



FIRST 5 CALIFORNIA

Principles on Equity





On October 18, 2001, the First 5 California State Commission adopted the Principles on Equity. These principles serve to ensure that California's children from diverse populations and those with special needs are integrated into the planning and implementation of programs supported by Proposition 10. A respected group of leaders in early childhood development, health and special needs served to outline the parameters and craft the Principles on Equity.

The Principles on Equity address four major areas

- **Inclusive Governance and Participation**
- **Access to Services**
- **Legislative and Regulatory Mandates**
- **Results-based Accountability**

Inclusive Governance and Participation

Families and other caregivers of children from diverse backgrounds and with diverse abilities will be meaningfully involved in the development and the implementation of programs. Proposition 10 programs shall:

- Use culturally and linguistically appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs.
- Assure that all diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved and have an equal voice in defining needs and providing solutions.
- Use community organizations, formal and informal networks, and other communication vehicles to reach out to and serve diverse groups.
- Promote and support the development of emerging parent and community leaders.
- Assure that families representing diverse groups participate equitably in the planning, delivery and evaluation of initiatives.

Access to Services

To assure that children from diverse backgrounds and diverse abilities have access to high-quality, culturally competent and developmentally appropriate opportunities, Proposition 10 programs shall:

- Set measurable goals and objectives for increasing access and achieving equity.
- Use culturally and linguistically relevant methods of communication and community outreach.
- Assure that programs provide access to information, resources and support regarding a child's development.
- Conduct assessments that include assets, challenges, gaps in communities, systems and disaggregated data (ethnicity, disabilities, language, age, socio-economic status, preschool enrollment). These assessment data will aid in program design and in setting benchmarks and goals.
- Provide information and support through culturally and linguistically responsive service providers who are also knowledgeable about children with disabilities and other special needs.
- Promote collaboration across disciplines, service delivery systems and communities.
- Develop print, audio-visual and electronic materials that are culturally and linguistically relevant for all communities served, are written at appropriate literacy levels, and are available for specialized populations.
- Schedule services according to family needs and situations.
- Support individualized programs that address the cultural and linguistic diversity, ability levels, behavioral, and learning styles representative of California's children and families.
- Ensure availability of adapted and specialized services and supports as needed to assure full participation for all children and their families.
- Demonstrate awareness of, and referrals to, services, resources and other supports available for children with disabilities and other special needs and their families.
- Promote policies to assure training and technical assistance to improve knowledge, skills and attitudes and build capacity to work better within culturally and linguistically diverse communities.

Legislative and Regulatory Mandates

Agencies must adhere to all legislative, regulatory and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities. Proposition 10 programs shall:

- Demonstrate leadership in assuring that staff receive training, are knowledgeable about legislative or regulatory mandates and have the skills and resources necessary to implement.
- Inform parents of their rights and responsibilities as well as those of their children.
- Offer services to all children and their families regardless of immigration status (California Children and Families Resolution – June 24, 1999).
- Be accountable for compliance with key laws and other related mandates e.g., Title VI of the Civil Rights Act of 1964, Americans with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), Dymally-Alatorre Bilingual Services Act (CA), Executive Order 13166, August 11, 2000.

Results-based Accountability

Programs shall have well-defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities. Proposition 10 programs shall:

- Commit to attaining stated program outcomes realizing that results are crucial to ongoing sustainability and advocacy.
- Allocate sufficient resources to support accountability and evaluation activities.
- Use program planners, evaluators and other experts culturally competent and knowledgeable about children's differing abilities to develop effective assessment methods and evaluation tools.
- Regularly assess the governance process and provide updates on the extent of the family involvement and engagement throughout all phases of program development.
- Use culturally and linguistically appropriate questions, instruments and other research methods to collect relevant data from the populations and communities served, including questions on disabilities and special needs.
- Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socio-economic status, etc.) that describes children and families served and the achievement of access, equity and desired results.
- Assess and disseminate best practices and promising practices for the benefit of all children and their service providers.

thank you

First 5 California wishes to acknowledge the efforts of the Advisory Committee on Diversity for their dedication, leadership and hours of voluntary service working on behalf of children and their families from diverse backgrounds and with diverse abilities.

First 5 California Commissioners

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Health and Human Services Agency

David Long *Ex Officio Member*
Office of the Secretary for Education

First 5 California
Kris Perry *Executive Director*



First 5 California
2389 Gateway Oaks Drive
Suite 260
Sacramento, CA 95833

Tel: 916 263-1050
www.cffc.ca.gov