



**Child Signature Program
Release of Request for Applications**

DATE: February 17, 2012

TO: First 5 County Executive Director, PoP Bridge FY 2011-12

FROM: Kris Perry, Executive Director
First 5 California

SUBJECT: Child Signature Program RFA #1

First 5 California is pleased to release the enclosed Request for Application (RFA) for the new Child Signature Program (CSP). This is the first in a series of three RFAs for funding to implement the CSP over the next three years.

In October 2011, the First 5 California Children and Families Commission approved funding of up to \$45 million per fiscal year for the CSP, and further authorized unspent funds to carry over in the subsequent fiscal years. This will result in the continuation, increased access, and quality enhancement of the Power of Preschool (PoP) program over three fiscal years. The period of program authority to implement the CSP is July 1, 2012, through June 30, 2015. Local expenditures prior to and after the period of program implementation will not be eligible for reimbursement.

Copies of all the information and documents necessary for submitting CSP RFA #1 is included in this mailing. The menu of documents also will be posted at:
<http://www.cffc.ca.gov/commission/funding.asp>.

Please save the date for a CSP RFA#1 Information Session/Conference Call that will be held on **February 29, 2012, from 10:00 a.m. to noon**. An e-mail reminder with call-in information will be sent shortly. We will attempt to answer as many questions as possible during the conference call. If you have additional questions after the conference call regarding RFA #1, please send them to csp@ccfc.ca.gov by March 16, 2012; we will post responses on the First 5 California Website through April 2, 2012.

We encourage all applicant counties to participate in this Information Session/Conference Call, and to review CSP RFA#1 prior to the call.



RFA1

Request for Application for the Child Signature Program

FY 2012-13 through FY 2014-15

February 2012





Child Signature Program RFA #1

Timeline of Key Dates

Feb. 17, 2012 Friday	CSP RFA #1 mailed to First 5 County Executive Directors from PoP Counties
Week of Feb. 20, 2012	CSP RFA #1 posted on the First 5 California (F5CA) Website at: http://www.cafc.ca.gov/commission/funding.asp
Feb. 29, 2012 Wednesday	CSP RFA #1 Information Session/Conference Call
March 16, 2012 Friday	Questions on CSP RFA #1 due to F5CA; responses will be posted regularly through April 2, 2012
Mid-March 2012	Site/Classroom Data Profile On-line Data Submission Form Available F5CA will notify counties by e-mail when the on-line submission form is posted.
April 16, 2012 Monday	Application submission deadline. F5CA must receive electronic and print copies of the application package (original application with signature, three additional hard copies, and one electronic copy). The one (1) electronic copy must be emailed to csp@ccfc.ca.gov . The four (4) hard copies must be received in the F5CA office by 5:00 p.m. on April 16, 2012. F5CA's business hours are 8:00 a.m. – 5:00 p.m., Monday-Friday, except holidays. See Application Submission Requirements in RFA #1
May 7, 2012 Monday	F5CA posts on its Web site matching awards and mails agreements to Lead Agencies.
July 1, 2012	Program Start Date

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Child Signature Program

RFA1 FY 2012-15

For Current PoP Counties

Application Release (February 2012):

Quality Enhancement of PoP

- Designed to enhance the quality of PoP in the existing eight PoP counties for three years. This RFA requires matching funds from counties.

RFA2 FY 2012-15

For All 58 Counties

Application Release (March 2012):

Readiness Assessment and Quality Improvement

- Supports assessments to determine strengths and challenges of identified county centers and classrooms.
- Designed to provide targeted training and quality improvement support in all 58 counties for local centers and classrooms not yet participating in PoP.
- This RFA does not require matching funds from counties.

RFA3 FY 2013-15

For Potential PoP Counties

Application Release (February 2013):

Quality Enhancement of PoP

- Designed to enhance the quality of PoP in qualifying non-PoP counties for two years. This RFA requires matching funds from counties.

TRAINING, TECHNICAL ASSISTANCE, AND IMPROVEMENT SUPPORT

Access to Early Education Effectiveness Exchange (E4):

Designed as a "Learning Academy" to provide specific training and assistance to facilitate quality improvements in identified early learning centers across all counties.

RFA1 Key Features of the Quality Enhancement of PoP and Essential Staff Required for Each Program Element

Program Elements	Element Features	Essential Staff
Instructional Strategies and Teacher-Child Interactions	<ul style="list-style-type: none"> ■ Focus on language and literacy ■ Focus on early math skills ■ Enhance use of research based practices and data systems ■ Support continuous improvement with reflective practice, professional development, participation in E4 	<ul style="list-style-type: none"> ■ Early Education Expert (EEE) ■ Local Evaluator (LE)
Social Emotional Development	<ul style="list-style-type: none"> ■ Focus on social emotional development ■ Family support resources, including mental health resources (as available) ■ Benefit from interdisciplinary approaches ■ Support continuous improvement with reflective practice, participation in E4 	<ul style="list-style-type: none"> ■ Early Education Expert (EEE) ■ Local Evaluator (LE) ■ Mental Health Specialist (MHS) or other mental health resources
Parent Involvement and Support	<ul style="list-style-type: none"> ■ Family support to optimize parents' ability to enhance learning ■ Benefit from interdisciplinary approaches ■ Enhance use of research based practices and data systems ■ Support continuous improvement 	<ul style="list-style-type: none"> ■ Family Support Specialist (FSS) ■ Local Evaluator (LE)

I. INTRODUCTION

History of First 5 California

In 1998, California voters passed Proposition 10, the California Children and Families Act, which established the California Children and Families Commission (also known as First 5 California) to promote, support, and improve the early development of children from the prenatal stage through five years of age. Since its inception, First 5 California has launched innovative programs and services designed to help young children grow up healthy and be successful in school and in life. The promise of First 5 California is to continue to invest in services and programs that directly benefit children and families, that build upon past accomplishments and the latest research, and that advocate for a sustainable early childhood system for future generations.

Strategic Plan – Signature Program Development

In 2007, First 5 California adopted its current Strategic Plan, which called for convening a workgroup designed to assess the ongoing viability of its programs and to provide recommendations for Measurable Program Goals (MPGs). In July 2009, the workgroup developed a comprehensive preliminary set of MPGs for consideration. Through a statewide public input process, First 5 California staff shared these preliminary MPGs with the field to solicit feedback. At its October 2009 meeting, the First 5 California Commission approved the resulting MPGs and early learning program concepts. Staff used these as the foundation for developing Signature Programs designed for three specific program recipients: Child, Teacher, and Parent. Each Signature Program builds upon past and present First 5 California programs with proven track records of effectiveness, such as Power of Preschool (PoP), Comprehensive Approaches to Raising Educational Standards (CARES), CARES Plus, School Readiness, Special Needs Project, and Migrant Education Even Start (MEES). First 5 California views the quality enhancement and expansion of PoP as described in this RFA as the Child Signature Program.

Background

Each year, more than half a million babies are born in California. With approximately 2.8 million children under the age of five, California has more children ages 0 to 5 than any other state.¹ California also has the highest number of children in the U.S. living in poverty, contributing to a high number of families with limited access to the resources necessary to help children grow up healthy and ready to succeed. The needs of these families are especially acute as funding for early learning programs has been cut dramatically, which limits access and weakens the quality, infrastructure, and services that families rely upon to raise healthy, well-prepared children.

A growing body of research confirms the importance of quality early learning experiences to effectively prepare young children not only for school, but for life. A

¹ Census Bureau. California Quick Facts. Retrieved from <http://quickfacts.census.gov/qfd/states/06000.html>

recent RAND study² indicates that quality early care and education programs are still lacking throughout California despite First 5 California's unrelenting efforts to increase and improve early learning programs. In addition, the children who need quality programs most often do not have access to them. California's current economic situation increases the likelihood that access to such programs may suffer, especially for at-risk children.

A child who is considered to be "at-risk" and who does not receive quality early care and education faces a life filled with disadvantages. At-risk children are 50 percent more likely to be placed in special-education classes, 25 percent more likely to drop out of school, 70 percent more likely to be arrested for a violent crime, and 40 percent more likely to become a teen parent.³

Conversely, at-risk children who receive high-quality early care and education benefit greatly, often exceeding national averages on measures of school readiness. In fact, when controlling for risk factors such as maternal education, race, and parents' ages, these gains persist. Kindergarteners who spend their early years in high-quality early care and education programs arrive at elementary school ready to learn and on par with their middle-income peers. These children experience the benefits that result from early instruction, which include a focus on language development, literacy, vocabulary growth, and early math skills.⁴ Additionally, children in a high-caliber early learning environment acquire the skills that allow them to develop positive relationships with adults and peers, while they learn to withstand disappointments and other pressures.

First 5 California's continued commitment to improve quality early learning experiences and environments, along with children's optimal physical, emotional and general health, positions it as an effective child development champion through its support and implementation of quality programs for children ages 0 to 5. First 5 California will continue to build on and enhance research-based programs while integrating the best of past First 5 California programs. Through investments in programs such as the Power of Preschool (PoP) and the Comprehensive Approaches to Raising Educational Standards (CARES Plus), First 5 California has helped meet the dire need in our state for making quality early learning programs accessible to children and families of greatest need.

Power of Preschool – Building on Success

From 2005 through 2009, First 5 California created and implemented the Power of Preschool (PoP) program for three- and four-year-olds in low-performing school districts. From its inception as a demonstration project in nine counties, the PoP provided quality enhancement funding to raise the standards for public and private preschool programs. To promote quality preschool experiences, local programs

² Karoly, L.A., GhoshDastidar, B., Zellman, G.L., Perlman, M., & Fernyhough, L (2008). *Prepared to learn: The nature and quality of early care and education for preschool-age children in California*. Santa Monica, CA: RAND Corporation.

³ Ounce of Prevention, <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

⁴ Ounce of Prevention, <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

were required to meet criteria in four main categories: 1) program, 2) teaching staff, 3) policy and fiscal characteristics, and 4) family partnerships. Participating counties were expected to align their programs with the California Department of Education *Infant/Toddler and Preschool Learning Foundations* and implement the *California Preschool Curriculum Framework*. The nine original PoP counties (Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura, and Yolo) participated in the program to improve child and teacher outcomes – including strong school readiness levels for children, high-quality learning environments, and well-trained teachers.

As a result of the success of PoP, the State Commission approved continued funding for FYs 2010-11 and 2011-12 to extend the program and expand services to infants and toddlers wherever possible. Of the current eight PoP counties (San Mateo no longer participates) four of them (Merced, San Francisco, Ventura, and Yolo) have expanded services to infant/toddlers. The current program funding authorization ends on June 30, 2012.

Because the PoP was designed as a demonstration program, the significant lessons learned were instrumental in the creation of the Child Signature Program (CSP) and policy development. These lessons included:

- The need to effectively address language barriers
- The importance of serving children with special needs
- The value of including:
 - Documentation
 - Screening
 - Data collection, and
 - Reporting requirements

The design of the CSP reflects the information resulting from several recent evaluations, along with research-based evidence on effective practices to enhance school readiness in early education settings. The 2009 *PoP Program Evaluation Report*⁵ listed 11 recommended criteria and six areas of improvement for use in the design and evaluation of a high quality preschool program. First 5 California has included all of the recommended criteria and areas of improvement in the design of the CSP.

A more recent evaluation of the PoP program (2011) conducted by UCLA found PoP preschool and infant/toddler classrooms to be of high quality and that PoP teachers are well qualified. The evaluation further revealed that despite discrepancies in the methods counties used to calculate their reported Desired Results Developmental Profile (DRDP) scores, the number of children who were at the DRDP developmental level of “Integrating” between the fall and spring assessments showed a 455 to 1,124 percent increase in all four measured areas. Counties successfully engaged parents, provided kindergarten transitions, and supported

⁵ **Power of Preschool** Program Evaluation Report September 2009.

educational opportunities to assess and improve teacher quality. Reported challenges included the coordination of services and agreement on how to provide them, improving services for dual language learners and children with special needs, and engaging school districts and principals struggling to maintain basic school programs.

Recent results from the national Educare model (see Attachment F) also influenced the design of the Child Signature Program. Educare is a promising early childhood education program intervention for infants, toddlers, and preschoolers from low-income families. Educare provides high-quality early care and education within a model that incorporates key indicators of quality derived from best practices and research. These indicators include a well-educated and supported staff; a focus on children's social-emotional development along with language, literacy, and early math skills; reliance on evidence-based practices; and extensive family involvement opportunities and support. Children who enroll in Educare as infants or toddlers enter kindergarten with school readiness and vocabulary scores near the national average—much higher than children from low-income families in other large-scale programs for preschoolers. Early and continued attendance at Educare schools serves to prevent the achievement gap between vulnerable children and advantaged children. Initiatives are underway in California to build Educare schools in Santa Clara and Los Angeles counties. Educare leaders have provided information and training to five PoP county teams over the past two years. Additionally, they have advised First 5 California on the implementation of selected Educare core components as part of the Child Signature Program.

State Commission Authority

California Health and Safety Code (HSC) Section 130105(d)(1)(B) authorizes the expenditure of funds from the California Children and Families Trust Fund to ensure that children are ready to enter school. It also authorizes the development of programs focusing on education, including, but not limited to, the development of educational materials, professional and parent education and training, and technical support for county commissions. HSC Section 130125(i) provides First 5 California the authority to allocate funds to county commissions to carry out the purposes of the California Children and Families Act.

In October 2011, the First 5 California Children and Families Commission approved funding of up to \$45 million per fiscal year for the Child Signature Program, and further authorized unspent funds may be carried over into subsequent fiscal years. This will result in the continuation, increased access, and quality enhancement of the Power of Preschool Program over three fiscal years beginning July 1, 2012.

Period of Program Authority

The period of program authority to operate the Child Signature Program is July 1, 2012, through June 30, 2015. Local expenditures prior to and after the period of program authority will not be eligible for reimbursement.

II. PURPOSE AND GOALS OF THE CHILD SIGNATURE PROGRAM (CSP)

The primary purposes of the Child Signature Program are:

1. To enhance the quality of the current Power of Preschool (PoP) program by implementing three research-based Program Elements:
 - **Instructional Strategies and Teacher-Child Interactions**
 - **Social-Emotional Development**
 - **Parent Involvement and Support**
2. To provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 in identified ECE centers where the educational divide is greatest (i.e., in the catchment areas of elementary schools with API scores in deciles 1-3).

First 5 California has designed the CSP with several key goals targeting children, teachers, and families, including the following:

- Children at greatest risk for school failure will enter school with the skills to be successful.
- Children living in elementary school catchment areas with API scores in deciles 1-3 will have access to quality early learning programs.
- Teacher effectiveness in working with culturally and linguistically diverse children ages 0 to 5 will be optimized.
- Teacher effectiveness in working with special needs children ages 0 to 5 will be optimized.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will have the knowledge and skills to successfully advocate for their child's education.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will be knowledgeable and involved in their child's age-appropriate cognitive and behavioral development.

The design of the CSP integrates proven elements of other First 5 California funded programs, selected core components of Educare, and continues to align with the California Department of Education *Infant/Toddler and Preschool Foundations* and *California Preschool Curriculum Framework*.

III. CSP FUNDING APPLICATIONS

In order to successfully achieve the goals of the Child Signature Program, the various strands of the CSP will be initiated through a series of Requests for Application (RFA):

RFA	Projected Release	Title and Description
#1	February 2012	<p>Quality Enhancement of PoP (this document) Designed to enhance the quality of PoP in the existing eight PoP counties for three years. This RFA requires matching funds from counties. The requirements for RFA #1 are described in this document.</p>
#2	March 2012	<p>Readiness Assessment and Quality Improvement Designed to provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 of greatest need. RFA #2 will <u>not</u> require matching funds from counties.</p> <p>RFA #2 focuses on providing quality improvement support to local centers not yet participating in PoP. The RFA will solicit applications from counties willing to participate in center-level readiness assessments and data collection to determine levels of strength and identify areas for improvement. It will fund:</p> <ul style="list-style-type: none"> • A county-level Early Learning Systems Specialist (ELSS) to assist centers with the completion of early learning readiness assessments • Targeted training and support to enhance the quality of services • Initial implementation of improvement activities informed by the Readiness Assessment <p>As with RFA #1, approved participants will have access to a “learning academy” called the Early Education Effectiveness Exchange (E4). The E4 is designed to provide specific training and assistance to facilitate quality improvements in early learning centers across counties.</p> <p>The Readiness Assessment will provide additional information to participating counties about the status of identified centers and classrooms that may have the potential of participating in the Quality Enhancement of PoP in FY 2013-14 (RFA #3) and beyond.</p>

RFA	Projected Release	Title and Description
#3	February 2013	<p>Quality Enhancement of PoP for non-PoP Counties: Designed to allow counties not currently participating in PoP to apply for two years of Quality Enhancement funding for classrooms meeting PoP Bridge FY 2011-12 requirements at the highest level (see Attachment A3). The content of RFA #3 (2013) will be similar to that of RFA #1.</p>

As part of the Child Signature Program (CSP), current PoP counties receiving funding through RFA #1 will receive up to a 25% increase to their current PoP allocation that will require a 1:1 cash match. This augmented funding will be used to implement the three CSP Program Elements and to hire Essential Staff to increase quality (detailed in the RFA). These staff positions include the Local Evaluator (LE), Early Education Expert (EEE), Family Support Specialist(s) (FSS), Mental Health Specialist (MHS) or other mental health resources, and Program Coordinator (PC).

Funding from RFA #1 is intended to enhance quality in all existing PoP Bridge FY 2011-12 sites and classrooms through the implementation of the Quality Enhancements. We recognize, however, that it may not be possible for some counties to implement these Quality Enhancements in all three Program Elements in every current PoP Bridge FY 2011-12 site and classroom and that not every site/classroom may need the additional supports. Counties will likely need to selectively target programs for the additional quality enhancements.

Classrooms implementing Quality Enhancements in all three Program Elements will be referred to as **CSP Quality Enhancement (QE)** sites and centers.

Sites and centers not implementing the new CSP Quality Enhancements will be referred to as **CSP Maintenance of Effort (MOE)** sites and centers. They will be required to maintain existing PoP Bridge 2011-12 standards and criteria at the highest level. (See Attachment A3.)

In the application, counties will identify the classrooms participating in the CSP as either a QE or MOE classroom.

IV. ELIGIBLE APPLICANTS

Only the eight counties currently under contract with First 5 California for PoP FY 2011-12 funding are eligible to apply for RFA #1. If funds allow, existing PoP counties will be able to expand their populations served by possibly bringing in additional classrooms that meet the new criteria of targeted populations (listed below), provided that current PoP classrooms meet all the PoP Bridge 2012 requirements. If a county chooses to include Family Child Care (FCC) in the

application, the county must articulate specifically how it will support and monitor the FCC to meet all the mandatory criteria for participation in the CSP.

V. TARGET POPULATIONS

Funding for CSP is targeted for classrooms serving children ages 0 to 5 who are at greatest risk of falling behind in their overall development, as well as children from additional categories that include:

- Infant/toddlers ages 0 to 3 who meet income eligibility based on the Schedule of Income Ceilings used by the California Department of Education, as referenced in Attachment A2
- Live in the catchment areas of schools with API rankings at or below the 3rd decile
- Reside in a home where a language other than English is used as the primary means of communication (Dual Language Learners [DLL])
- Have been identified as having Special Needs (SN)
- Live in a household where a parent is employed as a seasonal migrant worker

Additional Eligibility for Target Population

For preschool children, income eligibility does not apply. Eligibility is determined based on whether or not the child resides in a low performing school attendance area and meets the specific target populations as described above.

For infants and toddlers participating in the CSP, however, their families must be income eligible based on the California Department of Education (CDE) income ceiling criteria. Attachment A2 shows the income ceilings for child care and development programs funded through CDE. This information establishes the parameters necessary for defining “economically disadvantaged” to determine eligibility for infant and toddler programs.

CSP counties must collect appropriate documentation of family income and size to make the determination of family income eligibility, consistent with the methodology set forth in the Funding Terms and Conditions for applicable CDE child care and development programs. Counties must retain this documentation for audit purposes. The Funding Terms and Conditions for CDE child care and development programs are available at:

<http://www.cde.ca.gov/fg/aa/cd/ftc2011.asp>

VI. DESCRIPTION OF THE CHILD SIGNATURE PROGRAM

This section of the RFA provides a description of all aspects of the Child Signature Program, from its quality enhancements and core elements to staffing requirements and participation criteria.

A. Quality Enhancements

A body of educational research confirms that outcomes from early learning can be stronger if **quality** in the classroom is improved, particularly around classroom management, instruction, and emotional support. A focus on evidence-based strategies to enhance the Power of Preschool program aligns it with the goals of First 5 California's Teacher Signature Program, CARES Plus. This alignment capitalizes on First 5 California's current investment in improving child outcomes by strengthening the quality of teacher-child interactions and classroom instruction. The program design also draws on First 5 California's current partnership with the Educare quality early learning model which serves children from infancy to kindergarten entry.

The CSP quality enhancements, which are described in greater detail in Part C of this section (Program Elements), will:

- Incorporate core program features informed by evidence to enhance **quality**
- Emphasize **program improvement**, informed by data and feedback
- Use **evaluation** to inform future investments
- Exceed the PoP Bridge 2012 First 5 "Quality Level"

B. Overarching Design Principles of the CSP

In addition to the three Program Elements described in Part C of this Section, there are four overarching principles implemented by specific Essential Staff that must be incorporated into the implementation and operation of the CSP, as outlined below:

1. *The Use of Research-Based Practices*

Participating counties must agree to use research-based practices in CSP, including:

- The collection and use of data for reflective practices that support improvement in child and teacher outcomes
- Agreement to participate in the statewide evaluation of the program (discussed in more detail in Part F of this Section)
- The selection and deployment of a Local Evaluator, whose role will be expanded from the original PoP Bridge role to include the

collection and analysis of data for providing feedback and coaching to teachers as described in Part C of this Section.

2. *Data Collection Systems to Support Improvement and Reporting*

The ability to monitor and improve outcomes for children and teachers in an ongoing manner, along with the ability to determine the effectiveness and impact of the CSP, requires data collection and reporting that is more rigorous than was previously required under the current PoP Bridge contract. Specifically, the requirements for CSP counties will expand to include the collection and reporting of the identified child- and classroom-level data at intervals designed to support activities to enhance teacher effectiveness. Moreover, in order to understand variation in outcomes and effectiveness of different models, curricula, and implementation approaches, First 5 California will provide more rigorous guidelines for the collection of data and require the use of measurement tools that are uniform across CSP counties. Data security procedures will be established to ensure confidentiality. Individually identifiable data will not be accessible to the public, nor will any individually identifiable data be transmitted to First 5 California or the statewide evaluator or included in any reports.

3. *The Use of Culturally and Linguistically Appropriate Strategies, as described in First 5 California's Principles on Equity*

First 5 California Children and Families Commission adopted the *Principles on Equity* on October 18, 2001 (revised April 2008), with a commitment to meet the diverse needs of the state's children and families. All counties participating in the CSP must comply with the *Principles on Equity*. By implementing the *Principles on Equity*, CSP classrooms will ensure that curricula and instructional strategies, communication, community-based services, and all aspects of the CSP incorporate practices that are culturally and linguistically appropriate for the population served. (See Attachment C for additional information.)

The *Principles on Equity* address four major areas, each of which must be incorporated in the CSP:

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

4. Alignment of CSP Program Elements with California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*

As its foundation, the CSP incorporates three primary Program Elements (described in Part C of this Section). The CSP Program Elements are research-based and have been used in Educare, Head Start, and other recognized early learning programs to enhance quality. The Program Elements also are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. Local program alignment with these key curriculum documents will guide counties' selection of curricula, strategies, and instructional materials, and will align with and support the implementation of the CSP Program Elements.

Essential Staff of the CSP

Implementing the three CSP Program Elements will require new staff positions (or an increase in responsibilities of existing positions), working individually and in teams including staff who will focus specifically on: teacher and classroom quality improvement, parental engagement, and children's social-emotional development. The most effective staff for understanding and addressing the needs of children who are culturally diverse and/or have special needs includes those professionals who have worked in multi-disciplinary environments in the planning and delivery of services to children and families.

As described below and in greater detail in Part C of this Section, the Essential Staff required to implement the program elements of the CSP include:

- the **Local Evaluator (LE)**
- the **Early Education Expert (EEE)**
- the **Family Support Specialist (FSS)**
- the **Mental Health Specialist (MHS)/Resource(s)**
- the **Program Coordinator (PC)**

Local Evaluator: This position that was already required in the existing PoP Bridge program, will take on an expanded scope of work in the CSP, including the sharing of data with two new categories of essential positions under the CSP: the Early Education Expert and Family Support Specialist.

Early Education Expert and Family Support Specialist: These positions will use LE-collected data, sharing it with program staff and using the data to inform instruction and shape activities to improve quality.

Mental Health Specialist: This position will address the CSP requirements of the Social-Emotional Development Program Element. The MHS, *per se*, is not a “new” required position in that counties may already have resources for individuals who cover the MHS roles and responsibilities. Nevertheless, whoever assumes this responsibility for this Program Element will also be required to collect/share data with program staff, collaborate and coordinate services, work with the classroom teacher on strategies for addressing the social-emotional needs of children and work with the Local Evaluator.

Program Coordinator: At the local level, the Program Coordinator [previously First 5 County PoP Coordinators] will provide oversight to the essential CSP staff and be responsible for compliance with the overall program requirements. The PC would usually work with or supervise the EEE and the FSS. However, it is possible that the EEE and FSS may work within another agency contracted by the local First 5 commission to deliver the services; in those instances, the staff may receive supervision from someone else in that agency. If that is the case, then the PC needs to assure that the other agency is in agreement with and supportive of the role that the person will play in the CSP program implementation to ensure that they fulfill the responsibilities of the position. The PC is also responsible for ensuring that all participating classrooms meet the minimum PoP Maintenance of Effort (MOE) Quality Program requirements. (See Attachment A3.)

Success of the CSP will depend on the expertise, skills, and effectiveness of the individuals who fulfill the duties of these positions. Recommended job descriptions identifying the minimum required education, knowledge, and skills for the EEE, FSS, and LE are provided as Attachments to this RFA. However, hiring qualified individuals is just the first step to implementing these key roles. Continuous support, professional development, and encouragement throughout the three years are essential for optimal outcomes and success of the program. Assistance and support should be available locally, in addition to that provided statewide through the E4. (See Section III.)

In those counties that receive funding as a result of RFA #2, the PC will be responsible for collaborating with the county Early Learning System Specialist (ELSS). (See Section III.)

C. CSP Program Elements – Foundation of the Child Signature Program

As its foundation, the CSP includes three primary, research-based Program Elements:

- 1. Instructional Strategies and Teacher-Child Interactions**
- 2. Social-Emotional Development**
- 3. Parent Involvement and Support**

The decision to include a focus on these Program Elements in the CSP was influenced by the County Commission Input Survey (September, 2011); evaluations of Educare, Head Start, and other recognized early learning programs; as well as evaluations of classroom quality enhancement programs. Implementing these Program Elements will require: increased oversight by the Program Coordinator of the new activities; an increased level of involvement of the Local Evaluator with program staff to make data use a more integral part of program improvement; and the creation of new positions or expansion in responsibilities of existing positions described above.

Below are descriptions of the main goals and activities included in each of the Program Elements, along with the roles and responsibilities of the new staff required to address these goals. (First 5 California will provide support to these individuals through an E4 program as described in Section III.)

1. *Instructional Strategies and Teacher-Child Interactions*

The purpose of this Program Element is to improve the development of language, literacy, and early math skills in children ages 0 to 5 in early care and education programs. This will be achieved through quality improvement activities proven to increase teachers' instructional skills and increase children's outcomes in language, literacy, and early math skills development. Required areas of emphasis include (a) a stronger curricular focus on language/literacy and early math skills; (b) a targeted focus on Dual Language Learners; (c) a targeted focus on children with special needs; and (d) the use of an Early Education Expert (EEE) who, using classroom data collected by the Local Evaluator (LE), provides support and professional development to classroom teaching staff.

Instructional strategies that can be funded in order to address this stronger curricular focus on language/literacy and early math skills include evidence-based developmentally, culturally, and linguistically appropriate curricula; training on those curricula and materials and training for assessments of children, as appropriate. "Developmentally appropriate curricula" are defined as those that are aligned with the California Department of Education *Infant/Toddler Learning and*

Development Foundations, California Preschool Learning Foundations, and California Preschool Curriculum Framework.

Effective strategies and instructional support for teaching Dual Language Learners (DLL) include the purchase of professional development materials, training or mentoring for teaching staff from DLL experts. Funding these activities will support teachers in the education of DLL children ages 0 to 5.

Selection and use of curricula must be articulated in the county application and must be approved by staff at First 5 California. Acceptable curricula include those listed in Attachment J or those that counties can demonstrate are evidence-based and grounded in rigorous scientific research.

In addition, instructional strategies must include, whenever possible, the age and developmentally appropriate integration of nutrition education, movement, and physical activities. In the classroom, staff must model healthy food choices and provide age-appropriate nutritional information that supports a healthy lifestyle. Portion sizes should be age-appropriate, and safe drinking water should be available and accessible at all times. Similarly, health concepts such as hygiene, dental and vision care, food safety, injury prevention, and general health and well-being should be incorporated into the daily curriculum.

Influenced by the Educare model and by several studies of “coaching” or “consultation” for quality enhancement, the CSP will enable participating counties to employ EEEs to support and assist teachers of infants, toddlers, and preschoolers to improve their classroom practices, using objectively gathered classroom quality observation data. EEEs must meet minimum qualifications as outlined in Attachment G, carry a caseload of no more than 10 classrooms simultaneously, and must interact regularly with the LE. For optimum effectiveness in working with DLL children, the EEE must possess the cultural competency, background, and knowledge of effective strategies designed for DLL children ages 0 through 5. In situations where this is not possible, use of consultants/experts to support teacher quality with DLL must be employed. The EEE will be responsible for reviewing and understanding the assessment data, observing classrooms, encouraging reflective practices and providing direct feedback and coaching to individual teachers on strategies promoting oral language, vocabulary, early literacy and math. The EEE also will collaborate and coordinate with the FSS and MHS.

Many PoP counties currently employ LEs who provide a range of services. For the CSP, the role of the LE may need to be broadened and/or level of effort increased to ensure the required collaboration

between those who collect the required data and the EEE. The LE must work with the EEE to provide ongoing data collection and analysis designed to identify gaps and show where improvements are needed. In addition to providing reports to the local program, the LE will participate in the statewide evaluation by providing data that can be summarized across participating counties. (See Attachment I for description.)

2. *Social-Emotional Development*

High-quality and state curriculum-aligned instructional strategies are critical to the CSP model. However, young children will have difficulty benefiting from even the best curriculum if they are not emotionally ready to learn and engage. The goal of this Program Element is to improve the social-emotional development and behavioral skills of children ages 0 to 5 in early care and education programs through the implementation of classroom programs or practices proven to improve teachers' classroom management skills and interactions with children, and that have shown to support children's social-emotional and behavioral outcomes.

Specific areas of emphasis in this Program Element include (a) interventions that are theory- and research-based, (b) activities that are age-appropriate and culturally and linguistically appropriate, (c) inclusion of parents in the development of their child's social-emotional well-being, and (d) collaboration with local mental health service providers.

As in Program Element 1, this Program Element may also be implemented by the employment of EEEs who have the skills and ability to support the professional development of teaching staff in the area of social-emotional development and cognitive and language development. Well-qualified individuals may be able to effectively support teachers in all areas of child development. Alternatively, some communities may already have access to mental health agencies that include specialists in diagnosing and treating, or helping teachers address, issues or delays in the social-emotional development of children ages 0 through 5. Although titles vary, these individuals are sometimes referred to as **Mental Health Specialist (MHS)**.

Contracting with such agencies for MHS support and/or professional development may be a cost-effective and pragmatic approach that can help link early childhood programs more closely with appropriate community resources. Regardless of the personnel who deliver services for this Program Element, the intention is that:

- 1) screenings and assessments be completed,
- 2) parents be integral in the process,
- 3) referrals and follow up for needed services are made,

as appropriate; and 4) work and services are coordinated with CSP Essential Staff.

Other means to address this Program Element will be through purchase of and/or training of teachers on specific early childhood curricula designed to help prevent challenging behaviors and help teachers deal effectively with those behaviors. As above, the curricula must be developmentally appropriate and align with the California Department of Education (CDE) *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *Preschool Curriculum Framework* requirements. Screening each child must be completed annually, and assessments should take place as warranted.

3. **Parent Involvement and Support**

The goal of this Program Element is to increase parent knowledge, interest, involvement, and ability to advocate for their child's early learning and later success in school. The primary approach for implementing the tenets of this Program Element will be through the addition of the **Family Support Specialist (FSS)**. Each FSS will have a caseload of 30 or fewer families. The FSS will also be expected to work with the Mental Health Specialists (MHS), if available, and/or other resources to collaborate regarding services/referrals, as needed. (See Attachment H for job description.)

Influenced by the Educare model and other parent involvement approaches, the primary responsibilities of the FSS (who is preferably on-site) fall into the following major areas:

- Provide parents with information about their child's growth and development, and encourage parent involvement in these areas.
- Provide parents with information and resources that promote optimal health and well-being, including nutrition and physical activity.
- Promote and enhance the parent/child relationship.
- Encourage parents' involvement and advocacy in the education of their child and their child's early care environment.
- Work with parents to develop a Family Partnership Agreement identifying the strengths and concerns of the family and prioritizing the family's goals for the parent and child.
- Provide parents information regarding child health and injury prevention, healthy food choices (i.e., decrease consumption of high fructose, fat, and fast food, etc.), and benefits of increased physical activity.

- Educate parents on the dangers of secondhand smoke to children and provide tobacco cessation resources.
 - The FSS will be required to complete the on-line training titled, “Kids and Smoke Don’t Mix...”
 - The FSS will be required annually to review with parents the on-line tobacco training developed for parents.

The FSS will collaborate and coordinate with the teaching staff and parents to foster strong positive relationships among children, families, and staff. The FSS will be knowledgeable of local community organizations and their respective services and resources, and will facilitate referrals such as health, dental, mental health, social services, and legal, and follow-up on needed services.

D. CSP FYs 2012-13 through 2014-15 Qualifying Criteria

To receive funding for FYs 2012-13 through 2014-15 of the CSP, the current PoP Bridge counties must meet the following administrative, program, and staff criteria:

1. Administrative:

- 1.1 Provide no less than a 1:1 **cash** match. (See Attachment K for definition.)
- 1.2. Provide continuity and “maintenance of effort” by serving at least 90% of eligible children ages 0 to 5 in the same targeted catchment areas that were enrolled in the PoP Bridge program in FY 2011-12. All existing PoP classrooms within the catchment areas of elementary schools within API deciles 1-5 may be “grandfathered” in to CSP to facilitate compliance with the maintenance of effort criteria.
- 1.3. Assure that any new participating ECE classrooms are in the catchment areas of elementary schools with APIs in deciles 1-3.

2. Staffing:

- 2.1 Hire, redirect, or contract for the Essential Staff positions described in Section VI, Part C above. It is acknowledged that some counties may not have funds sufficient to implement these Quality Enhancement requirements in every current PoP Bridge FY 2011-12 site and classroom.
- 2.2 For those sites where quality enhancements are not possible (i.e., the Maintenance of Effort sites and centers), the county will

be required to maintain existing PoP Bridge 2011-12 standards and criteria. At a minimum, all classrooms that participate in CSP are required to maintain and/or increase the current PoP Bridge FY 2011-12 “Mandatory Quality Program Requirements” and, “Teacher/Provider Qualification Quality Levels ...” at the First 5 Quality Level.

- 2.3 Additionally, all staff participating in a CSP funded classroom must complete the on-line training titled, “Kids and Smoke Don’t Mix ...”

3. Program:

- 3.1 Serve infants and toddlers in high quality environments: Counties must include at least one classroom with no fewer than eight infants/toddlers. The teacher/child maximum ratio is 1:4 infants; 1:4 toddlers (can be 1:6 with toddler license).
- 3.2 Incorporate the three CSP Program Elements (Instructional Strategies and Teacher-child Interactions, Social-Emotional Development, and Parent Involvement and Support), as described in Part C of this Section in as many centers/classrooms as feasible.
- 3.3 Align programs with the major domains articulated for use with infant/toddlers and preschool, as described in the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
- 3.4 Provide nurturing and caring relationships with children.
- 3.5 Develop strong family partnerships.
- 3.6 Provide culturally sensitive care.
- 3.7 Provide environments and materials that enrich learning and development.
- 3.8 Encourage well child visits through age five.
- 3.9 Provide screenings and assessments as described in Attachment B.

4. Target Populations:

4.1 As outlined in Section V, serve children ages 0 to 5 with diverse languages and cultures and abilities:

- Hire knowledgeable staff who are proportionately reflective of the cultural and linguistic diversity of the children in the classroom
- Create a plan that demonstrates continuous outreach and retention of a diverse workforce that reflects the diversity of California's children
- Justify in cases where staff are not available as to why the ratio has not been met in order to receive approval from First 5 California (teacher/child ratio must proportionately represent the diversity of the children served)

4.2 Serve Children with Special Needs in order to:

- Ensure access to all CSP Program Elements and services
- Encourage well child visits through age five
- Ensure access to comprehensive assessments
- Provide other relevant resources and/or services

Coordinate and collaborate with other service providers such as regional centers, etc. (Just as with Head Start, at least 10% of all children served must be special needs children.)

5. Classroom Curriculum

5.1 Use approved "developmentally, culturally, and linguistically appropriate curricula" defined as those aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. (See Attachment J.)

5.2 Incorporate physical activity in all aspects of the regular curricula (at least 30 minutes per day per ECERS guidelines for half-day programs less than 4 hours per day), and at least 60 minutes per day for programs operating greater than 4 hours per day. (See Attachment A.)

5.3 In at least 90% of continuing PoP classrooms, ensure that:

- Teacher/child ratios are 1:8 or better
- If applicable, infant/toddlers ratio are 1:4 or better
- Center directors have a BA degree or better.

5.4 Ensure that teachers meet the current PoP Bridge First 5 “Quality Level” educational requirements and provide appropriate documentation in the semi-annual reports.

6. Parent Involvement and Support

6.1 Develop and implement a plan to support diverse parent and family partnerships and parent involvement in all aspects of the program, including leadership in program design, participation, implementation, and evaluation. The plan must:

- a. Provide parents with resources and education to facilitate their ability to support their child’s development.
- b. Contain approaches effective in reaching parents of children ages 0 to 5, including children with disabilities and other special needs, Dual Language Learners (DLL), and migrant families.
- c. Assure that parents of 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.
- d. Use culturally and linguistically relevant methods of communication and community outreach to locate and serve diverse groups by including community organizations, formal and informal networks, and other communication vehicles.

6.2 Promote and support the development of emerging parent and community leaders.

6.3 Hold a minimum of two individual parent conferences per year that are at least three to four months apart.

6.4 In collaboration with parents, complete an annual Family Partnership Agreement that encourages and promotes positive development outcomes for their child.

- 6.5 Educate parents on the dangers of secondhand smoke to children through the use of parent-focused tobacco trainings and other tobacco cessation resources, and review resources annually.

7. Assessment and Evaluation

- 7.1 Use the CLASS, ECERS, and, if applicable, the ITERS observation tools. Classrooms may use the tools every other year if cost is prohibitive, with no less than one assessment completed per year each fiscal year.
- ECERS/ITERS Tool: Classrooms will be required to submit the ECERS/ITERS results to the State Evaluation contractor for FY 2011-12 (or more recent results) during the CSP 2012-13 FY.
 - CLASS Tool: The CLASS assessment tool will be used first in FY 2012-13, if using both tools in alternating years.
- 7.2 Ensure more than 80% of the continuing PoP classrooms must have achieved a score equal to or greater than:
- 5 on ECERS
 - 5 on CLASS Emotional Support
 - 3 on CLASS Classroom Organization
 - 2.75 on CLASS Instructional Support

For the classrooms with scores below the aforementioned thresholds, the county will be required to submit a plan in the quarterly/semi-annual report detailing the process to bring each classroom up to the required level or better and provide the documentation detailing the change.

- 7.3 Complete an environment rating scale; an annual program self-assessment; the development and implementation of an annual plan for each program provider consistent with Title 5; and participate in the external review process. Also, complete the CDE Desired Results and Developmental Profile 2010 (DRDP 2010) and the DRDP parent survey.

E. Staff Criteria

All required staff and other staff, as appropriate, must:

1. Participate in the training and technical assistance that will be provided by the Early Education Effectiveness Exchange (E4) designed to support the CSP (see Section III). The E4 will conduct meetings to support the Program Coordinators in continuous program improvement, and conduct Webinars or “go-to meetings” on applicable topics.
2. Conduct regular assessments that will identify assets, challenges, and gaps in community resources and systems. The assessment data will aid in identifying needs, designing programs and approaches, and setting benchmarks and goals.
3. Collect classroom data on annual enrollment of children ages 0 to 5, including:
 - Total number of children ages 0 to 5
 - Number of months child was enrolled
 - Number of children in each age group, (i.e., 0-3, 4-5).
 - Primary language of child spoken at home
 - Primary language of family
 - Ethnicity
 - Race
 - Disabilities/special needs
 - Migrant status
 - Socioeconomic status
 - Number of staff by:
 - Race/ethnicity
 - Primary and secondary languages spoken
4. Collect data/information on staff/teacher. Number of teachers, number of teachers with BA, number of teachers with BA+, number of teachers with MA or higher.
5. Conduct or coordinate the administration of child, teacher, and environmental assessments as described in Attachment B.
6. Use expertise and impart knowledge developed over the seven previous years of PoP to serve as mentors and provide technical assistance to non-PoP counties in years two and three of CSP.
7. Complete the on-line training titled “Kids and Smoke Don’t Mix...”

F. Evaluation

For FY 2012-13, the data collection and evaluation process for the CSP will be similar to the current First 5 California Annual Report Web-based PoP reporting system, with some additional level of detail required. However, with the ongoing development of the First 5 California database, referred to as Practice, Research, and Outcomes 0 to Five (PROOF), all funded counties will be required to enter CSP data into that system in the future.

CSP classrooms will agree to:

- Participate fully in the statewide evaluation and any research studies developed by First 5 California to demonstrate program outcomes.
- Develop and submit a plan that demonstrates coordination between the LE and EEE regarding collection and analysis of classroom data for continuous classroom improvement.

Attachment B provides an overview of the data collection and evaluation requirements for the CSP. The final due date for submitting the data is November 1 of each year, beginning in 2013.

G. Technical Assistance and Support

First 5 California plans to contract with a separate entity to provide training and technical assistance to support the CSP. This training and technical assistance infrastructure will henceforth be referred to as the Early Education Effectiveness Exchange (E4). Counties interested in participating in the E4 must be awardees of any one of the three CSP RFAs.

H. Improvement Plan

Any classrooms currently served through PoP Bridge FY 2011-12 that will continue to receive funding through this RFA that do not meet all the Quality Program Requirements (see Attachment A3) must submit, at the time of application, a detailed improvement plan. The plan must identify, by classroom, the current status of each area not meeting the minimum criteria, incremental steps to be taken to meet criteria, method of evaluating progress, and respective timeline for achieving full compliance with the requirements. Counties will be required to report on the status of the improvement plan in the county's quarterly and semi-annual reports.

I. CSP Reports

In addition to the evaluation and assessment reports described in Section VI, Part D.7 and Attachment B, and the Annual Report due November 1 of each year, CSP counties funded through this RFA are required to submit the following reports:

FY 2012-13 (First Year of Program Operation Only)

Quarterly CSP Progress Reports: Counties will submit quarterly progress reports during year one of the CSP for approval by First 5 California. The progress reports should demonstrate continuous classroom improvement toward achieving CSP program goals. These reports will summarize program implementation strategies, documented actions to improve quality in classrooms, local trainings provided and attended, strengths and challenges, and actions taken to correct those challenges. Additionally, counties must report changes to the Staff Plan as part of the 3rd Quarter Progress Report. The Quarterly CSP Progress Reports schedule follows:

<u>Period</u>	<u>Due Date</u>
July – September	October 31, 2012
October – December	January 31, 2013
January – March	April 30, 2013
April – June	July 31, 2013

Site/Classroom Profile Updates: Counties are required to submit at the time of application Site/Classroom Profiles using First 5 California's Web-based reporting system and update the demographic information semi-annually. Attachment L shows the Web-based reporting data fields that counties will be required to complete and submit as one of the requirements of the application. The Site/Classroom Profile Updates schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

Claim for Reimbursement: Counties are required to submit a semi-annual Claim for Reimbursement for allowable expenditures. The Claim for Reimbursement schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

FYs 2013-14 and 2014-15

Semi-Annual Program Progress Reports: All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. The Semi-Annual Program Progress Report schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Site/Classroom Profile Updates: The Site/Classroom Profiles will be established at the time of application and updated semi-annually in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Reimbursement Claim Forms Due: Counties may request reimbursement for allowable expenditures in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

First 5 California will provide templates for all reports.

