education • Immunization Rates • Pollution Rates (Cal Enviro Screen)

Outcomes and Indicators Matrix

Aspirational Indicators List

Updated November 2016

Community Level Outcomes	Core Indicators - Aspirational	Contributing Indicators - Aspirational
Pre-3 Thriving	<ul style="list-style-type: none"> # children receiving IDEA early intervention services [Seeking Feedback] Children reaching key developmental milestones (DRDP) [Seeking Feedback] 	<ul style="list-style-type: none"> Chronic disease rate of mother [Ideas] Mother's education level of those experiencing Pre-term birth [Ideas] ECE higher education programs [Ideas]
Kindergarten Readiness Children 0-5 are thriving and are ready for kindergarten Children 0-5 have a quality ECE experience ECE sites (formal and informal are ready for children and parents	<ul style="list-style-type: none"> Children reaching key developmental milestones (DRDP) [Seeking Feedback] 	<ul style="list-style-type: none"> Percentage of Developmental screenings that result in a referral [Seeking Feedback] Community rates of children who are ready for school (EDI) [Seeking Feedback] ECE higher education programs [Ideas]
3rd Grade		<ul style="list-style-type: none"> School climate/culture [Ideas]
Middle Grade (5th and 8th)		<ul style="list-style-type: none"> School climate/culture [Ideas]
High School Graduation		<ul style="list-style-type: none"> School climate/culture [Ideas]
Post-Secondary Enrollment		
Post-Secondary Completion		
Health	<ul style="list-style-type: none"> Percentage of students who meet Fitnessgram standards (add Grades 1, 3 to 5, 7, and 9) [Ideas] 	<ul style="list-style-type: none"> Risk behaviors or Mental Health assessment [Ideas]
Contextual Indicators – Aspirational		
<ul style="list-style-type: none"> CPS Report Rate [Seeking Feedback] Safe and stable home rate [Seeking Feedback] Homeless/Foster youth rates [Seeking Feedback] Adverse Childhood Experience Study (ACES) [Seeking Feedback] 		<ul style="list-style-type: none"> Number children on Medi-Cal [Seeking Feedback] Medical Home (as measured by wellness visits/HEDIS) [Aspirational – need definition of medical home that allows data collection; discussed Partnership Table 4/16, Courtney Shapiro/CalViva 5/13/16, 4/8/16; 6/10/16 by Committee] Wait time for ambulances [Rejected, discussed 6/10/16 with Joe Prado and 5/13/16 with Ivonne Der Torosian; not a clean indicator]

A process to vet, prioritize, and categorize by status level in the process is currently being developed by the Data Committee.