VII. FUNDING TERMS AND CONDITIONS

A. Fund Allocations

Table 1 on the following page shows the maximum funding allocation amounts reserved for each county applying to participate in CSP in FYs 2012-13 through 2014-15. The funding amounts in this Table reflect the original funding level for Coordination Funds authorized for PoP Bridge in FY 2011-12 and a 25% increase over the Program Funds authorized in PoP Bridge FY 2011-12.

TABLE 1

County Commission Name	Fund type	FY 2012-13 Funds	FY 2013-14 Funds	FY 2014-15 Funds	Total CSP Funds
First 5 Los Angeles	Program	\$9,655,687.00	\$9,655,687.00	\$9,655,687.00	\$28,967,061.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Merced	Program	\$425,125.00	\$425,125.00	\$425,125.00	\$1,275,375.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Diego	Program	\$3,254,625.00	\$3,254,625.00	\$3,254,625.00	\$9,763,875.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Francisco	Program	\$4,544,313.00	\$4,544,313.00	\$4,544,313.00	\$13,632,939.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Joaquin	Program	\$1,025,750.00	\$1,025,750.00	\$1,025,750.00	\$3,077,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Santa Clara	Program	\$956,500.00	\$956,500.00	\$956,500.00	\$2,869,500.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Ventura	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Yolo	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
Total Allocation	Program	\$20,909,500.00	\$20,909,500.00	\$20,909,500.00	\$62,728,500.00
	Coordination	\$800,000.00	\$800,000.00	\$800,000.00	\$2,400,000.00

A.1 Coordination Funds

The maximum amount of funds for CSP coordination activities available each fiscal year (in arrears), beginning in FY 2012-13 and ending with FY 2014-15, is up to \$100,000 per year. Coordination Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contractor compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Program Coordinator position
- Other program coordination staff
- Training and technical assistance

Operating Costs: Expenditures for CSP coordination activities must be related to the performance of the program and may be used only for the following expenditures:

- Audits and related services
- Data collection and storage
- Communications
- Equipment and other capital expenditures under \$5,000
- Materials and supplies
- Meetings and conferences
- Publication and printing costs
- Training specifically related to the program including professional development and technical skill development
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy

Each First 5 county commission is responsible for ensuring that Coordination Funds are expended consistent with the authorized use of those funds.

First 5 California will reimburse counties in arrears for allowable Coordination Fund expenditures upon receipt and approval of a First 5 California CSP claim for reimbursement for the previous fiscal year. Any unexpended funds from a current fiscal year may, upon prior approval by First 5 California, be rolled over to the subsequent fiscal year during the authorized performance period.

Counties that cannot absorb the costs required to implement coordination activities for any approved fiscal year may apply for a hardship waiver to receive coordination funds at the beginning of the fiscal year. To apply for a hardship waiver for FY 2012-13, the Executive Director of a First 5 county commission must submit, with its RFA application, a written request on First 5 county commission letterhead that justifies the need for a disbursement of Coordination Funds beginning in FY 2012-13. In subsequent years, a hardship waiver request must be received by First 5 California by June 1 for the following fiscal year.

Additionally, county commissions must place advanced Coordination Funds in an interest bearing account and the interest bearing account shall be a separate account or a subaccount from the county commission's general account. The Executive Director of a First 5 county commission must identify the designated account in the hardship waiver request where the advanced funds will be deposited.

County commissions may not use interest earnings for coordination or program expenditures. County commissions must report annually the amount of interest earned in each fiscal year to First 5 California within 90 days of the end of the fiscal year. First 5 California will annually invoice county commissions for the interest revenue, and those funds

must be remitted to First 5 California within 30 days of receipt of the invoice.

Coordination Funds disbursed as a result of an approved waiver that are not expended by the end of each fiscal year during the program period authorized in the RFA must be returned to First 5 California consistent with instructions to be provided by First 5 California.

A.2 *Program Funds*

First 5 California will approve the reimbursement of expenditures that promote and support each of the following program elements:

1. Instructional Strategies and Teacher-Child Interactions
2. Social-Emotional Development
3. Parent Involvement and Support

Program Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contract compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Early Education Expert (EEE)
- Family Support Specialist (FSS)
- Local Evaluator (LE)
- Mental Health Specialist or other mental health resource staff
- Program administration and support positions
- Teacher
- Teacher Aid
- Teacher Assistant

Many current PoP counties may already employ persons with similar job responsibilities as those of the Essential Staff. Counties may use CSP funds to augment position(s) to meet the additional CSP staff responsibilities either by expanding the job responsibilities and effort, or by hiring additional staff.

Operating Costs: Expenditures for program activities must be related to the performance of the program and include the following:

- Activities and services that support the quality of CSP curriculum design, implementation and evaluation
- Audit and related costs
- Equipment and other capital expenditures under \$5,000

- Evaluation: assessments, data collection, storage, and analysis of local evaluation data and related research; solicitation and analysis of information regarding the status and needs of children ages 0 through 5 and their families, and to subsequently develop and modify programs to better address identified needs.
- Food to enhance USDA meal programs or to enhance program curriculum for children participating in the program
- Materials including developmentally appropriate curricula and assessment tools (for both child and teacher)
- Meetings and conferences
- Supplies, books, tools, and other high quality materials to support the classroom
- Training, professional development, and learning support, not provided by E4, to develop skills and knowledge for the following:
 - Three Program Elements
 - Dual Language Learners
 - Children identified with special needs
 - Improved teacher interactions and instruction with children (PITC, etc.)
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy.

Expenses must be directly related to the program elements, with a justification provided, and must be traceable and auditable.

B. Funding Contingencies for Local Area Agreements

B.1. Any entity that enters into a Local Area Agreement (LAA) with First 5 California understands and agrees that the LAA is valid and enforceable only if sufficient funds are available in the appropriate account(s) of the California Children and Families Trust Fund to carry out the purposes of the Agreement. This Agreement shall be invalid and of no further force and effect if sufficient funds are not available in the appropriate account of the California Children and Families Trust Fund due to:

- A decrease in projected tax revenue collected pursuant to the Revenue and Taxation Code section 30131.2
- Any additional restrictions, limitations, or conditions enacted by the legislature
- Any statute enacted by the Legislature that may affect the provisions, terms, or funding for the Agreement in any manner

- B.2. In the event that there are insufficient funds in the appropriate account(s) of the California Children and Families Trust Fund any of the aforementioned reasons stated in B.1, the State of California and/or First 5 California shall have no liability to pay any funds whatsoever to the First 5 county commission or to furnish any other considerations under the LAA, and the First 5 county commission shall not be obligated to perform any provisions of the LAA.
- B.3. If full funding does not become available, First 5 California will amend the LAA to reflect program and related reduced funding and/or reduced activities.

C. Cash Match

A cash match is a commitment of funds provided by organizations or individuals for which documentation can be provided of a cash transaction by the applicant, project sponsors, or partners. Documentation of a cash match is typically confirmed in a formal engagement agreement or cash agreement.

Allowable cash match funds may include, but are not limited to, the following:

- Proposition 10 county tax revenue
- Federal (i.e., Early Head Start, Head Start, Race to the Top, etc.)
- Local Workforce Investment Board
- Local government
- Non-profit organization
- Private foundation
- Grants
- Other gifts

There is no cash match requirement for Coordination Funds.

The county commission is required to commit to a minimum annual 1:1 cash match for state funds for the funding amount requested in the application, which cannot exceed the maximum program allocation. (Reference Table 1 on Page 26.)

First 5 California may determine an overpayment has occurred if a First 5 county commission does not secure adequate matching funds. Overpayment remedies are covered later in this section.

D. Claims for Reimbursement

To receive reimbursement for program expenditures, participating First 5 county commissions will submit a Claim for Reimbursement consistent with the following schedule:

- Coordination Funds will be reimbursed annually. Claims for Reimbursement for Coordination Funds are due to First 5 California by August 30 of each year.
- Program Funds: will be reimbursed on a semi-annual basis. Claims for Reimbursement of Program Funds are due to First 5 California by February 28 and August 30 of each year. The Claims for Reimbursement must be submitted on the form provided by First 5 California and correspond to those expenditure categories found in the approved budget. In addition, each Claim for Reimbursement must demonstrate the required minimum 1:1 cash match.

E. Administrative Costs

First 5 California will not reimburse administrative and/or indirect costs for Coordination activities and/or services.

Administrative costs shall not exceed 15% of the total annual reimbursable costs (expended amounts) for state program funds. It is the responsibility of the First 5 county commission to ensure that not less than 85% of annual state expenditures are used for direct services to participants.

Administrative costs are shaped by the familiar concept of “overhead” or “centralized” services and are distinguished from program administration or management expenditures that qualify as direct program costs. Rather, administrative costs are incurred for common objectives that benefit programs administered by the lead agency and, as such, are not readily assignable to a particular program funding stream. Administrative costs are related to the general management of the lead agency, such as accounting, budgeting, personnel, procurement, and legal services.

Costs related to administration may include both **direct** program charges (salary costs related to preparing program plans, developing budgets, and monitoring activities; rental or purchase of program-specific office equipment or supplies; rental and maintenance of program office space), and **indirect** charges for general administration of the program (personnel, payroll, accounting, procurement, data processing). Any cost, direct or indirect, that supports management of the program is considered administrative in nature.

If the First 5 county commission has more than one First 5 California program, then the method used to allocate administrative costs must be documented.

F. Budget Amendment

A **budget amendment** changes the current approved total program funding authority identified on the Local Area Agreement for the period of program performance. Program Budgets are set during the initial application approval process for the full funding period. A budget amendment request must be submitted and approved by First 5 California to use unallocated authority.

Upon approval of a budget amendment, counties will receive a revised funding letter with the approved supporting budget detail documents. Budget amendment requests must be submitted prior to or during the year for which expenditures will occur.

G. Budget Revision

A **budget revision** is an adjustment of a total or line item amounts within the approved funding authority period.

A budget revision should be submitted to First 5 California as soon as the change is identified and in advance of completing the fiscal report forms.

The First 5 county commission shall expend funds in the manner described in the budget of the approved application. The allocation of funds for Personnel and Direct Program Cost categories in the budget may vary by as much as fifteen percent (15%) without approval by First 5 California. Any difference of more than fifteen percent (15%) must be requested in advance, in writing, and approved by the First 5 California Program Coordinator.

First 5 California may withhold payment for changes in particular budget items which exceed the amount allocated in the approved budget by more than fifteen percent (15%) and which have not received the approval required above.

H. Annual Financial Audit

Each First 5 county commission receiving and expending CSP funds must report audited financial information for funds received for CSP utilizing a supplemental schedule provided by First 5 California.

The supplemental schedule must be a component of the county commission's annual financial audit performed by an independent third party. The first audit is due to First 5 California by November 1, 2013, and annually by November 1 thereafter.

The First 5 county commission is required to maintain auditable records, which must be made available, upon request, to representatives of First 5

California or its designee, or the State Auditor for on-site monitoring, reviews, and audits.

I. Program Compliance Review

The purposes of a CSP compliance review are:

- Review and analyze the administration of the CSP at the county and site levels for participating entities.
- Through interviews and reviews of records, confirm internal controls and required record keeping is consistent with program requirements. These controls help safeguard the operational and fiscal integrity of the CSP.
- To provide information and feedback to County commission staff to assist them in taking corrective action, if necessary.

CSP compliance reviews will take place at intervals not more frequently than annually. County commissions will be required to participate and produce records on request by First 5 California or the state.

J. Capital Outlay Expenditures

First 5 California funds may **not** be used for capital expenditures as defined by the First 5 Financial Management Guide and the additional guidance in Fiscal Memorandums No. 01-04 and No. 01-06 found on the First 5 California web site at:

1. http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM_01-04FixedAssets.pdf
2. http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM01-06CapitalImprovements.pdf.

K. Carryover Funds

Carryover funds are unobligated, unspent balances from a previous year's approved budget that are transferred to the current year's budget, and are available to spend in addition to the current year's allocation. Carryover funds must be requested by the County Commission through the Budget Revision process.

L. Dispute Resolution

The First 5 county commission shall attempt to resolve disputes at the first staff level within First 5 California. If the dispute is not resolved at the first staff level, the Executive Director of the First 5 county commission, designated as the CSP administrator, may appeal the decision. Such an appeal can be

made by submitting a written description of the issues and the basis for the dispute to the Chief Deputy Director of First 5 California within thirty (30) calendar days of receiving an initial response from the first-level determination of the dispute.

Within thirty (30) calendar days of receiving the First 5 county commission's written dispute, the Chief Deputy Director will review the facts of the dispute, and if deemed necessary, will meet with the First 5 county commission executive director or designee for purposes of resolving the dispute. The Chief Deputy Director shall make a determination and shall send written notification of the decision to the First 5 county commission, together with the reasons for the decision, within sixty (60) calendar days of the receipt of the First 5 county commission's notification of the dispute. The decision of the Chief Deputy Director shall be final.

M. Financial Management Compliance

First 5 county commissions must use the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with First 5 California. The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between State and county commissions when addressing financial matters. The First 5 Financial Management Guide is available on the First 5 California Web site at: <http://www.cfc.ca.gov/commission/fiscal.asp>.

N. Direct and Indirect Costs

Direct costs are those costs that can be identified specifically with the CSP program or that can be directly assigned relatively easily with a high degree of accuracy. County commissions must identify the projected direct costs in the budget and provide a written budget narrative justifying those costs.

Indirect costs, also referred to as facilities and administrative costs, are costs that are incurred for common or joint objectives, and therefore, cannot be identified readily and specifically with a particular sponsored program or project. For the purpose of this RFA, indirect cost limits are considered part of the administrative costs limit. The two costs (indirect and administrative) combined cannot exceed 15% for the state approved costs detailed in the CSP RFA budget. Indirect cost rates must be substantiated for the appropriate fiscal year.

O. Overpayment

If it is determined that the First 5 county commission received an overpayment of First 5 California funds, First 5 California will seek recovery immediately upon discovery of overpayment by an invoice to the First 5

county commission for a refund of the overpayment amount within thirty (30) days after receipt of the invoice.

P. Reimbursement Terms

First 5 California will reimburse county commissions for actual and allowable costs that are reasonable and consistent with the authorizing RFA, the corresponding approved budget, and signed Local Area Agreement. Actual and allowable costs are those costs for which the county commission has supporting documentation at the time of claim submission. All data reported on the Claim for Reimbursement must be actual and allowable costs.

Non-reimbursable costs include:

Non-Reimbursable State Costs
<p>Program Costs</p> <ul style="list-style-type: none"> • Current year agreement funds to pay prior or future year obligations • Promotional Items and memorabilia including gifts and souvenirs
<p>Family Child Care Homes</p> <ul style="list-style-type: none"> • Consumables (e.g., food and diapers) • Materials and supplies
<p>Facilities</p> <ul style="list-style-type: none"> • Capital expenditures for general-purpose equipment, buildings, and land (items with a unit cost greater than \$5,000) • Facilities renovation and repairs • Fixed or Capital Assets or Capital Improvements (see Fiscal Memorandums 01-04 and 01-06) • Idle facilities or idle capacity except to the extent that they are 1) necessary to meet fluctuations in workload, or 2) necessary when acquired and are now idle because of changes in program requirements, efforts to achieve more economical operations, reorganization, termination, or other causes which could not have been reasonably foreseen
<p>Travel</p> <ul style="list-style-type: none"> • Out-of-State, without prior approval
<p>Other</p> <ul style="list-style-type: none"> • Alcoholic beverages • Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs, and related legal costs • Costs of advertising and public relations designed solely to promote the governmental unit, lead agency, or partners • Entertainment, including amusement, diversion, and social activities and any expenses directly associated with such costs • Goods or services for personal use of the First 5 county commission and partners employees • Legal costs incurred in defense of any civil or criminal fraud proceeding; legal expenses for prosecution of claims against the State of California • Lobbying costs • Organized fund raising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions

Reimbursement payments will be made only to the First 5 county commission holding the Local Area Agreement.

Q. Compliance Requirements

The First 5 county commission must adhere to the following fiscal and program requirements:

1. Participate fully in a formal evaluation and data collection process administered by First 5 California and/or its designee.
2. Provide all progress reports, reimbursement requests, and evaluation reports as requested by First 5 California.
3. Account for revenues and expenditures (both State and local) for the CSP funds separately in the annual financial audit, supplemental schedule.
4. Declare any unexpended State funds.
5. Sign required certifications that attest to the accuracy of any program data submitted and claims for reimbursement requested.
6. Adhere to contractor responsibilities:
 - The First 5 county commission can subcontract with another agency to implement the CSP as an intermediary; however, the First 5 county commission is responsible for the overall performance of the CSP and is responsible for expenditure and progress reports as described above and below, even if administered through an intermediary.
 - The First 5 county commission must adhere to the State of California's contracting requirement of three competitive bids, unless local county regulations or policies differ.
 - The First 5 county commission is responsible for collection of necessary data.

R. Payment Withholds

Failure to submit timely and accurate fiscal, evaluation, and annual reports as required by First 5 California may result in the withholding of a disbursement of funds, until which time the required reports and/or data have been received. Serious delays in fiscal report submission may result in a written request by First 5 California for an accounting of expenditures or special review of fiscal and program activity. First 5 California may reduce or terminate program participation if First 5 California determines that a First 5 county commission has failed to adhere to the terms and conditions of the

RFA and/or its approved Agreement, including any amendments to the Agreement.

S. Retention of Program Records

State funds disbursed by First 5 California to the First 5 county commission are subject to examination and audit by First 5 California or its designee, or the State Auditor, for a period of five (5) years after final payment of program expenditures. Therefore, adequate and accurate records must be retained for this period. First 5 California shall have access to the First 5 county commission's offices and/or the CSP sites, upon reasonable notice, during normal business hours, for the purpose of interviewing employees and inspecting and copying books, records, accounts, and other material that may be relevant to a matter under investigation, and for the purpose of determining compliance with the allowable uses of the CSP funds.

If an employee is multi-funded on a time accounting basis, then the employee's timesheet must indicate the actual amount of time spent in each program per day. The First 5 county commission must maintain accurate and verifiable financial data, in accordance with generally accepted accounting principles and standards for governmental entities

T. Supplement not Supplant

The CSP funds shall be expended only for the purposes expressed in the RFA and may be used only to supplement existing levels of service. No monies from the California Children and Families Trust Fund shall be used to supplant state or local general fund money for any purpose.

U. Termination of Agreement

First 5 California retains the option to terminate this Agreement without cause at its discretion, provided that written notice has been delivered to the First 5 county commission at least thirty (30) days prior to such termination date. If First 5 California terminates this Agreement at its discretion, the First 5 county commission will be entitled to compensation upon submission of an invoice and proper proof of claim, in that proportion which its services and products were satisfactorily rendered or provided and its expenses necessarily incurred pursuant to this Agreement, up to the date when notice of termination is received by the First 5 county commission ("the notice date"). The First 5 county commission will not be entitled to reimbursement for any expenses incurred for services and deliverables pursuant to First 5 California Request for Funding.

VIII. LIST OF ATTACHMENTS

The following attachments are included in this RFA as resources for applicants to develop, implement, and monitor the CSP.

- Attachment A Mandatory CSP Quality Enhancement (QE) Program Requirements
- Attachment A1 Teacher/Provider Qualifications Quality Levels for Preschool and Infant Toddlers – Center-Based and Family Child Care Homes
- Attachment A2 Child Care and Development Family Income Ceilings
- Attachment A3 CSP PoP Maintenance of Effort (MOE) Quality Program Requirements
- Attachment B Data Collection and Evaluation Requirements for CSP Counties
- Attachment C CSP Principles on Equity
- Attachment D CSP Program Glossary
- Attachment E Acronyms Used in CSP RFA #1
- Attachment F EDUCARE (Program Description)
- Attachment G CSP Job Description for the Early Education Expert (EEE)
- Attachment H CSP Job Description for the Family Support Specialist (FSS)
- Attachment I CSP Job Description for the Local Evaluator (LE)
- Attachment J Recommended Curricula for the CSP
- Attachment K CSP Fiscal Glossary
- Attachment L Site/Classroom Profile Data Fields

IX. HOW TO APPLY FOR FUNDING

A. Request for Application (RFA) Information Session

One CSP RFA Information Session/Conference Call will be held via conference call to review the content of this RFA with potential applicants and to address questions. This call will provide the opportunity to ask questions and receive information regarding the content of this RFA. The date, time, and location for the session are listed below.

Any county/agency submitting an application is encouraged to participate in this RFA Information Session/Conference Call.

Information Session/Conference Call

Date: February 29, 2012

Time: 10:00 am – 12:00 pm

Dial-in number: 1 (888) 469-0935

Passcode: 65420

Questions regarding this RFA will be answered during the information session/conference call. Additional questions regarding this RFA will be accepted **by e-mail, in writing, or by fax through Friday, March 16, 2012.** Please use “CSP RFA Question” as the subject heading and send all questions to First 5 California:

E-mail: csp@ccfc.ca.gov

or

Fax: (916) 263-1360

B. Application Eligibility Period

The funding period covers July 1, 2012, through June 30, 2015, and shall operate on a state fiscal-year basis (July 1 through June 30).

C. Application Procedures and Processes

Applications must be developed and submitted in accordance with the terms described herein.

1. Application Due Date:

First 5 California must receive the CSP RFA #1 Application package by **April 16, 2012, by 5:00 p.m.** Application packages received later than April 16, 2012, will not be accepted or reviewed.

2. Application Submission Requirements

The Application package must be submitted as follows:

- One original signed application;
- Three copies of the original application (total of four hard copies); and
- An electronic version of the application sent to csp@ccfc.ca.gov with the title “XX County CSP Application” as the Subject Header.

Applications must be complete when submitted. First 5 California holds no responsibility for the receipt or handling of applications that are not hand-delivered or received by the deadline. Applicants are encouraged to use express, certified, or registered mail, return receipt requested to confirm the date First 5 California receives the application.

Mail or hand-deliver applications to:

First 5 California
CSP RFA-1 Application
2389 Gateway Oaks Drive, Suite 260
Sacramento, CA 95833

All applicants agree that by submitting an application, they authorize First 5 California to verify all claimed information.

- The original application shall include an original signature in **blue** ink.
- The application must be in 12-point Arial or Times New Roman, with one-inch margins on standard, white 8 ½ x 11-inch paper.
- Applications must be stapled in the upper left-hand corner. Do not use binders, covers, folders, or sleeves.
- The program narrative section is not to exceed 20 pages. First 5 California request that information in the application be thorough, yet as concise as possible. Do not attach additional pages or information not requested in the application.
- Required Site/Classroom Profile data must be entered through the First 5 California online Web page and copies included with the application. These documents are not part of the 20 page limit.
- Complete a Coordination Funds Budget (Forms 5a, 5b, 5c, and 5d) and Coordination Budget Narrative (Form 5e) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures.
- Complete a Program Funds Budget (Forms 6a, 6b, 6c, 6d, and 6e) and Program Budget Narrative (Form 6f) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures and indicate any describe any additional funding sources and amounts that will contribute to the program.

D. Sequence of Application Components

Each application must be assembled in the order outlined below and number responses accordingly. Each component must be present for the application to be considered complete. Please use the Application Checklist (Form 2) to guide the assembly of the completed application.

All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. Reports must be submitted January 31 and July 31 for fiscal years 2013-14, and 2014-15.

Form 1: Application Checklist

The completed Application Checklist assists counties in the correct organization and sequencing of the application response. Completion of the checklist is optional and not a required part of the application response. However, completion of this Checklist will support compliance with the application submission requirements.

Form 2: Application Cover Sheet

This is the first form of the application package and contains the required signature (in blue ink) of the authorized representative for the county.

Form 3: CSP Coordination Funds Budget

Form 3a: Coordination Funds Budget (All Years)

Form 3b: Coordination Funds FY 2012-13

Form 3c: Coordination Funds FY 2013-14

Form 3d: Coordination Funds FY 2014-15

Form 3e: Coordination Funds Budget Narrative (1-page maximum)

These forms follow Form 1, Application Cover Page, in the application and are presented in alphabetical order (i.e., 3a, 3b, etc.). These forms detail the proposed FY 2012-13, FY 2013-14, and FY 2014-15 CSP Coordination Funds budgets.

On Form 3e, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Coordination Funds Budget, including any proposed subcontract relationships.

The CSP Coordination Funds budget pages are in addition to and not included in the program narrative 20-page limit.

Form 4 CSP Program Funds Budget
Form 4a: Program Funds Budget (All Years)
Form 4b: Program Funds Budget FY 2012-13
Form 4c: Program Funds Budget FY 2013-14
Form 4d: Program Funds Budget FY 2014-15
Form 4e: Program Funds Staffing Plan FY 2012-13
Form 4f: Program Funds Budget Narrative (3-page maximum)

These forms follow Form 3e, Coordination Funds Narrative, in the application and are presented in alphabetical order (i.e., 4a, 4b, etc.) and detail the proposed three fiscal year Program Funds budgets.

On Form 4f, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Program Funds Budget, including any proposed subcontract relationships.

The CSP Program Funds budget pages are in addition to and not included in the program narrative 20-page limit.

Form 5: CSP Cash Match Certification

This form follows Form 4f, Program Funds Budget Narrative, in the application and provides descriptive information and certifications from the county commission and other funding partners to confirm compliance with the cash match requirement for the CSP.

Form 6: Program Narrative and Description (20-page maximum)

The Program Narrative and Description section is limited to 20 pages and follows Form 5, CSP Cash Match Certification in the Application.

In preparation of the narrative section of this Application, please refer to Section VI, Part C of this RFA.

On Form 6, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and organize the response in the sequence listed on the following page:

Section A: Program Design and Objectives

The applicant must include in the response to Section A the following:

1. Specify the total number of classrooms participating in the CSP. Identify the number of classrooms that will be designated QE and the number of classrooms that will be designated MOE.
2. If a county is not able to apply all the QE requirements to every site and classroom, describe the criteria used to determine the classroom designations.
3. Describe how the county will comply with the requirement that a minimum of one class of infants and toddlers are served.
4. Describe how the county will implement the quality requirements in all CSP classrooms.
5. Identify three to five measurable objectives to demonstrate the following:
 - a. How local objectives will be aligned with the state objectives
 - b. How the local program design supports and integrates the three Program Elements into the local CSP

Section B: Instructional Strategies and Teacher-Child Interactions

The Applicant must include in the response to Section B, for both QE and MOE classrooms, the following:

1. Name the curriculum that will be used in the CSP: If using a curricula other than the curricula recommendations on Attachment J, provide the following additional information:
 - Describe how the curricula are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations, California Preschool Learning Foundations, and California Preschool Curriculum Framework*.
 - Describe how the curricula are research or evidence based.
2. Describe how the curricula improves the development of language/literacy and early math skills in children ages 0 to 5.

3. Describe how the curricula and instructional strategies will meet the needs of DLL.
4. Describe how the curricula and instructional strategies will address the needs of children with special needs.

Section C: Social-Emotional Development

The Applicant must include in the response to Section C the following:

1. Describe interventions that will be used to improve the social-emotional development and behavioral skills of children ages 0 to 5. Include in your response activities that are age appropriate and culturally and linguistically appropriate.
2. Describe how the county will integrate parents in the development of their child's social-emotional well being.
3. Describe collaboration, interface, and coordination with the EEE, LE, MHS, and classroom teacher.
4. Describe the strategies to collaborate and obtain local resources (MHS, other local mental health resources, etc.) to address the social-emotional needs of children and their families.
5. Describe the curricula or training designed to help prevent challenging behaviors and help teachers deal effectively with those behaviors.
6. Describe how the curricula are developmentally appropriate and aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
7. Describe how annual screenings and planned assessments will be conducted. Include in your response how parents will be included in the process and how referrals and follow-up for needed services will be made and tracked.

Section D: Parent Involvement and Support

The Applicant must include in the response to Section D the following:

1. Describe how the CSP will create and distribute information to parents about:

- Their child's growth and development.
 - Optimal health and well-being, including nutrition and physical activity.
 - Promotion of the parent/child relationship.
 - Involvement and advocacy of the education of their child and their child's school.
2. Describe how the CSP will engage parents to develop a Family Partnership Agreement to assist families in identifying goals for building strong parent-child relationships.

Section E: Professional Development

The Applicant must include in the response to Section E the following:

1. Describe how the professional development needs of staff and/or parents will be determined to implement the three Program Elements in classrooms serving target populations.
2. Describe how the professional development needs will be met.

Section F: Target Population and Principles on Equity

The Applicant must include in the response to Section F the following:

1. Describe the process that will be used to identify the Target populations identified in Section V in the RFA.
2. Describe unique outreach plans that will be used to reach target populations in catchment areas.
3. Describe the techniques and strategies that will be implemented to support representative participation of California's culturally and linguistically diverse populations, including teachers.
4. Describe the methods that will be used to track and measure progress in serving target populations and a culturally and linguistically diverse workforce.
5. Describe how the county will ensure the teacher/child ratio proportionately represents the diversity of the children served.
6. Describe other methods that will be employed to ensure cultural and linguistic responsiveness by the program

Section G: Local and State Evaluation

The Applicant must include in the response to Section G the following:

1. Beyond the statewide evaluation and the evaluation requirements detailed in this RFA, describe any additional evaluation questions and objectives that will be addressed locally.
2. Describe the plan for integrating the LE and EEE into the CSP design and strategies for integrating the use of data analysis to achieve continuous classroom improvement. Include in the response the frequency of collection and reporting class data.
3. Describe how the classroom will use the information obtained from the assessment tools used and other measures and evaluation results.

E. Review of Applications

The First 5 California staff charged with the oversight of the review process will select a panel to review applications that are submitted according to the previously stated requirements. Applications that do not fully provide a comprehensive overview of the program may be required to provide additional information and program justification before a funding determination can be made.

The Applicant must provide any additional information determined necessary by the application review panel within three business days from the date the written request is received by the county.

I. INTRODUCTION

History of First 5 California

In 1998, California voters passed Proposition 10, the California Children and Families Act, which established the California Children and Families Commission (also known as First 5 California) to promote, support, and improve the early development of children from the prenatal stage through five years of age. Since its inception, First 5 California has launched innovative programs and services designed to help young children grow up healthy and be successful in school and in life. The promise of First 5 California is to continue to invest in services and programs that directly benefit children and families, that build upon past accomplishments and the latest research, and that advocate for a sustainable early childhood system for future generations.

Strategic Plan – Signature Program Development

In 2007, First 5 California adopted its current Strategic Plan, which called for convening a workgroup designed to assess the ongoing viability of its programs and to provide recommendations for Measurable Program Goals (MPGs). In July 2009, the workgroup developed a comprehensive preliminary set of MPGs for consideration. Through a statewide public input process, First 5 California staff shared these preliminary MPGs with the field to solicit feedback. At its October 2009 meeting, the First 5 California Commission approved the resulting MPGs and early learning program concepts. Staff used these as the foundation for developing Signature Programs designed for three specific program recipients: Child, Teacher, and Parent. Each Signature Program builds upon past and present First 5 California programs with proven track records of effectiveness, such as Power of Preschool (PoP), Comprehensive Approaches to Raising Educational Standards (CARES), CARES Plus, School Readiness, Special Needs Project, and Migrant Education Even Start (MEES). First 5 California views the quality enhancement and expansion of PoP as described in this RFA as the Child Signature Program.

Background

Each year, more than half a million babies are born in California. With approximately 2.8 million children under the age of five, California has more children ages 0 to 5 than any other state.¹ California also has the highest number of children in the U.S. living in poverty, contributing to a high number of families with limited access to the resources necessary to help children grow up healthy and ready to succeed. The needs of these families are especially acute as funding for early learning programs has been cut dramatically, which limits access and weakens the quality, infrastructure, and services that families rely upon to raise healthy, well-prepared children.

A growing body of research confirms the importance of quality early learning experiences to effectively prepare young children not only for school, but for life. A

¹ Census Bureau. California Quick Facts. Retrieved from <http://quickfacts.census.gov/qfd/states/06000.html>

recent RAND study² indicates that quality early care and education programs are still lacking throughout California despite First 5 California's unrelenting efforts to increase and improve early learning programs. In addition, the children who need quality programs most often do not have access to them. California's current economic situation increases the likelihood that access to such programs may suffer, especially for at-risk children.

A child who is considered to be "at-risk" and who does not receive quality early care and education faces a life filled with disadvantages. At-risk children are 50 percent more likely to be placed in special-education classes, 25 percent more likely to drop out of school, 70 percent more likely to be arrested for a violent crime, and 40 percent more likely to become a teen parent.³

Conversely, at-risk children who receive high-quality early care and education benefit greatly, often exceeding national averages on measures of school readiness. In fact, when controlling for risk factors such as maternal education, race, and parents' ages, these gains persist. Kindergarteners who spend their early years in high-quality early care and education programs arrive at elementary school ready to learn and on par with their middle-income peers. These children experience the benefits that result from early instruction, which include a focus on language development, literacy, vocabulary growth, and early math skills.⁴ Additionally, children in a high-caliber early learning environment acquire the skills that allow them to develop positive relationships with adults and peers, while they learn to withstand disappointments and other pressures.

First 5 California's continued commitment to improve quality early learning experiences and environments, along with children's optimal physical, emotional and general health, positions it as an effective child development champion through its support and implementation of quality programs for children ages 0 to 5. First 5 California will continue to build on and enhance research-based programs while integrating the best of past First 5 California programs. Through investments in programs such as the Power of Preschool (PoP) and the Comprehensive Approaches to Raising Educational Standards (CARES Plus), First 5 California has helped meet the dire need in our state for making quality early learning programs accessible to children and families of greatest need.

Power of Preschool – Building on Success

From 2005 through 2009, First 5 California created and implemented the Power of Preschool (PoP) program for three- and four-year-olds in low-performing school districts. From its inception as a demonstration project in nine counties, the PoP provided quality enhancement funding to raise the standards for public and private preschool programs. To promote quality preschool experiences, local programs

² Karoly, L.A., GhoshDastidar, B., Zellman, G.L., Perlman, M., & Fernyhough, L (2008). *Prepared to learn: The nature and quality of early care and education for preschool-age children in California*. Santa Monica, CA: RAND Corporation.

³ Ounce of Prevention, <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

⁴ Ounce of Prevention, <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

were required to meet criteria in four main categories: 1) program, 2) teaching staff, 3) policy and fiscal characteristics, and 4) family partnerships. Participating counties were expected to align their programs with the California Department of Education *Infant/Toddler and Preschool Learning Foundations* and implement the *California Preschool Curriculum Framework*. The nine original PoP counties (Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura, and Yolo) participated in the program to improve child and teacher outcomes – including strong school readiness levels for children, high-quality learning environments, and well-trained teachers.

As a result of the success of PoP, the State Commission approved continued funding for FYs 2010-11 and 2011-12 to extend the program and expand services to infants and toddlers wherever possible. Of the current eight PoP counties (San Mateo no longer participates) four of them (Merced, San Francisco, Ventura, and Yolo) have expanded services to infant/toddlers. The current program funding authorization ends on June 30, 2012.

Because the PoP was designed as a demonstration program, the significant lessons learned were instrumental in the creation of the Child Signature Program (CSP) and policy development. These lessons included:

- The need to effectively address language barriers
- The importance of serving children with special needs
- The value of including:
 - Documentation
 - Screening
 - Data collection, and
 - Reporting requirements

The design of the CSP reflects the information resulting from several recent evaluations, along with research-based evidence on effective practices to enhance school readiness in early education settings. The 2009 *PoP Program Evaluation Report*⁵ listed 11 recommended criteria and six areas of improvement for use in the design and evaluation of a high quality preschool program. First 5 California has included all of the recommended criteria and areas of improvement in the design of the CSP.

A more recent evaluation of the PoP program (2011) conducted by UCLA found PoP preschool and infant/toddler classrooms to be of high quality and that PoP teachers are well qualified. The evaluation further revealed that despite discrepancies in the methods counties used to calculate their reported Desired Results Developmental Profile (DRDP) scores, the number of children who were at the DRDP developmental level of “Integrating” between the fall and spring assessments showed a 455 to 1,124 percent increase in all four measured areas. Counties successfully engaged parents, provided kindergarten transitions, and supported

⁵ **Power of Preschool** Program Evaluation Report September 2009.

educational opportunities to assess and improve teacher quality. Reported challenges included the coordination of services and agreement on how to provide them, improving services for dual language learners and children with special needs, and engaging school districts and principals struggling to maintain basic school programs.

Recent results from the national Educare model (see Attachment F) also influenced the design of the Child Signature Program. Educare is a promising early childhood education program intervention for infants, toddlers, and preschoolers from low-income families. Educare provides high-quality early care and education within a model that incorporates key indicators of quality derived from best practices and research. These indicators include a well-educated and supported staff; a focus on children's social-emotional development along with language, literacy, and early math skills; reliance on evidence-based practices; and extensive family involvement opportunities and support. Children who enroll in Educare as infants or toddlers enter kindergarten with school readiness and vocabulary scores near the national average—much higher than children from low-income families in other large-scale programs for preschoolers. Early and continued attendance at Educare schools serves to prevent the achievement gap between vulnerable children and advantaged children. Initiatives are underway in California to build Educare schools in Santa Clara and Los Angeles counties. Educare leaders have provided information and training to five PoP county teams over the past two years. Additionally, they have advised First 5 California on the implementation of selected Educare core components as part of the Child Signature Program.

State Commission Authority

California Health and Safety Code (HSC) Section 130105(d)(1)(B) authorizes the expenditure of funds from the California Children and Families Trust Fund to ensure that children are ready to enter school. It also authorizes the development of programs focusing on education, including, but not limited to, the development of educational materials, professional and parent education and training, and technical support for county commissions. HSC Section 130125(i) provides First 5 California the authority to allocate funds to county commissions to carry out the purposes of the California Children and Families Act.

In October 2011, the First 5 California Children and Families Commission approved funding of up to \$45 million per fiscal year for the Child Signature Program, and further authorized unspent funds may be carried over into subsequent fiscal years. This will result in the continuation, increased access, and quality enhancement of the Power of Preschool Program over three fiscal years beginning July 1, 2012.

Period of Program Authority

The period of program authority to operate the Child Signature Program is July 1, 2012, through June 30, 2015. Local expenditures prior to and after the period of program authority will not be eligible for reimbursement.

II. PURPOSE AND GOALS OF THE CHILD SIGNATURE PROGRAM (CSP)

The primary purposes of the Child Signature Program are:

1. To enhance the quality of the current Power of Preschool (PoP) program by implementing three research-based Program Elements:
 - **Instructional Strategies and Teacher-Child Interactions**
 - **Social-Emotional Development**
 - **Parent Involvement and Support**
2. To provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 in identified ECE centers where the educational divide is greatest (i.e., in the catchment areas of elementary schools with API scores in deciles 1-3).

First 5 California has designed the CSP with several key goals targeting children, teachers, and families, including the following:

- Children at greatest risk for school failure will enter school with the skills to be successful.
- Children living in elementary school catchment areas with API scores in deciles 1-3 will have access to quality early learning programs.
- Teacher effectiveness in working with culturally and linguistically diverse children ages 0 to 5 will be optimized.
- Teacher effectiveness in working with special needs children ages 0 to 5 will be optimized.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will have the knowledge and skills to successfully advocate for their child's education.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will be knowledgeable and involved in their child's age-appropriate cognitive and behavioral development.

The design of the CSP integrates proven elements of other First 5 California funded programs, selected core components of Educare, and continues to align with the California Department of Education *Infant/Toddler and Preschool Foundations* and *California Preschool Curriculum Framework*.

III. CSP FUNDING APPLICATIONS

In order to successfully achieve the goals of the Child Signature Program, the various strands of the CSP will be initiated through a series of Requests for Application (RFA):

RFA	Projected Release	Title and Description
#1	February 2012	<p>Quality Enhancement of PoP (this document) Designed to enhance the quality of PoP in the existing eight PoP counties for three years. This RFA requires matching funds from counties. The requirements for RFA #1 are described in this document.</p>
#2	March 2012	<p>Readiness Assessment and Quality Improvement Designed to provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 of greatest need. RFA #2 will <u>not</u> require matching funds from counties.</p> <p>RFA #2 focuses on providing quality improvement support to local centers not yet participating in PoP. The RFA will solicit applications from counties willing to participate in center-level readiness assessments and data collection to determine levels of strength and identify areas for improvement. It will fund:</p> <ul style="list-style-type: none"> • A county-level Early Learning Systems Specialist (ELSS) to assist centers with the completion of early learning readiness assessments • Targeted training and support to enhance the quality of services • Initial implementation of improvement activities informed by the Readiness Assessment <p>As with RFA #1, approved participants will have access to a “learning academy” called the Early Education Effectiveness Exchange (E4). The E4 is designed to provide specific training and assistance to facilitate quality improvements in early learning centers across counties.</p> <p>The Readiness Assessment will provide additional information to participating counties about the status of identified centers and classrooms that may have the potential of participating in the Quality Enhancement of PoP in FY 2013-14 (RFA #3) and beyond.</p>

RFA	Projected Release	Title and Description
#3	February 2013	<p>Quality Enhancement of PoP for non-PoP Counties: Designed to allow counties not currently participating in PoP to apply for two years of Quality Enhancement funding for classrooms meeting PoP Bridge FY 2011-12 requirements at the highest level (see Attachment A3). The content of RFA #3 (2013) will be similar to that of RFA #1.</p>

As part of the Child Signature Program (CSP), current PoP counties receiving funding through RFA #1 will receive up to a 25% increase to their current PoP allocation that will require a 1:1 cash match. This augmented funding will be used to implement the three CSP Program Elements and to hire Essential Staff to increase quality (detailed in the RFA). These staff positions include the Local Evaluator (LE), Early Education Expert (EEE), Family Support Specialist(s) (FSS), Mental Health Specialist (MHS) or other mental health resources, and Program Coordinator (PC).

Funding from RFA #1 is intended to enhance quality in all existing PoP Bridge FY 2011-12 sites and classrooms through the implementation of the Quality Enhancements. We recognize, however, that it may not be possible for some counties to implement these Quality Enhancements in all three Program Elements in every current PoP Bridge FY 2011-12 site and classroom and that not every site/classroom may need the additional supports. Counties will likely need to selectively target programs for the additional quality enhancements.

Classrooms implementing Quality Enhancements in all three Program Elements will be referred to as **CSP Quality Enhancement (QE)** sites and centers.

Sites and centers not implementing the new CSP Quality Enhancements will be referred to as **CSP Maintenance of Effort (MOE)** sites and centers. They will be required to maintain existing PoP Bridge 2011-12 standards and criteria at the highest level. (See Attachment A3.)

In the application, counties will identify the classrooms participating in the CSP as either a QE or MOE classroom.

IV. ELIGIBLE APPLICANTS

Only the eight counties currently under contract with First 5 California for PoP FY 2011-12 funding are eligible to apply for RFA #1. If funds allow, existing PoP counties will be able to expand their populations served by possibly bringing in additional classrooms that meet the new criteria of targeted populations (listed below), provided that current PoP classrooms meet all the PoP Bridge 2012 requirements. If a county chooses to include Family Child Care (FCC) in the

application, the county must articulate specifically how it will support and monitor the FCC to meet all the mandatory criteria for participation in the CSP.

V. TARGET POPULATIONS

Funding for CSP is targeted for classrooms serving children ages 0 to 5 who are at greatest risk of falling behind in their overall development, as well as children from additional categories that include:

- Infant/toddlers ages 0 to 3 who meet income eligibility based on the Schedule of Income Ceilings used by the California Department of Education, as referenced in Attachment A2
- Live in the catchment areas of schools with API rankings at or below the 3rd decile
- Reside in a home where a language other than English is used as the primary means of communication (Dual Language Learners [DLL])
- Have been identified as having Special Needs (SN)
- Live in a household where a parent is employed as a seasonal migrant worker

Additional Eligibility for Target Population

For preschool children, income eligibility does not apply. Eligibility is determined based on whether or not the child resides in a low performing school attendance area and meets the specific target populations as described above.

For infants and toddlers participating in the CSP, however, their families must be income eligible based on the California Department of Education (CDE) income ceiling criteria. Attachment A2 shows the income ceilings for child care and development programs funded through CDE. This information establishes the parameters necessary for defining “economically disadvantaged” to determine eligibility for infant and toddler programs.

CSP counties must collect appropriate documentation of family income and size to make the determination of family income eligibility, consistent with the methodology set forth in the Funding Terms and Conditions for applicable CDE child care and development programs. Counties must retain this documentation for audit purposes. The Funding Terms and Conditions for CDE child care and development programs are available at:

<http://www.cde.ca.gov/fg/aa/cd/ftc2011.asp>

VI. DESCRIPTION OF THE CHILD SIGNATURE PROGRAM

This section of the RFA provides a description of all aspects of the Child Signature Program, from its quality enhancements and core elements to staffing requirements and participation criteria.

A. Quality Enhancements

A body of educational research confirms that outcomes from early learning can be stronger if **quality** in the classroom is improved, particularly around classroom management, instruction, and emotional support. A focus on evidence-based strategies to enhance the Power of Preschool program aligns it with the goals of First 5 California's Teacher Signature Program, CARES Plus. This alignment capitalizes on First 5 California's current investment in improving child outcomes by strengthening the quality of teacher-child interactions and classroom instruction. The program design also draws on First 5 California's current partnership with the Educare quality early learning model which serves children from infancy to kindergarten entry.

The CSP quality enhancements, which are described in greater detail in Part C of this section (Program Elements), will:

- Incorporate core program features informed by evidence to enhance **quality**
- Emphasize **program improvement**, informed by data and feedback
- Use **evaluation** to inform future investments
- Exceed the PoP Bridge 2012 First 5 "Quality Level"

B. Overarching Design Principles of the CSP

In addition to the three Program Elements described in Part C of this Section, there are four overarching principles implemented by specific Essential Staff that must be incorporated into the implementation and operation of the CSP, as outlined below:

1. *The Use of Research-Based Practices*

Participating counties must agree to use research-based practices in CSP, including:

- The collection and use of data for reflective practices that support improvement in child and teacher outcomes
- Agreement to participate in the statewide evaluation of the program (discussed in more detail in Part F of this Section)
- The selection and deployment of a Local Evaluator, whose role will be expanded from the original PoP Bridge role to include the

collection and analysis of data for providing feedback and coaching to teachers as described in Part C of this Section.

2. *Data Collection Systems to Support Improvement and Reporting*

The ability to monitor and improve outcomes for children and teachers in an ongoing manner, along with the ability to determine the effectiveness and impact of the CSP, requires data collection and reporting that is more rigorous than was previously required under the current PoP Bridge contract. Specifically, the requirements for CSP counties will expand to include the collection and reporting of the identified child- and classroom-level data at intervals designed to support activities to enhance teacher effectiveness. Moreover, in order to understand variation in outcomes and effectiveness of different models, curricula, and implementation approaches, First 5 California will provide more rigorous guidelines for the collection of data and require the use of measurement tools that are uniform across CSP counties. Data security procedures will be established to ensure confidentiality. Individually identifiable data will not be accessible to the public, nor will any individually identifiable data be transmitted to First 5 California or the statewide evaluator or included in any reports.

3. *The Use of Culturally and Linguistically Appropriate Strategies, as described in First 5 California's Principles on Equity*

First 5 California Children and Families Commission adopted the *Principles on Equity* on October 18, 2001 (revised April 2008), with a commitment to meet the diverse needs of the state's children and families. All counties participating in the CSP must comply with the *Principles on Equity*. By implementing the *Principles on Equity*, CSP classrooms will ensure that curricula and instructional strategies, communication, community-based services, and all aspects of the CSP incorporate practices that are culturally and linguistically appropriate for the population served. (See Attachment C for additional information.)

The *Principles on Equity* address four major areas, each of which must be incorporated in the CSP:

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

4. Alignment of CSP Program Elements with California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*

As its foundation, the CSP incorporates three primary Program Elements (described in Part C of this Section). The CSP Program Elements are research-based and have been used in Educare, Head Start, and other recognized early learning programs to enhance quality. The Program Elements also are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. Local program alignment with these key curriculum documents will guide counties' selection of curricula, strategies, and instructional materials, and will align with and support the implementation of the CSP Program Elements.

Essential Staff of the CSP

Implementing the three CSP Program Elements will require new staff positions (or an increase in responsibilities of existing positions), working individually and in teams including staff who will focus specifically on: teacher and classroom quality improvement, parental engagement, and children's social-emotional development. The most effective staff for understanding and addressing the needs of children who are culturally diverse and/or have special needs includes those professionals who have worked in multi-disciplinary environments in the planning and delivery of services to children and families.

As described below and in greater detail in Part C of this Section, the Essential Staff required to implement the program elements of the CSP include:

- the **Local Evaluator (LE)**
- the **Early Education Expert (EEE)**
- the **Family Support Specialist (FSS)**
- the **Mental Health Specialist (MHS)/Resource(s)**
- the **Program Coordinator (PC)**

Local Evaluator: This position that was already required in the existing PoP Bridge program, will take on an expanded scope of work in the CSP, including the sharing of data with two new categories of essential positions under the CSP: the Early Education Expert and Family Support Specialist.

Early Education Expert and Family Support Specialist: These positions will use LE-collected data, sharing it with program staff and using the data to inform instruction and shape activities to improve quality.

Mental Health Specialist: This position will address the CSP requirements of the Social-Emotional Development Program Element. The MHS, *per se*, is not a “new” required position in that counties may already have resources for individuals who cover the MHS roles and responsibilities. Nevertheless, whoever assumes this responsibility for this Program Element will also be required to collect/share data with program staff, collaborate and coordinate services, work with the classroom teacher on strategies for addressing the social-emotional needs of children and work with the Local Evaluator.

Program Coordinator: At the local level, the Program Coordinator [previously First 5 County PoP Coordinators] will provide oversight to the essential CSP staff and be responsible for compliance with the overall program requirements. The PC would usually work with or supervise the EEE and the FSS. However, it is possible that the EEE and FSS may work within another agency contracted by the local First 5 commission to deliver the services; in those instances, the staff may receive supervision from someone else in that agency. If that is the case, then the PC needs to assure that the other agency is in agreement with and supportive of the role that the person will play in the CSP program implementation to ensure that they fulfill the responsibilities of the position. The PC is also responsible for ensuring that all participating classrooms meet the minimum PoP Maintenance of Effort (MOE) Quality Program requirements. (See Attachment A3.)

Success of the CSP will depend on the expertise, skills, and effectiveness of the individuals who fulfill the duties of these positions. Recommended job descriptions identifying the minimum required education, knowledge, and skills for the EEE, FSS, and LE are provided as Attachments to this RFA. However, hiring qualified individuals is just the first step to implementing these key roles. Continuous support, professional development, and encouragement throughout the three years are essential for optimal outcomes and success of the program. Assistance and support should be available locally, in addition to that provided statewide through the E4. (See Section III.)

In those counties that receive funding as a result of RFA #2, the PC will be responsible for collaborating with the county Early Learning System Specialist (ELSS). (See Section III.)

C. CSP Program Elements – Foundation of the Child Signature Program

As its foundation, the CSP includes three primary, research-based Program Elements:

- 1. Instructional Strategies and Teacher-Child Interactions**
- 2. Social-Emotional Development**
- 3. Parent Involvement and Support**

The decision to include a focus on these Program Elements in the CSP was influenced by the County Commission Input Survey (September, 2011); evaluations of Educare, Head Start, and other recognized early learning programs; as well as evaluations of classroom quality enhancement programs. Implementing these Program Elements will require: increased oversight by the Program Coordinator of the new activities; an increased level of involvement of the Local Evaluator with program staff to make data use a more integral part of program improvement; and the creation of new positions or expansion in responsibilities of existing positions described above.

Below are descriptions of the main goals and activities included in each of the Program Elements, along with the roles and responsibilities of the new staff required to address these goals. (First 5 California will provide support to these individuals through an E4 program as described in Section III.)

1. *Instructional Strategies and Teacher-Child Interactions*

The purpose of this Program Element is to improve the development of language, literacy, and early math skills in children ages 0 to 5 in early care and education programs. This will be achieved through quality improvement activities proven to increase teachers' instructional skills and increase children's outcomes in language, literacy, and early math skills development. Required areas of emphasis include (a) a stronger curricular focus on language/literacy and early math skills; (b) a targeted focus on Dual Language Learners; (c) a targeted focus on children with special needs; and (d) the use of an Early Education Expert (EEE) who, using classroom data collected by the Local Evaluator (LE), provides support and professional development to classroom teaching staff.

Instructional strategies that can be funded in order to address this stronger curricular focus on language/literacy and early math skills include evidence-based developmentally, culturally, and linguistically appropriate curricula; training on those curricula and materials and training for assessments of children, as appropriate. "Developmentally appropriate curricula" are defined as those that are aligned with the California Department of Education *Infant/Toddler Learning and*

Development Foundations, California Preschool Learning Foundations, and California Preschool Curriculum Framework.

Effective strategies and instructional support for teaching Dual Language Learners (DLL) include the purchase of professional development materials, training or mentoring for teaching staff from DLL experts. Funding these activities will support teachers in the education of DLL children ages 0 to 5.

Selection and use of curricula must be articulated in the county application and must be approved by staff at First 5 California. Acceptable curricula include those listed in Attachment J or those that counties can demonstrate are evidence-based and grounded in rigorous scientific research.

In addition, instructional strategies must include, whenever possible, the age and developmentally appropriate integration of nutrition education, movement, and physical activities. In the classroom, staff must model healthy food choices and provide age-appropriate nutritional information that supports a healthy lifestyle. Portion sizes should be age-appropriate, and safe drinking water should be available and accessible at all times. Similarly, health concepts such as hygiene, dental and vision care, food safety, injury prevention, and general health and well-being should be incorporated into the daily curriculum.

Influenced by the Educare model and by several studies of “coaching” or “consultation” for quality enhancement, the CSP will enable participating counties to employ EEEs to support and assist teachers of infants, toddlers, and preschoolers to improve their classroom practices, using objectively gathered classroom quality observation data. EEEs must meet minimum qualifications as outlined in Attachment G, carry a caseload of no more than 10 classrooms simultaneously, and must interact regularly with the LE. For optimum effectiveness in working with DLL children, the EEE must possess the cultural competency, background, and knowledge of effective strategies designed for DLL children ages 0 through 5. In situations where this is not possible, use of consultants/experts to support teacher quality with DLL must be employed. The EEE will be responsible for reviewing and understanding the assessment data, observing classrooms, encouraging reflective practices and providing direct feedback and coaching to individual teachers on strategies promoting oral language, vocabulary, early literacy and math. The EEE also will collaborate and coordinate with the FSS and MHS.

Many PoP counties currently employ LEs who provide a range of services. For the CSP, the role of the LE may need to be broadened and/or level of effort increased to ensure the required collaboration

between those who collect the required data and the EEE. The LE must work with the EEE to provide ongoing data collection and analysis designed to identify gaps and show where improvements are needed. In addition to providing reports to the local program, the LE will participate in the statewide evaluation by providing data that can be summarized across participating counties. (See Attachment I for description.)

2. *Social-Emotional Development*

High-quality and state curriculum-aligned instructional strategies are critical to the CSP model. However, young children will have difficulty benefiting from even the best curriculum if they are not emotionally ready to learn and engage. The goal of this Program Element is to improve the social-emotional development and behavioral skills of children ages 0 to 5 in early care and education programs through the implementation of classroom programs or practices proven to improve teachers' classroom management skills and interactions with children, and that have shown to support children's social-emotional and behavioral outcomes.

Specific areas of emphasis in this Program Element include (a) interventions that are theory- and research-based, (b) activities that are age-appropriate and culturally and linguistically appropriate, (c) inclusion of parents in the development of their child's social-emotional well-being, and (d) collaboration with local mental health service providers.

As in Program Element 1, this Program Element may also be implemented by the employment of EEEs who have the skills and ability to support the professional development of teaching staff in the area of social-emotional development and cognitive and language development. Well-qualified individuals may be able to effectively support teachers in all areas of child development. Alternatively, some communities may already have access to mental health agencies that include specialists in diagnosing and treating, or helping teachers address, issues or delays in the social-emotional development of children ages 0 through 5. Although titles vary, these individuals are sometimes referred to as **Mental Health Specialist (MHS)**. Contracting with such agencies for MHS support and/or professional development may be a cost-effective and pragmatic approach that can help link early childhood programs more closely with appropriate community resources. Regardless of the personnel who deliver services for this Program Element, the intention is that:

- 1) screenings and assessments be completed,
- 2) parents be integral in the process,
- 3) referrals and follow up for needed services are made,

as appropriate; and 4) work and services are coordinated with CSP Essential Staff.

Other means to address this Program Element will be through purchase of and/or training of teachers on specific early childhood curricula designed to help prevent challenging behaviors and help teachers deal effectively with those behaviors. As above, the curricula must be developmentally appropriate and align with the California Department of Education (CDE) *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *Preschool Curriculum Framework* requirements. Screening each child must be completed annually, and assessments should take place as warranted.

3. **Parent Involvement and Support**

The goal of this Program Element is to increase parent knowledge, interest, involvement, and ability to advocate for their child's early learning and later success in school. The primary approach for implementing the tenets of this Program Element will be through the addition of the **Family Support Specialist (FSS)**. Each FSS will have a caseload of 30 or fewer families. The FSS will also be expected to work with the Mental Health Specialists (MHS), if available, and/or other resources to collaborate regarding services/referrals, as needed. (See Attachment H for job description.)

Influenced by the Educare model and other parent involvement approaches, the primary responsibilities of the FSS (who is preferably on-site) fall into the following major areas:

- Provide parents with information about their child's growth and development, and encourage parent involvement in these areas.
- Provide parents with information and resources that promote optimal health and well-being, including nutrition and physical activity.
- Promote and enhance the parent/child relationship.
- Encourage parents' involvement and advocacy in the education of their child and their child's early care environment.
- Work with parents to develop a Family Partnership Agreement identifying the strengths and concerns of the family and prioritizing the family's goals for the parent and child.
- Provide parents information regarding child health and injury prevention, healthy food choices (i.e., decrease consumption of high fructose, fat, and fast food, etc.), and benefits of increased physical activity.

- Educate parents on the dangers of secondhand smoke to children and provide tobacco cessation resources.
 - The FSS will be required to complete the on-line training titled, “Kids and Smoke Don’t Mix...”
 - The FSS will be required annually to review with parents the on-line tobacco training developed for parents.

The FSS will collaborate and coordinate with the teaching staff and parents to foster strong positive relationships among children, families, and staff. The FSS will be knowledgeable of local community organizations and their respective services and resources, and will facilitate referrals such as health, dental, mental health, social services, and legal, and follow-up on needed services.

D. CSP FYs 2012-13 through 2014-15 Qualifying Criteria

To receive funding for FYs 2012-13 through 2014-15 of the CSP, the current PoP Bridge counties must meet the following administrative, program, and staff criteria:

1. Administrative:

- 1.1 Provide no less than a 1:1 **cash** match. (See Attachment K for definition.)
- 1.2. Provide continuity and “maintenance of effort” by serving at least 90% of eligible children ages 0 to 5 in the same targeted catchment areas that were enrolled in the PoP Bridge program in FY 2011-12. All existing PoP classrooms within the catchment areas of elementary schools within API deciles 1-5 may be “grandfathered” in to CSP to facilitate compliance with the maintenance of effort criteria.
- 1.3. Assure that any new participating ECE classrooms are in the catchment areas of elementary schools with APIs in deciles 1-3.

2. Staffing:

- 2.1 Hire, redirect, or contract for the Essential Staff positions described in Section VI, Part C above. It is acknowledged that some counties may not have funds sufficient to implement these Quality Enhancement requirements in every current PoP Bridge FY 2011-12 site and classroom.
- 2.2 For those sites where quality enhancements are not possible (i.e., the Maintenance of Effort sites and centers), the county will

be required to maintain existing PoP Bridge 2011-12 standards and criteria. At a minimum, all classrooms that participate in CSP are required to maintain and/or increase the current PoP Bridge FY 2011-12 “Mandatory Quality Program Requirements” and, “Teacher/Provider Qualification Quality Levels ...” at the First 5 Quality Level.

- 2.3 Additionally, all staff participating in a CSP funded classroom must complete the on-line training titled, “Kids and Smoke Don’t Mix ...”

3. Program:

- 3.1 Serve infants and toddlers in high quality environments: Counties must include at least one classroom with no fewer than eight infants/toddlers. The teacher/child maximum ratio is 1:4 infants; 1:4 toddlers (can be 1:6 with toddler license).
- 3.2 Incorporate the three CSP Program Elements (Instructional Strategies and Teacher-child Interactions, Social-Emotional Development, and Parent Involvement and Support), as described in Part C of this Section in as many centers/classrooms as feasible.
- 3.3 Align programs with the major domains articulated for use with infant/toddlers and preschool, as described in the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
- 3.4 Provide nurturing and caring relationships with children.
- 3.5 Develop strong family partnerships.
- 3.6 Provide culturally sensitive care.
- 3.7 Provide environments and materials that enrich learning and development.
- 3.8 Encourage well child visits through age five.
- 3.9 Provide screenings and assessments as described in Attachment B.

4. Target Populations:

4.1 As outlined in Section V, serve children ages 0 to 5 with diverse languages and cultures and abilities:

- Hire knowledgeable staff who are proportionately reflective of the cultural and linguistic diversity of the children in the classroom
- Create a plan that demonstrates continuous outreach and retention of a diverse workforce that reflects the diversity of California's children
- Justify in cases where staff are not available as to why the ratio has not been met in order to receive approval from First 5 California (teacher/child ratio must proportionately represent the diversity of the children served)

4.2 Serve Children with Special Needs in order to:

- Ensure access to all CSP Program Elements and services
- Encourage well child visits through age five
- Ensure access to comprehensive assessments
- Provide other relevant resources and/or services

Coordinate and collaborate with other service providers such as regional centers, etc. (Just as with Head Start, at least 10% of all children served must be special needs children.)

5. Classroom Curriculum

5.1 Use approved "developmentally, culturally, and linguistically appropriate curricula" defined as those aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. (See Attachment J.)

5.2 Incorporate physical activity in all aspects of the regular curricula (at least 30 minutes per day per ECERS guidelines for half-day programs less than 4 hours per day), and at least 60 minutes per day for programs operating greater than 4 hours per day. (See Attachment A.)

- 5.3 In at least 90% of continuing PoP classrooms, ensure that:
- Teacher/child ratios are 1:8 or better
 - If applicable, infant/toddlers ratio are 1:4 or better
 - Center directors have a BA degree or better.
- 5.4 Ensure that teachers meet the current PoP Bridge First 5 “Quality Level” educational requirements and provide appropriate documentation in the semi-annual reports.

6. Parent Involvement and Support

- 6.1 Develop and implement a plan to support diverse parent and family partnerships and parent involvement in all aspects of the program, including leadership in program design, participation, implementation, and evaluation. The plan must:
- a. Provide parents with resources and education to facilitate their ability to support their child’s development.
 - b. Contain approaches effective in reaching parents of children ages 0 to 5, including children with disabilities and other special needs, Dual Language Learners (DLL), and migrant families.
 - c. Assure that parents of 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.
 - d. Use culturally and linguistically relevant methods of communication and community outreach to locate and serve diverse groups by including community organizations, formal and informal networks, and other communication vehicles.
- 6.2 Promote and support the development of emerging parent and community leaders.
- 6.3 Hold a minimum of two individual parent conferences per year that are at least three to four months apart.
- 6.4 In collaboration with parents, complete an annual Family Partnership Agreement that encourages and promotes positive development outcomes for their child.

- 6.5 Educate parents on the dangers of secondhand smoke to children through the use of parent-focused tobacco trainings and other tobacco cessation resources, and review resources annually.

7. Assessment and Evaluation

- 7.1 Use the CLASS, ECERS, and, if applicable, the ITERS observation tools. Classrooms may use the tools every other year if cost is prohibitive, with no less than one assessment completed per year each fiscal year.
- ECERS/ITERS Tool: Classrooms will be required to submit the ECERS/ITERS results to the State Evaluation contractor for FY 2011-12 (or more recent results) during the CSP 2012-13 FY.
 - CLASS Tool: The CLASS assessment tool will be used first in FY 2012-13, if using both tools in alternating years.
- 7.2 Ensure more than 80% of the continuing PoP classrooms must have achieved a score equal to or greater than:
- 5 on ECERS
 - 5 on CLASS Emotional Support
 - 3 on CLASS Classroom Organization
 - 2.75 on CLASS Instructional Support

For the classrooms with scores below the aforementioned thresholds, the county will be required to submit a plan in the quarterly/semi-annual report detailing the process to bring each classroom up to the required level or better and provide the documentation detailing the change.

- 7.3 Complete an environment rating scale; an annual program self-assessment; the development and implementation of an annual plan for each program provider consistent with Title 5; and participate in the external review process. Also, complete the CDE Desired Results and Developmental Profile 2010 (DRDP 2010) and the DRDP parent survey.

E. Staff Criteria

All required staff and other staff, as appropriate, must:

1. Participate in the training and technical assistance that will be provided by the Early Education Effectiveness Exchange (E4) designed to support the CSP (see Section III). The E4 will conduct meetings to support the Program Coordinators in continuous program improvement, and conduct Webinars or “go-to meetings” on applicable topics.
2. Conduct regular assessments that will identify assets, challenges, and gaps in community resources and systems. The assessment data will aid in identifying needs, designing programs and approaches, and setting benchmarks and goals.
3. Collect classroom data on annual enrollment of children ages 0 to 5, including:
 - Total number of children ages 0 to 5
 - Number of months child was enrolled
 - Number of children in each age group, (i.e., 0-3, 4-5).
 - Primary language of child spoken at home
 - Primary language of family
 - Ethnicity
 - Race
 - Disabilities/special needs
 - Migrant status
 - Socioeconomic status
 - Number of staff by:
 - Race/ethnicity
 - Primary and secondary languages spoken
4. Collect data/information on staff/teacher. Number of teachers, number of teachers with BA, number of teachers with BA+, number of teachers with MA or higher.
5. Conduct or coordinate the administration of child, teacher, and environmental assessments as described in Attachment B.
6. Use expertise and impart knowledge developed over the seven previous years of PoP to serve as mentors and provide technical assistance to non-PoP counties in years two and three of CSP.
7. Complete the on-line training titled “Kids and Smoke Don’t Mix...”

F. Evaluation

For FY 2012-13, the data collection and evaluation process for the CSP will be similar to the current First 5 California Annual Report Web-based PoP reporting system, with some additional level of detail required. However, with the ongoing development of the First 5 California database, referred to as Practice, Research, and Outcomes 0 to Five (PROOF), all funded counties will be required to enter CSP data into that system in the future.

CSP classrooms will agree to:

- Participate fully in the statewide evaluation and any research studies developed by First 5 California to demonstrate program outcomes.
- Develop and submit a plan that demonstrates coordination between the LE and EEE regarding collection and analysis of classroom data for continuous classroom improvement.

Attachment B provides an overview of the data collection and evaluation requirements for the CSP. The final due date for submitting the data is November 1 of each year, beginning in 2013.

G. Technical Assistance and Support

First 5 California plans to contract with a separate entity to provide training and technical assistance to support the CSP. This training and technical assistance infrastructure will henceforth be referred to as the Early Education Effectiveness Exchange (E4). Counties interested in participating in the E4 must be awardees of any one of the three CSP RFAs.

H. Improvement Plan

Any classrooms currently served through PoP Bridge FY 2011-12 that will continue to receive funding through this RFA that do not meet all the Quality Program Requirements (see Attachment A3) must submit, at the time of application, a detailed improvement plan. The plan must identify, by classroom, the current status of each area not meeting the minimum criteria, incremental steps to be taken to meet criteria, method of evaluating progress, and respective timeline for achieving full compliance with the requirements. Counties will be required to report on the status of the improvement plan in the county's quarterly and semi-annual reports.

I. CSP Reports

In addition to the evaluation and assessment reports described in Section VI, Part D.7 and Attachment B, and the Annual Report due November 1 of each year, CSP counties funded through this RFA are required to submit the following reports:

FY 2012-13 (First Year of Program Operation Only)

Quarterly CSP Progress Reports: Counties will submit quarterly progress reports during year one of the CSP for approval by First 5 California. The progress reports should demonstrate continuous classroom improvement toward achieving CSP program goals. These reports will summarize program implementation strategies, documented actions to improve quality in classrooms, local trainings provided and attended, strengths and challenges, and actions taken to correct those challenges. Additionally, counties must report changes to the Staff Plan as part of the 3rd Quarter Progress Report. The Quarterly CSP Progress Reports schedule follows:

<u>Period</u>	<u>Due Date</u>
July – September	October 31, 2012
October – December	January 31, 2013
January – March	April 30, 2013
April – June	July 31, 2013

Site/Classroom Profile Updates: Counties are required to submit at the time of application Site/Classroom Profiles using First 5 California's Web-based reporting system and update the demographic information semi-annually. Attachment L shows the Web-based reporting data fields that counties will be required to complete and submit as one of the requirements of the application. The Site/Classroom Profile Updates schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

Claim for Reimbursement: Counties are required to submit a semi-annual Claim for Reimbursement for allowable expenditures. The Claim for Reimbursement schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

FYs 2013-14 and 2014-15

Semi-Annual Program Progress Reports: All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. The Semi-Annual Program Progress Report schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Site/Classroom Profile Updates: The Site/Classroom Profiles will be established at the time of application and updated semi-annually in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Reimbursement Claim Forms Due: Counties may request reimbursement for allowable expenditures in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

First 5 California will provide templates for all reports.

VII. FUNDING TERMS AND CONDITIONS

A. Fund Allocations

Table 1 on the following page shows the maximum funding allocation amounts reserved for each county applying to participate in CSP in FYs 2012-13 through 2014-15. The funding amounts in this Table reflect the original funding level for Coordination Funds authorized for PoP Bridge in FY 2011-12 and a 25% increase over the Program Funds authorized in PoP Bridge FY 2011-12.

TABLE 1

County Commission Name	Fund type	FY 2012-13 Funds	FY 2013-14 Funds	FY 2014-15 Funds	Total CSP Funds
First 5 Los Angeles	Program	\$9,655,687.00	\$9,655,687.00	\$9,655,687.00	\$28,967,061.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Mendocino	Program	\$425,125.00	\$425,125.00	\$425,125.00	\$1,275,375.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Diego	Program	\$3,254,625.00	\$3,254,625.00	\$3,254,625.00	\$9,763,875.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Francisco	Program	\$4,544,313.00	\$4,544,313.00	\$4,544,313.00	\$13,632,939.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Joaquin	Program	\$1,025,750.00	\$1,025,750.00	\$1,025,750.00	\$3,077,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Santa Clara	Program	\$956,500.00	\$956,500.00	\$956,500.00	\$2,869,500.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Ventura	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Yolo	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
Total Allocation	Program	\$20,909,500.00	\$20,909,500.00	\$20,909,500.00	\$62,728,500.00
	Coordination	\$800,000.00	\$800,000.00	\$800,000.00	\$2,400,000.00

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(See Next Page)

A.1 Coordination Funds

The maximum amount of funds for CSP coordination activities available each fiscal year (in arrears), beginning in FY 2012-13 and ending with FY 2014-15, is up to \$100,000 per year. Coordination Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contractor compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Program Coordinator position
- Other program coordination staff
- Training and technical assistance

Operating Costs: Expenditures for CSP coordination activities must be related to the performance of the program and may be used only for the following expenditures:

TABLE 1

County Name	Fund type	FY 2012-13 Funds	FY 2013-14 Funds	FY 2014-15 Funds	Total CSP Funds
First 5 Los Angeles	Program	\$9,755,688	\$9,755,688	\$9,755,688	\$29,267,064
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Merced	Program	\$525,125	\$525,125	\$525,125	\$1,575,375
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Diego	Program	\$3,354,625	\$3,354,625	\$3,354,625	\$10,063,875
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Francisco	Program	\$4,644,313	\$4,644,313	\$4,644,313	\$13,932,939
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Joaquin	Program	\$1,125,750	\$1,125,750	\$1,125,750	\$3,377,250
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Santa Clara	Program	\$1,056,500	\$1,056,500	\$1,056,500	\$3,169,500
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Ventura	Program	\$623,750	\$623,750	\$623,750	\$1,871,250
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Yolo	Program	\$913,000	\$913,000	\$913,000	\$2,739,000
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
Total Allocation	Program	\$21,998,751	\$21,998,751	\$21,998,751	\$65,996,253
	Coordination	\$800,000	\$800,000	\$800,000	\$2,400,000

A.1 *Coordination Funds*

The maximum amount of funds for CSP coordination activities available each fiscal year (in arrears), beginning in FY 2012-13 and ending with FY 2014-15, is up to \$100,000 per year. Coordination Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contractor compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Program Coordinator position
- Other program coordination staff
- Training and technical assistance

Operating Costs: Expenditures for CSP coordination activities must be related to the performance of the program and may be used only for the following expenditures:

- Audits and related services
- Data collection and storage
- Communications
- Equipment and other capital expenditures under \$5,000
- Materials and supplies
- Meetings and conferences
- Publication and printing costs
- Training specifically related to the program including professional development and technical skill development
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy

Each First 5 county commission is responsible for ensuring that Coordination Funds are expended consistent with the authorized use of those funds.

First 5 California will reimburse counties in arrears for allowable Coordination Fund expenditures upon receipt and approval of a First 5 California CSP claim for reimbursement for the previous fiscal year. Any unexpended funds from a current fiscal year may, upon prior approval by First 5 California, be rolled over to the subsequent fiscal year during the authorized performance period.

Counties that cannot absorb the costs required to implement coordination activities for any approved fiscal year may apply for a hardship waiver to receive coordination funds at the beginning of the fiscal year. To apply for a hardship waiver for FY 2012-13, the Executive Director of a First 5 county commission must submit, with its RFA application, a written request on First 5 county commission letterhead that justifies the need for a disbursement of Coordination Funds beginning in FY 2012-13. In subsequent years, a hardship waiver request must be received by First 5 California by June 1 for the following fiscal year.

Additionally, county commissions must place advanced Coordination Funds in an interest bearing account and the interest bearing account shall be a separate account or a subaccount from the county commission's general account. The Executive Director of a First 5 county commission must identify the designated account in the hardship waiver request where the advanced funds will be deposited.

County commissions may not use interest earnings for coordination or program expenditures. County commissions must report annually the amount of interest earned in each fiscal year to First 5 California within 90 days of the end of the fiscal year. First 5 California will annually invoice county commissions for the interest revenue, and those funds

must be remitted to First 5 California within 30 days of receipt of the invoice.

Coordination Funds disbursed as a result of an approved waiver that are not expended by the end of each fiscal year during the program period authorized in the RFA must be returned to First 5 California consistent with instructions to be provided by First 5 California.

A.2 *Program Funds*

First 5 California will approve the reimbursement of expenditures that promote and support each of the following program elements:

1. Instructional Strategies and Teacher-Child Interactions
2. Social-Emotional Development
3. Parent Involvement and Support

Program Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contract compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Early Education Expert (EEE)
- Family Support Specialist (FSS)
- Local Evaluator (LE)
- Mental Health Specialist or other mental health resource staff
- Program administration and support positions
- Teacher
- Teacher Aid
- Teacher Assistant

Many current PoP counties may already employ persons with similar job responsibilities as those of the Essential Staff. Counties may use CSP funds to augment position(s) to meet the additional CSP staff responsibilities either by expanding the job responsibilities and effort, or by hiring additional staff.

Operating Costs: Expenditures for program activities must be related to the performance of the program and include the following:

- Activities and services that support the quality of CSP curriculum design, implementation and evaluation
- Audit and related costs
- Equipment and other capital expenditures under \$5,000

- Evaluation: assessments, data collection, storage, and analysis of local evaluation data and related research; solicitation and analysis of information regarding the status and needs of children ages 0 through 5 and their families, and to subsequently develop and modify programs to better address identified needs.
- Food to enhance USDA meal programs or to enhance program curriculum for children participating in the program
- Materials including developmentally appropriate curricula and assessment tools (for both child and teacher)
- Meetings and conferences
- Supplies, books, tools, and other high quality materials to support the classroom
- Training, professional development, and learning support, not provided by E4, to develop skills and knowledge for the following:
 - Three Program Elements
 - Dual Language Learners
 - Children identified with special needs
 - Improved teacher interactions and instruction with children (PITC, etc.)
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy.

Expenses must be directly related to the program elements, with a justification provided, and must be traceable and auditable.

B. Funding Contingencies for Local Area Agreements

- B.1. Any entity that enters into a Local Area Agreement (LAA) with First 5 California understands and agrees that the LAA is valid and enforceable only if sufficient funds are available in the appropriate account(s) of the California Children and Families Trust Fund to carry out the purposes of the Agreement. This Agreement shall be invalid and of no further force and effect if sufficient funds are not available in the appropriate account of the California Children and Families Trust Fund due to:
- A decrease in projected tax revenue collected pursuant to the Revenue and Taxation Code section 30131.2
 - Any additional restrictions, limitations, or conditions enacted by the legislature
 - Any statute enacted by the Legislature that may affect the provisions, terms, or funding for the Agreement in any manner

- B.2. In the event that there are insufficient funds in the appropriate account(s) of the California Children and Families Trust Fund any of the aforementioned reasons stated in B.1, the State of California and/or First 5 California shall have no liability to pay any funds whatsoever to the First 5 county commission or to furnish any other considerations under the LAA, and the First 5 county commission shall not be obligated to perform any provisions of the LAA.
- B.3. If full funding does not become available, First 5 California will amend the LAA to reflect program and related reduced funding and/or reduced activities.

C. Cash Match

A cash match is a commitment of funds provided by organizations or individuals for which documentation can be provided of a cash transaction by the applicant, project sponsors, or partners. Documentation of a cash match is typically confirmed in a formal engagement agreement or cash agreement.

Allowable cash match funds may include, but are not limited to, the following:

- Proposition 10 county tax revenue
- Federal (i.e., Early Head Start, Head Start, Race to the Top, etc.)
- Local Workforce Investment Board
- Local government
- Non-profit organization
- Private foundation
- Grants
- Other gifts

There is no cash match requirement for Coordination Funds.

The county commission is required to commit to a minimum annual 1:1 cash match for state funds for the funding amount requested in the application, which cannot exceed the maximum program allocation. (Reference Table 1 on Page 26.)

First 5 California may determine an overpayment has occurred if a First 5 county commission does not secure adequate matching funds. Overpayment remedies are covered later in this section.

D. Claims for Reimbursement

To receive reimbursement for program expenditures, participating First 5 county commissions will submit a Claim for Reimbursement consistent with the following schedule:

- Coordination Funds will be reimbursed annually. Claims for Reimbursement for Coordination Funds are due to First 5 California by August 30 of each year.
- Program Funds: will be reimbursed on a semi-annual basis. Claims for Reimbursement of Program Funds are due to First 5 California by February 28 and August 30 of each year. The Claims for Reimbursement must be submitted on the form provided by First 5 California and correspond to those expenditure categories found in the approved budget. In addition, each Claim for Reimbursement must demonstrate the required minimum 1:1 cash match.

E. Administrative Costs

First 5 California will not reimburse administrative and/or indirect costs for Coordination activities and/or services.

Administrative costs shall not exceed 15% of the total annual reimbursable costs (expended amounts) for state program funds. It is the responsibility of the First 5 county commission to ensure that not less than 85% of annual state expenditures are used for direct services to participants.

Administrative costs are shaped by the familiar concept of “overhead” or “centralized” services and are distinguished from program administration or management expenditures that qualify as direct program costs. Rather, administrative costs are incurred for common objectives that benefit programs administered by the lead agency and, as such, are not readily assignable to a particular program funding stream. Administrative costs are related to the general management of the lead agency, such as accounting, budgeting, personnel, procurement, and legal services.

Costs related to administration may include both **direct** program charges (salary costs related to preparing program plans, developing budgets, and monitoring activities; rental or purchase of program-specific office equipment or supplies; rental and maintenance of program office space), and **indirect** charges for general administration of the program (personnel, payroll, accounting, procurement, data processing). Any cost, direct or indirect, that supports management of the program is considered administrative in nature.

If the First 5 county commission has more than one First 5 California program, then the method used to allocate administrative costs must be documented.

F. Budget Amendment

A **budget amendment** changes the current approved total program funding authority identified on the Local Area Agreement for the period of program performance. Program Budgets are set during the initial application approval process for the full funding period. A budget amendment request must be submitted and approved by First 5 California to use unallocated authority.

Upon approval of a budget amendment, counties will receive a revised funding letter with the approved supporting budget detail documents. Budget amendment requests must be submitted prior to or during the year for which expenditures will occur.

G. Budget Revision

A **budget revision** is an adjustment of a total or line item amounts within the approved funding authority period.

A budget revision should be submitted to First 5 California as soon as the change is identified and in advance of completing the fiscal report forms.

The First 5 county commission shall expend funds in the manner described in the budget of the approved application. The allocation of funds for Personnel and Direct Program Cost categories in the budget may vary by as much as fifteen percent (15%) without approval by First 5 California. Any difference of more than fifteen percent (15%) must be requested in advance, in writing, and approved by the First 5 California Program Coordinator.

First 5 California may withhold payment for changes in particular budget items which exceed the amount allocated in the approved budget by more than fifteen percent (15%) and which have not received the approval required above.

H. Annual Financial Audit

Each First 5 county commission receiving and expending CSP funds must report audited financial information for funds received for CSP utilizing a supplemental schedule provided by First 5 California.

The supplemental schedule must be a component of the county commission's annual financial audit performed by an independent third party. The first audit is due to First 5 California by November 1, 2013, and annually by November 1 thereafter.

The First 5 county commission is required to maintain auditable records, which must be made available, upon request, to representatives of First 5

California or its designee, or the State Auditor for on-site monitoring, reviews, and audits.

I. Program Compliance Review

The purposes of a CSP compliance review are:

- Review and analyze the administration of the CSP at the county and site levels for participating entities.
- Through interviews and reviews of records, confirm internal controls and required record keeping is consistent with program requirements. These controls help safeguard the operational and fiscal integrity of the CSP.
- To provide information and feedback to County commission staff to assist them in taking corrective action, if necessary.

CSP compliance reviews will take place at intervals not more frequently than annually. County commissions will be required to participate and produce records on request by First 5 California or the state.

J. Capital Outlay Expenditures

First 5 California funds may **not** be used for capital expenditures as defined by the First 5 Financial Management Guide and the additional guidance in Fiscal Memorandums No. 01-04 and No. 01-06 found on the First 5 California web site at:

1. http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM_01-04FixedAssets.pdf
2. http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM01-06CapitalImprovements.pdf.

K. Carryover Funds

Carryover funds are unobligated, unspent balances from a previous year's approved budget that are transferred to the current year's budget, and are available to spend in addition to the current year's allocation. Carryover funds must be requested by the County Commission through the Budget Revision process.

L. Dispute Resolution

The First 5 county commission shall attempt to resolve disputes at the first staff level within First 5 California. If the dispute is not resolved at the first staff level, the Executive Director of the First 5 county commission, designated as the CSP administrator, may appeal the decision. Such an appeal can be

made by submitting a written description of the issues and the basis for the dispute to the Chief Deputy Director of First 5 California within thirty (30) calendar days of receiving an initial response from the first-level determination of the dispute.

Within thirty (30) calendar days of receiving the First 5 county commission's written dispute, the Chief Deputy Director will review the facts of the dispute, and if deemed necessary, will meet with the First 5 county commission executive director or designee for purposes of resolving the dispute. The Chief Deputy Director shall make a determination and shall send written notification of the decision to the First 5 county commission, together with the reasons for the decision, within sixty (60) calendar days of the receipt of the First 5 county commission's notification of the dispute. The decision of the Chief Deputy Director shall be final.

M. Financial Management Compliance

First 5 county commissions must use the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with First 5 California. The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between State and county commissions when addressing financial matters. The First 5 Financial Management Guide is available on the First 5 California Web site at: <http://www.cfc.ca.gov/commission/fiscal.asp>.

N. Direct and Indirect Costs

Direct costs are those costs that can be identified specifically with the CSP program or that can be directly assigned relatively easily with a high degree of accuracy. County commissions must identify the projected direct costs in the budget and provide a written budget narrative justifying those costs.

Indirect costs, also referred to as facilities and administrative costs, are costs that are incurred for common or joint objectives, and therefore, cannot be identified readily and specifically with a particular sponsored program or project. For the purpose of this RFA, indirect cost limits are considered part of the administrative costs limit. The two costs (indirect and administrative) combined cannot exceed 15% for the state approved costs detailed in the CSP RFA budget. Indirect cost rates must be substantiated for the appropriate fiscal year.

O. Overpayment

If it is determined that the First 5 county commission received an overpayment of First 5 California funds, First 5 California will seek recovery immediately upon discovery of overpayment by an invoice to the First 5

county commission for a refund of the overpayment amount within thirty (30) days after receipt of the invoice.

P. Reimbursement Terms

First 5 California will reimburse county commissions for actual and allowable costs that are reasonable and consistent with the authorizing RFA, the corresponding approved budget, and signed Local Area Agreement. Actual and allowable costs are those costs for which the county commission has supporting documentation at the time of claim submission. All data reported on the Claim for Reimbursement must be actual and allowable costs.

Non-reimbursable costs include:

Non-Reimbursable State Costs
<p>Program Costs</p> <ul style="list-style-type: none"> • Current year agreement funds to pay prior or future year obligations • Promotional Items and memorabilia including gifts and souvenirs
<p>Family Child Care Homes</p> <ul style="list-style-type: none"> • Consumables (e.g., food and diapers) • Materials and supplies
<p>Facilities</p> <ul style="list-style-type: none"> • Capital expenditures for general-purpose equipment, buildings, and land (items with a unit cost greater than \$5,000) • Facilities renovation and repairs • Fixed or Capital Assets or Capital Improvements (see Fiscal Memorandums 01-04 and 01-06) • Idle facilities or idle capacity except to the extent that they are 1) necessary to meet fluctuations in workload, or 2) necessary when acquired and are now idle because of changes in program requirements, efforts to achieve more economical operations, reorganization, termination, or other causes which could not have been reasonably foreseen
<p>Travel</p> <ul style="list-style-type: none"> • Out-of-State, without prior approval
<p>Other</p> <ul style="list-style-type: none"> • Alcoholic beverages • Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs, and related legal costs • Costs of advertising and public relations designed solely to promote the governmental unit, lead agency, or partners • Entertainment, including amusement, diversion, and social activities and any expenses directly associated with such costs • Goods or services for personal use of the First 5 county commission and partners employees • Legal costs incurred in defense of any civil or criminal fraud proceeding; legal expenses for prosecution of claims against the State of California • Lobbying costs • Organized fund raising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions

Reimbursement payments will be made only to the First 5 county commission holding the Local Area Agreement.

Q. Compliance Requirements

The First 5 county commission must adhere to the following fiscal and program requirements:

1. Participate fully in a formal evaluation and data collection process administered by First 5 California and/or its designee.
2. Provide all progress reports, reimbursement requests, and evaluation reports as requested by First 5 California.
3. Account for revenues and expenditures (both State and local) for the CSP funds separately in the annual financial audit, supplemental schedule.
4. Declare any unexpended State funds.
5. Sign required certifications that attest to the accuracy of any program data submitted and claims for reimbursement requested.
6. Adhere to contractor responsibilities:
 - The First 5 county commission can subcontract with another agency to implement the CSP as an intermediary; however, the First 5 county commission is responsible for the overall performance of the CSP and is responsible for expenditure and progress reports as described above and below, even if administered through an intermediary.
 - The First 5 county commission must adhere to the State of California's contracting requirement of three competitive bids, unless local county regulations or policies differ.
 - The First 5 county commission is responsible for collection of necessary data.

R. Payment Withholds

Failure to submit timely and accurate fiscal, evaluation, and annual reports as required by First 5 California may result in the withholding of a disbursement of funds, until which time the required reports and/or data have been received. Serious delays in fiscal report submission may result in a written request by First 5 California for an accounting of expenditures or special review of fiscal and program activity. First 5 California may reduce or terminate program participation if First 5 California determines that a First 5 county commission has failed to adhere to the terms and conditions of the

RFA and/or its approved Agreement, including any amendments to the Agreement.

S. Retention of Program Records

State funds disbursed by First 5 California to the First 5 county commission are subject to examination and audit by First 5 California or its designee, or the State Auditor, for a period of five (5) years after final payment of program expenditures. Therefore, adequate and accurate records must be retained for this period. First 5 California shall have access to the First 5 county commission's offices and/or the CSP sites, upon reasonable notice, during normal business hours, for the purpose of interviewing employees and inspecting and copying books, records, accounts, and other material that may be relevant to a matter under investigation, and for the purpose of determining compliance with the allowable uses of the CSP funds.

If an employee is multi-funded on a time accounting basis, then the employee's timesheet must indicate the actual amount of time spent in each program per day. The First 5 county commission must maintain accurate and verifiable financial data, in accordance with generally accepted accounting principles and standards for governmental entities

T. Supplement not Supplant

The CSP funds shall be expended only for the purposes expressed in the RFA and may be used only to supplement existing levels of service. No monies from the California Children and Families Trust Fund shall be used to supplant state or local general fund money for any purpose.

U. Termination of Agreement

First 5 California retains the option to terminate this Agreement without cause at its discretion, provided that written notice has been delivered to the First 5 county commission at least thirty (30) days prior to such termination date. If First 5 California terminates this Agreement at its discretion, the First 5 county commission will be entitled to compensation upon submission of an invoice and proper proof of claim, in that proportion which its services and products were satisfactorily rendered or provided and its expenses necessarily incurred pursuant to this Agreement, up to the date when notice of termination is received by the First 5 county commission ("the notice date"). The First 5 county commission will not be entitled to reimbursement for any expenses incurred for services and deliverables pursuant to First 5 California Request for Funding.

VIII. LIST OF ATTACHMENTS

The following attachments are included in this RFA as resources for applicants to develop, implement, and monitor the CSP.

- Attachment A Mandatory CSP Quality Enhancement (QE) Program Requirements
- Attachment A1 Teacher/Provider Qualifications Quality Levels for Preschool and Infant Toddlers – Center-Based and Family Child Care Homes
- Attachment A2 Child Care and Development Family Income Ceilings
- Attachment A3 CSP PoP Maintenance of Effort (MOE) Quality Program Requirements
- Attachment B Data Collection and Evaluation Requirements for CSP Counties
- Attachment C CSP Principles on Equity
- Attachment D CSP Program Glossary
- Attachment E Acronyms Used in CSP RFA #1
- Attachment F EDUCARE (Program Description)
- Attachment G CSP Job Description for the Early Education Expert (EEE)
- Attachment H CSP Job Description for the Family Support Specialist (FSS)
- Attachment I CSP Job Description for the Local Evaluator (LE)
- Attachment J Recommended Curricula for the CSP
- Attachment K CSP Fiscal Glossary
- Attachment L Site/Classroom Profile Data Fields

IX. HOW TO APPLY FOR FUNDING

A. Request for Application (RFA) Information Session

One CSP RFA Information Session/Conference Call will be held via conference call to review the content of this RFA with potential applicants and to address questions. This call will provide the opportunity to ask questions and receive information regarding the content of this RFA. The date, time, and location for the session are listed below.

Any county/agency submitting an application is encouraged to participate in this RFA Information Session/Conference Call.

Information Session/Conference Call

Date: February 29, 2012

Time: 10:00 am – 12:00 pm

Dial-in number: 1 (888) 469-0935

Passcode: 65420

Questions regarding this RFA will be answered during the information session/conference call. Additional questions regarding this RFA will be accepted **by e-mail, in writing, or by fax through Friday, March 16, 2012.** Please use "CSP RFA Question" as the subject heading and send all questions to First 5 California:

E-mail: csp@ccfc.ca.gov

or

Fax: (916) 263-1360

B. Application Eligibility Period

The funding period covers July 1, 2012, through June 30, 2015, and shall operate on a state fiscal-year basis (July 1 through June 30).

C. Application Procedures and Processes

Applications must be developed and submitted in accordance with the terms described herein.

1. Application Due Date:

First 5 California must receive the CSP RFA #1 Application package by **April 16, 2012, by 5:00 p.m.** Application packages received later than April 16, 2012, will not be accepted or reviewed.

2. Application Submission Requirements

The Application package must be submitted as follows:

- One original signed application;
- Three copies of the original application (total of four hard copies); and
- An electronic version of the application sent to csp@ccfc.ca.gov with the title "XX County CSP Application" as the Subject Header.

Applications must be complete when submitted. First 5 California holds no responsibility for the receipt or handling of applications that are not hand-delivered or received by the deadline. Applicants are encouraged to use express, certified, or registered mail, return receipt requested to confirm the date First 5 California receives the application.

Mail or hand-deliver applications to:

First 5 California
CSP RFA-1 Application
2389 Gateway Oaks Drive, Suite 260
Sacramento, CA 95833

All applicants agree that by submitting an application, they authorize First 5 California to verify all claimed information.

- The original application shall include an original signature in **blue** ink.
- The application must be in 12-point Arial or Times New Roman, with one-inch margins on standard, white 8 ½ x 11-inch paper.
- Applications must be stapled in the upper left-hand corner. Do not use binders, covers, folders, or sleeves.
- The program narrative section is not to exceed 20 pages. First 5 California request that information in the application be thorough, yet as concise as possible. Do not attach additional pages or information not requested in the application.
- Required Site/Classroom Profile data must be entered through the First 5 California online Web page and copies included with the application. These documents are not part of the 20 page limit.
- Complete a Coordination Funds Budget (Forms 5a, 5b, 5c, and 5d) and Coordination Budget Narrative (Form 5e) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures.
- Complete a Program Funds Budget (Forms 6a, 6b, 6c, 6d, and 6e) and Program Budget Narrative (Form 6f) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures and indicate any describe any additional funding sources and amounts that will contribute to the program.

D. Sequence of Application Components

Each application must be assembled in the order outlined below and number responses accordingly. Each component must be present for the application to be considered complete. Please use the Application Checklist (Form 2) to guide the assembly of the completed application.

All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. Reports must be submitted January 31 and July 31 for fiscal years 2013-14, and 2014-15.

Form 1: Application Checklist

The completed Application Checklist assists counties in the correct organization and sequencing of the application response. Completion of the checklist is optional and not a required part of the application response. However, completion of this Checklist will support compliance with the application submission requirements.

Form 2: Application Cover Sheet

This is the first form of the application package and contains the required signature (in blue ink) of the authorized representative for the county.

Form 3: CSP Coordination Funds Budget

Form 3a: Coordination Funds Budget (All Years)

Form 3b: Coordination Funds FY 2012-13

Form 3c: Coordination Funds FY 2013-14

Form 3d: Coordination Funds FY 2014-15

Form 3e: Coordination Funds Budget Narrative (1-page maximum)

These forms follow Form 1, Application Cover Page, in the application and are presented in alphabetical order (i.e., 3a, 3b, etc.). These forms detail the proposed FY 2012-13, FY 2013-14, and FY 2014-15 CSP Coordination Funds budgets.

On Form 3e, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Coordination Funds Budget, including any proposed subcontract relationships.

The CSP Coordination Funds budget pages are in addition to and not included in the program narrative 20-page limit.

Form 4 CSP Program Funds Budget
Form 4a: Program Funds Budget (All Years)
Form 4b: Program Funds Budget FY 2012-13
Form 4c: Program Funds Budget FY 2013-14
Form 4d: Program Funds Budget FY 2014-15
Form 4e: Program Funds Staffing Plan FY 2012-13
Form 4f: Program Funds Budget Narrative (3-page maximum)

These forms follow Form 3e, Coordination Funds Narrative, in the application and are presented in alphabetical order (i.e., 4a, 4b, etc.) and detail the proposed three fiscal year Program Funds budgets.

On Form 4f, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Program Funds Budget, including any proposed subcontract relationships.

The CSP Program Funds budget pages are in addition to and not included in the program narrative 20-page limit.

Form 5: CSP Cash Match Certification

This form follows Form 4f, Program Funds Budget Narrative, in the application and provides descriptive information and certifications from the county commission and other funding partners to confirm compliance with the cash match requirement for the CSP.

Form 6: Program Narrative and Description (20-page maximum)

The Program Narrative and Description section is limited to 20 pages and follows Form 5, CSP Cash Match Certification in the Application.

In preparation of the narrative section of this Application, please refer to Section VI, Part C of this RFA.

On Form 6, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and organize the response in the sequence listed on the following page:

Section A: Program Design and Objectives

The applicant must include in the response to Section A the following:

1. Specify the total number of classrooms participating in the CSP. Identify the number of classrooms that will be designated QE and the number of classrooms that will be designated MOE.
2. If a county is not able to apply all the QE requirements to every site and classroom, describe the criteria used to determine the classroom designations.
3. Describe how the county will comply with the requirement that a minimum of one class of infants and toddlers are served.
4. Describe how the county will implement the quality requirements in all CSP classrooms.
5. Identify three to five measurable objectives to demonstrate the following:
 - a. How local objectives will be aligned with the state objectives
 - b. How the local program design supports and integrates the three Program Elements into the local CSP

Section B: Instructional Strategies and Teacher-Child Interactions

The Applicant must include in the response to Section B, for both QE and MOE classrooms, the following:

1. Name the curriculum that will be used in the CSP: If using a curricula other than the curricula recommendations on Attachment J, provide the following additional information:
 - Describe how the curricula are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
 - Describe how the curricula are research or evidence based.
2. Describe how the curricula improves the development of language/literacy and early math skills in children ages 0 to 5.

3. Describe how the curricula and instructional strategies will meet the needs of DLL.
4. Describe how the curricula and instructional strategies will address the needs of children with special needs.

Section C: Social-Emotional Development

The Applicant must include in the response to Section C the following:

1. Describe interventions that will be used to improve the social-emotional development and behavioral skills of children ages 0 to 5. Include in your response activities that are age appropriate and culturally and linguistically appropriate.
2. Describe how the county will integrate parents in the development of their child's social-emotional well being.
3. Describe collaboration, interface, and coordination with the EEE, LE, MHS, and classroom teacher.
4. Describe the strategies to collaborate and obtain local resources (MHS, other local mental health resources, etc.) to address the social-emotional needs of children and their families.
5. Describe the curricula or training designed to help prevent challenging behaviors and help teachers deal effectively with those behaviors.
6. Describe how the curricula are developmentally appropriate and aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
7. Describe how annual screenings and planned assessments will be conducted. Include in your response how parents will be included in the process and how referrals and follow-up for needed services will be made and tracked.

Section D: Parent Involvement and Support

The Applicant must include in the response to Section D the following:

1. Describe how the CSP will create and distribute information to parents about:

- Their child's growth and development.
 - Optimal health and well-being, including nutrition and physical activity.
 - Promotion of the parent/child relationship.
 - Involvement and advocacy of the education of their child and their child's school.
2. Describe how the CSP will engage parents to develop a Family Partnership Agreement to assist families in identifying goals for building strong parent-child relationships.

Section E: Professional Development

The Applicant must include in the response to Section E the following:

1. Describe how the professional development needs of staff and/or parents will be determined to implement the three Program Elements in classrooms serving target populations.
2. Describe how the professional development needs will be met.

Section F: Target Population and Principles on Equity

The Applicant must include in the response to Section F the following:

1. Describe the process that will be used to identify the Target populations identified in Section V in the RFA.
2. Describe unique outreach plans that will be used to reach target populations in catchment areas.
3. Describe the techniques and strategies that will be implemented to support representative participation of California's culturally and linguistically diverse populations, including teachers.
4. Describe the methods that will be used to track and measure progress in serving target populations and a culturally and linguistically diverse workforce.
5. Describe how the county will ensure the teacher/child ratio proportionately represents the diversity of the children served.
6. Describe other methods that will be employed to ensure cultural and linguistic responsiveness by the program

Section G: Local and State Evaluation

The Applicant must include in the response to Section G the following:

1. Beyond the statewide evaluation and the evaluation requirements detailed in this RFA, describe any additional evaluation questions and objectives that will be addressed locally.
2. Describe the plan for integrating the LE and EEE into the CSP design and strategies for integrating the use of data analysis to achieve continuous classroom improvement. Include in the response the frequency of collection and reporting class data.
3. Describe how the classroom will use the information obtained from the assessment tools used and other measures and evaluation results.

E. Review of Applications

The First 5 California staff charged with the oversight of the review process will select a panel to review applications that are submitted according to the previously stated requirements. Applications that do not fully provide a comprehensive overview of the program may be required to provide additional information and program justification before a funding determination can be made.

The Applicant must provide any additional information determined necessary by the application review panel within three business days from the date the written request is received by the county.

I. INTRODUCTION

History of First 5 California

In 1998, California voters passed Proposition 10, the California Children and Families Act, which established the California Children and Families Commission (also known as First 5 California) to promote, support, and improve the early development of children from the prenatal stage through five years of age. Since its inception, First 5 California has launched innovative programs and services designed to help young children grow up healthy and be successful in school and in life. The promise of First 5 California is to continue to invest in services and programs that directly benefit children and families, that build upon past accomplishments and the latest research, and that advocate for a sustainable early childhood system for future generations.

Strategic Plan – Signature Program Development

In 2007, First 5 California adopted its current Strategic Plan, which called for convening a workgroup designed to assess the ongoing viability of its programs and to provide recommendations for Measurable Program Goals (MPGs). In July 2009, the workgroup developed a comprehensive preliminary set of MPGs for consideration. Through a statewide public input process, First 5 California staff shared these preliminary MPGs with the field to solicit feedback. At its October 2009 meeting, the First 5 California Commission approved the resulting MPGs and early learning program concepts. Staff used these as the foundation for developing Signature Programs designed for three specific program recipients: Child, Teacher, and Parent. Each Signature Program builds upon past and present First 5 California programs with proven track records of effectiveness, such as Power of Preschool (PoP), Comprehensive Approaches to Raising Educational Standards (CARES), CARES Plus, School Readiness, Special Needs Project, and Migrant Education Even Start (MEES). First 5 California views the quality enhancement and expansion of PoP as described in this RFA as the Child Signature Program.

Background

Each year, more than half a million babies are born in California. With approximately 2.8 million children under the age of five, California has more children ages 0 to 5 than any other state.¹ California also has the highest number of children in the U.S. living in poverty, contributing to a high number of families with limited access to the resources necessary to help children grow up healthy and ready to succeed. The needs of these families are especially acute as funding for early learning programs has been cut dramatically, which limits access and weakens the quality, infrastructure, and services that families rely upon to raise healthy, well-prepared children.

A growing body of research confirms the importance of quality early learning experiences to effectively prepare young children not only for school, but for life. A

¹ Census Bureau. California Quick Facts. Retrieved from <http://quickfacts.census.gov/qfd/states/06000.html>

recent RAND study² indicates that quality early care and education programs are still lacking throughout California despite First 5 California's unrelenting efforts to increase and improve early learning programs. In addition, the children who need quality programs most often do not have access to them. California's current economic situation increases the likelihood that access to such programs may suffer, especially for at-risk children.

A child who is considered to be "at-risk" and who does not receive quality early care and education faces a life filled with disadvantages. At-risk children are 50 percent more likely to be placed in special-education classes, 25 percent more likely to drop out of school, 70 percent more likely to be arrested for a violent crime, and 40 percent more likely to become a teen parent.³

Conversely, at-risk children who receive high-quality early care and education benefit greatly, often exceeding national averages on measures of school readiness. In fact, when controlling for risk factors such as maternal education, race, and parents' ages, these gains persist. Kindergarteners who spend their early years in high-quality early care and education programs arrive at elementary school ready to learn and on par with their middle-income peers. These children experience the benefits that result from early instruction, which include a focus on language development, literacy, vocabulary growth, and early math skills.⁴ Additionally, children in a high-caliber early learning environment acquire the skills that allow them to develop positive relationships with adults and peers, while they learn to withstand disappointments and other pressures.

First 5 California's continued commitment to improve quality early learning experiences and environments, along with children's optimal physical, emotional and general health, positions it as an effective child development champion through its support and implementation of quality programs for children ages 0 to 5. First 5 California will continue to build on and enhance research-based programs while integrating the best of past First 5 California programs. Through investments in programs such as the Power of Preschool (PoP) and the Comprehensive Approaches to Raising Educational Standards (CARES Plus), First 5 California has helped meet the dire need in our state for making quality early learning programs accessible to children and families of greatest need.

Power of Preschool – Building on Success

From 2005 through 2009, First 5 California created and implemented the Power of Preschool (PoP) program for three- and four-year-olds in low-performing school districts. From its inception as a demonstration project in nine counties, the PoP provided quality enhancement funding to raise the standards for public and private preschool programs. To promote quality preschool experiences, local programs

² Karoly, L.A., GhoshDastidar, B., Zellman, G.L., Perlman, M., & Fernyhough, L. (2008). *Prepared to learn: The nature and quality of early care and education for preschool-age children in California*. Santa Monica, CA: RAND Corporation.

³ Ounce of Prevention, <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

⁴ Ounce of Prevention, <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

were required to meet criteria in four main categories: 1) program, 2) teaching staff, 3) policy and fiscal characteristics, and 4) family partnerships. Participating counties were expected to align their programs with the California Department of Education *Infant/Toddler and Preschool Learning Foundations* and implement the *California Preschool Curriculum Framework*. The nine original PoP counties (Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura, and Yolo) participated in the program to improve child and teacher outcomes – including strong school readiness levels for children, high-quality learning environments, and well-trained teachers.

As a result of the success of PoP, the State Commission approved continued funding for FYs 2010-11 and 2011-12 to extend the program and expand services to infants and toddlers wherever possible. Of the current eight PoP counties (San Mateo no longer participates) four of them (Merced, San Francisco, Ventura, and Yolo) have expanded services to infant/toddlers. The current program funding authorization ends on June 30, 2012.

Because the PoP was designed as a demonstration program, the significant lessons learned were instrumental in the creation of the Child Signature Program (CSP) and policy development. These lessons included:

- The need to effectively address language barriers
- The importance of serving children with special needs
- The value of including:
 - Documentation
 - Screening
 - Data collection, and
 - Reporting requirements

The design of the CSP reflects the information resulting from several recent evaluations, along with research-based evidence on effective practices to enhance school readiness in early education settings. The 2009 *PoP Program Evaluation Report*⁵ listed 11 recommended criteria and six areas of improvement for use in the design and evaluation of a high quality preschool program. First 5 California has included all of the recommended criteria and areas of improvement in the design of the CSP.

A more recent evaluation of the PoP program (2011) conducted by UCLA found PoP preschool and infant/toddler classrooms to be of high quality and that PoP teachers are well qualified. The evaluation further revealed that despite discrepancies in the methods counties used to calculate their reported Desired Results Developmental Profile (DRDP) scores, the number of children who were at the DRDP developmental level of “Integrating” between the fall and spring assessments showed a 455 to 1,124 percent increase in all four measured areas. Counties successfully engaged parents, provided kindergarten transitions, and supported

⁵ **Power of Preschool** Program Evaluation Report September 2009.

educational opportunities to assess and improve teacher quality. Reported challenges included the coordination of services and agreement on how to provide them, improving services for dual language learners and children with special needs, and engaging school districts and principals struggling to maintain basic school programs.

Recent results from the national Educare model (see Attachment F) also influenced the design of the Child Signature Program. Educare is a promising early childhood education program intervention for infants, toddlers, and preschoolers from low-income families. Educare provides high-quality early care and education within a model that incorporates key indicators of quality derived from best practices and research. These indicators include a well-educated and supported staff; a focus on children's social-emotional development along with language, literacy, and early math skills; reliance on evidence-based practices; and extensive family involvement opportunities and support. Children who enroll in Educare as infants or toddlers enter kindergarten with school readiness and vocabulary scores near the national average—much higher than children from low-income families in other large-scale programs for preschoolers. Early and continued attendance at Educare schools serves to prevent the achievement gap between vulnerable children and advantaged children. Initiatives are underway in California to build Educare schools in Santa Clara and Los Angeles counties. Educare leaders have provided information and training to five PoP county teams over the past two years. Additionally, they have advised First 5 California on the implementation of selected Educare core components as part of the Child Signature Program.

State Commission Authority

California Health and Safety Code (HSC) Section 130105(d)(1)(B) authorizes the expenditure of funds from the California Children and Families Trust Fund to ensure that children are ready to enter school. It also authorizes the development of programs focusing on education, including, but not limited to, the development of educational materials, professional and parent education and training, and technical support for county commissions. HSC Section 130125(i) provides First 5 California the authority to allocate funds to county commissions to carry out the purposes of the California Children and Families Act.

In October 2011, the First 5 California Children and Families Commission approved funding of up to \$45 million per fiscal year for the Child Signature Program, and further authorized unspent funds may be carried over into subsequent fiscal years. This will result in the continuation, increased access, and quality enhancement of the Power of Preschool Program over three fiscal years beginning July 1, 2012.

Period of Program Authority

The period of program authority to operate the Child Signature Program is July 1, 2012, through June 30, 2015. Local expenditures prior to and after the period of program authority will not be eligible for reimbursement.

II. PURPOSE AND GOALS OF THE CHILD SIGNATURE PROGRAM (CSP)

The primary purposes of the Child Signature Program are:

1. To enhance the quality of the current Power of Preschool (PoP) program by implementing three research-based Program Elements:
 - **Instructional Strategies and Teacher-Child Interactions**
 - **Social-Emotional Development**
 - **Parent Involvement and Support**
2. To provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 in identified ECE centers where the educational divide is greatest (i.e., in the catchment areas of elementary schools with API scores in deciles 1-3).

First 5 California has designed the CSP with several key goals targeting children, teachers, and families, including the following:

- Children at greatest risk for school failure will enter school with the skills to be successful.
- Children living in elementary school catchment areas with API scores in deciles 1-3 will have access to quality early learning programs.
- Teacher effectiveness in working with culturally and linguistically diverse children ages 0 to 5 will be optimized.
- Teacher effectiveness in working with special needs children ages 0 to 5 will be optimized.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will have the knowledge and skills to successfully advocate for their child's education.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will be knowledgeable and involved in their child's age-appropriate cognitive and behavioral development.

The design of the CSP integrates proven elements of other First 5 California funded programs, selected core components of Educare, and continues to align with the California Department of Education *Infant/Toddler and Preschool Foundations* and *California Preschool Curriculum Framework*.

III. CSP FUNDING APPLICATIONS

In order to successfully achieve the goals of the Child Signature Program, the various strands of the CSP will be initiated through a series of Requests for Application (RFA):

RFA	Projected Release	Title and Description
#1	February 2012	<p>Quality Enhancement of PoP (this document) Designed to enhance the quality of PoP in the existing eight PoP counties for three years. This RFA requires matching funds from counties. The requirements for RFA #1 are described in this document.</p>
#2	March 2012	<p>Readiness Assessment and Quality Improvement Designed to provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 of greatest need. RFA #2 will <u>not</u> require matching funds from counties.</p> <p>RFA #2 focuses on providing quality improvement support to local centers not yet participating in PoP. The RFA will solicit applications from counties willing to participate in center-level readiness assessments and data collection to determine levels of strength and identify areas for improvement. It will fund:</p> <ul style="list-style-type: none"> • A county-level Early Learning Systems Specialist (ELSS) to assist centers with the completion of early learning readiness assessments • Targeted training and support to enhance the quality of services • Initial implementation of improvement activities informed by the Readiness Assessment <p>As with RFA #1, approved participants will have access to a “learning academy” called the Early Education Effectiveness Exchange (E4). The E4 is designed to provide specific training and assistance to facilitate quality improvements in early learning centers across counties.</p> <p>The Readiness Assessment will provide additional information to participating counties about the status of identified centers and classrooms that may have the potential of participating in the Quality Enhancement of PoP in FY 2013-14 (RFA #3) and beyond.</p>

RFA	Projected Release	Title and Description
#3	February 2013	<p>Quality Enhancement of PoP for non-PoP Counties: Designed to allow counties not currently participating in PoP to apply for two years of Quality Enhancement funding for classrooms meeting CSP PoP Maintenance of Effort (MOE) Quality Program Requirements (see Attachment A3). The content of RFA #3 (2013) will be similar to that of RFA #1.</p>

As part of the Child Signature Program (CSP), current PoP counties receiving funding through RFA #1 will receive up to a 25% increase to their current PoP allocation that will require a 1:1 cash match. This augmented funding will be used to implement the three CSP Program Elements and to hire Essential Staff to increase quality (detailed in the RFA). These staff positions include the Local Evaluator (LE), Early Education Expert (EEE), Family Support Specialist(s) (FSS), Mental Health Specialist (MHS) or other mental health resources, and Program Coordinator (PC).

Funding from RFA #1 is intended to enhance quality in all existing PoP Bridge FY 2011-12 sites and classrooms through the implementation of the Quality Enhancements. We recognize, however, that it may not be possible for some counties to implement these Quality Enhancements in all three Program Elements in every current PoP Bridge FY 2011-12 site and classroom and that not every site/classroom may need the additional supports. Counties will likely need to selectively target programs for the additional quality enhancements.

Classrooms implementing Quality Enhancements in all three Program Elements will be referred to as **CSP Quality Enhancement (QE)** sites and centers.

Sites and centers not implementing the new CSP Quality Enhancements will be referred to as **CSP Maintenance of Effort (MOE)** sites and centers. They will be required to maintain existing [CSP PoP Maintenance of Effort \(MOE\) Quality Program Requirements](#). (See Attachment A3.)

In the application, counties will identify the classrooms participating in the CSP as either a QE or MOE classroom.

IV. ELIGIBLE APPLICANTS

Only the eight counties currently under contract with First 5 California for PoP FY 2011-12 funding are eligible to apply for RFA #1. If funds allow, existing PoP counties will be able to expand their populations served by possibly bringing in additional classrooms that meet the new criteria of targeted populations (listed below), provided that current PoP classrooms meet all the PoP Bridge 2012 requirements. If a county chooses to include Family Child Care (FCC) in the

application, the county must articulate specifically how it will support and monitor the FCC to meet all the mandatory criteria for participation in the CSP.

V. TARGET POPULATIONS

Funding for CSP is targeted for classrooms serving children ages 0 to 5 who are at greatest risk of falling behind in their overall development, as well as children from additional categories that include:

- Infant/toddlers ages 0 to 3 who meet income eligibility based on the Schedule of Income Ceilings used by the California Department of Education, as referenced in Attachment A2
- Live in the catchment areas of schools with API rankings at or below the 3rd decile
- Reside in a home where a language other than English is used as the primary means of communication (Dual Language Learners [DLL])
- Have been identified as having Special Needs (SN)
- Live in a household where a parent is employed as a seasonal migrant worker

Additional Eligibility for Target Population

For preschool children, income eligibility does not apply. Eligibility is determined based on whether or not the child resides in a low performing school attendance area and meets the specific target populations as described above.

For infants and toddlers participating in the CSP, however, their families must be income eligible based on the California Department of Education (CDE) income ceiling criteria. Attachment A2 shows the income ceilings for child care and development programs funded through CDE. This information establishes the parameters necessary for defining “economically disadvantaged” to determine eligibility for infant and toddler programs.

CSP counties must collect appropriate documentation of family income and size to make the determination of family income eligibility, consistent with the methodology set forth in the Funding Terms and Conditions for applicable CDE child care and development programs. Counties must retain this documentation for audit purposes. The Funding Terms and Conditions for CDE child care and development programs are available at:

<http://www.cde.ca.gov/fg/aa/cd/ftc2011.asp>

VI. DESCRIPTION OF THE CHILD SIGNATURE PROGRAM

This section of the RFA provides a description of all aspects of the Child Signature Program, from its quality enhancements and core elements to staffing requirements and participation criteria.

A. Quality Enhancements

A body of educational research confirms that outcomes from early learning can be stronger if **quality** in the classroom is improved, particularly around classroom management, instruction, and emotional support. A focus on evidence-based strategies to enhance the Power of Preschool program aligns it with the goals of First 5 California's Teacher Signature Program, CARES Plus. This alignment capitalizes on First 5 California's current investment in improving child outcomes by strengthening the quality of teacher-child interactions and classroom instruction. The program design also draws on First 5 California's current partnership with the Educare quality early learning model which serves children from infancy to kindergarten entry.

The CSP quality enhancements, which are described in greater detail in Part C of this section (Program Elements), will:

- Incorporate core program features informed by evidence to enhance **quality**
- Emphasize **program improvement**, informed by data and feedback
- Use **evaluation** to inform future investments
- Exceed the PoP Bridge 2012 First 5 "Quality Level"

B. Overarching Design Principles of the CSP

In addition to the three Program Elements described in Part C of this Section, there are four overarching principles implemented by specific Essential Staff that must be incorporated into the implementation and operation of the CSP, as outlined below:

1. *The Use of Research-Based Practices*

Participating counties must agree to use research-based practices in CSP, including:

- The collection and use of data for reflective practices that support improvement in child and teacher outcomes
- Agreement to participate in the statewide evaluation of the program (discussed in more detail in Part F of this Section)
- The selection and deployment of a Local Evaluator, whose role will be expanded from the original PoP Bridge role to include the

collection and analysis of data for providing feedback and coaching to teachers as described in Part C of this Section.

2. *Data Collection Systems to Support Improvement and Reporting*

The ability to monitor and improve outcomes for children and teachers in an ongoing manner, along with the ability to determine the effectiveness and impact of the CSP, requires data collection and reporting that is more rigorous than was previously required under the current PoP Bridge contract. Specifically, the requirements for CSP counties will expand to include the collection and reporting of the identified child- and classroom-level data at intervals designed to support activities to enhance teacher effectiveness. Moreover, in order to understand variation in outcomes and effectiveness of different models, curricula, and implementation approaches, First 5 California will provide more rigorous guidelines for the collection of data and require the use of measurement tools that are uniform across CSP counties. Data security procedures will be established to ensure confidentiality. Individually identifiable data will not be accessible to the public, nor will any individually identifiable data be transmitted to First 5 California or the statewide evaluator or included in any reports.

3. *The Use of Culturally and Linguistically Appropriate Strategies, as described in First 5 California's Principles on Equity*

First 5 California Children and Families Commission adopted the *Principles on Equity* on October 18, 2001 (revised April 2008), with a commitment to meet the diverse needs of the state's children and families. All counties participating in the CSP must comply with the *Principles on Equity*. By implementing the *Principles on Equity*, CSP classrooms will ensure that curricula and instructional strategies, communication, community-based services, and all aspects of the CSP incorporate practices that are culturally and linguistically appropriate for the population served. (See Attachment C for additional information.)

The *Principles on Equity* address four major areas, each of which must be incorporated in the CSP:

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

4. Alignment of CSP Program Elements with California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*

As its foundation, the CSP incorporates three primary Program Elements (described in Part C of this Section). The CSP Program Elements are research-based and have been used in Educare, Head Start, and other recognized early learning programs to enhance quality. The Program Elements also are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. Local program alignment with these key curriculum documents will guide counties' selection of curricula, strategies, and instructional materials, and will align with and support the implementation of the CSP Program Elements.

Essential Staff of the CSP

Implementing the three CSP Program Elements will require new staff positions (or an increase in responsibilities of existing positions), working individually and in teams including staff who will focus specifically on: teacher and classroom quality improvement, parental engagement, and children's social-emotional development. The most effective staff for understanding and addressing the needs of children who are culturally diverse and/or have special needs includes those professionals who have worked in multi-disciplinary environments in the planning and delivery of services to children and families.

As described below and in greater detail in Part C of this Section, the Essential Staff required to implement the program elements of the CSP include:

- the **Local Evaluator (LE)**
- the **Early Education Expert (EEE)**
- the **Family Support Specialist (FSS)**
- the **Mental Health Specialist (MHS)/Resource(s)**
- the **Program Coordinator (PC)**

Local Evaluator: This position that was already required in the existing PoP Bridge program, will take on an expanded scope of work in the CSP, including the sharing of data with two new categories of essential positions under the CSP: the Early Education Expert and Family Support Specialist.

Early Education Expert and Family Support Specialist: These positions will use LE-collected data, sharing it with program staff and using the data to inform instruction and shape activities to improve quality.

Mental Health Specialist: This position will address the CSP requirements of the Social-Emotional Development Program Element. The MHS, *per se*, is not a “new” required position in that counties may already have resources for individuals who cover the MHS roles and responsibilities. Nevertheless, whoever assumes this responsibility for this Program Element will also be required to collect/share data with program staff, collaborate and coordinate services, work with the classroom teacher on strategies for addressing the social-emotional needs of children and work with the Local Evaluator.

Program Coordinator: At the local level, the Program Coordinator [previously First 5 County PoP Coordinators] will provide oversight to the essential CSP staff and be responsible for compliance with the overall program requirements. The PC would usually work with or supervise the EEE and the FSS. However, it is possible that the EEE and FSS may work within another agency contracted by the local First 5 commission to deliver the services; in those instances, the staff may receive supervision from someone else in that agency. If that is the case, then the PC needs to assure that the other agency is in agreement with and supportive of the role that the person will play in the CSP program implementation to ensure that they fulfill the responsibilities of the position. The PC is also responsible for ensuring that all participating classrooms meet the minimum PoP Maintenance of Effort (MOE) Quality Program requirements. (See Attachment A3.)

Success of the CSP will depend on the expertise, skills, and effectiveness of the individuals who fulfill the duties of these positions. Recommended job descriptions identifying the minimum required education, knowledge, and skills for the EEE, FSS, and LE are provided as Attachments to this RFA. However, hiring qualified individuals is just the first step to implementing these key roles. Continuous support, professional development, and encouragement throughout the three years are essential for optimal outcomes and success of the program. Assistance and support should be available locally, in addition to that provided statewide through the E4. (See Section III.)

In those counties that receive funding as a result of RFA #2, the PC will be responsible for collaborating with the county Early Learning System Specialist (ELSS). (See Section III.)

C. CSP Program Elements – Foundation of the Child Signature Program

As its foundation, the CSP includes three primary, research-based Program Elements:

- 1. Instructional Strategies and Teacher-Child Interactions**
- 2. Social-Emotional Development**
- 3. Parent Involvement and Support**

The decision to include a focus on these Program Elements in the CSP was influenced by the County Commission Input Survey (September, 2011); evaluations of Educare, Head Start, and other recognized early learning programs; as well as evaluations of classroom quality enhancement programs. Implementing these Program Elements will require: increased oversight by the Program Coordinator of the new activities; an increased level of involvement of the Local Evaluator with program staff to make data use a more integral part of program improvement; and the creation of new positions or expansion in responsibilities of existing positions described above.

Below are descriptions of the main goals and activities included in each of the Program Elements, along with the roles and responsibilities of the new staff required to address these goals. (First 5 California will provide support to these individuals through an E4 program as described in Section III.)

1. *Instructional Strategies and Teacher-Child Interactions*

The purpose of this Program Element is to improve the development of language, literacy, and early math skills in children ages 0 to 5 in early care and education programs. This will be achieved through quality improvement activities proven to increase teachers' instructional skills and increase children's outcomes in language, literacy, and early math skills development. Required areas of emphasis include (a) a stronger curricular focus on language/literacy and early math skills; (b) a targeted focus on Dual Language Learners; (c) a targeted focus on children with special needs; and (d) the use of an Early Education Expert (EEE) who, using classroom data collected by the Local Evaluator (LE), provides support and professional development to classroom teaching staff.

Instructional strategies that can be funded in order to address this stronger curricular focus on language/literacy and early math skills include evidence-based developmentally, culturally, and linguistically appropriate curricula; training on those curricula and materials and training for assessments of children, as appropriate. "Developmentally appropriate curricula" are defined as those that are aligned with the California Department of Education *Infant/Toddler Learning and*

Development Foundations, California Preschool Learning Foundations, and California Preschool Curriculum Framework.

Effective strategies and instructional support for teaching Dual Language Learners (DLL) include the purchase of professional development materials, training or mentoring for teaching staff from DLL experts. Funding these activities will support teachers in the education of DLL children ages 0 to 5.

Selection and use of curricula must be articulated in the county application and must be approved by staff at First 5 California. Acceptable curricula include those listed in Attachment J or those that counties can demonstrate are evidence-based and grounded in rigorous scientific research.

In addition, instructional strategies must include, whenever possible, the age and developmentally appropriate integration of nutrition education, movement, and physical activities. In the classroom, staff must model healthy food choices and provide age-appropriate nutritional information that supports a healthy lifestyle. Portion sizes should be age-appropriate, and safe drinking water should be available and accessible at all times. Similarly, health concepts such as hygiene, dental and vision care, food safety, injury prevention, and general health and well-being should be incorporated into the daily curriculum.

Influenced by the Educare model and by several studies of “coaching” or “consultation” for quality enhancement, the CSP will enable participating counties to employ EEEs to support and assist teachers of infants, toddlers, and preschoolers to improve their classroom practices, using objectively gathered classroom quality observation data. EEEs must meet minimum qualifications as outlined in Attachment G, carry a caseload of no more than 10 classrooms simultaneously, and must interact regularly with the LE. For optimum effectiveness in working with DLL children, the EEE must possess the cultural competency, background, and knowledge of effective strategies designed for DLL children ages 0 through 5. In situations where this is not possible, use of consultants/experts to support teacher quality with DLL must be employed. The EEE will be responsible for reviewing and understanding the assessment data, observing classrooms, encouraging reflective practices and providing direct feedback and coaching to individual teachers on strategies promoting oral language, vocabulary, early literacy and math. The EEE also will collaborate and coordinate with the FSS and MHS.

Many PoP counties currently employ LEs who provide a range of services. For the CSP, the role of the LE may need to be broadened and/or level of effort increased to ensure the required collaboration

between those who collect the required data and the EEE. The LE must work with the EEE to provide ongoing data collection and analysis designed to identify gaps and show where improvements are needed. In addition to providing reports to the local program, the LE will participate in the statewide evaluation by providing data that can be summarized across participating counties. (See Attachment I for description.)

2. Social-Emotional Development

High-quality and state curriculum-aligned instructional strategies are critical to the CSP model. However, young children will have difficulty benefiting from even the best curriculum if they are not emotionally ready to learn and engage. The goal of this Program Element is to improve the social-emotional development and behavioral skills of children ages 0 to 5 in early care and education programs through the implementation of classroom programs or practices proven to improve teachers' classroom management skills and interactions with children, and that have shown to support children's social-emotional and behavioral outcomes.

Specific areas of emphasis in this Program Element include (a) interventions that are theory- and research-based, (b) activities that are age-appropriate and culturally and linguistically appropriate, (c) inclusion of parents in the development of their child's social-emotional well-being, and (d) collaboration with local mental health service providers.

As in Program Element 1, this Program Element may also be implemented by the employment of EEEs who have the skills and ability to support the professional development of teaching staff in the area of social-emotional development and cognitive and language development. Well-qualified individuals may be able to effectively support teachers in all areas of child development. Alternatively, some communities may already have access to mental health agencies that include specialists in diagnosing and treating, or helping teachers address, issues or delays in the social-emotional development of children ages 0 through 5. Although titles vary, these individuals are sometimes referred to as **Mental Health Specialist (MHS)**. Contracting with such agencies for MHS support and/or professional development may be a cost-effective and pragmatic approach that can help link early childhood programs more closely with appropriate community resources. Regardless of the personnel who deliver services for this Program Element, the intention is that:

- 1) screenings and assessments be completed,
- 2) parents be integral in the process,
- 3) referrals and follow up for needed services are made,

as appropriate; and 4) work and services are coordinated with CSP Essential Staff.

Other means to address this Program Element will be through purchase of and/or training of teachers on specific early childhood curricula designed to help prevent challenging behaviors and help teachers deal effectively with those behaviors. As above, the curricula must be developmentally appropriate and align with the California Department of Education (CDE) *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *Preschool Curriculum Framework* requirements. Screening each child must be completed annually, and assessments should take place as warranted.

3. **Parent Involvement and Support**

The goal of this Program Element is to increase parent knowledge, interest, involvement, and ability to advocate for their child's early learning and later success in school. The primary approach for implementing the tenets of this Program Element will be through the addition of the **Family Support Specialist (FSS)**. Each FSS will have a caseload of 30 or fewer families. The FSS will also be expected to work with the Mental Health Specialists (MHS), if available, and/or other resources to collaborate regarding services/referrals, as needed. (See Attachment H for job description.)

Influenced by the Educare model and other parent involvement approaches, the primary responsibilities of the FSS (who is preferably on-site) fall into the following major areas:

- Provide parents with information about their child's growth and development, and encourage parent involvement in these areas.
- Provide parents with information and resources that promote optimal health and well-being, including nutrition and physical activity.
- Promote and enhance the parent/child relationship.
- Encourage parents' involvement and advocacy in the education of their child and their child's early care environment.
- Work with parents to develop a Family Partnership Agreement identifying the strengths and concerns of the family and prioritizing the family's goals for the parent and child.
- Provide parents information regarding child health and injury prevention, healthy food choices (i.e., decrease consumption of high fructose, fat, and fast food, etc.), and benefits of increased physical activity.

- Educate parents on the dangers of secondhand smoke to children and provide tobacco cessation resources.
 - The FSS will be required to complete the on-line training titled, “Kids and Smoke Don’t Mix...”
 - The FSS will be required annually to review with parents the on-line tobacco training developed for parents.

The FSS will collaborate and coordinate with the teaching staff and parents to foster strong positive relationships among children, families, and staff. The FSS will be knowledgeable of local community organizations and their respective services and resources, and will facilitate referrals such as health, dental, mental health, social services, and legal, and follow-up on needed services.

D. CSP FYs 2012-13 through 2014-15 Qualifying Criteria

To receive funding for FYs 2012-13 through 2014-15 of the CSP, the current PoP Bridge counties must meet the following administrative, program, and staff criteria:

1. Administrative:

- 1.1 Provide no less than a 1:1 **cash** match. (See Attachment K for definition.)
- 1.2. Provide continuity and “maintenance of effort” by serving at least 90% of eligible children ages 0 to 5 in the same targeted catchment areas that were enrolled in the PoP Bridge program in FY 2011-12. All existing PoP classrooms within the catchment areas of elementary schools within API deciles 1-5 may be “grandfathered” in to CSP to facilitate compliance with the maintenance of effort criteria.
- 1.3. Assure that any new participating ECE classrooms are in the catchment areas of elementary schools with APIs in deciles 1-3.

2. Staffing:

- 2.1 Hire, redirect, or contract for the Essential Staff positions described in Section VI, Part C above. It is acknowledged that some counties may not have funds sufficient to implement these Quality Enhancement requirements in every current PoP Bridge FY 2011-12 site and classroom.
- 2.2 For those sites where quality enhancements are not possible (i.e., the Maintenance of Effort sites and centers), the county will

be required to maintain existing [CSP PoP Maintenance of Effort \(MOE\) Quality Program Requirements](#). At a minimum, all classrooms that participate in CSP are required to maintain and/or increase the current PoP Bridge FY 2011-12 “Mandatory Quality Program Requirements” and, “Teacher/Provider Qualification Quality Levels ...” at the First 5 Quality Level.

- 2.3 Additionally, all staff participating in a CSP funded classroom must complete the on-line training titled, “Kids and Smoke Don’t Mix ...”

3. Program:

- 3.1 Serve infants and toddlers in high quality environments: Counties must include at least one classroom with no fewer than eight infants/toddlers. The teacher/child maximum ratio is 1:4 infants; 1:4 toddlers (can be 1:6 with toddler license).
- 3.2 Incorporate the three CSP Program Elements (Instructional Strategies and Teacher-child Interactions, Social-Emotional Development, and Parent Involvement and Support), as described in Part C of this Section in as many centers/classrooms as feasible.
- 3.3 Align programs with the major domains articulated for use with infant/toddlers and preschool, as described in the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
- 3.4 Provide nurturing and caring relationships with children.
- 3.5 Develop strong family partnerships.
- 3.6 Provide culturally sensitive care.
- 3.7 Provide environments and materials that enrich learning and development.
- 3.8 Encourage well child visits through age five.
- 3.9 Provide screenings and assessments as described in Attachment B.

4. Target Populations:

4.1 As outlined in Section V, serve children ages 0 to 5 with diverse languages and cultures and abilities:

- Hire knowledgeable staff who are proportionately reflective of the cultural and linguistic diversity of the children in the classroom
- Create a plan that demonstrates continuous outreach and retention of a diverse workforce that reflects the diversity of California's children
- Justify in cases where staff are not available as to why the ratio has not been met in order to receive approval from First 5 California (teacher/child ratio must proportionately represent the diversity of the children served)

4.2 Serve Children with Special Needs in order to:

- Ensure access to all CSP Program Elements and services
- Encourage well child visits through age five
- Ensure access to comprehensive assessments
- Provide other relevant resources and/or services

Coordinate and collaborate with other service providers such as regional centers, etc. (Just as with Head Start, at least 10% of all children served must be special needs children.)

5. Classroom Curriculum

5.1 Use approved "developmentally, culturally, and linguistically appropriate curricula" defined as those aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. (See Attachment J.)

5.2 Incorporate physical activity in all aspects of the regular curricula (at least 30 minutes per day per ECERS guidelines for half-day programs less than 4 hours per day), and at least 60 minutes per day for programs operating greater than 4 hours per day. (See Attachment A.)

5.3 In at least 90% of continuing PoP classrooms, ensure that:

- Teacher/child ratios are 1:8 or better
- If applicable, infant/toddlers ratio are 1:4 or better
- Center directors have a BA degree or better.

5.4 Ensure that teachers meet the current PoP Bridge First 5 “Quality Level” educational requirements and provide appropriate documentation in the semi-annual reports.

6. Parent Involvement and Support

6.1 Develop and implement a plan to support diverse parent and family partnerships and parent involvement in all aspects of the program, including leadership in program design, participation, implementation, and evaluation. The plan must:

- a. Provide parents with resources and education to facilitate their ability to support their child’s development.
- b. Contain approaches effective in reaching parents of children ages 0 to 5, including children with disabilities and other special needs, Dual Language Learners (DLL), and migrant families.
- c. Assure that parents of 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.
- d. Use culturally and linguistically relevant methods of communication and community outreach to locate and serve diverse groups by including community organizations, formal and informal networks, and other communication vehicles.

6.2 Promote and support the development of emerging parent and community leaders.

6.3 Hold a minimum of two individual parent conferences per year that are at least three to four months apart.

6.4 In collaboration with parents, complete an annual Family Partnership Agreement that encourages and promotes positive development outcomes for their child.

- 6.5 Educate parents on the dangers of secondhand smoke to children through the use of parent-focused tobacco trainings and other tobacco cessation resources, and review resources annually.

7. Assessment and Evaluation

- 7.1 Use the CLASS, ECERS, and, if applicable, the ITERS observation tools. Classrooms may use the tools every other year if cost is prohibitive, with no less than one assessment completed per year each fiscal year.
- ECERS/ITERS Tool: Classrooms will be required to submit the ECERS/ITERS results to the State Evaluation contractor for FY 2011-12 (or more recent results) during the CSP 2012-13 FY.
 - CLASS Tool: The CLASS assessment tool will be used first in FY 2012-13, if using both tools in alternating years.
- 7.2 Ensure more than 80% of the continuing PoP classrooms must have achieved a score equal to or greater than:
- 5 on ECERS
 - 5 on CLASS Emotional Support
 - 3 on CLASS Classroom Organization
 - 2.75 on CLASS Instructional Support

For the classrooms with scores below the aforementioned thresholds, the county will be required to submit a plan in the quarterly/semi-annual report detailing the process to bring each classroom up to the required level or better and provide the documentation detailing the change.

- 7.3 Complete an environment rating scale; an annual program self-assessment; the development and implementation of an annual plan for each program provider consistent with Title 5; and participate in the external review process. Also, complete the CDE Desired Results and Developmental Profile 2010 (DRDP 2010) and the DRDP parent survey.

E. Staff Criteria

All required staff and other staff, as appropriate, must:

1. Participate in the training and technical assistance that will be provided by the Early Education Effectiveness Exchange (E4) designed to support the CSP (see Section III). The E4 will conduct meetings to support the Program Coordinators in continuous program improvement, and conduct Webinars or “go-to meetings” on applicable topics.
2. Conduct regular assessments that will identify assets, challenges, and gaps in community resources and systems. The assessment data will aid in identifying needs, designing programs and approaches, and setting benchmarks and goals.
3. Collect classroom data on annual enrollment of children ages 0 to 5, including:
 - Total number of children ages 0 to 5
 - Number of months child was enrolled
 - Number of children in each age group, (i.e., 0-3, 4-5).
 - Primary language of child spoken at home
 - Primary language of family
 - Ethnicity
 - Race
 - Disabilities/special needs
 - Migrant status
 - Socioeconomic status
 - Number of staff by:
 - Race/ethnicity
 - Primary and secondary languages spoken
4. Collect data/information on staff/teacher. Number of teachers, number of teachers with BA, number of teachers with BA+, number of teachers with MA or higher.
5. Conduct or coordinate the administration of child, teacher, and environmental assessments as described in Attachment B.
6. Use expertise and impart knowledge developed over the seven previous years of PoP to serve as mentors and provide technical assistance to non-PoP counties in years two and three of CSP.
7. Complete the on-line training titled “Kids and Smoke Don’t Mix...”

F. Evaluation

For FY 2012-13, the data collection and evaluation process for the CSP will be similar to the current First 5 California Annual Report Web-based PoP reporting system, with some additional level of detail required. However, with the ongoing development of the First 5 California database, referred to as Practice, Research, and Outcomes 0 to Five (PROOF), all funded counties will be required to enter CSP data into that system in the future.

CSP classrooms will agree to:

- Participate fully in the statewide evaluation and any research studies developed by First 5 California to demonstrate program outcomes.
- Develop and submit a plan that demonstrates coordination between the LE and EEE regarding collection and analysis of classroom data for continuous classroom improvement.

Attachment B provides an overview of the data collection and evaluation requirements for the CSP. The final due date for submitting the data is November 1 of each year, beginning in 2013.

G. Technical Assistance and Support

First 5 California plans to contract with a separate entity to provide training and technical assistance to support the CSP. This training and technical assistance infrastructure will henceforth be referred to as the Early Education Effectiveness Exchange (E4). Counties interested in participating in the E4 must be awardees of any one of the three CSP RFAs.

H. Improvement Plan

Any classrooms currently served through PoP Bridge FY 2011-12 that will continue to receive funding through this RFA that do not meet all the Quality Program Requirements (see Attachment A3) must submit, at the time of application, a detailed improvement plan. The plan must identify, by classroom, the current status of each area not meeting the minimum criteria, incremental steps to be taken to meet criteria, method of evaluating progress, and respective timeline for achieving full compliance with the requirements. Counties will be required to report on the status of the improvement plan in the county's quarterly and semi-annual reports.

I. CSP Reports

In addition to the evaluation and assessment reports described in Section VI, Part D.7 and Attachment B, and the Annual Report due November 1 of each year, CSP counties funded through this RFA are required to submit the following reports:

FY 2012-13 (First Year of Program Operation Only)

Quarterly CSP Progress Reports: Counties will submit quarterly progress reports during year one of the CSP for approval by First 5 California. The progress reports should demonstrate continuous classroom improvement toward achieving CSP program goals. These reports will summarize program implementation strategies, documented actions to improve quality in classrooms, local trainings provided and attended, strengths and challenges, and actions taken to correct those challenges. Additionally, counties must report changes to the Staff Plan as part of the 3rd Quarter Progress Report. The Quarterly CSP Progress Reports schedule follows:

<u>Period</u>	<u>Due Date</u>
July – September	October 31, 2012
October – December	January 31, 2013
January – March	April 30, 2013
April – June	July 31, 2013

Site/Classroom Profile Updates: Counties are required to submit at the time of application Site/Classroom Profiles using First 5 California's Web-based reporting system and update the demographic information semi-annually. Attachment L shows the Web-based reporting data fields that counties will be required to complete and submit as one of the requirements of the application. The Site/Classroom Profile Updates schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

Claim for Reimbursement: Counties are required to submit a semi-annual Claim for Reimbursement for allowable expenditures. The Claim for Reimbursement schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

FYs 2013-14 and 2014-15

Semi-Annual Program Progress Reports: All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. The Semi-Annual Program Progress Report schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Site/Classroom Profile Updates: The Site/Classroom Profiles will be established at the time of application and updated semi-annually in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Reimbursement Claim Forms Due: Counties may request reimbursement for allowable expenditures in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

First 5 California will provide templates for all reports.

VII. FUNDING TERMS AND CONDITIONS

A. Fund Allocations

Table 1 on the following page shows the maximum funding allocation amounts reserved for each county applying to participate in CSP in FYs 2012-13 through 2014-15. The funding amounts in this Table reflect the original funding level for Coordination Funds authorized for PoP Bridge in FY 2011-12 and a 25% increase over the Program Funds authorized in PoP Bridge FY 2011-12.

TABLE 1

County Commission Name	Fund type	FY 2012-13 Funds	FY 2013-14 Funds	FY 2014-15 Funds	Total CSP Funds
First 5 Los Angeles	Program	\$9,655,687.00	\$9,655,687.00	\$9,655,687.00	\$28,967,061.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Merced	Program	\$425,125.00	\$425,125.00	\$425,125.00	\$1,275,375.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Diego	Program	\$3,254,625.00	\$3,254,625.00	\$3,254,625.00	\$9,763,875.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Francisco	Program	\$4,544,313.00	\$4,544,313.00	\$4,544,313.00	\$13,632,939.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Joaquin	Program	\$1,025,750.00	\$1,025,750.00	\$1,025,750.00	\$3,077,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Santa Clara	Program	\$956,500.00	\$956,500.00	\$956,500.00	\$2,869,500.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Ventura	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Yolo	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
Total Allocation	Program	\$20,909,500.00	\$20,909,500.00	\$20,909,500.00	\$62,728,500.00
	Coordination	\$800,000.00	\$800,000.00	\$800,000.00	\$2,400,000.00

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and Replaced with RFA
Page 26 Revised 2-23-12
(See Next Page)

A.1 Coordination Funds

The maximum amount of funds for CSP coordination activities available each fiscal year (in arrears), beginning in FY 2012-13 and ending with FY 2014-15, is up to \$100,000 per year. Coordination Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contractor compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Program Coordinator position
- Other program coordination staff
- Training and technical assistance

Operating Costs: Expenditures for CSP coordination activities must be related to the performance of the program and may be used only for the following expenditures:

TABLE 1

County Name	Fund type	FY 2012-13 Funds	FY 2013-14 Funds	FY 2014-15 Funds	Total CSP Funds
First 5 Los Angeles	Program	\$9,755,688	\$9,755,688	\$9,755,688	\$29,267,064
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Merced	Program	\$525,125	\$525,125	\$525,125	\$1,575,375
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Diego	Program	\$3,354,625	\$3,354,625	\$3,354,625	\$10,063,875
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Francisco	Program	\$4,644,313	\$4,644,313	\$4,644,313	\$13,932,939
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Joaquin	Program	\$1,125,750	\$1,125,750	\$1,125,750	\$3,377,250
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Santa Clara	Program	\$1,056,500	\$1,056,500	\$1,056,500	\$3,169,500
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Ventura	Program	\$623,750	\$623,750	\$623,750	\$1,871,250
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Yolo	Program	\$913,000	\$913,000	\$913,000	\$2,739,000
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
Total Allocation	Program	\$21,998,751	\$21,998,751	\$21,998,751	\$65,996,253
	Coordination	\$800,000	\$800,000	\$800,000	\$2,400,000

A.1 *Coordination Funds*

The maximum amount of funds for CSP coordination activities available each fiscal year (in arrears), beginning in FY 2012-13 and ending with FY 2014-15, is up to \$100,000 per year. Coordination Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contractor compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Program Coordinator position
- Other program coordination staff
- Training and technical assistance

Operating Costs: Expenditures for CSP coordination activities must be related to the performance of the program and may be used only for the following expenditures:

- Audits and related services
- Data collection and storage
- Communications
- Equipment and other capital expenditures under \$5,000
- Materials and supplies
- Meetings and conferences
- Publication and printing costs
- Training specifically related to the program including professional development and technical skill development
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy

Each First 5 county commission is responsible for ensuring that Coordination Funds are expended consistent with the authorized use of those funds.

First 5 California will reimburse counties in arrears for allowable Coordination Fund expenditures upon receipt and approval of a First 5 California CSP claim for reimbursement for the previous fiscal year. Any unexpended funds from a current fiscal year may, upon prior approval by First 5 California, be rolled over to the subsequent fiscal year during the authorized performance period.

Counties that cannot absorb the costs required to implement coordination activities for any approved fiscal year may apply for a hardship waiver to receive coordination funds at the beginning of the fiscal year. To apply for a hardship waiver for FY 2012-13, the Executive Director of a First 5 county commission must submit, with its RFA application, a written request on First 5 county commission letterhead that justifies the need for a disbursement of Coordination Funds beginning in FY 2012-13. In subsequent years, a hardship waiver request must be received by First 5 California by June 1 for the following fiscal year.

Additionally, county commissions must place advanced Coordination Funds in an interest bearing account and the interest bearing account shall be a separate account or a subaccount from the county commission's general account. The Executive Director of a First 5 county commission must identify the designated account in the hardship waiver request where the advanced funds will be deposited.

County commissions may not use interest earnings for coordination or program expenditures. County commissions must report annually the amount of interest earned in each fiscal year to First 5 California within 90 days of the end of the fiscal year. First 5 California will annually invoice county commissions for the interest revenue, and those funds

must be remitted to First 5 California within 30 days of receipt of the invoice.

Coordination Funds disbursed as a result of an approved waiver that are not expended by the end of each fiscal year during the program period authorized in the RFA must be returned to First 5 California consistent with instructions to be provided by First 5 California.

A.2 *Program Funds*

First 5 California will approve the reimbursement of expenditures that promote and support each of the following program elements:

1. Instructional Strategies and Teacher-Child Interactions
2. Social-Emotional Development
3. Parent Involvement and Support

Program Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contract compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Early Education Expert (EEE)
- Family Support Specialist (FSS)
- Local Evaluator (LE)
- Mental Health Specialist or other mental health resource staff
- Program administration and support positions
- Teacher
- Teacher Aid
- Teacher Assistant

Many current PoP counties may already employ persons with similar job responsibilities as those of the Essential Staff. Counties may use CSP funds to augment position(s) to meet the additional CSP staff responsibilities either by expanding the job responsibilities and effort, or by hiring additional staff.

Operating Costs: Expenditures for program activities must be related to the performance of the program and include the following:

- Activities and services that support the quality of CSP curriculum design, implementation and evaluation
- Audit and related costs
- Equipment and other capital expenditures under \$5,000

- Evaluation: assessments, data collection, storage, and analysis of local evaluation data and related research; solicitation and analysis of information regarding the status and needs of children ages 0 through 5 and their families, and to subsequently develop and modify programs to better address identified needs.
- Food to enhance USDA meal programs or to enhance program curriculum for children participating in the program
- Materials including developmentally appropriate curricula and assessment tools (for both child and teacher)
- Meetings and conferences
- Supplies, books, tools, and other high quality materials to support the classroom
- Training, professional development, and learning support, not provided by E4, to develop skills and knowledge for the following:
 - Three Program Elements
 - Dual Language Learners
 - Children identified with special needs
 - Improved teacher interactions and instruction with children (PITC, etc.)
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy.

Expenses must be directly related to the program elements, with a justification provided, and must be traceable and auditable.

B. Funding Contingencies for Local Area Agreements

B.1. Any entity that enters into a Local Area Agreement (LAA) with First 5 California understands and agrees that the LAA is valid and enforceable only if sufficient funds are available in the appropriate account(s) of the California Children and Families Trust Fund to carry out the purposes of the Agreement. This Agreement shall be invalid and of no further force and effect if sufficient funds are not available in the appropriate account of the California Children and Families Trust Fund due to:

- A decrease in projected tax revenue collected pursuant to the Revenue and Taxation Code section 30131.2
- Any additional restrictions, limitations, or conditions enacted by the legislature
- Any statute enacted by the Legislature that may affect the provisions, terms, or funding for the Agreement in any manner

- B.2. In the event that there are insufficient funds in the appropriate account(s) of the California Children and Families Trust Fund any of the aforementioned reasons stated in B.1, the State of California and/or First 5 California shall have no liability to pay any funds whatsoever to the First 5 county commission or to furnish any other considerations under the LAA, and the First 5 county commission shall not be obligated to perform any provisions of the LAA.
- B.3. If full funding does not become available, First 5 California will amend the LAA to reflect program and related reduced funding and/or reduced activities.

C. Cash Match

A cash match is a commitment of funds provided by organizations or individuals for which documentation can be provided of a cash transaction by the applicant, project sponsors, or partners. Documentation of a cash match is typically confirmed in a formal engagement agreement or cash agreement.

Allowable cash match funds may include, but are not limited to, the following:

- Proposition 10 county tax revenue
- Federal (i.e., Early Head Start, Head Start, Race to the Top, etc.)
- Local Workforce Investment Board
- Local government
- Non-profit organization
- Private foundation
- Grants
- Other gifts

There is no cash match requirement for Coordination Funds.

The county commission is required to commit to a minimum annual 1:1 cash match for state funds for the funding amount requested in the application, which cannot exceed the maximum program allocation. (Reference Table 1 on Page 26.)

First 5 California may determine an overpayment has occurred if a First 5 county commission does not secure adequate matching funds. Overpayment remedies are covered later in this section.

D. Claims for Reimbursement

To receive reimbursement for program expenditures, participating First 5 county commissions will submit a Claim for Reimbursement consistent with the following schedule:

- Coordination Funds will be reimbursed annually. Claims for Reimbursement for Coordination Funds are due to First 5 California by August 30 of each year.
- Program Funds: will be reimbursed on a semi-annual basis. Claims for Reimbursement of Program Funds are due to First 5 California by February 28 and August 30 of each year. The Claims for Reimbursement must be submitted on the form provided by First 5 California and correspond to those expenditure categories found in the approved budget. In addition, each Claim for Reimbursement must demonstrate the required minimum 1:1 cash match.

E. Administrative Costs

First 5 California will not reimburse administrative and/or indirect costs for Coordination activities and/or services.

Administrative costs shall not exceed 15% of the total annual reimbursable costs (expended amounts) for state program funds. It is the responsibility of the First 5 county commission to ensure that not less than 85% of annual state expenditures are used for direct services to participants.

Administrative costs are shaped by the familiar concept of “overhead” or “centralized” services and are distinguished from program administration or management expenditures that qualify as direct program costs. Rather, administrative costs are incurred for common objectives that benefit programs administered by the lead agency and, as such, are not readily assignable to a particular program funding stream. Administrative costs are related to the general management of the lead agency, such as accounting, budgeting, personnel, procurement, and legal services.

Costs related to administration may include both **direct** program charges (salary costs related to preparing program plans, developing budgets, and monitoring activities; rental or purchase of program-specific office equipment or supplies; rental and maintenance of program office space), and **indirect** charges for general administration of the program (personnel, payroll, accounting, procurement, data processing). Any cost, direct or indirect, that supports management of the program is considered administrative in nature.

If the First 5 county commission has more than one First 5 California program, then the method used to allocate administrative costs must be documented.

F. Budget Amendment

A **budget amendment** changes the current approved total program funding authority identified on the Local Area Agreement for the period of program performance. Program Budgets are set during the initial application approval process for the full funding period. A budget amendment request must be submitted and approved by First 5 California to use unallocated authority.

Upon approval of a budget amendment, counties will receive a revised funding letter with the approved supporting budget detail documents. Budget amendment requests must be submitted prior to or during the year for which expenditures will occur.

G. Budget Revision

A **budget revision** is an adjustment of a total or line item amounts within the approved funding authority period.

A budget revision should be submitted to First 5 California as soon as the change is identified and in advance of completing the fiscal report forms.

The First 5 county commission shall expend funds in the manner described in the budget of the approved application. The allocation of funds for Personnel and Direct Program Cost categories in the budget may vary by as much as fifteen percent (15%) without approval by First 5 California. Any difference of more than fifteen percent (15%) must be requested in advance, in writing, and approved by the First 5 California Program Coordinator.

First 5 California may withhold payment for changes in particular budget items which exceed the amount allocated in the approved budget by more than fifteen percent (15%) and which have not received the approval required above.

H. Annual Financial Audit

Each First 5 county commission receiving and expending CSP funds must report audited financial information for funds received for CSP utilizing a supplemental schedule provided by First 5 California.

The supplemental schedule must be a component of the county commission's annual financial audit performed by an independent third party. The first audit is due to First 5 California by November 1, 2013, and annually by November 1 thereafter.

The First 5 county commission is required to maintain auditable records, which must be made available, upon request, to representatives of First 5

California or its designee, or the State Auditor for on-site monitoring, reviews, and audits.

I. Program Compliance Review

The purposes of a CSP compliance review are:

- Review and analyze the administration of the CSP at the county and site levels for participating entities.
- Through interviews and reviews of records, confirm internal controls and required record keeping is consistent with program requirements. These controls help safeguard the operational and fiscal integrity of the CSP.
- To provide information and feedback to County commission staff to assist them in taking corrective action, if necessary.

CSP compliance reviews will take place at intervals not more frequently than annually. County commissions will be required to participate and produce records on request by First 5 California or the state.

J. Capital Outlay Expenditures

First 5 California funds may **not** be used for capital expenditures as defined by the First 5 Financial Management Guide and the additional guidance in Fiscal Memorandums No. 01-04 and No. 01-06 found on the First 5 California web site at:

1. http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM_01-04FixedAssets.pdf
2. http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM01-06CapitalImprovements.pdf.

K. Carryover Funds

Carryover funds are unobligated, unspent balances from a previous year's approved budget that are transferred to the current year's budget, and are available to spend in addition to the current year's allocation. Carryover funds must be requested by the County Commission through the Budget Revision process.

L. Dispute Resolution

The First 5 county commission shall attempt to resolve disputes at the first staff level within First 5 California. If the dispute is not resolved at the first staff level, the Executive Director of the First 5 county commission, designated as the CSP administrator, may appeal the decision. Such an appeal can be

made by submitting a written description of the issues and the basis for the dispute to the Chief Deputy Director of First 5 California within thirty (30) calendar days of receiving an initial response from the first-level determination of the dispute.

Within thirty (30) calendar days of receiving the First 5 county commission's written dispute, the Chief Deputy Director will review the facts of the dispute, and if deemed necessary, will meet with the First 5 county commission executive director or designee for purposes of resolving the dispute. The Chief Deputy Director shall make a determination and shall send written notification of the decision to the First 5 county commission, together with the reasons for the decision, within sixty (60) calendar days of the receipt of the First 5 county commission's notification of the dispute. The decision of the Chief Deputy Director shall be final.

M. Financial Management Compliance

First 5 county commissions must use the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with First 5 California. The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between State and county commissions when addressing financial matters. The First 5 Financial Management Guide is available on the First 5 California Web site at: <http://www.cfc.ca.gov/commission/fiscal.asp>.

N. Direct and Indirect Costs

Direct costs are those costs that can be identified specifically with the CSP program or that can be directly assigned relatively easily with a high degree of accuracy. County commissions must identify the projected direct costs in the budget and provide a written budget narrative justifying those costs.

Indirect costs, also referred to as facilities and administrative costs, are costs that are incurred for common or joint objectives, and therefore, cannot be identified readily and specifically with a particular sponsored program or project. For the purpose of this RFA, indirect cost limits are considered part of the administrative costs limit. The two costs (indirect and administrative) combined cannot exceed 15% for the state approved costs detailed in the CSP RFA budget. Indirect cost rates must be substantiated for the appropriate fiscal year.

O. Overpayment

If it is determined that the First 5 county commission received an overpayment of First 5 California funds, First 5 California will seek recovery immediately upon discovery of overpayment by an invoice to the First 5

county commission for a refund of the overpayment amount within thirty (30) days after receipt of the invoice.

P. Reimbursement Terms

First 5 California will reimburse county commissions for actual and allowable costs that are reasonable and consistent with the authorizing RFA, the corresponding approved budget, and signed Local Area Agreement. Actual and allowable costs are those costs for which the county commission has supporting documentation at the time of claim submission. All data reported on the Claim for Reimbursement must be actual and allowable costs.

Non-reimbursable costs include:

Non-Reimbursable State Costs
<p>Program Costs</p> <ul style="list-style-type: none"> • Current year agreement funds to pay prior or future year obligations • Promotional Items and memorabilia including gifts and souvenirs
<p>Family Child Care Homes</p> <ul style="list-style-type: none"> • Consumables (e.g., food and diapers) • Materials and supplies
<p>Facilities</p> <ul style="list-style-type: none"> • Capital expenditures for general-purpose equipment, buildings, and land (items with a unit cost greater than \$5,000) • Facilities renovation and repairs • Fixed or Capital Assets or Capital Improvements (see Fiscal Memorandums 01-04 and 01-06) • Idle facilities or idle capacity except to the extent that they are 1) necessary to meet fluctuations in workload, or 2) necessary when acquired and are now idle because of changes in program requirements, efforts to achieve more economical operations, reorganization, termination, or other causes which could not have been reasonably foreseen
<p>Travel</p> <ul style="list-style-type: none"> • Out-of-State, without prior approval
<p>Other</p> <ul style="list-style-type: none"> • Alcoholic beverages • Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs, and related legal costs • Costs of advertising and public relations designed solely to promote the governmental unit, lead agency, or partners • Entertainment, including amusement, diversion, and social activities and any expenses directly associated with such costs • Goods or services for personal use of the First 5 county commission and partners employees • Legal costs incurred in defense of any civil or criminal fraud proceeding; legal expenses for prosecution of claims against the State of California • Lobbying costs • Organized fund raising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions

Reimbursement payments will be made only to the First 5 county commission holding the Local Area Agreement.

Q. Compliance Requirements

The First 5 county commission must adhere to the following fiscal and program requirements:

1. Participate fully in a formal evaluation and data collection process administered by First 5 California and/or its designee.
2. Provide all progress reports, reimbursement requests, and evaluation reports as requested by First 5 California.
3. Account for revenues and expenditures (both State and local) for the CSP funds separately in the annual financial audit, supplemental schedule.
4. Declare any unexpended State funds.
5. Sign required certifications that attest to the accuracy of any program data submitted and claims for reimbursement requested.
6. Adhere to contractor responsibilities:
 - The First 5 county commission can subcontract with another agency to implement the CSP as an intermediary; however, the First 5 county commission is responsible for the overall performance of the CSP and is responsible for expenditure and progress reports as described above and below, even if administered through an intermediary.
 - The First 5 county commission must adhere to the State of California's contracting requirement of three competitive bids, unless local county regulations or policies differ.
 - The First 5 county commission is responsible for collection of necessary data.

R. Payment Withholds

Failure to submit timely and accurate fiscal, evaluation, and annual reports as required by First 5 California may result in the withholding of a disbursement of funds, until which time the required reports and/or data have been received. Serious delays in fiscal report submission may result in a written request by First 5 California for an accounting of expenditures or special review of fiscal and program activity. First 5 California may reduce or terminate program participation if First 5 California determines that a First 5 county commission has failed to adhere to the terms and conditions of the

RFA and/or its approved Agreement, including any amendments to the Agreement.

S. Retention of Program Records

State funds disbursed by First 5 California to the First 5 county commission are subject to examination and audit by First 5 California or its designee, or the State Auditor, for a period of five (5) years after final payment of program expenditures. Therefore, adequate and accurate records must be retained for this period. First 5 California shall have access to the First 5 county commission's offices and/or the CSP sites, upon reasonable notice, during normal business hours, for the purpose of interviewing employees and inspecting and copying books, records, accounts, and other material that may be relevant to a matter under investigation, and for the purpose of determining compliance with the allowable uses of the CSP funds.

If an employee is multi-funded on a time accounting basis, then the employee's timesheet must indicate the actual amount of time spent in each program per day. The First 5 county commission must maintain accurate and verifiable financial data, in accordance with generally accepted accounting principles and standards for governmental entities

T. Supplement not Supplant

The CSP funds shall be expended only for the purposes expressed in the RFA and may be used only to supplement existing levels of service. No monies from the California Children and Families Trust Fund shall be used to supplant state or local general fund money for any purpose.

U. Termination of Agreement

First 5 California retains the option to terminate this Agreement without cause at its discretion, provided that written notice has been delivered to the First 5 county commission at least thirty (30) days prior to such termination date. If First 5 California terminates this Agreement at its discretion, the First 5 county commission will be entitled to compensation upon submission of an invoice and proper proof of claim, in that proportion which its services and products were satisfactorily rendered or provided and its expenses necessarily incurred pursuant to this Agreement, up to the date when notice of termination is received by the First 5 county commission ("the notice date"). The First 5 county commission will not be entitled to reimbursement for any expenses incurred for services and deliverables pursuant to First 5 California Request for Funding.

VIII. LIST OF ATTACHMENTS

The following attachments are included in this RFA as resources for applicants to develop, implement, and monitor the CSP.

- Attachment A Mandatory CSP Quality Enhancement (QE) Program Requirements
- Attachment A1 Teacher/Provider Qualifications Quality Levels for Preschool and Infant Toddlers – Center-Based and Family Child Care Homes
- Attachment A2 Child Care and Development Family Income Ceilings
- Attachment A3 CSP PoP Maintenance of Effort (MOE) Quality Program Requirements
- Attachment B Data Collection and Evaluation Requirements for CSP Counties
- Attachment C CSP Principles on Equity
- Attachment D CSP Program Glossary
- Attachment E Acronyms Used in CSP RFA #1
- Attachment F EDUCARE (Program Description)
- Attachment G CSP Job Description for the Early Education Expert (EEE)
- Attachment H CSP Job Description for the Family Support Specialist (FSS)
- Attachment I CSP Job Description for the Local Evaluator (LE)
- Attachment J Recommended Curricula for the CSP
- Attachment K CSP Fiscal Glossary
- Attachment L Site/Classroom Profile Data Fields

IX. HOW TO APPLY FOR FUNDING

A. Request for Application (RFA) Information Session

One CSP RFA Information Session/Conference Call will be held via conference call to review the content of this RFA with potential applicants and to address questions. This call will provide the opportunity to ask questions and receive information regarding the content of this RFA. The date, time, and location for the session are listed below.

Any county/agency submitting an application is encouraged to participate in this RFA Information Session/Conference Call.

Information Session/Conference Call

Date: February 29, 2012

Time: 10:00 am – 12:00 pm

Dial-in number: 1 (888) 469-0935

Passcode: 65420

Questions regarding this RFA will be answered during the information session/conference call. Additional questions regarding this RFA will be accepted **by e-mail, in writing, or by fax through Friday, March 16, 2012.** Please use “CSP RFA Question” as the subject heading and send all questions to First 5 California:

E-mail: csp@ccfc.ca.gov

or

Fax: (916) 263-1360

B. Application Eligibility Period

The funding period covers July 1, 2012, through June 30, 2015, and shall operate on a state fiscal-year basis (July 1 through June 30).

C. Application Procedures and Processes

Applications must be developed and submitted in accordance with the terms described herein.

1. Application Due Date:

First 5 California must receive the CSP RFA #1 Application package by **April 16, 2012, by 5:00 p.m.** Application packages received later than April 16, 2012, will not be accepted or reviewed.

2. Application Submission Requirements

The Application package must be submitted as follows:

- One original signed application;
- Three copies of the original application (total of four hard copies); and
- An electronic version of the application sent to csp@ccfc.ca.gov with the title “XX County CSP Application” as the Subject Header.

Applications must be complete when submitted. First 5 California holds no responsibility for the receipt or handling of applications that are not hand-delivered or received by the deadline. Applicants are encouraged to use express, certified, or registered mail, return receipt requested to confirm the date First 5 California receives the application.

Mail or hand-deliver applications to:

First 5 California
CSP RFA-1 Application
2389 Gateway Oaks Drive, Suite 260
Sacramento, CA 95833

All applicants agree that by submitting an application, they authorize First 5 California to verify all claimed information.

- The original application shall include an original signature in **blue** ink.
- The application must be in 12-point Arial or Times New Roman, with one-inch margins on standard, white 8 ½ x 11-inch paper.
- Applications must be stapled in the upper left-hand corner. Do not use binders, covers, folders, or sleeves.
- The program narrative section is not to exceed 20 pages. First 5 California request that information in the application be thorough, yet as concise as possible. Do not attach additional pages or information not requested in the application.
- Required Site/Classroom Profile data must be entered through the First 5 California online Web page and copies included with the application. These documents are not part of the 20 page limit.
- Complete a Coordination Funds Budget (Forms 5a, 5b, 5c, and 5d) and Coordination Budget Narrative (Form 5e) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures.
- Complete a Program Funds Budget (Forms 6a, 6b, 6c, 6d, and 6e) and Program Budget Narrative (Form 6f) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures and indicate any describe any additional funding sources and amounts that will contribute to the program.

D. Sequence of Application Components

Each application must be assembled in the order outlined below and number responses accordingly. Each component must be present for the application to be considered complete. Please use the Application Checklist (Form 2) to guide the assembly of the completed application.

All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. Reports must be submitted January 31 and July 31 for fiscal years 2013-14, and 2014-15.

Form 1: Application Checklist

The completed Application Checklist assists counties in the correct organization and sequencing of the application response. Completion of the checklist is optional and not a required part of the application response. However, completion of this Checklist will support compliance with the application submission requirements.

Form 2: Application Cover Sheet

This is the first form of the application package and contains the required signature (in blue ink) of the authorized representative for the county.

Form 3: CSP Coordination Funds Budget

Form 3a: Coordination Funds Budget (All Years)

Form 3b: Coordination Funds FY 2012-13

Form 3c: Coordination Funds FY 2013-14

Form 3d: Coordination Funds FY 2014-15

Form 3e: Coordination Funds Budget Narrative (1-page maximum)

These forms follow Form 1, Application Cover Page, in the application and are presented in alphabetical order (i.e., 3a, 3b, etc.). These forms detail the proposed FY 2012-13, FY 2013-14, and FY 2014-15 CSP Coordination Funds budgets.

On Form 3e, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Coordination Funds Budget, including any proposed subcontract relationships.

The CSP Coordination Funds budget pages are in addition to and not included in the program narrative 20-page limit.

Form 4 CSP Program Funds Budget
Form 4a: Program Funds Budget (All Years)
Form 4b: Program Funds Budget FY 2012-13
Form 4c: Program Funds Budget FY 2013-14
Form 4d: Program Funds Budget FY 2014-15
Form 4e: Program Funds Staffing Plan FY 2012-13
Form 4f: Program Funds Budget Narrative (3-page maximum)

These forms follow Form 3e, Coordination Funds Narrative, in the application and are presented in alphabetical order (i.e., 4a, 4b, etc.) and detail the proposed three fiscal year Program Funds budgets.

On Form 4f, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Program Funds Budget, including any proposed subcontract relationships.

The CSP Program Funds budget pages are in addition to and not included in the program narrative 20-page limit.

Form 5: CSP Cash Match Certification

This form follows Form 4f, Program Funds Budget Narrative, in the application and provides descriptive information and certifications from the county commission and other funding partners to confirm compliance with the cash match requirement for the CSP.

Form 6: Program Narrative and Description (20-page maximum)

The Program Narrative and Description section is limited to 20 pages and follows Form 5, CSP Cash Match Certification in the Application.

In preparation of the narrative section of this Application, please refer to Section VI, Part C of this RFA.

On Form 6, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and organize the response in the sequence listed on the following page:

Section A: Program Design and Objectives

The applicant must include in the response to Section A the following:

1. Specify the total number of classrooms participating in the CSP. Identify the number of classrooms that will be designated QE and the number of classrooms that will be designated MOE.
2. If a county is not able to apply all the QE requirements to every site and classroom, describe the criteria used to determine the classroom designations.
3. Describe how the county will comply with the requirement that a minimum of one class of infants and toddlers are served.
4. Describe how the county will implement the quality requirements in all CSP classrooms.
5. Identify three to five measurable objectives to demonstrate the following:
 - a. How local objectives will be aligned with the state objectives
 - b. How the local program design supports and integrates the three Program Elements into the local CSP

Section B: Instructional Strategies and Teacher-Child Interactions

The Applicant must include in the response to Section B, for both QE and MOE classrooms, the following:

1. Name the curriculum that will be used in the CSP: If using a curricula other than the curricula recommendations on Attachment J, provide the following additional information:
 - Describe how the curricula are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
 - Describe how the curricula are research or evidence based.
2. Describe how the curricula improves the development of language/literacy and early math skills in children ages 0 to 5.

3. Describe how the curricula and instructional strategies will meet the needs of DLL.
4. Describe how the curricula and instructional strategies will address the needs of children with special needs.

Section C: Social-Emotional Development

The Applicant must include in the response to Section C the following:

1. Describe interventions that will be used to improve the social-emotional development and behavioral skills of children ages 0 to 5. Include in your response activities that are age appropriate and culturally and linguistically appropriate.
2. Describe how the county will integrate parents in the development of their child's social-emotional well being.
3. Describe collaboration, interface, and coordination with the EEE, LE, MHS, and classroom teacher.
4. Describe the strategies to collaborate and obtain local resources (MHS, other local mental health resources, etc.) to address the social-emotional needs of children and their families.
5. Describe the curricula or training designed to help prevent challenging behaviors and help teachers deal effectively with those behaviors.
6. Describe how the curricula are developmentally appropriate and aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
7. Describe how annual screenings and planned assessments will be conducted. Include in your response how parents will be included in the process and how referrals and follow-up for needed services will be made and tracked.

Section D: Parent Involvement and Support

The Applicant must include in the response to Section D the following:

1. Describe how the CSP will create and distribute information to parents about:

- Their child's growth and development.
 - Optimal health and well-being, including nutrition and physical activity.
 - Promotion of the parent/child relationship.
 - Involvement and advocacy of the education of their child and their child's school.
2. Describe how the CSP will engage parents to develop a Family Partnership Agreement to assist families in identifying goals for building strong parent-child relationships.

Section E: Professional Development

The Applicant must include in the response to Section E the following:

1. Describe how the professional development needs of staff and/or parents will be determined to implement the three Program Elements in classrooms serving target populations.
2. Describe how the professional development needs will be met.

Section F: Target Population and Principles on Equity

The Applicant must include in the response to Section F the following:

1. Describe the process that will be used to identify the Target populations identified in Section V in the RFA.
2. Describe unique outreach plans that will be used to reach target populations in catchment areas.
3. Describe the techniques and strategies that will be implemented to support representative participation of California's culturally and linguistically diverse populations, including teachers.
4. Describe the methods that will be used to track and measure progress in serving target populations and a culturally and linguistically diverse workforce.
5. Describe how the county will ensure the teacher/child ratio proportionately represents the diversity of the children served.
6. Describe other methods that will be employed to ensure cultural and linguistic responsiveness by the program

Section G: Local and State Evaluation

The Applicant must include in the response to Section G the following:

1. Beyond the statewide evaluation and the evaluation requirements detailed in this RFA, describe any additional evaluation questions and objectives that will be addressed locally.
2. Describe the plan for integrating the LE and EEE into the CSP design and strategies for integrating the use of data analysis to achieve continuous classroom improvement. Include in the response the frequency of collection and reporting class data.
3. Describe how the classroom will use the information obtained from the assessment tools used and other measures and evaluation results.

E. Review of Applications

The First 5 California staff charged with the oversight of the review process will select a panel to review applications that are submitted according to the previously stated requirements. Applications that do not fully provide a comprehensive overview of the program may be required to provide additional information and program justification before a funding determination can be made.

The Applicant must provide any additional information determined necessary by the application review panel within three business days from the date the written request is received by the county.

I. INTRODUCTION

History of First 5 California

In 1998, California voters passed Proposition 10, the California Children and Families Act, which established the California Children and Families Commission (also known as First 5 California) to promote, support, and improve the early development of children from the prenatal stage through five years of age. Since its inception, First 5 California has launched innovative programs and services designed to help young children grow up healthy and be successful in school and in life. The promise of First 5 California is to continue to invest in services and programs that directly benefit children and families, that build upon past accomplishments and the latest research, and that advocate for a sustainable early childhood system for future generations.

Strategic Plan – Signature Program Development

In 2007, First 5 California adopted its current Strategic Plan, which called for convening a workgroup designed to assess the ongoing viability of its programs and to provide recommendations for Measurable Program Goals (MPGs). In July 2009, the workgroup developed a comprehensive preliminary set of MPGs for consideration. Through a statewide public input process, First 5 California staff shared these preliminary MPGs with the field to solicit feedback. At its October 2009 meeting, the First 5 California Commission approved the resulting MPGs and early learning program concepts. Staff used these as the foundation for developing Signature Programs designed for three specific program recipients: Child, Teacher, and Parent. Each Signature Program builds upon past and present First 5 California programs with proven track records of effectiveness, such as Power of Preschool (PoP), Comprehensive Approaches to Raising Educational Standards (CARES), CARES Plus, School Readiness, Special Needs Project, and Migrant Education Even Start (MEES). First 5 California views the quality enhancement and expansion of PoP as described in this RFA as the Child Signature Program.

Background

Each year, more than half a million babies are born in California. With approximately 2.8 million children under the age of five, California has more children ages 0 to 5 than any other state.¹ California also has the highest number of children in the U.S. living in poverty, contributing to a high number of families with limited access to the resources necessary to help children grow up healthy and ready to succeed. The needs of these families are especially acute as funding for early learning programs has been cut dramatically, which limits access and weakens the quality, infrastructure, and services that families rely upon to raise healthy, well-prepared children.

A growing body of research confirms the importance of quality early learning experiences to effectively prepare young children not only for school, but for life. A

¹ Census Bureau. California Quick Facts. Retrieved from <http://quickfacts.census.gov/qfd/states/06000.html>

recent RAND study² indicates that quality early care and education programs are still lacking throughout California despite First 5 California's unrelenting efforts to increase and improve early learning programs. In addition, the children who need quality programs most often do not have access to them. California's current economic situation increases the likelihood that access to such programs may suffer, especially for at-risk children.

A child who is considered to be "at-risk" and who does not receive quality early care and education faces a life filled with disadvantages. At-risk children are 50 percent more likely to be placed in special-education classes, 25 percent more likely to drop out of school, 70 percent more likely to be arrested for a violent crime, and 40 percent more likely to become a teen parent.³

Conversely, at-risk children who receive high-quality early care and education benefit greatly, often exceeding national averages on measures of school readiness. In fact, when controlling for risk factors such as maternal education, race, and parents' ages, these gains persist. Kindergarteners who spend their early years in high-quality early care and education programs arrive at elementary school ready to learn and on par with their middle-income peers. These children experience the benefits that result from early instruction, which include a focus on language development, literacy, vocabulary growth, and early math skills.⁴ Additionally, children in a high-caliber early learning environment acquire the skills that allow them to develop positive relationships with adults and peers, while they learn to withstand disappointments and other pressures.

First 5 California's continued commitment to improve quality early learning experiences and environments, along with children's optimal physical, emotional and general health, positions it as an effective child development champion through its support and implementation of quality programs for children ages 0 to 5. First 5 California will continue to build on and enhance research-based programs while integrating the best of past First 5 California programs. Through investments in programs such as the Power of Preschool (PoP) and the Comprehensive Approaches to Raising Educational Standards (CARES Plus), First 5 California has helped meet the dire need in our state for making quality early learning programs accessible to children and families of greatest need.

Power of Preschool – Building on Success

From 2005 through 2009, First 5 California created and implemented the Power of Preschool (PoP) program for three- and four-year-olds in low-performing school districts. From its inception as a demonstration project in nine counties, the PoP provided quality enhancement funding to raise the standards for public and private preschool programs. To promote quality preschool experiences, local programs

² Karoly, L.A., GhoshDastidar, B., Zellman, G.L., Perlman, M., & Fernyhough, L. (2008). *Prepared to learn: The nature and quality of early care and education for preschool-age children in California*. Santa Monica, CA: RAND Corporation.

³ Ounce of Prevention, <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

⁴ Ounce of Prevention, <http://www.ounceofprevention.org/about/why-early-childhood-investments-work.php>

were required to meet criteria in four main categories: 1) program, 2) teaching staff, 3) policy and fiscal characteristics, and 4) family partnerships. Participating counties were expected to align their programs with the California Department of Education *Infant/Toddler and Preschool Learning Foundations* and implement the *California Preschool Curriculum Framework*. The nine original PoP counties (Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura, and Yolo) participated in the program to improve child and teacher outcomes – including strong school readiness levels for children, high-quality learning environments, and well-trained teachers.

As a result of the success of PoP, the State Commission approved continued funding for FYs 2010-11 and 2011-12 to extend the program and expand services to infants and toddlers wherever possible. Of the current eight PoP counties (San Mateo no longer participates) four of them (Merced, San Francisco, Ventura, and Yolo) have expanded services to infant/toddlers. The current program funding authorization ends on June 30, 2012.

Because the PoP was designed as a demonstration program, the significant lessons learned were instrumental in the creation of the Child Signature Program (CSP) and policy development. These lessons included:

- The need to effectively address language barriers
- The importance of serving children with special needs
- The value of including:
 - Documentation
 - Screening
 - Data collection, and
 - Reporting requirements

The design of the CSP reflects the information resulting from several recent evaluations, along with research-based evidence on effective practices to enhance school readiness in early education settings. The 2009 *PoP Program Evaluation Report*⁵ listed 11 recommended criteria and six areas of improvement for use in the design and evaluation of a high quality preschool program. First 5 California has included all of the recommended criteria and areas of improvement in the design of the CSP.

A more recent evaluation of the PoP program (2011) conducted by UCLA found PoP preschool and infant/toddler classrooms to be of high quality and that PoP teachers are well qualified. The evaluation further revealed that despite discrepancies in the methods counties used to calculate their reported Desired Results Developmental Profile (DRDP) scores, the number of children who were at the DRDP developmental level of “Integrating” between the fall and spring assessments showed a 455 to 1,124 percent increase in all four measured areas. Counties successfully engaged parents, provided kindergarten transitions, and supported

⁵ **Power of Preschool** Program Evaluation Report September 2009.

educational opportunities to assess and improve teacher quality. Reported challenges included the coordination of services and agreement on how to provide them, improving services for dual language learners and children with special needs, and engaging school districts and principals struggling to maintain basic school programs.

Recent results from the national Educare model (see Attachment F) also influenced the design of the Child Signature Program. Educare is a promising early childhood education program intervention for infants, toddlers, and preschoolers from low-income families. Educare provides high-quality early care and education within a model that incorporates key indicators of quality derived from best practices and research. These indicators include a well-educated and supported staff; a focus on children's social-emotional development along with language, literacy, and early math skills; reliance on evidence-based practices; and extensive family involvement opportunities and support. Children who enroll in Educare as infants or toddlers enter kindergarten with school readiness and vocabulary scores near the national average—much higher than children from low-income families in other large-scale programs for preschoolers. Early and continued attendance at Educare schools serves to prevent the achievement gap between vulnerable children and advantaged children. Initiatives are underway in California to build Educare schools in Santa Clara and Los Angeles counties. Educare leaders have provided information and training to five PoP county teams over the past two years. Additionally, they have advised First 5 California on the implementation of selected Educare core components as part of the Child Signature Program.

State Commission Authority

California Health and Safety Code (HSC) Section 130105(d)(1)(B) authorizes the expenditure of funds from the California Children and Families Trust Fund to ensure that children are ready to enter school. It also authorizes the development of programs focusing on education, including, but not limited to, the development of educational materials, professional and parent education and training, and technical support for county commissions. HSC Section 130125(i) provides First 5 California the authority to allocate funds to county commissions to carry out the purposes of the California Children and Families Act.

In October 2011, the First 5 California Children and Families Commission approved funding of up to \$45 million per fiscal year for the Child Signature Program, and further authorized unspent funds may be carried over into subsequent fiscal years. This will result in the continuation, increased access, and quality enhancement of the Power of Preschool Program over three fiscal years beginning July 1, 2012.

Period of Program Authority

The period of program authority to operate the Child Signature Program is July 1, 2012, through June 30, 2015. Local expenditures prior to and after the period of program authority will not be eligible for reimbursement.

II. PURPOSE AND GOALS OF THE CHILD SIGNATURE PROGRAM (CSP)

The primary purposes of the Child Signature Program are:

1. To enhance the quality of the current Power of Preschool (PoP) program by implementing three research-based Program Elements:
 - **Instructional Strategies and Teacher-Child Interactions**
 - **Social-Emotional Development**
 - **Parent Involvement and Support**
2. To provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 in identified ECE centers where the educational divide is greatest (i.e., in the catchment areas of elementary schools with API scores in deciles 1-3).

First 5 California has designed the CSP with several key goals targeting children, teachers, and families, including the following:

- Children at greatest risk for school failure will enter school with the skills to be successful.
- Children living in elementary school catchment areas with API scores in deciles 1-3 will have access to quality early learning programs.
- Teacher effectiveness in working with culturally and linguistically diverse children ages 0 to 5 will be optimized.
- Teacher effectiveness in working with special needs children ages 0 to 5 will be optimized.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will have the knowledge and skills to successfully advocate for their child's education.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will be knowledgeable and involved in their child's age-appropriate cognitive and behavioral development.

The design of the CSP integrates proven elements of other First 5 California funded programs, selected core components of Educare, and continues to align with the California Department of Education *Infant/Toddler and Preschool Foundations* and *California Preschool Curriculum Framework*.

III. CSP FUNDING APPLICATIONS

In order to successfully achieve the goals of the Child Signature Program, the various strands of the CSP will be initiated through a series of Requests for Application (RFA):

RFA	Projected Release	Title and Description
#1	February 2012	<p>Quality Enhancement of PoP (this document) Designed to enhance the quality of PoP in the existing eight PoP counties for three years. This RFA requires matching funds from counties. The requirements for RFA #1 are described in this document.</p>
#2	March 2012	<p>Readiness Assessment and Quality Improvement Designed to provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 of greatest need. RFA #2 will <u>not</u> require matching funds from counties.</p> <p>RFA #2 focuses on providing quality improvement support to local centers not yet participating in PoP. The RFA will solicit applications from counties willing to participate in center-level readiness assessments and data collection to determine levels of strength and identify areas for improvement. It will fund:</p> <ul style="list-style-type: none"> • A county-level Early Learning Systems Specialist (ELSS) to assist centers with the completion of early learning readiness assessments • Targeted training and support to enhance the quality of services • Initial implementation of improvement activities informed by the Readiness Assessment <p>As with RFA #1, approved participants will have access to a “learning academy” called the Early Education Effectiveness Exchange (E4). The E4 is designed to provide specific training and assistance to facilitate quality improvements in early learning centers across counties.</p> <p>The Readiness Assessment will provide additional information to participating counties about the status of identified centers and classrooms that may have the potential of participating in the Quality Enhancement of PoP in FY 2013-14 (RFA #3) and beyond.</p>

RFA	Projected Release	Title and Description
#3	February 2013	Quality Enhancement of PoP for non-PoP Counties: Designed to allow counties not currently participating in PoP to apply for two years of Quality Enhancement funding for classrooms meeting CSP PoP Maintenance of Effort (MOE) Quality Program Requirements (see Attachment A3). The content of RFA #3 (2013) will be similar to that of RFA #1.

As part of the Child Signature Program (CSP), current PoP counties receiving funding through RFA #1 will receive up to a 25% increase to their current PoP allocation that will require a 1:1 cash match. This augmented funding will be used to implement the three CSP Program Elements and to hire Essential Staff to increase quality (detailed in the RFA). These staff positions include the Local Evaluator (LE), Early Education Expert (EEE), Family Support Specialist(s) (FSS), Mental Health Specialist (MHS) or other mental health resources, and Program Coordinator (PC).

Funding from RFA #1 is intended to enhance quality in all existing PoP Bridge FY 2011-12 sites and classrooms through the implementation of the Quality Enhancements. We recognize, however, that it may not be possible for some counties to implement these Quality Enhancements in all three Program Elements in every current PoP Bridge FY 2011-12 site and classroom and that not every site/classroom may need the additional supports. Counties will likely need to selectively target programs for the additional quality enhancements.

Classrooms implementing Quality Enhancements in all three Program Elements will be referred to as **CSP Quality Enhancement (QE)** sites and centers.

Sites and centers not implementing the new CSP Quality Enhancements will be referred to as **CSP Maintenance of Effort (MOE)** sites and centers. They will be required to maintain existing [CSP PoP Maintenance of Effort \(MOE\) Quality Program Requirements](#). (See Attachment A3.)

In the application, counties will identify the classrooms participating in the CSP as either a QE or MOE classroom.

IV. ELIGIBLE APPLICANTS

Only the eight counties currently under contract with First 5 California for PoP FY 2011-12 funding are eligible to apply for RFA #1. If funds allow, existing PoP counties will be able to expand their populations served by possibly bringing in additional classrooms that meet the new criteria of targeted populations (listed below), provided that current PoP classrooms meet all the PoP Bridge 2012 requirements. If a county chooses to include Family Child Care (FCC) in the

application, the county must articulate specifically how it will support and monitor the FCC to meet all the mandatory criteria for participation in the CSP.

V. TARGET POPULATIONS

Funding for CSP is targeted for classrooms serving children ages 0 to 5 who are at greatest risk of falling behind in their overall development, as well as children from additional categories that include:

- Infant/toddlers ages 0 to 3 who meet income eligibility based on the Schedule of Income Ceilings used by the California Department of Education, as referenced in Attachment A2
- Live in the catchment areas of schools with API rankings at or below the 3rd decile
- Reside in a home where a language other than English is used as the primary means of communication (Dual Language Learners [DLL])
- Have been identified as having Special Needs (SN)
- Live in a household where a parent is employed as a seasonal migrant worker

Additional Eligibility for Target Population

For preschool children, income eligibility does not apply. Eligibility is determined based on whether or not the child resides in a low performing school attendance area and meets the specific target populations as described above.

For infants and toddlers participating in the CSP, however, their families must be income eligible based on the California Department of Education (CDE) income ceiling criteria. Attachment A2 shows the income ceilings for child care and development programs funded through CDE. This information establishes the parameters necessary for defining “economically disadvantaged” to determine eligibility for infant and toddler programs.

CSP counties must collect appropriate documentation of family income and size to make the determination of family income eligibility, consistent with the methodology set forth in the Funding Terms and Conditions for applicable CDE child care and development programs. Counties must retain this documentation for audit purposes. The Funding Terms and Conditions for CDE child care and development programs are available at:

<http://www.cde.ca.gov/fg/aa/cd/ftc2011.asp>

VI. DESCRIPTION OF THE CHILD SIGNATURE PROGRAM

This section of the RFA provides a description of all aspects of the Child Signature Program, from its quality enhancements and core elements to staffing requirements and participation criteria.

A. Quality Enhancements

A body of educational research confirms that outcomes from early learning can be stronger if **quality** in the classroom is improved, particularly around classroom management, instruction, and emotional support. A focus on evidence-based strategies to enhance the Power of Preschool program aligns it with the goals of First 5 California's Teacher Signature Program, CARES Plus. This alignment capitalizes on First 5 California's current investment in improving child outcomes by strengthening the quality of teacher-child interactions and classroom instruction. The program design also draws on First 5 California's current partnership with the Educare quality early learning model which serves children from infancy to kindergarten entry.

The CSP quality enhancements, which are described in greater detail in Part C of this section (Program Elements), will:

- Incorporate core program features informed by evidence to enhance **quality**
- Emphasize **program improvement**, informed by data and feedback
- Use **evaluation** to inform future investments
- Exceed the PoP Bridge 2012 First 5 "Quality Level"

B. Overarching Design Principles of the CSP

In addition to the three Program Elements described in Part C of this Section, there are four overarching principles implemented by specific Essential Staff that must be incorporated into the implementation and operation of the CSP, as outlined below:

1. *The Use of Research-Based Practices*

Participating counties must agree to use research-based practices in CSP, including:

- The collection and use of data for reflective practices that support improvement in child and teacher outcomes
- Agreement to participate in the statewide evaluation of the program (discussed in more detail in Part F of this Section)
- The selection and deployment of a Local Evaluator, whose role will be expanded from the original PoP Bridge role to include the

collection and analysis of data for providing feedback and coaching to teachers as described in Part C of this Section.

2. *Data Collection Systems to Support Improvement and Reporting*

The ability to monitor and improve outcomes for children and teachers in an ongoing manner, along with the ability to determine the effectiveness and impact of the CSP, requires data collection and reporting that is more rigorous than was previously required under the current PoP Bridge contract. Specifically, the requirements for CSP counties will expand to include the collection and reporting of the identified child- and classroom-level data at intervals designed to support activities to enhance teacher effectiveness. Moreover, in order to understand variation in outcomes and effectiveness of different models, curricula, and implementation approaches, First 5 California will provide more rigorous guidelines for the collection of data and require the use of measurement tools that are uniform across CSP counties. Data security procedures will be established to ensure confidentiality. Individually identifiable data will not be accessible to the public, nor will any individually identifiable data be transmitted to First 5 California or the statewide evaluator or included in any reports.

3. *The Use of Culturally and Linguistically Appropriate Strategies, as described in First 5 California's Principles on Equity*

First 5 California Children and Families Commission adopted the *Principles on Equity* on October 18, 2001 (revised April 2008), with a commitment to meet the diverse needs of the state's children and families. All counties participating in the CSP must comply with the *Principles on Equity*. By implementing the *Principles on Equity*, CSP classrooms will ensure that curricula and instructional strategies, communication, community-based services, and all aspects of the CSP incorporate practices that are culturally and linguistically appropriate for the population served. (See Attachment C for additional information.)

The *Principles on Equity* address four major areas, each of which must be incorporated in the CSP:

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

4. Alignment of CSP Program Elements with California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*

As its foundation, the CSP incorporates three primary Program Elements (described in Part C of this Section). The CSP Program Elements are research-based and have been used in Educare, Head Start, and other recognized early learning programs to enhance quality. The Program Elements also are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. Local program alignment with these key curriculum documents will guide counties' selection of curricula, strategies, and instructional materials, and will align with and support the implementation of the CSP Program Elements.

Essential Staff of the CSP

Implementing the three CSP Program Elements will require new staff positions (or an increase in responsibilities of existing positions), working individually and in teams including staff who will focus specifically on: teacher and classroom quality improvement, parental engagement, and children's social-emotional development. The most effective staff for understanding and addressing the needs of children who are culturally diverse and/or have special needs includes those professionals who have worked in multi-disciplinary environments in the planning and delivery of services to children and families.

As described below and in greater detail in Part C of this Section, the Essential Staff required to implement the program elements of the CSP include:

- the **Local Evaluator (LE)**
- the **Early Education Expert (EEE)**
- the **Family Support Specialist (FSS)**
- the **Mental Health Specialist (MHS)/Resource(s)**
- the **Program Coordinator (PC)**

Local Evaluator: This position that was already required in the existing PoP Bridge program, will take on an expanded scope of work in the CSP, including the sharing of data with two new categories of essential positions under the CSP: the Early Education Expert and Family Support Specialist.

Early Education Expert and Family Support Specialist: These positions will use LE-collected data, sharing it with program staff and using the data to inform instruction and shape activities to improve quality.

Mental Health Specialist: This position will address the CSP requirements of the Social-Emotional Development Program Element. The MHS, *per se*, is not a “new” required position in that counties may already have resources for individuals who cover the MHS roles and responsibilities. Nevertheless, whoever assumes this responsibility for this Program Element will also be required to collect/share data with program staff, collaborate and coordinate services, work with the classroom teacher on strategies for addressing the social-emotional needs of children and work with the Local Evaluator.

Program Coordinator: At the local level, the Program Coordinator [previously First 5 County PoP Coordinators] will provide oversight to the essential CSP staff and be responsible for compliance with the overall program requirements. The PC would usually work with or supervise the EEE and the FSS. However, it is possible that the EEE and FSS may work within another agency contracted by the local First 5 commission to deliver the services; in those instances, the staff may receive supervision from someone else in that agency. If that is the case, then the PC needs to assure that the other agency is in agreement with and supportive of the role that the person will play in the CSP program implementation to ensure that they fulfill the responsibilities of the position. The PC is also responsible for ensuring that all participating classrooms meet the minimum PoP Maintenance of Effort (MOE) Quality Program requirements. (See Attachment A3.)

Success of the CSP will depend on the expertise, skills, and effectiveness of the individuals who fulfill the duties of these positions. Recommended job descriptions identifying the minimum required education, knowledge, and skills for the EEE, FSS, and LE are provided as Attachments to this RFA. However, hiring qualified individuals is just the first step to implementing these key roles. Continuous support, professional development, and encouragement throughout the three years are essential for optimal outcomes and success of the program. Assistance and support should be available locally, in addition to that provided statewide through the E4. (See Section III.)

In those counties that receive funding as a result of RFA #2, the PC will be responsible for collaborating with the county Early Learning System Specialist (ELSS). (See Section III.)

C. CSP Program Elements – Foundation of the Child Signature Program

As its foundation, the CSP includes three primary, research-based Program Elements:

- 1. Instructional Strategies and Teacher-Child Interactions**
- 2. Social-Emotional Development**
- 3. Parent Involvement and Support**

The decision to include a focus on these Program Elements in the CSP was influenced by the County Commission Input Survey (September, 2011); evaluations of Educare, Head Start, and other recognized early learning programs; as well as evaluations of classroom quality enhancement programs. Implementing these Program Elements will require: increased oversight by the Program Coordinator of the new activities; an increased level of involvement of the Local Evaluator with program staff to make data use a more integral part of program improvement; and the creation of new positions or expansion in responsibilities of existing positions described above.

Below are descriptions of the main goals and activities included in each of the Program Elements, along with the roles and responsibilities of the new staff required to address these goals. (First 5 California will provide support to these individuals through an E4 program as described in Section III.)

1. *Instructional Strategies and Teacher-Child Interactions*

The purpose of this Program Element is to improve the development of language, literacy, and early math skills in children ages 0 to 5 in early care and education programs. This will be achieved through quality improvement activities proven to increase teachers' instructional skills and increase children's outcomes in language, literacy, and early math skills development. Required areas of emphasis include (a) a stronger curricular focus on language/literacy and early math skills; (b) a targeted focus on Dual Language Learners; (c) a targeted focus on children with special needs; and (d) the use of an Early Education Expert (EEE) who, using classroom data collected by the Local Evaluator (LE), provides support and professional development to classroom teaching staff.

Instructional strategies that can be funded in order to address this stronger curricular focus on language/literacy and early math skills include evidence-based developmentally, culturally, and linguistically appropriate curricula; training on those curricula and materials and training for assessments of children, as appropriate. "Developmentally appropriate curricula" are defined as those that are aligned with the California Department of Education *Infant/Toddler Learning and*

Development Foundations, California Preschool Learning Foundations, and California Preschool Curriculum Framework.

Effective strategies and instructional support for teaching Dual Language Learners (DLL) include the purchase of professional development materials, training or mentoring for teaching staff from DLL experts. Funding these activities will support teachers in the education of DLL children ages 0 to 5.

Selection and use of curricula must be articulated in the county application and must be approved by staff at First 5 California. Acceptable curricula include those listed in Attachment J or those that counties can demonstrate are evidence-based and grounded in rigorous scientific research.

In addition, instructional strategies must include, whenever possible, the age and developmentally appropriate integration of nutrition education, movement, and physical activities. In the classroom, staff must model healthy food choices and provide age-appropriate nutritional information that supports a healthy lifestyle. Portion sizes should be age-appropriate, and safe drinking water should be available and accessible at all times. Similarly, health concepts such as hygiene, dental and vision care, food safety, injury prevention, and general health and well-being should be incorporated into the daily curriculum.

Influenced by the Educare model and by several studies of “coaching” or “consultation” for quality enhancement, the CSP will enable participating counties to employ EEEs to support and assist teachers of infants, toddlers, and preschoolers to improve their classroom practices, using objectively gathered classroom quality observation data. EEEs must meet minimum qualifications as outlined in Attachment G, carry a caseload of no more than 10 classrooms simultaneously, and must interact regularly with the LE. For optimum effectiveness in working with DLL children, the EEE must possess the cultural competency, background, and knowledge of effective strategies designed for DLL children ages 0 through 5. In situations where this is not possible, use of consultants/experts to support teacher quality with DLL must be employed. The EEE will be responsible for reviewing and understanding the assessment data, observing classrooms, encouraging reflective practices and providing direct feedback and coaching to individual teachers on strategies promoting oral language, vocabulary, early literacy and math. The EEE also will collaborate and coordinate with the FSS and MHS.

Many PoP counties currently employ LEs who provide a range of services. For the CSP, the role of the LE may need to be broadened and/or level of effort increased to ensure the required collaboration

between those who collect the required data and the EEE. The LE must work with the EEE to provide ongoing data collection and analysis designed to identify gaps and show where improvements are needed. In addition to providing reports to the local program, the LE will participate in the statewide evaluation by providing data that can be summarized across participating counties. (See Attachment I for description.)

2. *Social-Emotional Development*

High-quality and state curriculum-aligned instructional strategies are critical to the CSP model. However, young children will have difficulty benefiting from even the best curriculum if they are not emotionally ready to learn and engage. The goal of this Program Element is to improve the social-emotional development and behavioral skills of children ages 0 to 5 in early care and education programs through the implementation of classroom programs or practices proven to improve teachers' classroom management skills and interactions with children, and that have shown to support children's social-emotional and behavioral outcomes.

Specific areas of emphasis in this Program Element include (a) interventions that are theory- and research-based, (b) activities that are age-appropriate and culturally and linguistically appropriate, (c) inclusion of parents in the development of their child's social-emotional well-being, and (d) collaboration with local mental health service providers.

As in Program Element 1, this Program Element may also be implemented by the employment of EEEs who have the skills and ability to support the professional development of teaching staff in the area of social-emotional development and cognitive and language development. Well-qualified individuals may be able to effectively support teachers in all areas of child development. Alternatively, some communities may already have access to mental health agencies that include specialists in diagnosing and treating, or helping teachers address, issues or delays in the social-emotional development of children ages 0 through 5. Although titles vary, these individuals are sometimes referred to as **Mental Health Specialist (MHS)**. Contracting with such agencies for MHS support and/or professional development may be a cost-effective and pragmatic approach that can help link early childhood programs more closely with appropriate community resources. Regardless of the personnel who deliver services for this Program Element, the intention is that:

- 1) screenings and assessments be completed,
- 2) parents be integral in the process,
- 3) referrals and follow up for needed services are made,

as appropriate; and 4) work and services are coordinated with CSP Essential Staff.

Other means to address this Program Element will be through purchase of and/or training of teachers on specific early childhood curricula designed to help prevent challenging behaviors and help teachers deal effectively with those behaviors. As above, the curricula must be developmentally appropriate and align with the California Department of Education (CDE) *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *Preschool Curriculum Framework* requirements. Screening each child must be completed annually, and assessments should take place as warranted.

3. **Parent Involvement and Support**

The goal of this Program Element is to increase parent knowledge, interest, involvement, and ability to advocate for their child's early learning and later success in school. The primary approach for implementing the tenets of this Program Element will be through the addition of the **Family Support Specialist (FSS)**. Each FSS will have a caseload of 30 or fewer families. The FSS will also be expected to work with the Mental Health Specialists (MHS), if available, and/or other resources to collaborate regarding services/referrals, as needed. (See Attachment H for job description.)

Influenced by the Educare model and other parent involvement approaches, the primary responsibilities of the FSS (who is preferably on-site) fall into the following major areas:

- Provide parents with information about their child's growth and development, and encourage parent involvement in these areas.
- Provide parents with information and resources that promote optimal health and well-being, including nutrition and physical activity.
- Promote and enhance the parent/child relationship.
- Encourage parents' involvement and advocacy in the education of their child and their child's early care environment.
- Work with parents to develop a Family Partnership Agreement identifying the strengths and concerns of the family and prioritizing the family's goals for the parent and child.
- Provide parents information regarding child health and injury prevention, healthy food choices (i.e., decrease consumption of high fructose, fat, and fast food, etc.), and benefits of increased physical activity.

- Educate parents on the dangers of secondhand smoke to children and provide tobacco cessation resources.
 - The FSS will be required to complete the on-line training titled, “Kids and Smoke Don’t Mix...”
 - The FSS will be required annually to review with parents the on-line tobacco training developed for parents.

The FSS will collaborate and coordinate with the teaching staff and parents to foster strong positive relationships among children, families, and staff. The FSS will be knowledgeable of local community organizations and their respective services and resources, and will facilitate referrals such as health, dental, mental health, social services, and legal, and follow-up on needed services.

D. CSP FYs 2012-13 through 2014-15 Qualifying Criteria

To receive funding for FYs 2012-13 through 2014-15 of the CSP, the current PoP Bridge counties must meet the following administrative, program, and staff criteria:

1. Administrative:

- 1.1 Provide no less than a 1:1 **cash** match. (See Attachment K for definition.)
- 1.2. Provide continuity and “maintenance of effort” by serving at least 90% of eligible children ages 0 to 5 in the same targeted catchment areas that were enrolled in the PoP Bridge program in FY 2011-12. All existing PoP classrooms within the catchment areas of elementary schools within API deciles 1-5 may be “grandfathered” in to CSP to facilitate compliance with the maintenance of effort criteria.
- 1.3. Assure that any new participating ECE classrooms are in the catchment areas of elementary schools with APIs in deciles 1-3.

2. Staffing:

- 2.1 Hire, redirect, or contract for the Essential Staff positions described in Section VI, Part C above. It is acknowledged that some counties may not have funds sufficient to implement these Quality Enhancement requirements in every current PoP Bridge FY 2011-12 site and classroom.
- 2.2 For those sites where quality enhancements are not possible (i.e., the Maintenance of Effort sites and centers), the county will

be required to maintain existing [CSP PoP Maintenance of Effort \(MOE\) Quality Program Requirements](#). At a minimum, all classrooms that participate in CSP are required to maintain and/or increase the current PoP Bridge FY 2011-12 “Mandatory Quality Program Requirements” and, “Teacher/Provider Qualification Quality Levels ...” at the First 5 Quality Level.

- 2.3 Additionally, all staff participating in a CSP funded classroom must complete the on-line training titled, “Kids and Smoke Don’t Mix ...”

3. Program:

- 3.1 Serve infants and toddlers in high quality environments: Counties must include at least one classroom with no fewer than eight infants/toddlers. The teacher/child maximum ratio is 1:4 infants; 1:4 toddlers (can be 1:6 with toddler license).
- 3.2 Incorporate the three CSP Program Elements (Instructional Strategies and Teacher-child Interactions, Social-Emotional Development, and Parent Involvement and Support), as described in Part C of this Section in as many centers/classrooms as feasible.
- 3.3 Align programs with the major domains articulated for use with infant/toddlers and preschool, as described in the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
- 3.4 Provide nurturing and caring relationships with children.
- 3.5 Develop strong family partnerships.
- 3.6 Provide culturally sensitive care.
- 3.7 Provide environments and materials that enrich learning and development.
- 3.8 Encourage well child visits through age five.
- 3.9 Provide screenings and assessments as described in Attachment B.

4. Target Populations:

4.1 As outlined in Section V, serve children ages 0 to 5 with diverse languages and cultures and abilities:

- Hire knowledgeable staff who are proportionately reflective of the cultural and linguistic diversity of the children in the classroom
- Create a plan that demonstrates continuous outreach and retention of a diverse workforce that reflects the diversity of California's children
- Justify in cases where staff are not available as to why the ratio has not been met in order to receive approval from First 5 California (teacher/child ratio must proportionately represent the diversity of the children served)

4.2 Serve Children with Special Needs in order to:

- Ensure access to all CSP Program Elements and services
- Encourage well child visits through age five
- Ensure access to comprehensive assessments
- Provide other relevant resources and/or services

Coordinate and collaborate with other service providers such as regional centers, etc. (Just as with Head Start, at least 10% of all children served must be special needs children.)

5. Classroom Curriculum

5.1 Use approved "developmentally, culturally, and linguistically appropriate curricula" defined as those aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. (See Attachment J.)

5.2 Incorporate physical activity in all aspects of the regular curricula (at least 30 minutes per day per ECERS guidelines for half-day programs less than 4 hours per day), and at least 60 minutes per day for programs operating greater than 4 hours per day. (See Attachment A.)

5.3 In at least 90% of continuing PoP classrooms, ensure that:

- Teacher/child ratios are 1:8 or better
- If applicable, infant/toddlers ratio are 1:4 or better
- Center directors have a BA degree or better.

5.4 Ensure that teachers meet the current PoP Bridge First 5 “Quality Level” educational requirements and provide appropriate documentation in the semi-annual reports.

6. Parent Involvement and Support

6.1 Develop and implement a plan to support diverse parent and family partnerships and parent involvement in all aspects of the program, including leadership in program design, participation, implementation, and evaluation. The plan must:

- a. Provide parents with resources and education to facilitate their ability to support their child’s development.
- b. Contain approaches effective in reaching parents of children ages 0 to 5, including children with disabilities and other special needs, Dual Language Learners (DLL), and migrant families.
- c. Assure that parents of 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.
- d. Use culturally and linguistically relevant methods of communication and community outreach to locate and serve diverse groups by including community organizations, formal and informal networks, and other communication vehicles.

6.2 Promote and support the development of emerging parent and community leaders.

6.3 Hold a minimum of two individual parent conferences per year that are at least three to four months apart.

6.4 In collaboration with parents, complete an annual Family Partnership Agreement that encourages and promotes positive development outcomes for their child.

- 6.5 Educate parents on the dangers of secondhand smoke to children through the use of parent-focused tobacco trainings and other tobacco cessation resources, and review resources annually.

7. Assessment and Evaluation

- 7.1 Use the CLASS, ECERS, and, if applicable, the ITERS observation tools. Classrooms may use the tools every other year if cost is prohibitive, with no less than one assessment completed per year each fiscal year.
- ECERS/ITERS Tool: Classrooms will be required to submit the ECERS/ITERS results to the State Evaluation contractor for FY 2011-12 (or more recent results) during the CSP 2012-13 FY.
 - CLASS Tool: The CLASS assessment tool will be used first in FY 2012-13, if using both tools in alternating years.
- 7.2 Ensure more than 80% of the continuing PoP classrooms must have achieved a score equal to or greater than:
- 5 on ECERS
 - 5 on CLASS Emotional Support
 - 3 on CLASS Classroom Organization
 - 2.75 on CLASS Instructional Support

For the classrooms with scores below the aforementioned thresholds, the county will be required to submit a plan in the quarterly/semi-annual report detailing the process to bring each classroom up to the required level or better and provide the documentation detailing the change.

- 7.3 Complete an environment rating scale; an annual program self-assessment; the development and implementation of an annual plan for each program provider consistent with Title 5; and participate in the external review process. Also, complete the CDE Desired Results and Developmental Profile 2010 (DRDP 2010) and the DRDP parent survey.

E. Staff Criteria

All required staff and other staff, as appropriate, must:

1. Participate in the training and technical assistance that will be provided by the Early Education Effectiveness Exchange (E4) designed to support the CSP (see Section III). The E4 will conduct meetings to support the Program Coordinators in continuous program improvement, and conduct Webinars or “go-to meetings” on applicable topics.
2. Conduct regular assessments that will identify assets, challenges, and gaps in community resources and systems. The assessment data will aid in identifying needs, designing programs and approaches, and setting benchmarks and goals.
3. Collect classroom data on annual enrollment of children ages 0 to 5, including:
 - Total number of children ages 0 to 5
 - Number of months child was enrolled
 - Number of children in each age group, (i.e., 0-3, 4-5).
 - Primary language of child spoken at home
 - Primary language of family
 - Ethnicity
 - Race
 - Disabilities/special needs
 - Migrant status
 - Socioeconomic status
 - Number of staff by:
 - Race/ethnicity
 - Primary and secondary languages spoken
4. Collect data/information on staff/teacher. Number of teachers, number of teachers with BA, number of teachers with BA+, number of teachers with MA or higher.
5. Conduct or coordinate the administration of child, teacher, and environmental assessments as described in Attachment B.
6. Use expertise and impart knowledge developed over the seven previous years of PoP to serve as mentors and provide technical assistance to non-PoP counties in years two and three of CSP.
7. Complete the on-line training titled “Kids and Smoke Don’t Mix...”

F. Evaluation

For FY 2012-13, the data collection and evaluation process for the CSP will be similar to the current First 5 California Annual Report Web-based PoP reporting system, with some additional level of detail required. However, with the ongoing development of the First 5 California database, referred to as Practice, Research, and Outcomes 0 to Five (PROOF), all funded counties will be required to enter CSP data into that system in the future.

CSP classrooms will agree to:

- Participate fully in the statewide evaluation and any research studies developed by First 5 California to demonstrate program outcomes.
- Develop and submit a plan that demonstrates coordination between the LE and EEE regarding collection and analysis of classroom data for continuous classroom improvement.

Attachment B provides an overview of the data collection and evaluation requirements for the CSP. The final due date for submitting the data is November 1 of each year, beginning in 2013.

G. Technical Assistance and Support

First 5 California plans to contract with a separate entity to provide training and technical assistance to support the CSP. This training and technical assistance infrastructure will henceforth be referred to as the Early Education Effectiveness Exchange (E4). Counties interested in participating in the E4 must be awardees of any one of the three CSP RFAs.

H. Improvement Plan

Any classrooms currently served through PoP Bridge FY 2011-12 that will continue to receive funding through this RFA that do not meet all the Quality Program Requirements (see Attachment A3) must submit, at the time of application, a detailed improvement plan. The plan must identify, by classroom, the current status of each area not meeting the minimum criteria, incremental steps to be taken to meet criteria, method of evaluating progress, and respective timeline for achieving full compliance with the requirements. Counties will be required to report on the status of the improvement plan in the county's quarterly and semi-annual reports.

I. CSP Reports

In addition to the evaluation and assessment reports described in Section VI, Part D.7 and Attachment B, and the Annual Report due November 1 of each year, CSP counties funded through this RFA are required to submit the following reports:

FY 2012-13 (First Year of Program Operation Only)

Quarterly CSP Progress Reports: Counties will submit quarterly progress reports during year one of the CSP for approval by First 5 California. The progress reports should demonstrate continuous classroom improvement toward achieving CSP program goals. These reports will summarize program implementation strategies, documented actions to improve quality in classrooms, local trainings provided and attended, strengths and challenges, and actions taken to correct those challenges. Additionally, counties must report changes to the Staff Plan as part of the 3rd Quarter Progress Report. The Quarterly CSP Progress Reports schedule follows:

<u>Period</u>	<u>Due Date</u>
July – September	October 31, 2012
October – December	January 31, 2013
January – March	April 30, 2013
April – June	July 31, 2013

Site/Classroom Profile Updates: Counties are required to submit at the time of application Site/Classroom Profiles using First 5 California's Web-based reporting system and update the demographic information semi-annually. Attachment L shows the Web-based reporting data fields that counties will be required to complete and submit as one of the requirements of the application. The Site/Classroom Profile Updates schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

Claim for Reimbursement: Counties are required to submit a semi-annual Claim for Reimbursement for allowable expenditures. The Claim for Reimbursement schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	February 15, 2013
January - June	August 15, 2013

FYs 2013-14 and 2014-15

Semi-Annual Program Progress Reports: All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. The Semi-Annual Program Progress Report schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Site/Classroom Profile Updates: The Site/Classroom Profiles will be established at the time of application and updated semi-annually in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Reimbursement Claim Forms Due: Counties may request reimbursement for allowable expenditures in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	February 14, 2014
January - June	August 15, 2014
July - December	February 13, 2015
January - June	August 14, 2015

First 5 California will provide templates for all reports.

VII. FUNDING TERMS AND CONDITIONS

A. Fund Allocations

Table 1 on the following page shows the maximum funding allocation amounts reserved for each county applying to participate in CSP in FYs 2012-13 through 2014-15. The funding amounts in this Table reflect the original funding level for Coordination Funds authorized for PoP Bridge in FY 2011-12 and a 25% increase over the Program Funds authorized in PoP Bridge FY 2011-12.

TABLE 1

County Commission Name	Fund type	FY 2012-13 Funds	FY 2013-14 Funds	FY 2014-15 Funds	Total CSP Funds
First 5 Los Angeles	Program	\$9,655,687.00	\$9,655,687.00	\$9,655,687.00	\$28,967,061.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Merced	Program	\$425,125.00	\$425,125.00	\$425,125.00	\$1,275,375.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Diego	Program	\$3,254,625.00	\$3,254,625.00	\$3,254,625.00	\$9,763,875.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Francisco	Program	\$4,544,313.00	\$4,544,313.00	\$4,544,313.00	\$13,632,939.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Joaquin	Program	\$1,025,750.00	\$1,025,750.00	\$1,025,750.00	\$3,077,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Santa Clara	Program	\$956,500.00	\$956,500.00	\$956,500.00	\$2,869,500.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Ventura	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Yolo	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
Total Allocation	Program	\$20,909,500.00	\$20,909,500.00	\$20,909,500.00	\$62,728,500.00
	Coordination	\$800,000.00	\$800,000.00	\$800,000.00	\$2,400,000.00

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A.1 *Coordination Funds*

The maximum amount of funds for CSP coordination activities available each fiscal year (in arrears), beginning in FY 2012-13 and ending with FY 2014-15, is up to \$100,000 per year. Coordination Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contractor compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Program Coordinator position
- Other program coordination staff
- Training and technical assistance

Operating Costs: Expenditures for CSP coordination activities must be related to the performance of the program and may be used only for the following expenditures:

TABLE 1

County Name	Fund type	FY 2012-13 Funds	FY 2013-14 Funds	FY 2014-15 Funds	Total CSP Funds
First 5 Los Angeles	Program	\$9,755,688	\$9,755,688	\$9,755,688	\$29,267,064
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Merced	Program	\$525,125	\$525,125	\$525,125	\$1,575,375
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Diego	Program	\$3,354,625	\$3,354,625	\$3,354,625	\$10,063,875
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Francisco	Program	\$4,644,313	\$4,644,313	\$4,644,313	\$13,932,939
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 San Joaquin	Program	\$1,125,750	\$1,125,750	\$1,125,750	\$3,377,250
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Santa Clara	Program	\$1,056,500	\$1,056,500	\$1,056,500	\$3,169,500
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Ventura	Program	\$623,750	\$623,750	\$623,750	\$1,871,250
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
First 5 Yolo	Program	\$913,000	\$913,000	\$913,000	\$2,739,000
	Coordination	\$100,000	\$100,000	\$100,000	\$300,000
Total Allocation	Program	\$21,998,751	\$21,998,751	\$21,998,751	\$65,996,253
	Coordination	\$800,000	\$800,000	\$800,000	\$2,400,000

A.1 *Coordination Funds*

The maximum amount of funds for CSP coordination activities available each fiscal year (in arrears), beginning in FY 2012-13 and ending with FY 2014-15, is up to \$100,000 per year. Coordination Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contractor compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Program Coordinator position
- Other program coordination staff
- Training and technical assistance

Operating Costs: Expenditures for CSP coordination activities must be related to the performance of the program and may be used only for the following expenditures:

- Audits and related services
- Data collection and storage
- Communications
- Equipment and other capital expenditures under \$5,000
- Materials and supplies
- Meetings and conferences
- Publication and printing costs
- Training specifically related to the program including professional development and technical skill development
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy

Each First 5 county commission is responsible for ensuring that Coordination Funds are expended consistent with the authorized use of those funds.

First 5 California will reimburse counties in arrears for allowable Coordination Fund expenditures upon receipt and approval of a First 5 California CSP claim for reimbursement for the previous fiscal year. Any unexpended funds from a current fiscal year may, upon prior approval by First 5 California, be rolled over to the subsequent fiscal year during the authorized performance period.

Counties that cannot absorb the costs required to implement coordination activities for any approved fiscal year may apply for a hardship waiver to receive coordination funds at the beginning of the fiscal year. To apply for a hardship waiver for FY 2012-13, the Executive Director of a First 5 county commission must submit, with its RFA application, a written request on First 5 county commission letterhead that justifies the need for a disbursement of Coordination Funds beginning in FY 2012-13. In subsequent years, a hardship waiver request must be received by First 5 California by June 1 for the following fiscal year.

Additionally, county commissions must place advanced Coordination Funds in an interest bearing account and the interest bearing account shall be a separate account or a subaccount from the county commission's general account. The Executive Director of a First 5 county commission must identify the designated account in the hardship waiver request where the advanced funds will be deposited.

County commissions may not use interest earnings for coordination or program expenditures. County commissions must report annually the amount of interest earned in each fiscal year to First 5 California within 90 days of the end of the fiscal year. First 5 California will annually invoice county commissions for the interest revenue, and those funds

must be remitted to First 5 California within 30 days of receipt of the invoice.

Coordination Funds disbursed as a result of an approved waiver that are not expended by the end of each fiscal year during the program period authorized in the RFA must be returned to First 5 California consistent with instructions to be provided by First 5 California.

A.2 *Program Funds*

First 5 California will approve the reimbursement of expenditures that promote and support each of the following program elements:

1. Instructional Strategies and Teacher-Child Interactions
2. Social-Emotional Development
3. Parent Involvement and Support

Program Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contract compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Early Education Expert (EEE)
- Family Support Specialist (FSS)
- Local Evaluator (LE)
- Mental Health Specialist or other mental health resource staff
- Program administration and support positions
- Teacher
- Teacher Aid
- Teacher Assistant

Many current PoP counties may already employ persons with similar job responsibilities as those of the Essential Staff. Counties may use CSP funds to augment position(s) to meet the additional CSP staff responsibilities either by expanding the job responsibilities and effort, or by hiring additional staff.

Operating Costs: Expenditures for program activities must be related to the performance of the program and include the following:

- Activities and services that support the quality of CSP curriculum design, implementation and evaluation
- Audit and related costs
- Equipment and other capital expenditures under \$5,000

- Evaluation: assessments, data collection, storage, and analysis of local evaluation data and related research; solicitation and analysis of information regarding the status and needs of children ages 0 through 5 and their families, and to subsequently develop and modify programs to better address identified needs.
- Food to enhance USDA meal programs or to enhance program curriculum for children participating in the program
- Materials including developmentally appropriate curricula and assessment tools (for both child and teacher)
- Meetings and conferences
- Supplies, books, tools, and other high quality materials to support the classroom
- Training, professional development, and learning support, not provided by E4, to develop skills and knowledge for the following:
 - Three Program Elements
 - Dual Language Learners
 - Children identified with special needs
 - Improved teacher interactions and instruction with children (PITC, etc.)
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy.

Expenses must be directly related to the program elements, with a justification provided, and must be traceable and auditable.

B. Funding Contingencies for Local Area Agreements

B.1. Any entity that enters into a Local Area Agreement (LAA) with First 5 California understands and agrees that the LAA is valid and enforceable only if sufficient funds are available in the appropriate account(s) of the California Children and Families Trust Fund to carry out the purposes of the Agreement. This Agreement shall be invalid and of no further force and effect if sufficient funds are not available in the appropriate account of the California Children and Families Trust Fund due to:

- A decrease in projected tax revenue collected pursuant to the Revenue and Taxation Code section 30131.2
- Any additional restrictions, limitations, or conditions enacted by the legislature
- Any statute enacted by the Legislature that may affect the provisions, terms, or funding for the Agreement in any manner

- B.2. In the event that there are insufficient funds in the appropriate account(s) of the California Children and Families Trust Fund any of the aforementioned reasons stated in B.1, the State of California and/or First 5 California shall have no liability to pay any funds whatsoever to the First 5 county commission or to furnish any other considerations under the LAA, and the First 5 county commission shall not be obligated to perform any provisions of the LAA.
- B.3. If full funding does not become available, First 5 California will amend the LAA to reflect program and related reduced funding and/or reduced activities.

C. Cash Match

A cash match is a commitment of funds provided by organizations or individuals for which documentation can be provided of a cash transaction by the applicant, project sponsors, or partners. Documentation of a cash match is typically confirmed in a formal engagement agreement or cash agreement.

Allowable cash match funds may include, but are not limited to, the following:

- Proposition 10 county tax revenue
- Federal (i.e., Early Head Start, Head Start, Race to the Top, etc.)
- Local Workforce Investment Board
- Local government
- Non-profit organization
- Private foundation
- Grants
- Other gifts

There is no cash match requirement for Coordination Funds.

The county commission is required to commit to a minimum annual 1:1 cash match for state funds for the funding amount requested in the application, which cannot exceed the maximum program allocation. (Reference Table 1 on Page 26.)

First 5 California may determine an overpayment has occurred if a First 5 county commission does not secure adequate matching funds. Overpayment remedies are covered later in this section.

D. Claims for Reimbursement

To receive reimbursement for program expenditures, participating First 5 county commissions will submit a Claim for Reimbursement consistent with the following schedule:

- Coordination Funds will be reimbursed annually. Claims for Reimbursement for Coordination Funds are due to First 5 California by August 30 of each year.
- Program Funds: will be reimbursed on a semi-annual basis. Claims for Reimbursement of Program Funds are due to First 5 California by February 28 and August 30 of each year. The Claims for Reimbursement must be submitted on the form provided by First 5 California and correspond to those expenditure categories found in the approved budget. In addition, each Claim for Reimbursement must demonstrate the required minimum 1:1 cash match.

E. Administrative Costs

First 5 California will not reimburse administrative and/or indirect costs for Coordination activities and/or services.

Administrative costs shall not exceed 15% of the total annual reimbursable costs (expended amounts) for state program funds. It is the responsibility of the First 5 county commission to ensure that not less than 85% of annual state expenditures are used for direct services to participants.

Administrative costs are shaped by the familiar concept of “overhead” or “centralized” services and are distinguished from program administration or management expenditures that qualify as direct program costs. Rather, administrative costs are incurred for common objectives that benefit programs administered by the lead agency and, as such, are not readily assignable to a particular program funding stream. Administrative costs are related to the general management of the lead agency, such as accounting, budgeting, personnel, procurement, and legal services.

Costs related to administration may include both **direct** program charges (salary costs related to preparing program plans, developing budgets, and monitoring activities; rental or purchase of program-specific office equipment or supplies; rental and maintenance of program office space), and **indirect** charges for general administration of the program (personnel, payroll, accounting, procurement, data processing). Any cost, direct or indirect, that supports management of the program is considered administrative in nature.

If the First 5 county commission has more than one First 5 California program, then the method used to allocate administrative costs must be documented.

F. Budget Amendment

A **budget amendment** changes the current approved total program funding authority identified on the Local Area Agreement for the period of program performance. Program Budgets are set during the initial application approval process for the full funding period. A budget amendment request must be submitted and approved by First 5 California to use unallocated authority.

Upon approval of a budget amendment, counties will receive a revised funding letter with the approved supporting budget detail documents. Budget amendment requests must be submitted prior to or during the year for which expenditures will occur.

G. Budget Revision

A **budget revision** is an adjustment of a total or line item amounts within the approved funding authority period.

A budget revision should be submitted to First 5 California as soon as the change is identified and in advance of completing the fiscal report forms.

The First 5 county commission shall expend funds in the manner described in the budget of the approved application. The allocation of funds for Personnel and Direct Program Cost categories in the budget may vary by as much as fifteen percent (15%) without approval by First 5 California. Any difference of more than fifteen percent (15%) must be requested in advance, in writing, and approved by the First 5 California Program Coordinator.

First 5 California may withhold payment for changes in particular budget items which exceed the amount allocated in the approved budget by more than fifteen percent (15%) and which have not received the approval required above.

H. Annual Financial Audit

Each First 5 county commission receiving and expending CSP funds must report audited financial information for funds received for CSP utilizing a supplemental schedule provided by First 5 California.

The supplemental schedule must be a component of the county commission's annual financial audit performed by an independent third party. The first audit is due to First 5 California by November 1, 2013, and annually by November 1 thereafter.

The First 5 county commission is required to maintain auditable records, which must be made available, upon request, to representatives of First 5

California or its designee, or the State Auditor for on-site monitoring, reviews, and audits.

I. Program Compliance Review

The purposes of a CSP compliance review are:

- Review and analyze the administration of the CSP at the county and site levels for participating entities.
- Through interviews and reviews of records, confirm internal controls and required record keeping is consistent with program requirements. These controls help safeguard the operational and fiscal integrity of the CSP.
- To provide information and feedback to County commission staff to assist them in taking corrective action, if necessary.

CSP compliance reviews will take place at intervals not more frequently than annually. County commissions will be required to participate and produce records on request by First 5 California or the state.

J. Capital Outlay Expenditures

First 5 California funds may **not** be used for capital expenditures as defined by the First 5 Financial Management Guide and the additional guidance in Fiscal Memorandums No. 01-04 and No. 01-06 found on the First 5 California web site at:

1. http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM_01-04FixedAssets.pdf
2. http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM01-06CapitalImprovements.pdf.

K. Carryover Funds

Carryover funds are unobligated, unspent balances from a previous year's approved budget that are transferred to the current year's budget, and are available to spend in addition to the current year's allocation. Carryover funds must be requested by the County Commission through the Budget Revision process.

L. Dispute Resolution

The First 5 county commission shall attempt to resolve disputes at the first staff level within First 5 California. If the dispute is not resolved at the first staff level, the Executive Director of the First 5 county commission, designated as the CSP administrator, may appeal the decision. Such an appeal can be

made by submitting a written description of the issues and the basis for the dispute to the Chief Deputy Director of First 5 California within thirty (30) calendar days of receiving an initial response from the first-level determination of the dispute.

Within thirty (30) calendar days of receiving the First 5 county commission's written dispute, the Chief Deputy Director will review the facts of the dispute, and if deemed necessary, will meet with the First 5 county commission executive director or designee for purposes of resolving the dispute. The Chief Deputy Director shall make a determination and shall send written notification of the decision to the First 5 county commission, together with the reasons for the decision, within sixty (60) calendar days of the receipt of the First 5 county commission's notification of the dispute. The decision of the Chief Deputy Director shall be final.

M. Financial Management Compliance

First 5 county commissions must use the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with First 5 California. The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between State and county commissions when addressing financial matters. The First 5 Financial Management Guide is available on the First 5 California Web site at: <http://www.cfc.ca.gov/commission/fiscal.asp>.

N. Direct and Indirect Costs

Direct costs are those costs that can be identified specifically with the CSP program or that can be directly assigned relatively easily with a high degree of accuracy. County commissions must identify the projected direct costs in the budget and provide a written budget narrative justifying those costs.

Indirect costs, also referred to as facilities and administrative costs, are costs that are incurred for common or joint objectives, and therefore, cannot be identified readily and specifically with a particular sponsored program or project. For the purpose of this RFA, indirect cost limits are considered part of the administrative costs limit. The two costs (indirect and administrative) combined cannot exceed 15% for the state approved costs detailed in the CSP RFA budget. Indirect cost rates must be substantiated for the appropriate fiscal year.

O. Overpayment

If it is determined that the First 5 county commission received an overpayment of First 5 California funds, First 5 California will seek recovery immediately upon discovery of overpayment by an invoice to the First 5

county commission for a refund of the overpayment amount within thirty (30) days after receipt of the invoice.

P. Reimbursement Terms

First 5 California will reimburse county commissions for actual and allowable costs that are reasonable and consistent with the authorizing RFA, the corresponding approved budget, and signed Local Area Agreement. Actual and allowable costs are those costs for which the county commission has supporting documentation at the time of claim submission. All data reported on the Claim for Reimbursement must be actual and allowable costs.

Non-reimbursable costs include:

Non-Reimbursable State Costs
<p>Program Costs</p> <ul style="list-style-type: none"> • Current year agreement funds to pay prior or future year obligations • Promotional Items and memorabilia including gifts and souvenirs
<p>Family Child Care Homes</p> <ul style="list-style-type: none"> • Consumables (e.g., food and diapers) • Materials and supplies
<p>Facilities</p> <ul style="list-style-type: none"> • Capital expenditures for general-purpose equipment, buildings, and land (items with a unit cost greater than \$5,000) • Facilities renovation and repairs • Fixed or Capital Assets or Capital Improvements (see Fiscal Memorandums 01-04 and 01-06) • Idle facilities or idle capacity except to the extent that they are 1) necessary to meet fluctuations in workload, or 2) necessary when acquired and are now idle because of changes in program requirements, efforts to achieve more economical operations, reorganization, termination, or other causes which could not have been reasonably foreseen
<p>Travel</p> <ul style="list-style-type: none"> • Out-of-State, without prior approval
<p>Other</p> <ul style="list-style-type: none"> • Alcoholic beverages • Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs, and related legal costs • Costs of advertising and public relations designed solely to promote the governmental unit, lead agency, or partners • Entertainment, including amusement, diversion, and social activities and any expenses directly associated with such costs • Goods or services for personal use of the First 5 county commission and partners employees • Legal costs incurred in defense of any civil or criminal fraud proceeding; legal expenses for prosecution of claims against the State of California • Lobbying costs • Organized fund raising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions

Reimbursement payments will be made only to the First 5 county commission holding the Local Area Agreement.

Q. Compliance Requirements

The First 5 county commission must adhere to the following fiscal and program requirements:

1. Participate fully in a formal evaluation and data collection process administered by First 5 California and/or its designee.
2. Provide all progress reports, reimbursement requests, and evaluation reports as requested by First 5 California.
3. Account for revenues and expenditures (both State and local) for the CSP funds separately in the annual financial audit, supplemental schedule.
4. Declare any unexpended State funds.
5. Sign required certifications that attest to the accuracy of any program data submitted and claims for reimbursement requested.
6. Adhere to contractor responsibilities:
 - The First 5 county commission can subcontract with another agency to implement the CSP as an intermediary; however, the First 5 county commission is responsible for the overall performance of the CSP and is responsible for expenditure and progress reports as described above and below, even if administered through an intermediary.
 - The First 5 county commission must adhere to the State of California's contracting requirement of three competitive bids, unless local county regulations or policies differ.
 - The First 5 county commission is responsible for collection of necessary data.

R. Payment Withholds

Failure to submit timely and accurate fiscal, evaluation, and annual reports as required by First 5 California may result in the withholding of a disbursement of funds, until which time the required reports and/or data have been received. Serious delays in fiscal report submission may result in a written request by First 5 California for an accounting of expenditures or special review of fiscal and program activity. First 5 California may reduce or terminate program participation if First 5 California determines that a First 5 county commission has failed to adhere to the terms and conditions of the

RFA and/or its approved Agreement, including any amendments to the Agreement.

S. Retention of Program Records

State funds disbursed by First 5 California to the First 5 county commission are subject to examination and audit by First 5 California or its designee, or the State Auditor, for a period of five (5) years after final payment of program expenditures. Therefore, adequate and accurate records must be retained for this period. First 5 California shall have access to the First 5 county commission's offices and/or the CSP sites, upon reasonable notice, during normal business hours, for the purpose of interviewing employees and inspecting and copying books, records, accounts, and other material that may be relevant to a matter under investigation, and for the purpose of determining compliance with the allowable uses of the CSP funds.

If an employee is multi-funded on a time accounting basis, then the employee's timesheet must indicate the actual amount of time spent in each program per day. The First 5 county commission must maintain accurate and verifiable financial data, in accordance with generally accepted accounting principles and standards for governmental entities

T. Supplement not Supplant

The CSP funds shall be expended only for the purposes expressed in the RFA and may be used only to supplement existing levels of service. No monies from the California Children and Families Trust Fund shall be used to supplant state or local general fund money for any purpose.

U. Termination of Agreement

First 5 California retains the option to terminate this Agreement without cause at its discretion, provided that written notice has been delivered to the First 5 county commission at least thirty (30) days prior to such termination date. If First 5 California terminates this Agreement at its discretion, the First 5 county commission will be entitled to compensation upon submission of an invoice and proper proof of claim, in that proportion which its services and products were satisfactorily rendered or provided and its expenses necessarily incurred pursuant to this Agreement, up to the date when notice of termination is received by the First 5 county commission ("the notice date"). The First 5 county commission will not be entitled to reimbursement for any expenses incurred for services and deliverables pursuant to First 5 California Request for Funding.

VIII. LIST OF ATTACHMENTS

The following attachments are included in this RFA as resources for applicants to develop, implement, and monitor the CSP.

- Attachment A Mandatory CSP Quality Enhancement (QE) Program Requirements
- Attachment A1 Teacher/Provider Qualifications Quality Levels for Preschool and Infant Toddlers – Center-Based and Family Child Care Homes
- Attachment A2 Child Care and Development Family Income Ceilings
- Attachment A3 CSP PoP Maintenance of Effort (MOE) Quality Program Requirements
- Attachment B Data Collection and Evaluation Requirements for CSP Counties
- Attachment C CSP Principles on Equity
- Attachment D CSP Program Glossary
- Attachment E Acronyms Used in CSP RFA #1
- Attachment F EDUCARE (Program Description)
- Attachment G CSP Job Description for the Early Education Expert (EEE)
- Attachment H CSP Job Description for the Family Support Specialist (FSS)
- Attachment I CSP Job Description for the Local Evaluator (LE)
- Attachment J Recommended Curricula for the CSP
- Attachment K CSP Fiscal Glossary
- Attachment L Site/Classroom Profile Data Fields

IX. HOW TO APPLY FOR FUNDING

A. Request for Application (RFA) Information Session

One CSP RFA Information Session/Conference Call will be held via conference call to review the content of this RFA with potential applicants and to address questions. This call will provide the opportunity to ask questions and receive information regarding the content of this RFA. The date, time, and location for the session are listed below.

Any county/agency submitting an application is encouraged to participate in this RFA Information Session/Conference Call.

Information Session/Conference Call

Date: February 29, 2012

Time: 10:00 am – 12:00 pm

Dial-in number: 1 (888) 469-0935

Passcode: 65420

Questions regarding this RFA will be answered during the information session/conference call. Additional questions regarding this RFA will be accepted **by e-mail, in writing, or by fax through Friday, March 16, 2012.** Please use “CSP RFA Question” as the subject heading and send all questions to First 5 California:

E-mail: csp@ccfc.ca.gov

or

Fax: (916) 263-1360

B. Application Eligibility Period

The funding period covers July 1, 2012, through June 30, 2015, and shall operate on a state fiscal-year basis (July 1 through June 30).

C. Application Procedures and Processes

Applications must be developed and submitted in accordance with the terms described herein.

1. Application Due Date:

First 5 California must receive the CSP RFA #1 Application package by **April 16, 2012, by 5:00 p.m.** Application packages received later than April 16, 2012, will not be accepted or reviewed.

2. Application Submission Requirements

The Application package must be submitted as follows:

- One original signed application;
- Three copies of the original application (total of four hard copies); and
- An electronic version of the application sent to csp@ccfc.ca.gov with the title “XX County CSP Application” as the Subject Header.

Applications must be complete when submitted. First 5 California holds no responsibility for the receipt or handling of applications that are not hand-delivered or received by the deadline. Applicants are encouraged to use express, certified, or registered mail, return receipt requested to confirm the date First 5 California receives the application.

Mail or hand-deliver applications to:

First 5 California
CSP RFA-1 Application
2389 Gateway Oaks Drive, Suite 260
Sacramento, CA 95833

All applicants agree that by submitting an application, they authorize First 5 California to verify all claimed information.

- The original application shall include an original signature in **blue** ink.
- The application must be in 12-point Arial or Times New Roman, with one-inch margins on standard, white 8 ½ x 11-inch paper.
- Applications must be stapled in the upper left-hand corner. Do not use binders, covers, folders, or sleeves.
- The program narrative section is not to exceed 20 pages. First 5 California request that information in the application be thorough, yet as concise as possible. Do not attach additional pages or information not requested in the application.
- Required Site/Classroom Profile data must be entered through the First 5 California online Web page and copies included with the application. These documents are not part of the 20 page limit.
- Complete a Coordination Funds Budget (Forms 5a, 5b, 5c, and 5d) and Coordination Budget Narrative (Form 5e) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures.
- Complete a Program Funds Budget (Forms 6a, 6b, 6c, 6d, and 6e) and Program Budget Narrative (Form 6f) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures and indicate any describe any additional funding sources and amounts that will contribute to the program.

D. Sequence of Application Components

Each application must be assembled in the order outlined below and number responses accordingly. Each component must be present for the application to be considered complete. Please use the Application Checklist (Form 2) to guide the assembly of the completed application.

All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. Reports must be submitted January 31 and July 31 for fiscal years 2013-14, and 2014-15.

Form 1: Application Checklist

The completed Application Checklist assists counties in the correct organization and sequencing of the application response. Completion of the checklist is optional and not a required part of the application response. However, completion of this Checklist will support compliance with the application submission requirements.

Form 2: Application Cover Sheet

This is the first form of the application package and contains the required signature (in blue ink) of the authorized representative for the county.

Form 3: CSP Coordination Funds Budget

Form 3a: Coordination Funds Budget (All Years)

Form 3b: Coordination Funds FY 2012-13

Form 3c: Coordination Funds FY 2013-14

Form 3d: Coordination Funds FY 2014-15

Form 3e: Coordination Funds Budget Narrative (1-page maximum)

These forms follow Form 1, Application Cover Page, in the application and are presented in alphabetical order (i.e., 3a, 3b, etc.). These forms detail the proposed FY 2012-13, FY 2013-14, and FY 2014-15 CSP Coordination Funds budgets.

On Form 3e, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Coordination Funds Budget, including any proposed subcontract relationships.

The CSP Coordination Funds budget pages are in addition to and not included in the program narrative 20-page limit.

Form 4 CSP Program Funds Budget
Form 4a: Program Funds Budget (All Years)
Form 4b: Program Funds Budget FY 2012-13
Form 4c: Program Funds Budget FY 2013-14
Form 4d: Program Funds Budget FY 2014-15
Form 4e: Program Funds Staffing Plan FY 2012-13
Form 4f: Program Funds Budget Narrative (3-page maximum)

These forms follow Form 3e, Coordination Funds Narrative, in the application and are presented in alphabetical order (i.e., 4a, 4b, etc.) and detail the proposed three fiscal year Program Funds budgets.

On Form 4f, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Program Funds Budget, including any proposed subcontract relationships.

The CSP Program Funds budget pages are in addition to and not included in the program narrative 20-page limit.

Form 5: CSP Cash Match Certification

This form follows Form 4f, Program Funds Budget Narrative, in the application and provides descriptive information and certifications from the county commission and other funding partners to confirm compliance with the cash match requirement for the CSP.

Form 6: Program Narrative and Description (20-page maximum)

The Program Narrative and Description section is limited to 20 pages and follows Form 5, CSP Cash Match Certification in the Application.

In preparation of the narrative section of this Application, please refer to Section VI, Part C of this RFA.

On Form 6, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and organize the response in the sequence listed on the following page:

Section A: Program Design and Objectives

The applicant must include in the response to Section A the following:

1. Specify the total number of classrooms participating in the CSP. Identify the number of classrooms that will be designated QE and the number of classrooms that will be designated MOE.
2. If a county is not able to apply all the QE requirements to every site and classroom, describe the criteria used to determine the classroom designations.
3. Describe how the county will comply with the requirement that a minimum of one class of infants and toddlers are served.
4. Describe how the county will implement the quality requirements in all CSP classrooms.
5. Identify three to five measurable objectives to demonstrate the following:
 - a. How local objectives will be aligned with the state objectives
 - b. How the local program design supports and integrates the three Program Elements into the local CSP

Section B: Instructional Strategies and Teacher-Child Interactions

The Applicant must include in the response to Section B, for both QE and MOE classrooms, the following:

1. Name the curriculum that will be used in the CSP: If using a curricula other than the curricula recommendations on Attachment J, provide the following additional information:
 - Describe how the curricula are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations, California Preschool Learning Foundations, and California Preschool Curriculum Framework*.
 - Describe how the curricula are research or evidence based.
2. Describe how the curricula improves the development of language/literacy and early math skills in children ages 0 to 5.

3. Describe how the curricula and instructional strategies will meet the needs of DLL.
4. Describe how the curricula and instructional strategies will address the needs of children with special needs.

Section C: Social-Emotional Development

The Applicant must include in the response to Section C the following:

1. Describe interventions that will be used to improve the social-emotional development and behavioral skills of children ages 0 to 5. Include in your response activities that are age appropriate and culturally and linguistically appropriate.
2. Describe how the county will integrate parents in the development of their child's social-emotional well being.
3. Describe collaboration, interface, and coordination with the EEE, LE, MHS, and classroom teacher.
4. Describe the strategies to collaborate and obtain local resources (MHS, other local mental health resources, etc.) to address the social-emotional needs of children and their families.
5. Describe the curricula or training designed to help prevent challenging behaviors and help teachers deal effectively with those behaviors.
6. Describe how the curricula are developmentally appropriate and aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
7. Describe how annual screenings and planned assessments will be conducted. Include in your response how parents will be included in the process and how referrals and follow-up for needed services will be made and tracked.

Section D: Parent Involvement and Support

The Applicant must include in the response to Section D the following:

1. Describe how the CSP will create and distribute information to parents about:

- Their child's growth and development.
 - Optimal health and well-being, including nutrition and physical activity.
 - Promotion of the parent/child relationship.
 - Involvement and advocacy of the education of their child and their child's school.
2. Describe how the CSP will engage parents to develop a Family Partnership Agreement to assist families in identifying goals for building strong parent-child relationships.

Section E: Professional Development

The Applicant must include in the response to Section E the following:

1. Describe how the professional development needs of staff and/or parents will be determined to implement the three Program Elements in classrooms serving target populations.
2. Describe how the professional development needs will be met.

Section F: Target Population and Principles on Equity

The Applicant must include in the response to Section F the following:

1. Describe the process that will be used to identify the Target populations identified in Section V in the RFA.
2. Describe unique outreach plans that will be used to reach target populations in catchment areas.
3. Describe the techniques and strategies that will be implemented to support representative participation of California's culturally and linguistically diverse populations, including teachers.
4. Describe the methods that will be used to track and measure progress in serving target populations and a culturally and linguistically diverse workforce.
5. Describe how the county will ensure the teacher/child ratio proportionately represents the diversity of the children served.
6. Describe other methods that will be employed to ensure cultural and linguistic responsiveness by the program

Section G: Local and State Evaluation

The Applicant must include in the response to Section G the following:

1. Beyond the statewide evaluation and the evaluation requirements detailed in this RFA, describe any additional evaluation questions and objectives that will be addressed locally.
2. Describe the plan for integrating the LE and EEE into the CSP design and strategies for integrating the use of data analysis to achieve continuous classroom improvement. Include in the response the frequency of collection and reporting class data.
3. Describe how the classroom will use the information obtained from the assessment tools used and other measures and evaluation results.

E. Review of Applications

The First 5 California staff charged with the oversight of the review process will select a panel to review applications that are submitted according to the previously stated requirements. Applications that do not fully provide a comprehensive overview of the program may be required to provide additional information and program justification before a funding determination can be made.

The Applicant must provide any additional information determined necessary by the application review panel within three business days from the date the written request is received by the county.

Child Signature Program – Mandatory CSP Quality Enhancement (QE) Program Requirements

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
1. Target Population	Universal in API deciles 1-3 attendance areas effective July 1, 2012, for new classrooms	Economically disadvantaged (See Attachment A2) in API deciles 1-3 attendance areas	Economically disadvantaged (See Attachment A2) in API deciles 1-3 attendance areas
2. Maintenance of Effort	Classroom must serve at least 90% of eligible children in the same targeted areas as PoP Bridge 2012	Classroom must serve at least 90% of eligible children in the same targeted areas as PoP Bridge 2012, if infants/toddlers were served	For FCCH that meet CSP criteria: Classroom must serve at least 90% of eligible children in the same targeted areas of PoP Bridge 2012, if infant/toddlers were served
3. Mandatory Staff Positions	Hire or contract for the: <ul style="list-style-type: none"> • Early Education Expert • Local Evaluator • Family Support Specialist • Mental Health Specialist/Resource 	Hire or contract for the: <ul style="list-style-type: none"> • Early Education Expert • Local Evaluator • Family Support Specialist • Mental Health Specialist/Resource 	Hire or contract for the: <ul style="list-style-type: none"> • Early Education Expert • Local Evaluator • Family Support Specialist • Mental Health Specialist/Resource
4. Diversity	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers (Teacher/child ratio must proportionately represent the diversity of the children served)	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers (Teacher/child ratio must proportionately represent the diversity of the children served)	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers
5. Age	3 through 5 years old (Child may be 2.5 years old dependant on Title 5 or 22 guidelines)	Infant/Toddler: Zero to 2 years old (up to 30 months with Toddler component); (in compliance with Title 5 or 22 guidelines)	FCCH may include children through age 5 if CSP criteria is met

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
6. Parent Fees	None	Continue pre-existing fees from PoP Bridge FY 2011-12, if applicable	Continue pre-existing fees from PoP Bridge FY 2011-12, if applicable
7. Screening	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.
8. Length of Day	Preschool equivalent to 3 or more per hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
9. Curriculum	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection
10. Articulation	Must build strong partnerships with FCCH, Infant/Toddler Programs, Kindergartens, School Districts, and other partner agencies	Must build strong partnerships with Preschools, School Districts, and other partner agencies	Must build strong partnerships with FCCH, Infant/Toddler Programs, Preschools, Kindergartens, School Districts, and other partner agencies
11. Teacher/Provider: child ratio	1:8 or better with appropriate teacher qualifications	Infant: 1:3 (Title 5) or 1:4 (EHS) Toddler: 1:4 (1:6 with Toddler license) or better	Current Title 22 Licensing Criteria
12. Maximum Group size	20 (HS) or 24 (Title 5) or better	Infant: 8 or 12 (EHS) Toddler: 12 or better	Current Title 22 Licensing Criteria or better

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
13. Health Education	Provide physical, emotional and general health education for children and parents	Provide physical, emotional and general health education for children and parents	Provide physical, emotional and general health education for children and parents
14. Nutrition	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards
15. Nutrition Education	Must be included in children’s curricula and mandatory for Parent Education classes	Must be included in children’s curricula and mandatory for Parent Education classes	Must be included in children’s curricula and mandatory for Parent Education classes
16. Tobacco Education	Educate parents to the danger of smoking and tobacco cessation, refer family to parent focused tobacco training and review annually. FSS Staff will be required to complete on-line training titled, “Kids and Smoke Don’t Mix...”	Educate parents to the danger of smoking and tobacco cessation, refer family to parent focused tobacco training and review annually. FSS Staff will be required to complete on-line training titled, “Kids and Smoke Don’t Mix...”	Educate parents to the danger of smoking and tobacco cessation, refer family to parent focused tobacco training and review annually. FSS Staff will be required to complete on-line training titled, “Kids and Smoke Don’t Mix...”
17. Physical Activity	At least 30 minutes of activity per day per ECERS guidelines for half-day programs (less than 4 hrs.)	At least 60 minutes of activity per day per ECERS guidelines for full-day programs (greater than 4 hrs.)	At least 60 minutes of activity per day per ECERS guidelines for full-day programs (greater than 4 hrs.)
18. Transition Support	Must work with the EEE to provide transition support among classroom activities and for children entering preschool and preschoolers entering Kindergarten	Must work with the EEE to provide transition support among classroom activities and for children entering preschool	Must work with the EEE to provide transition support among classroom activities and for children entering preschool

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
19. Teacher/Provider Qualifications	Directors and Teachers must meet or exceed current First 5 California PoP Quality Level Educational Requirements (See Attachment A1)	Directors and Teachers must meet or exceed current First 5 California PoP Quality Level Educational Requirements (See Attachment A1)	Classroom teacher must have a AA or coursework equivalent to a BA (See Attachment A1 for details)
20. Additional Teacher/Provider Requirement	Staff will participate regularly in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs	Staff will participate regularly in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs	Staff will participate regularly in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs
21. Environmental Rating Scales revised* (ECERS-R) Infant/Toddler Environmental Rating Scale (ITERS)	ECERS-R score of 5 or better, obtained by averaging the indicators*	ITERS-R score of 5 or better, obtained by averaging the indicators*	ITERS-R score of 5.0 or better, obtained by averaging the indicators*
22. Classroom Assessment Scoring System* (CLASS)	Score of: 5 on CLASS Emotional Support 3 on CLASS Classroom Organization 2.75 on CLASS Instructional Support	TBD	TBD
23. DRDP 2010	Complete the DRDP 2010 and participate in external review processes	Complete the DRDP 2010 and participate in external review processes	Complete the DRDP 2010 and participate in external review processes

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
24. Principles on Equity	Demonstrate how the Principles on Equity are met and used in the program to serve diverse children and families as listed in CSP RFA #1	Demonstrate how the Principles on Equity are met and used in the program to serve diverse children and families as listed CSP RFA #1	Demonstrate how the Principles on Equity are met and used in the program to serve diverse children and families as listed CSP RFA #1
25. Evaluation	Must coordinate with LE, participate in local evaluation and Statewide Evaluation	Must coordinate with LE, participate in local evaluation and Statewide Evaluation	Must coordinate with LE, participate in local evaluation and Statewide Evaluation
26. Budget	Submit three year budget projections that account for meeting all criteria in support of quality enhancement	Submit three year budget projections that account for meeting all criteria in support of quality enhancement	Submit three year budget projections that account for meeting all criteria in support of quality enhancement
27. Families	Must participate in the program requirements and services provided by the Family Support Specialist	Must participate in the program requirements and services provided by the Family Support Specialist	Must participate in the program requirements and services provided by the Family Support Specialist
28. Collaboration	All staff working with families must work with the Family Support Specialist to identify and connect with wraparound child care and other family supports/services as needed	All staff working with families must work with the Family Support Specialist to identify and connect with wraparound child care and other family supports/services as needed	All staff working with families must work with the Family Support Specialist to identify and connect with wrap around child care and other family supports/services as needed

*ECERS or CLASS observation tool are required and may be used every other year with no less than one assessment completed annually.

**Technical Assistance including Webinars and other resources will be provided for Quality Improvement through the E4 Learning Academy (see Section III of the CSP RFA #1)

**First 5 California Child Signature Program
 Teacher/Provider Qualification Quality Levels for Preschool (Pre-K) and
 Infant Toddlers (I/T) – Center-Based and Family Child Care Homes (FCCH)**

Requirements for CSP Program		Criteria for Preschool and Infant/Toddler (Center-Based)	Criteria for Infant/Toddler (FCCH)
Classrooms must have staff at this level. If county centers do not meet this requirement, the county must submit an Improvement Plan (see CSP RFA #1, Section VI, Part H)	First 5 Quality Level	Director/Teacher: BA plus 24 ECE units (including core*), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director Assistant Teacher: Associate’s Degree (or equivalent course work in BA program) with appropriate ECE credits (recommend 24 units)	State licensing requirements and: Associate’s degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)

*Core courses and general education units as defined for the Child Development Permit.
 (See <http://www.ctc.ca.gov/credentials/CREDS/child-dev-permits.html>)

**Family Income Ceilings
for
Child Care and Development Programs**

Family Size	Family Monthly Income	Family Yearly Income
1 – 2	\$3,283	\$39,396
3	\$3,518	\$42,216
4	\$3,908	\$46,896
5	\$4,534	\$54,408
6	\$5,159	\$61,908
7	\$5,276	\$63,312
8	\$5,394	\$64,728
9	\$5,511	\$66,132
10	\$5,628	\$67,536
11	\$5,745	\$68,940
12	\$5,863	\$70,356

Effective: As of July 1, 2011

Authority: **California *Education Code* sections 8263(f) and 8447(e)**

Source: California Department of Education
Child Development Division
Management Bulletin 11-26: <http://www.cde.ca.gov/sp/cd/ci/mb1126.asp>

Child Signature Program – PoP Maintenance of Effort (MOE) Quality Program Requirements

Highlighted items reflect changes to the PoP Bridge 2011-12 requirements

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
1. Target Population	Universal in API deciles 1-3 attendance areas effective July 1, 2012 for new classrooms	Economically disadvantaged (See Attachment A2) in API deciles 1-3 attendance areas	Economically disadvantaged (See Attachment A2) in API deciles 1-3 attendance areas
2. Maintenance of Effort	Classroom must serve at least 90% of eligible children in the same targeted areas as PoP Bridge 2011-2012	Classroom must serve at least 90% of eligible children in the same targeted areas as PoP Bridge 2011-2012, if infants/toddlers were served	For FCCH that meet CSP criteria- Classroom must serve at least 90% of eligible children in the same targeted areas of PoP Bridge 2011-2012, if infant/toddlers were served
3. Diversity	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers 	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers 	Serve children from diverse populations that include: <ul style="list-style-type: none"> • Special needs/disabled • Dual Language Learners • Migrant families • Infants and toddlers
4. Age	3 through 5 years old (Child may be 2.5 years old dependant on Title 5 or 22 guidelines)	Infant/Toddler: Zero to 2 years old (up to 30 months with Toddler component); (in compliance with Title 5 or 22 guidelines)	Infant: Zero to 2 years

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
5. Parent Fees	None	Continue pre-existing fees if applicable	Continue pre-existing fees if applicable
6. Screening	Periodic health/developmental screenings	Periodic health/developmental screenings	Periodic health/developmental screenings
7. Length of Day	Preschool equivalent to 3 hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
8. Curriculum	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection	Select from list provided in Attachment J or submit justification to include evidence and research based support of selection
9. Articulation	Must build strong partnerships with FCCH, infant/toddler programs, kindergartens, school districts, and other partner agencies	Must build strong partnerships with preschools, school districts, and other partner agencies	Must build strong partnerships with FCCH, infant/toddler programs, preschools, kindergartens, school districts, and other partner agencies
10. Teacher/Provider: child ratio	1:8 or 1:10 with appropriate teacher qualifications	Infant: 1:3 (Title 5) or 1:4 (EHS) Toddler: 1:4 (1:6 with Toddler license)	Current Title 22 Licensing Criteria
11. Maximum Group size	20 (HS) or 24 (Title 5)	Infant: 8 or 12 (EHS) Toddler: 12	Current Title 22 Licensing Criteria
12. Health Education	Provide physical, emotional, and general health education for children and parents	Provide physical, emotional, and general health education for children and parents	Provide physical, emotional, and general health education for children and parents

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
13. Food	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards
14. Nutrition Education	Must be included in children’s curricula and recommended for Parent Education classes	Must be included in children’s curricula and recommended for Parent Education classes	Must be included in children’s curricula and recommended for Parent Education classes
15. Tobacco Education	All staff must complete the on-line training titled, “Kids and Smoke Don’t Mix…” and refer parents to on-line tobacco training	All staff must complete the on-line training titled, “Kids and Smoke Don’t Mix…” and refer parents to on-line tobacco training	All staff must complete the on-line training titled, “Kids and Smoke Don’t Mix…” and refer parents to on-line tobacco training
16. Physical Activity	At least 30 minutes of activity per day per ECERS guidelines for half-day programs (less than 4 hrs.)	At least 60 minutes of activity per day per ECERS guidelines for full- day programs (greater than 4 hrs.)	At least 60 minutes of activity per day per ECERS guidelines for full- day programs (greater than 4 hrs.)
17. Transition Support	Provide transition support among classroom activities and for children entering preschool and preschoolers entering Kindergarten	Provide transition support among classroom activities and for children entering preschool	Provide transition support among classroom activities and for children entering preschool
18. Teacher/Provider Qualifications	Directors and Teachers must meet current First 5 California PoP Quality Level Educational requirements (See Attachment A1)	Directors and Teachers must meet current First 5 California PoP Quality Level Educational requirements (See Attachment A1)	Classroom teacher must have a AA or coursework equivalent to a BA (See Attachment A1 for details)

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
19. Additional Teacher/Provider Requirement	Staff will participate in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs	Staff will participate in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs	Staff will participate annually in professional development to increase effectiveness in working with children with varied language and cultures, and children with disabilities and other special needs
20. Environmental Rating Scales revised* (ECERS-F) Infant/Toddler Environmental Rating Scale (ITERS)	ECERS-R score of 5 or better, obtained by averaging the indicators	ITERS-R score of 5 or better, obtained by averaging the indicators	ITERS-R score of 5 or better, obtained by averaging the indicators
21. Classroom Assessment Scoring System (CLASS)	CLASS Score of: 5 on Emotional Support 3 on Classroom Organization 2.75 on Instructional Support	TBD:	TBD
22. DRDP 2010	Complete the DRDP 2010 and participate in external review processes	Complete the DRDP 2010 and participate in external review processes	Complete the DRDP 2010 and participate in external review processes
23. Principles on Equity	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families	Demonstrate how the <i>Principles on Equity</i> are met and used the program to serve diverse children and families	Demonstrate how the <i>Principles on Equity</i> are met and used the program to serve diverse children and families

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
24. Evaluation	Must participate in local and Statewide Evaluation. Comply with Attachment B requirements.	Must participate in local Statewide Evaluation. Comply with Attachment B requirements.	Must participate in local and Statewide Evaluation. Comply with Attachment B requirements.
25. Budget	Submit three year budget projections that account for meeting all criteria in support of maintenance of effort and any added quality improvements	Submit three year budget projections that account for meeting all criteria in support of maintenance of effort and any added quality improvements	Submit three year budget projections that account for meeting all criteria in support of maintenance of effort and any added quality improvements
26. Families	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (Section VI, Part C)	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (Section VI, Part C)	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (Section VI, Part C)
27. Connections	Connect with wraparound child care and other family supports as needed	Connect with wraparound child care and other family supports as needed	Connect with wraparound child care and other family supports as needed

Attachment B includes the following two sections:

- Section A: Data Collection and Evaluation Requirements for CSP Counties (Pages 1-4)
- Section B: Related Data Collection and Evaluation Requirements Proposed for State Evaluator¹ (Pages 5-6)

- Study Questions – Outcomes
- Study Questions – Process

Section A: Data Collection and Evaluation Requirements for CSP Counties

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.1. Are the classroom environments in CSP sites improving and meeting target quality criteria?	<ul style="list-style-type: none"> • <u>For preschool:</u> <i>Early Childhood Environment Rating Scale-R (ECERS-R)</i> • <u>For infant/toddler:</u> <i>Infant Toddler Environment Rating Scale-R (ITERS-R)</i> • <u>For family child care:</u> <i>Family Child Care Environment Rating Scale-R (FCCERS-R)</i> 	The local evaluator or other independent, outside rater ² .	<p>Annual observations of all participating center-based classes. If both ECERS and CLASS are used, these can be collected in alternate years provided an ECERS was completed in 2011-12.</p> <p>Annual FCCERS observations of all participating family child care homes.</p>	<p>Mean subscale and mean total score for each classroom; mean age of children in each classroom; and overall means (subscales and totals) for each center.</p> <p>Mean subscale and mean total score for each FCC home</p>
O.2. Are the preschool and infant/toddler teachers in CSP classrooms using effective teaching and classroom interaction strategies to improve outcomes for young children?	<ul style="list-style-type: none"> • <i>Classroom Assessment Scoring System (CLASS)</i> 	The local evaluator or other independent, outside rater.	Annual observations of all participating classes. If both ECERS and CLASS are used, these can be collected in alternate years.	Mean score on each factor by center and by classrooms within centers.

¹ Proposed requirements for the State Evaluator are not intended to convey the entire scope of work for the statewide evaluator. Rather it describes their proposed scope of work on related outcome and process measures for the CSP

² An “outside rater” is defined as an individual or team that is not a current or former employee (within the past 12 months) of the program/provider being rated. Such individuals should have demonstrated inter-rater reliability.

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.3. Are high risk young children who participate in CSP sites or who receive services through the CSP demonstrating improvement in their readiness to succeed at kindergarten entry?	<i>DRDP 2010-PS</i>	Teachers rate children and enter their data into the CA Department of Education (CDE) DRDP-Tech database	Children are rated at the end of every school year	Participant level subscale (measure) scores for all children by classroom and site Number of children assessed for each DRDP assessment (i.e., Spring).
O.4. Is the developmental status of high risk young children who participate in CSP sites improving over time?	<ul style="list-style-type: none"> • <u>For Preschool:</u> <i>DRDP-PS</i>³ • <u>For Infants/Toddlers:</u> <i>DRDP-IT</i> • <u>For Special Needs Children</u>⁴: <i>DRDP-Access</i> 	For DRDP, teachers rate children and enter their data into the CDE DRDP-Tech database	Children are rated on the DRDP at the beginning and end of every school year	For the DRDP - Participant level subscale (measure) scores for all children by classroom/site, and the number of children assessed for each DRDP assessment (i.e., Fall /Spring).
O.5. Are children with special needs, dual language learners (DLLs), and migrant children who attend CSP programs making developmental gains?	<u>For children with special needs:</u> <i>DRDP-Access</i>	For DRDP, teachers rate children and enter their data into the CDE DRDP-Tech database	Children are rated at the beginning and end of the school year	For the DRDP - Participant level subscale (measure) scores for all children in all CSP sites, and the number of children assessed for each DRDP assessment (i.e., Fall /Spring). Results also to be reported by subgroups (or at least with participant level data on subgroup status): <ul style="list-style-type: none"> • Special needs • DLLs • Ethnicity/race • Gender • Migrant children

³ The use of the DRDP for developmental progress will be validated with other standardized tests conducted on a sample of children

⁴ Special needs children are those identified as special needs at any time during the project year, or children with an Individualized Education Plan (IEP)

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.6. Are parents included in and satisfied with the CSP?	<i>DRDP Parent Survey</i>	Teachers collect from parents their completed survey and enter data into the CDE DRDP-Tech database	Annually (at the end of each year).	Means/frequencies for each question reported by center and overall Number of families by center and overall
Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.1. Are the conditions that lead to and support quality early care and education increasing among programs that participate in the CSP?	<ul style="list-style-type: none"> • <u>Education level</u> and ECE units of master teachers, teachers, and ATs • <u>Highest license/permit level</u> held • Number and type of trainings and professional development opportunities offered • Number and type of staff who participated in the trainings/ professional development 	Local evaluator and/or PoP Coordinator from program collect through administrative data and/or teacher survey	Annually	Education and license level for each type of staff by classroom and for each center overall. Reported annually County-level summary of trainings and attendance; reported annually
P.2. What strategies and services most effectively promote positive outcomes for children? P.3. Are some strategies more effective for DLLs or children with special needs?	<ul style="list-style-type: none"> • <u>School Readiness: DRDP 2010</u> (all subtypes, as appropriate) 	For DRDP, teachers rate children and enter their data into the CA Dept. of Ed. database	For DRDP, children are rated at the beginning and end of the school year.	DRDP and other assessment results and implementation data on trainings, PD opportunities, and EEE coaching will be reported to and analyzed by state evaluator to determine relationship between these strategies and services and children's outcomes.

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.4. Are children with special needs being identified and receiving services as appropriate?	<ul style="list-style-type: none"> Ages and Stage Questionnaire (ASQ) Ages and Stage Questionnaire – Social-Emotional (ASQ-SE) Referral and follow-up data 	Parents complete the tools in conjunction with teachers	To be completed at 6, 12, 18, 24, 30, 36, 48, 60 months, or a least annually	Report individual scores in each developmental or behavioral area concerns raised by center/classroom staff; follow-up on referrals (evidence of a visit)
P.5. What are the most effective outreach strategies for parents?	<ul style="list-style-type: none"> Number and type of engagement and support opportunities offered for parents (e.g., advisory board participation, parent-teacher conferences, classroom volunteer activities, educational opportunities to support parenting and child development, social support activities, etc.) Number of parents who participate in parent engagement and support opportunities 	Local evaluator and/or PoP Coordinator from program- collected administrative data and/or site survey	Annually	Annually

Section B: Related Data Collection and Evaluation Proposed Requirements for State Evaluator

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.1. Is the language development of high risk young children who participate in CSP sites improving over time?	<i>Peabody Picture Vocabulary Test (PPVT-4)</i> <i>Preschool Language Scales (PLS-4 English and Spanish)</i>	State <i>evaluator</i> will conduct these assessments on a sample of high-risk children from participating programs	Sample of <i>children</i> assessed fall and spring	Per <i>contract</i> with First 5 California
O.2. Are dual language learners (DLLs) who attend CSP programs making developmental gains?	<u>For DLL children: Pre IPT Oral English Test (in English and Spanish)</u>	State <i>evaluator</i> will conduct these assessments on a sample of high-risk children from participating programs	<i>Sample</i> of children assessed fall and spring	Per <i>contract</i> with First 5 California
O.3. Is the development of early math skills in high risk young children who participate in CSP sites improving over time?	<i>Woodcock-Johnson Applied Problems subtest</i>	State <i>evaluator</i> will conduct these assessments on a sample of high-risk children from participating programs	Sample of <i>children</i> assessed fall and spring	Per <i>contract</i> with First 5 California
O.4. Is the social-emotional development of high risk young children who participate in CSP sites improving over time?	<u>For Preschool: Devereux Early Childhood Assessment (DECA)</u> <u>For Infants and Toddler: DECA –IT</u>	State <i>evaluator</i> will collect these assessments from teachers on a sample of high-risk children from participating programs	<i>Sample</i> of children assessed fall and spring	Per <i>contract</i> with First 5 California for the other assessments

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
<p>P.1. What strategies and services most effectively promote positive outcomes for children?</p> <p>P.2. Are some strategies more effective for DLLs or children with special needs?</p>	<ul style="list-style-type: none"> • <u>Literacy/language:</u> <i>PPVT-4 and PLS-4</i> (English and Spanish) • <u>Early Math Skills:</u> <i>Woodcock Johnson Applied Problem Subtest</i> • <u>Social emotional development:</u> <i>DECA</i> (all subtypes, as appropriate) 	<p>For other tools, state evaluator will conduct these assessments on a sample of high-risk children from participating programs</p>	<p>For other tools a sample of children assessed annually</p>	<p>DRDP and other assessment results can be reported by:</p> <ul style="list-style-type: none"> • Program setting: <ul style="list-style-type: none"> ○ Head Start ○ State pre-K ○ General child care ○ Private child care center ○ Family child care home • Curriculum • Attendance data • Hours of instruction • Quality of setting (e.g., ECERS-R or FDCRS/ FCCERS scores) • Teacher education/ experience and level of participation in prof. dev. opportunities • Quality of classroom instruction (CLASS scores)

Child Signature Program *Principles on Equity*

On October 18, 2001, the First 5 California Children and Families 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

Children develop within the context of their families and communities. Proposition 10 programs shall secure meaningful participation and input of those families by governance and participation.

- 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 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 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 in accordance with family needs and situations.
- Support programs that are individualized to 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 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 their stated program outcomes realizing that their 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.

Child Signature Program Glossary

Academic Performance Index (API)	State legislation, the Public Schools Accountability Act (PSAA) of 1999 (Chapter 3, Statutes of 1999), established the Academic Performance Index (API), which summarizes a school's or a local educational agency's (LEA) academic performance and progress on statewide assessments. (An LEA is a school district or county office of education.) The API also is used as an additional indicator for federal Adequate Yearly Progress (AYP) requirements.
Classroom Assessment Scoring System (CLASS)	An observation instrument developed to assess classroom quality in preschool through third grade classrooms. The CLASS consists of three domains (emotional support, classroom organization, and instructional support.)
Classroom teachers (The term represents a broad category of educators including early learning teachers, caregivers, providers, and early childhood educators.)	<p>Educators who nurture, teach, and care for children who have not yet entered kindergarten. Early educators play an important role in children's development by caring for them when their parents are at work or place their children in care to help them socialize with other children their age. In addition to attending to children's health, safety, and nutrition, early educators organize activities and implement curricula that stimulate young children's physical, emotional, intellectual, and social growth. They help these children explore individual interests, develop talents and independence, build self-esteem, learn how to get along with others, and prepare for more formal schooling.</p> <p>For purposes of this RFA: infant teachers are those working with children 0 to 18 months; toddler teachers are those working with children 18 months to 3 years; and preschool teachers are those working with children 3 to 5 years of age.</p>
Collaborative	A cooperative association of individuals or groups that work together to accomplish common goals and objectives. Most collaboration requires leadership, although the form of leadership can be informal within a decentralized and egalitarian group. In particular, teams that work collaboratively can obtain greater resources, recognition, and reward when facing competition for finite resources.

**Desired Results
Developmental
Profile 2010
(DRDP 2010)**

Assessment instrument to observe and assess the developmental progress of children in their programs. The DRDP 2010 aligns with the *Infant/Toddler Learning and Development Foundations* and the *Preschool Learning Foundations*

Early Head Start

A federally funded and administered community based program for low income families with infants and toddlers and pregnant women. Its mission is to promote healthy prenatal outcomes, enhance development of very young children and promote healthy family functioning.

**Environment Rating
Scales (ERS)**

Observational assessment tools used to evaluate the quality of early learning and care programs. Examples of these scales include the Infant Toddler Environment Rating Scale – Revised (ITERSR), the Early Childhood Rating Scale – Revised (ECERS – R), and the Family Child Care Environment Rating Scale (FCCERSR). Each ERS is divided into criteria that assess the program’s physical environment, health and safety procedures, materials, interpersonal relationships, and opportunities for learning and development.

**Evidence-based
practices**

Evidence-based practices (EBPs) are skills, techniques, and strategies that can be used by a practitioner. Such practices describe core intervention components that have been shown to reliably produce desirable effects and can be used individually or in combination to form more complex procedures or programs.

The use of EBPs or interventions is an approach that aims to specify the way in which practitioners, other professionals, or decision-makers should make decisions by identifying the strongest scientific evidence that exists for a specific practice. Its goal is to eliminate unsound, ineffective, or excessively risky practices in favor of those that have better outcomes.

EBPs refer to a broad range of practices with varying levels of demonstrated effectiveness. These practices typically include a compilation of:

- High research support
- Results demonstrating high confidence that the desired outcome can be replicated

EBPs also set the foundation for creating training courses and/or other participant engagement activities.

Family Child Care Homes (FCCH)	Homes licensed by the California Department of Social Services (DSS) to provide care to infants, toddlers, preschool, and school-age children. There are two categories of family child care homes: small family child care homes for up to eight children, including the early educator's own children under age ten, and large family child care homes, serving up to 14 children, including the early educator's own children under the age of ten. Large family child care homes must have two adults (the provider and an assistant) available to provide care.
Family Child Review (FCR)	A process in which the Early Education Expert (EEE) and Family Support Specialist (FSS) participate in family and child reviews and ensure that resulting FCR action plans are followed and progress monitored.
Family Partnership Agreement	An agreement developed by parents and staff identifying the strengths and concerns of the family and prioritizing the family's goals for the parents and child.
Head Start	<p>A federally funded and administered preschool program that provides comprehensive services to both low income children and their families. To be eligible, a child must generally be at least three years old by the date used to determine eligibility for public schools in the community. At least 90 percent of children enrolled in Head Start must be from low income families.</p> <ul style="list-style-type: none">▪ Migrant and Seasonal Head Start is designed to provide comprehensive Head Start services, including child development and social services, to low income families working in agriculture, or families who migrate while working in agriculture.▪ Tribal Head Start is designed to provide comprehensive Head Start services to primarily Native Americans living on reservations or colonies throughout northern California.
Lesson Study	A strategy coordinated and facilitated by the Early Education Expert (EEE) to solve practical implementation dilemmas related to curriculum and instruction through participation with other professionals in examining practice.
Leveraged Funding	Blending and braiding of funding to enhance current program activities is encouraged. Lead agencies may combine their funds with local partners to achieve the required cash match amount.

Maintenance of Effort (MOE)	For any sites/classrooms where quality enhancements are not possible, the county will be required to maintain, at a minimum, PoP Bridge FY 2011-12 standards and criteria as described in Attachments A1 and A3. Those sites and centers will be referred to as Child Signature Program (CSP) Maintenance of Effort (MOE) sites and centers.
Quality Enhancements	The term “Quality Enhancements” refers to the three Program Elements along with the Essential Staff positions required to implement them, as described in this RFA.
Quality Enhancements (QE)	The sites and centers receiving the full menu of Quality Enhancements will be referred to as Child Signature Program (CSP) Quality Enhancement (QE) sites and centers.
Special Needs	<p>First 5 California defines children with special needs as having one of the following:</p> <ul style="list-style-type: none">• Children with identified disability, health, or mental health conditions requiring early intervention, special education services, or other specialized services and supports; or,• Children without identified conditions, but requiring specialized services, supports, or monitoring. <p>First 5 California does not require counties to track the children under each category separately</p>
Title 5 General Child Care and Development	A state contracted full day program serving children ages birth to three and kindergarten age eligible children to children thirteen years old. Eligible children include those under Child Protective Services supervision or those who meet income eligibility requirements or other criteria. This program is required to meet the same Title 5 standards as the State Preschool program.

**Title 5 State
Preschool programs**

Designed to prepare three and four year old children from low income families for kindergarten. Priority is given to children who are Child Protective Services recipients, children who are identified by Child Protective Services as being at risk for neglect or abuse, and four year old children who are income eligible. Programs must meet Title 22 requirements and additional requirements that include stricter child to adult ratios and increased teacher and staff qualifications.

**Title 22 licensed
programs**

Meet Title 22 licensing requirements set by the DSS. These requirements include staff child ratios, teacher and staff qualifications, criminal background checks, screening and clearance for tuberculosis, and licensing inspections for compliance with basic health and safety requirements.

Child Signature Programs Acronyms

AA	Associate in Arts
API	Academic Performance Index
BA	Bachelor of Arts
CARES Plus	Comprehensive Approaches to Raising Educational Standards Plus
CBO	Community Based Organization
CCFC	California Children and Families Commission
CD	Child Development
CDD	Child Development Division
CDE	California Department of Education
CLASS	Classroom Assessment Scoring System
COE	County Office of Education
CSP	Child Signature Program
DLL	Dual Language Learner
DRDP 2010	Desired Results Developmental Profile
ECE	Early Childhood Education
ECERS	Harms-Clifford Early Childhood Environment Rating Scale
E4	Early Education Effectiveness Exchange
EEE	Early Education Expert
ELLCO	Early Language and Literacy Classroom Observation
FCC	Family Child Care
FCR	Family Child Review
FCCH	Family Child Care Home
F5CA	First 5 California or California Children and Families Commission
FY	Fiscal Year
LE	Local Evaluator
LPC	Local (Child Care) Planning Council
MA	Masters of Arts
MEES	Migrant Education Even Start
MOE	Maintenance of Effort
MHS	Mental Health Specialist
PC	Program Coordinator
PITC	Program for Infant/Toddler Caregivers
PoP	Power of Preschool
PROOF	Practice Research and Outcomes 0 to Five
QC	Quality Coordinator
QE	Quality Enhancement
R&R	Resource and Referral
RFA	Request for Application
SN	Special Needs
SR	School Readiness

EDUCARE

Children from low-income families typically enter kindergarten 12 to 14 months behind the national average in pre-reading and language skills. California is ranked 29th in the nation for the percentage of children in poverty. According to the National Center for Children in Poverty, 43 percent of children in 2009 lived in low-income families, defined as an income below 200 percent of the federal poverty level. Economically disadvantaged children often grow up in stressful environments that can impede their cognitive, social, and emotional development.

Drawing on Educare

The Educare model was first established in 2000. Currently, there are 13 Educare centers in 10 states. Educare promotes school readiness by implementing programs that reduce the achievement gap in children ages 0 to 5. Educare targets disadvantaged children and their families, including children from low socioeconomic backgrounds who are less likely to attend high-quality preschool programs.

First 5 California is part of a public-private partnership that has committed to establishing California's first Educare center in Silicon Valley, with a second center to follow in Los Angeles.

Educare is a research-based program that helps to prepare young at-risk children for school by providing early learning experiences that boost children's outcomes. Educare bases its program on partnerships between public and private sectors, knitting together available funding for services to infants, toddlers, and preschoolers and their families. Educare builds upon a foundation of federal and state-funded early learning programs to provide developmentally appropriate services to children, using research-based practices to continually raise program quality. Preliminary data from the national evaluation of Educare shows promising results in promoting school readiness in at-risk young children.

Moving Educare "Beyond the Walls"

The guiding principles of the Educare model and the structural features necessary to achieve its promising practices build on existing early learning programs as a foundation. In California, this includes First 5 California's Power of Preschool program, Head Start, and Early Head Start. Incorporating these guiding principles and structural features into the design of the Child Signature Program (CSP) provides First 5 California with an opportunity to validate and/or augment existing efforts to improve quality learning standards and child outcomes throughout the state. These structural components and guiding principles are intended to facilitate child-centered, family-focused systems of care that are built on community partnerships and continually improved through ongoing evaluation and improvement. To that end, the CSP will focus on incorporating the most promising features of Educare (listed below) to develop a viable program model that can be implemented in California's diverse early care and education landscape.

- 1. Use of research-based practices and strategies for prenatal through age five services, including use of a data system that supports continuous program improvement and individualized planning for children and families:** High quality early care and education programs use research-based practices shown to produce gains in children’s developmental outcomes. However, expected gains are not achieved when effective models are implemented incompletely or poorly. Regular collection and use of data has been shown to facilitate proper implementation of research-based practices, measure progress towards desired outcomes in real time, and optimize program design and implementation through ongoing quality improvement.
- 2. Small class size and high staff / child ratios (3:8 for ages 0-3 and 3:17 for ages 3-5):** Staff to child ratio (the number of children assigned to one caregiver) and small class size (the number of children per classroom) are used by programs, including Educare, as proxies for enriching and engaging teacher-child interactions. Research shows that when child-to-staff ratios are low, teachers are more likely to engage with children in a responsive and supportive manner. Uniformly defined ratios do not exist across programs, despite recommendations by various national and state early childhood programs, professional organizations, and research and policy entities. The staff to child ratios proposed for the CSP will build upon existing standards delineated by early childhood education entities with a strong presence in California (i.e., Head Start).
- 3. High staff qualifications and intensive staff development:** Formal specialized education and ongoing monitoring and professional development for early education staff have been shown to be associated with higher levels of program quality, effective teaching practices, and improved outcomes for children. Embedding expectations for and support of teacher education and ongoing training into the CSP expansion will support a link between the CSP and First 5 California’s Teacher Signature Program (CARES Plus).
- 4. Continuity of care for groups of students across multiple years:** Continuity of care occurs when a child remains with the same primary caregiver and/or team of caregivers for an extended period of time. Educare uses this component as a means of facilitating supportive teacher-child relationships. Research shows that these relationships are essential to quality care and are linked to a host of positive child outcomes, through more positive teacher-child interactions, greater trust between teachers and parents, and greater security within the teacher-child relationship. Given that relationships are the foundation of early learning, the CSP is committed to identifying strategies for strengthening teacher-child relationships.
- 5. On-site family support and strong parent engagement:** Parent-child relationships provide the foundation for children’s social-emotional development and early learning. While no singular model of family support has been identified in the

literature as most effective in improving family engagement and outcomes, they share a common goal to enhance parents' capacities to support children's learning and development. Early childhood programs that provide family support services have been shown to enhance parent-child relationships and achieve improved outcomes for children and parents. Incorporating support for families into the CSP reinforces First 5 California's commitment to supporting parents as a child's first teacher. This feature aligns CSP efforts with First 5 California's Parent Signature Program efforts and builds upon PoP program criteria to develop and maintain meaningful partnerships with parents.

- 6. Reflective practice and supervision for ECE teachers:** Reflective practice involves an experienced teacher or other staff member reflecting on problems that arise in the classroom with a less experienced teacher/staff member, and applying knowledge of research, theory, data, and past experience to devise and implement effective solutions. While research is not clear as to the most effective type of teacher supervision for enhancing children's outcomes, generally speaking, reflective supervision tends to promote a caregiver's sensitivity toward children and is linked to more effective teaching practices. Teacher-to-teacher reflective practice groups have had more success when they are led by a supervisor, which in Educare is the Master Teacher. Implementing promising models of reflective practice and supervision are avenues for the CSP to capture data on teacher instruction and student development to improve child outcomes.
- 7. Implement an interdisciplinary team approach in ECE settings, including use of mental health and other professionals:** An interdisciplinary approach to early childhood intervention recognizes that children's and families' needs are complex and require knowledge and expertise from multiple resources and disciplines. Effective teams of supervisors, teachers, family support staff members, and other support staff members are built on-site. At the same time, external links to off-site support services are created with a view toward building sustainable and scalable service models in California. Although challenging in practice, this approach promotes the integration and coordination of services, employs a holistic approach to supporting children and families, and encourages systemic approaches to care. To incorporate a successful interdisciplinary model into the CSP, it is necessary to leverage service and funding partnerships with the broader early care and education community, including health, mental health, disability services, and the K-12 education system.
- 8. Focus on language and literacy in the ECE curriculum:** Research shows that the development of early language and literacy skills predicts later school success. Continued emphasis on language and literacy coupled with consideration of California's culturally and linguistically diverse population provides an opportunity for the CSP to promote and measure quality instructional practices that are linked to language abilities and later school success.

- 9. Focus on social-emotional development in the ECE curriculum:** There is strong consensus in the field of early childhood care and education that social-emotional development provides the foundation for learning and is linked to later school success. By augmenting existing efforts to address social-emotional development in the classroom setting and in the curriculum, the CSP will reinforce the emphasis placed on this developmental domain by the early childhood community and promote consistent measurement of child progress toward social-emotional goals.
- 10. Focus on numeracy and problem-solving in the ECE curriculum:** Logic and reasoning skills are an essential part of child development and early learning, and early math skills are predictive of later academic success. Continued emphasis on numeracy and problem solving provides the CSP with an opportunity to explore, promote, and measure the influence of quality instructional practices that support these skills, particularly in culturally and linguistically diverse learners.
- 11. Integrating the arts into the ECE curriculum:** There is some evidence that integrating the arts into program curriculum supports the development of academic and social-emotional skills. Incorporating the arts into the CSP may also provide a means of enhancing classroom quality and identifying instructional strategies to address the needs of culturally and linguistically diverse students.
- 12. Start Early - Coordination with prenatal services:** Research has established the importance of maternal health and well-being in promoting children's positive outcomes. Early experiences set the stage for educational and social outcomes throughout childhood and into adulthood. In addition, children who begin quality early childhood programs early show the greatest gains in school readiness. To that end, the CSP will focus on deepening relationships with Early Head Start, home visiting, and other programs that promote maternal and child health and well-being. Establishing early relationships with families in vulnerable circumstances will enable the CSP to promote greater linkage to and continuity in service systems for children birth through age five.



Child Signature Program Job Description

Early Education Expert (EEE)

POSITION SUMMARY

The Early Education Expert (EEE) facilitates full and effective implementation of the Child Signature Program's Program Elements and evidence-based instructional practices by providing staff with instructional leadership through the design, delivery, and coordination of intensive professional development; education program development and improvement; facilitation of interdisciplinary collaboration; and administrative support. Outcomes of the EEE work include exemplary early learning classroom quality, teacher-child interactions, and retention of staff.

REPORTING RELATIONSHIPS

- The EEE reports directly to the Program Coordinator.
- Classroom teachers, floater/substitute teachers, and appropriate consultants, volunteers, and interns report to the EEE.

MAJOR RESPONSIBILITIES AND KEY TASKS

Professional Development

Leads the design, implementation, and coordination of intensive staff development to build and enhance core competencies of the staff, specifically;

- **Reflective Supervision** - Provides classroom teachers with a predictable schedule of reflective supervision to support, develop, and evaluate their performance through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
- **Coaching** – Implements with classroom teachers a predictable schedule of coaching to support their implementation of core competencies and evidence-based instructional practices through a cyclical process of observation, reflection, and action
- **Lesson Study** – Facilitates or coordinates a predictable schedule “lesson study” strategy to solve practical implementation dilemmas related to curriculum and instruction through participation with other professionals in systematically examining practice
- **Reflective Practice Groups/Communities of Practice** – Facilitates or coordinates reflective practice groups consisting of staff sharing the same role to improve professional practice through shared inquiry, reflection, and learning

Education Program Development

Leads and coordinates the CSP's education program for children ages 0 to 5 including implementation of the following core features and evidence-based practices:

- High quality curriculum, including standards, expectations, formative assessment, instructional planning, and alignment across classrooms;
- Responsive, intentional, and developmentally appropriate implementation of curriculum and instruction to ensure children are provided with socially supportive, organized, and

instructionally meaningful interactions that support their development (i.e., social-emotional, physical, cognitive, and language) and learning (i.e., literacy, math, science, technology, social studies and arts)

- Primary care-giving and continuity of care
- Use of child screening, assessment, and progress data to inform lesson planning, individualization, and the intensification of instruction in the areas of oral language, dual language and literacy development and skills; social-emotional and self-regulation development and skills; and early math skills and problem-solving skills

Interdisciplinary Work and Collaboration

Facilitates interdisciplinary collaboration among the CSP staff and other program areas/staff, including:

- Participating in the local and statewide evaluation and processes of continuous quality improvement and, in conjunction with the Local Evaluator, ensuring completion of child screenings and assessments and coordination of timely feedback to teaching teams;
- Collaborating with Family Support Specialist (FSS) and the Program Coordinator and participating in efforts to engage and involve parents with the program, staff and child development and learning;
- Participating in Family/Child Reviews (FCRs) and, in conjunction with the Family Support Specialist, ensuring FCR action plans are followed and progress monitored;
- Collaborating with the Mental Health Specialist and/or mental health resource(s) to facilitate completion of Case Consultations and Special Education eligibility, planning, and implementation processes when warranted; and
- Participating with FSS to lead teams of education, family support, and other support staff (i.e., mental health, disabilities) to plan and implement targeted and intensive interventions for children displaying challenging behaviors

Administrative Support

- Ensures all CSP requirements are met.
- Reviews education plans and other required documentation for children and classroom for completeness.
- Participates in the development of program policies, service delivery plans, and ongoing monitoring of program quality.
- Works with the Program Coordinator (PC) to ensure all assigned program area reports are completed and submitted on a timely basis.
- Ensures all confidential information is protected.
- Participates in recruitment efforts of program participants to help maintain full program enrollment as time allows.
- Collaborates with Human Resources to assist in recruitment and interviewing education staff for needed positions.
- Provides input to PC on education staff performance.
- Assumes responsibility of PC during PC's absences.
- Collaborates with the PC in determining training needs of staff.
- Coordinates with the PC the schedule of trainings to assure classroom coverage.

Other

- Attends all required E4 meetings and trainings, including supervisory trainings.
- Performs other duties as assigned within the scope of the job description.

EDUCATION AND WORK EXPERIENCE REQUIREMENTS

- Master's degree in Child Development (CD), Early Childhood Education (ECE), or in a related field
- At least five years of Early Childhood classroom experience
- At least one year of supervisory experience
- At least five years of classroom and /or supervisory experience with children ages 3 to 5
- At least five years of 0-3 classroom and/or supervisory experience and a certification in infant toddler studies or other credential such as PITC Trainer (For Early Education Expert, children ages birth to three)
- At least five years of experience working with low income children from culturally and linguistically diverse backgrounds
- Bicultural and bilingual competence in the predominant language (other than English) of the children served is preferred

ADDITIONAL JOB REQUIREMENTS

- Clearance of background checks as required by local, state and federal regulations.
- Physical examination and diagnostic tests as required by local, state and federal regulations.

REQUIRED SKILLS/ABILITIES

- Knowledge of and ability to implement early childhood curriculum and developmentally appropriate practices for the specific age group (0 to 3 or 3 to 5) and be able to remain current on advancements and research in the child development field
- Demonstrated leadership abilities and ability to utilize reflective supervision
- Knowledge of and ability to assess, analyze, and interpret Head Start Standards, state and local licensing requirements, and the organization's philosophy
- Ability to work as a cooperative and supportive member of an interdisciplinary team
- Ability to communicate and cooperate with culturally, linguistically, and diverse families, various professionals, and community groups
- Ability and willingness to work in a program located in a high-risk, low-income community
- Ability to exercise discretion in handling confidential information and materials
- Intermediate knowledge of computer applications and the ability to learn and master computer technology/software programs as needed
- Ability to communicate and respond in a manner that consistently demonstrates respect and concern
- Knowledge and background of effective strategies addressing the unique needs of Dual Language Learners
- Knowledge, skill, and ability to effectively work with culturally and linguistically diverse children



Family Support Specialist (FSS)

POSITION SUMMARY:

The Family Support Specialist (FSS) will develop and maintain relationships with families and ensure that they receive comprehensive services through their participation in the program. Comprehensive services include health and social services, disabilities, early childhood education and care services, and a range of parent development training opportunities at the site. The FSS is also responsible for conducting community outreach efforts to identify and develop relationships with community-based organizations that provide other needed services to families.

REPORTING RELATIONSHIPS:

- The FSS reports to the Program Coordinator (PC).

MAJOR RESPONSIBILITIES AND KEY TASKS:

- Develop and maintain meaningful, productive relationships with families.
- Recruit and enroll families into the program.
- Secure informed consent for family participation in program evaluation/CSP research activities.
- Conduct periodic home visits to assess family resources and needs.
- Refer and link children and parents to needed services.
- Maintain enrollment throughout the program year through various recruitment strategies.
- Work in collaboration with other program staff and specialists to monitor, track, and coordinate services for children and parents.
- Assist parents with understanding and implementing the Family Partnership Agreement in order to encourage and promote their overall development, including achievement of self-sufficiency, as well as positive developmental outcomes for their children.
- Collaborate with staff to facilitate children's transitions.
- Assist with outreach to families and recruitment of infants and children with disabilities into the program.
- Assist in planning parent activities, encourage parent participation in program activities, and obtain feedback from parents regarding the level of satisfaction with the services they receive.
- Collaborate with Mental Health Specialist (MHS) or refer to specific resource agencies to ensure the health and nutrition needs of infants, children, and families are addressed.
- Communicate with education and care staff regarding infant/child's progress in the classroom.
- In collaboration with the classroom teacher, implement protocols to follow up on absenteeism.
- Collaborate with the MHS and/or mental health resource(s).

- Administration
 - Maintain records and document services in a timely manner.
 - Enter service data into management information system.
 - Participate in the local and statewide evaluation, and ensure compliance with CSP requirements.
 - Participate in coordinating the staffing of all families with their caseload and case studies.
 - Attend family support team meetings, staff meetings, staff trainings, collaborations, and planning meetings.
- Promote and Maintain Parent Involvement
 - Promote parents' overall involvement and participation in program governance.
 - In collaboration with the classroom teacher and PC, facilitate parent support.
 - Promote family involvement in center-based services, home-based services, and other program activities.
- Community Involvement
 - Develop relationships with other community-based service providers targeting the needs of families served.
 - Identify services currently available and those needed by families enrolled in the CSP.
 - Participate in recruiting volunteers from the community.
 - Work collaboratively with community-based organizations serving families in the CSP.

EDUCATIONAL AND WORK EXPERIENCE REQUIREMENTS:

- A Bachelor's Degree in Social Work or a related field. Experience working with families in a community-based Head Start or family support /resource program preferred.
- Experience working with children and families from culturally and linguistically diverse backgrounds.

REQUIRED WORK EXPERIENCE AND SKILLS/ABILITIES:

- Ability to establish supportive relationships with children and families from diverse backgrounds
- Ability to utilize reflective supervision
- Ability to work within an interdisciplinary team as a cooperative and supportive team member
- Ability to manage work in an environment that can be interrupted by violence
- Knowledge of community resources and capacity to develop community cooperation to ensure that families receive comprehensive services
- Knowledge of Head Start Performance Standards
- Ability to communicate with parents in their primary language

ESSENTIAL JOB FUNCTIONS:

- Must have good written, verbal, communication and organizational skills.
- Must become knowledgeable about current Head Start and CDE childcare and preschool guidelines, including the rules and regulations affecting the families served.
- Must be able to operate a computer and other office equipment.
- Must have a valid driver's license and valid vehicle insurance.
- Must be fingerprinted for criminal background check.
- Must be able to travel within the community (i.e., parents' homes, community agencies, etc.).
- Must be able to alter work schedule to accommodate parent availability.



Local Evaluator (LE)

POSITION SUMMARY:

The Local Evaluator will support the Child Signature Program (CSP) by working with Early Education Expert(s) and early childhood education program staff on evaluation and program planning, data collection, analysis, and reporting of child and classroom data. The LE will collect and translate data and analytic findings to local EEE and program staff in ways that helps them improve teaching practices and child outcomes.

REPORTING RELATIONSHIPS:

- The LE reports to the First 5 county commission Executive Director or designee.

MAJOR RESPONSIBILITIES AND KEY TASKS:

Evaluation and Program Planning:

In conjunction with local program staff, the LE will:

- Develop and implement a coherent and integrated evaluation plan to assess program quality characteristics and child outcomes.
- Develop a plan in conjunction with program staff for feedback loops of assessment data, determining which data are appropriate at the program, classroom, staff, and family-child levels, and gaining agreement across all entities.
- Establish a professional working relationship with EEEs, teachers, family support, and program staff.
- Meet with program staff to troubleshoot data collection issues and to discuss preliminary findings and implications for program quality improvement (meeting monthly is optimum).
- Ensure all relevant program staff understand the purpose and schedule of evaluation activities—when they are to happen and who will be involved. Charts or ‘tickler’ notifications are to be developed semi-annually for program staff as a reminder of when assessments are due.
- Act as a resource for up-to-date knowledge about evidence-based practices in early childhood education and early intervention in areas such as learning strategies, curriculum, and assessments.

- Help program staff implement a system of progress monitoring to inform program staff about **quality** of implementation of evidence-based practices.

Data Collection, Analysis, and Reporting:

- In partnership with the EEE, develop any additional data gathering techniques to support improved teaching practices (such as progress monitoring) or overall program practices.
- Ensure accuracy and reliability of data by setting up and monitoring systems to check for accuracy.
- Report child and teacher assessment data to EEE on a regular basis (e.g., fall/winter/spring).
- Collaborate with EEE on a regular basis (e.g., monthly or as needed) to support EEE coaching and reflective practices.
- Conduct ITERS/ECERS observations and submit data to state evaluator/state system.
- Conduct CLASS observations and submit to state evaluator/state system.
- Collect information on the number of children referred who were deemed eligible for outside/additional services (through regional center or district).
- Facilitate collection of data by the statewide evaluator.

In conjunction with program staff:

- Design data collection, data storage, and data reporting procedures that protect confidentiality and maintain human subject review standards. Examples:
 - Ensure consents are obtained through an informed consent process, providing annual and follow-up training of staff responsible for completing the informed consent process with parents regarding evaluation measures and procedures.
 - Ensure program assessment measures and protocols are stored in locked cabinets.
 - Ensure written and verbal reports maintain child, family, and staff confidentiality.
- Develop a timeline to ensure data are collected and analyzed in a timely manner.
 - Create annual assessment schedules for program staff so they understand when assessments will occur and who will administer them, taking into account needs of the children and daily programming schedules.
 - Ensure program staff are trained to competently and comfortably administer or complete any data collection instruments required of them, and are able to discuss results of the instruments with their colleagues and parents they serve.
 - Oversee/assist in the collection and analysis of data, including teacher, Family Support Specialist, and Mental Health Specialist/Resource-administered assessment data.
 - Respond to occasional ad hoc data collection and analysis needs.

- Perform data analyses sufficient for program understanding and program improvement processes.
 - LE may conduct analyses of data above and beyond what the program staff need for program improvement purposes (for example, multivariate analyses of children’s progress while in the program, the relations among risk factors, or other investigations that would be of interest to the LE and the field).
- Ensure a respectful and timely data-feedback loop is implemented and adapted according to the preferences of program leadership; the feedback provided by the LE is expected to undergo its own improvement process based on comments from program staff on what presentations or analyses would be most useful.
 - Produce written reports that interpret and represent data in a useful and meaningful way for program staff.
 - Develop recommendations regarding training, mentoring, and environmental changes as indicated by data analysis.
- Share site-specific analyses and data descriptions with Essential Staff.
- Develop and write concise reports and presentations, providing summaries of selected data, including MIS data that will inform program practice, decision making, and program planning; accept feedback and suggestions regarding reports from program leadership and essential staff.

Collect information on:

- demographic information on children
- results from screening tools: ASQ, ASQ-SE (parent administered tool)
- number of children referred for further assessment or services or requiring regular monitoring
- DRDP-IT, DRDP-PS, and DRDP-ACCESS scores from teachers/sites on individual children. Monitor quality of data—check for consistency and administration and reporting amongst sites
- results from DRDP parent survey
- health status indicators on children (e.g., BMI; could be health screening done by MD and required as part of enrollment)
- enrollment and attendance of children (date of enrollment, date child exits program, duration in program – all day versus part day, etc.)
- teacher/administrator data – education
- number and type of professional developmental opportunities offered
- teacher/administrator participation in professional development activities (attendance)
- teacher/administrator participation in coaching/interactions with “EEE/coach” – duration of interaction; frequency/times of interaction (EEE logs)
- parent receipt of services from Family Support Specialist
- parent engagement and support opportunities
- parent participation in parent engagement and support opportunities
- curriculum and any curriculum-based assessments used for language and literacy, social-emotional development, and early math skills

- fidelity with use of language and literacy curricula, early math curricula, social-emotional development

EDUCATIONAL AND WORK EXPERIENCE REQUIREMENTS:

- Ph.D. or completion within 6 months in Child Development, Human Development, Child Psychology, Educational Psychology or Special Education, all with specialty in early education is preferred. Masters Degree in Child Development, Human Development, child Psychology, Educational Psychology or Special Education or related field with 3 + years experience in program evaluation
- Experience working with children and families from culturally and linguistically diverse backgrounds

REQUIRED WORK EXPERIENCE AND SKILLS/ABILITIES:

- Minimum three years of experience in research projects with supervision of graduate or research assistants and the following set of experiences: minimum two years in applied research setting or program setting; minimum 1 year research project management; minimum 1 year assessment of young children, with experience in assessment of infants and toddlers a plus
- Excellent understanding of research design including: methodology, sampling, questionnaire development, data collection, analysis, report writing
- Interest in and proficient with a variety of analytic techniques, including techniques that use non-categorical and qualitative data
- Proficient in computer software, including SPSS or similar statistical programs
- Knowledge of relational database, Access, and/or SQL a plus
- Excellent interpersonal skills, negotiation, and team building skills
- Excellent written and verbal communication skills, with ability to interpret and communicate research findings to staff and families
- Ability to work within an interdisciplinary team as a cooperative and supportive team member
- Ability to maintain an independent perspective while collaborating closely with a wide variety of program personnel
- Understanding the nature of programs and how research methodology can be adapted a plus
- Demonstrated ability to work effectively with racially and ethnically diverse communities and staff
- Ability to represent the county/organization in professional and public settings
- Ability to assess child development progress across multiple domains using various methods of informal and formal assessment
- Ability to monitor and track child gains over time

ESSENTIAL JOB FUNCTIONS:

- Must be able to travel within and between sites and to conferences, trainings, and meeting sites within and outside the county
- Ability and willingness to work at sites located in high-risk, low-income communities
- Ability to analyze assessment data and communicate results
- Participation in professional development
- Ability to integrate assessment results into program implementation
- Provide program staff regular updates on progress through regular meetings
- Assist in the incorporation of evaluation results into decision and learning opportunities
- Ability to track child and/or classroom progress
- Collect and analyze data and provide feedback and coaching to teachers
- Must be able to speak, read, and write in fluent English

Child Signature Program (CSP) Recommended Curricula

Through Request for Applications (RFA) #1, the CSP provides opportunities for current PoP Bridge FY 2011-12 counties to improve early childhood teaching through the use of the early childhood curricula that are developmentally appropriate, have been proven effective in research studies, and align with the requirements articulated in the California Department of Education (CDE) *Infant/Toddler Learning and Development Foundations*, the *California Preschool Learning Foundations*, and the *Preschool Curriculum Framework*. Examples of such curricula are listed below.

For purposes of this RFA, we define early care and education curriculum as the content and organization of experiences in early care and education classrooms, grounded in developmental and educational goals. Such a curriculum includes planned and spontaneous, developmentally appropriate activities, materials, and routines that are meaningful and challenging.

Counties may request permission to fund curricula and/or training for curricula that are not on this recommended list by demonstrating to First 5 California that the proposed curricula has an evidence base grounded in rigorous scientific research and meets the California requirements as outlined in the CDE documents above.

Infant-Toddler Curricula

- High/Scope Infant-Toddler Curriculum (2000)
- The Creative Curriculum for Infants, Toddlers, and Twos (2006)
- The Program for Infant Toddler Care (PITC)

Preschool Curricula

- Big Math for Little Kids
- Curiosity Corner
- Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education (1992)
- High Reach
- High/Scope Preschool Curriculum (2002)
- Montessori
- Opening the World of Learning™ (OWL) (2005)
- Project Approach
- Reggio Emilia
- The Creative Curriculum for Preschool, 4th ed. (2000)
- Tools of the Mind

Social-Emotional Development

- Al's Pals (1998)
- Incredible Years, Dina Dinosaur Classroom Curriculum (2008)
- Preschool I Can Problem Solve (1972)
- Preschool PATHS (2007)
- Second Step (2000)

Child Signature Program – Fiscal Glossary

Term	Definition
Actual and allowable net costs	The costs which may be reimbursed under the Child Signature Program (CSP) after disallowed costs and any matching amount have been subtracted from total expenditures.
Actual Data	The reportable data for which the sponsor has supporting documentation at the time of claim submission. All data reported on the Claim for Reimbursement must be actual data.
Administrative Costs	<p>Administrative costs are shaped by the familiar concept of “overhead” or “centralized” services and are distinguished from program administration or management expenditures that qualify as direct program costs. Rather, administrative costs are incurred for common objectives that benefit programs administered by the Lead county and as such are not readily assignable to a particular program funding stream. Administrative costs relate to the general management of the county, such as accounting, budgeting, personnel, procurement, and legal services.</p> <p>Costs related to administration may include both direct program charges (salary costs related to preparing program plans, developing budgets, and monitoring activities; rental or purchase of program-specific office equipment or supplies; rental and maintenance of program office space); and indirect charges for general administration of the program (personnel, payroll, accounting, procurement, data processing). Any cost, direct or indirect, that supports management of the program may be considered administrative in nature.</p>
Allocation	This term is used primarily in situations in which funding is distributed to county commissions based on a statutory formula, but may also refer to discretionary grant or matching funds programs.
Allowable Costs	<p>Costs that meet the specific criteria of a funding agency and are reasonable and allocable.</p> <p><u>Reasonable costs</u></p> <p>A cost may be considered “reasonable” if the nature of the goods or services acquired or applied, and the amount involved, reflect the actions a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made. Major considerations in determining the reasonableness of cost are: (a) whether the cost is of a type generally recognized as necessary for the operation or the performance of the agreement; (b) the restraints or requirement imposed by such factors as arm’s length bargaining, federal, state</p>

**Allowable Costs
(Cont.)**

and local laws and regulations and agreement terms and conditions; (c) whether the individuals concerned acted with due prudence in the circumstances, considering their responsibilities to the county commission, its employees, the state and local government, and the public at large; and (d) the extent to which the actions taken with respect to the incurrence of the cost are consistent with established local policies and practices applicable to the work of the county commission generally, including CSP agreement.

Allocable costs

A cost is "allocable" to a specific cost objective (i.e., a particular function, project sponsored agreement) if the goods or services involved are chargeable or assignable to such cost objective in accordance with relative benefits received or other equitable relationships. (For instance, supplies purchased to directly carry out the purpose of the project are allocable costs. Flowers purchased for a staff member or for the project office are not.) Major considerations in determining the allocability of a cost are: (a) whether it is incurred solely to advance the work under the agreement; (b) whether it benefits both the agreement and other work of the institution, in proportions that can be approximated rough use of reasonable methods; and (c) whether it is necessary to the overall operation of the county commission and, in light of the principles provided in OMB Circular A-21, is deemed to be assignable in part to projects. Where the purchase of equipment or other capital items is specifically authorized under the agreement, these amounts are assignable to the agreement regardless of the use that may subsequently be made of the equipment or other capital items involved.

An allocable cost can be a direct costs or an administrative (indirect) cost.

Amended Contract or Agreement

A contract or agreement containing written, unilateral (but within the scope of changes clause), or mutually agreed upon (bilateral), changes. A contract amendment may introduce or cancel specifications or terms, or dollar amounts of an existing contract or agreement, while leaving intact its overall purpose and effect.

Audit

An examination of documents, records, and accounts for the purpose of:

- determining the propriety of transactions;
- ascertaining whether all transactions are recorded properly; and
- determining whether statements that are drawn from accounts reflect an accurate picture of financial operations and financial status for a given period of time.

Authorized Representative (AR)	A person designated by the county agency to submit applications or other required documents on behalf of the agency. Only an AR has the authority to sign and submit applications and/or sign contracts.
Award Notification	Official document signed by an authorized representative stating the amount, terms, and conditions of the contract or agreement award.
Budget	A plan of financial operation consisting of an estimate of proposed revenue and expenditures for a given period and purpose. The term usually indicates a financial plan for a single fiscal year.
Budget Period	A specific interval of time for which funds are being provided to fund approved activities and budget. The Budget Period is determined by a Budget Start Date and a Budget End Date. Approved expenditures are only permissible during the Budget Period (see also: Performance Periods)
Budget Revision	Net increases and decreases to the budget. They may include increases due to new grant funds and decreases due to the need to reduce appropriations to keep spending within available revenues.
Carry Over	Unobligated (unspent) award balances from a previous year's award are transferred to the current year's award, and are available to spend in addition to the current year's award. Carry-Overs must usually be requested by the participating agency. (Also see : Off-Set)
Cash	Currency, checks, postal and express money orders, and bankers' drafts on hand or on deposit with an official or agent designated as custodian of cash and bank deposits. Any restriction or limitation as to the availability of cash should be indicated.
Cash Match	<p>Cash match is program-specific contributions provided by an organization or individual for which documentation of a cash transaction can be provided. The county agency is required to ensure the State fund match requirement is met.</p> <p>For cash matches, county commissions are required to maintain or have access to documentation of the cash transaction. Just providing a statement about the services covered by cash matching funds is not adequate documentation of cash matching funds; some sort of financial documentation that verifies the matching fund expenditures is needed.</p>

**Cash Match
(Cont.)**

A county commission meeting its cash match requirement through the contributions of other organizations is required to have an agreement or memoranda of understanding with each organization providing a contribution and require the signature of the contributor of the funds.

The county commission and other funding partners must keep auditable records for a period of at least five years for audit and monitoring purposes. The “match” may include the following types of fund: Proposition 10 local tax revenues, federal, local Workforce Investment Board, local government, non-profit organization, private foundations, grants, and funds provided by other entities that directly contribute to the CSP.

Certification

Statement signed or endorsed by an authorized representative of the receiving agency as a prerequisite for receiving funds, that the proposed recipient (1) meets or will adhere to certain conditions (i.e., “assurance”), or (2) will undertake or not undertake certain actions.

**Claim for
Reimbursement**

A request for reimbursement submitted by a participating agency (sponsor) to the state for payment.

**Claim Submission
Deadline**

The final date a claim may be accepted for consideration of payment.

Closeout

Process by which First 5 California determines that all applicable administrative actions and all required work of the award have been completed by the recipient and First 5 California.

Collaboration

Coordinated work or activities with other entities, in order to improve, share and augment services, staff, information and funds to meet agreed upon or common objectives.

Commingled

A fund consisting of assets from several accounts that are blended together.

A **commingled fund** mixes together assets from various accounts, providing investors with the benefits of an economy of scale. This term simply means the investors, though they are each small, can pool together to make one large network. Commingled funds are often called pooled funds for this reason.

Compliance Review	<p>Counties receiving funding for the CSP may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. Reviews may take place in person and/or through an online process.</p> <p>At the end of each review, the state will complete a report of findings and informs the school, district, or county office how to correct the findings.</p>
Contract Period	<p>The time span the contract is in effect as specified by said contract.</p>
Contracted Services	<p>Expenditures for services rendered under contract by personnel who are not on the payroll of the County, including all related expenditures covered by the contract.</p>
Corrective Action Plan (CAP)	<p>The form used to request a one-time only exception that must include a detailed explanation of the problem contributing to the lateness of a Claim for Reimbursement and the actions being taken to avoid future late claim submissions.</p>
Cost	<p>The amount of money or its equivalent value paid or agreed to be paid for property or services. Cost may be incurred even before money is paid; that is, as soon as liability is assumed. Ultimately, however, money, or its must be given in exchange. The cost of some property or service may in turn become part of the cost of another property or service. For example, the cost of materials will be reflected in the cost of articles made from such materials.</p> <p>An amount as determined on a cash, accrual, or other basis acceptable to First 5 California. It does not include transfers to a general or similar fund.</p>
Direct Service Costs (or Direct Services)	<p>Costs that can be identified specifically with a particular sponsored project or that can be directly assigned relatively easily with a high degree of accuracy.</p> <p>Direct costs generally include, but are not limited to:</p> <ol style="list-style-type: none">1. Salaries and wages (including vacations, holidays, sick leave, and other excused absences of employees working specifically on objectives of a grant – i.e., direct labor costs)

Direct Service Costs (or Direct Services) (Cont.)	<ol style="list-style-type: none">2. Other employee fringe benefits allocable on direct labor employees3. Consultant services contracted to accomplish specific grant objectives4. Travel of (direct labor) employees5. Materials, supplies and equipment purchased directly for use on a specific grant or contract6. Communication costs such as long distance telephone calls or telegrams identifiable with a specific award or activity
Disallowed Costs	Costs that have been incurred but are not reimbursable because they are not reasonable, allowable, and/or necessary for the performance of the contract as defined by First 5 California or are otherwise non-reimbursable.
Disbursements	Payments by currency, check, or warrant. The payment of cash for expenditures. Such payments may precede the expenditures (an advance), coincide with the expenditures (a direct payment), or follow the expenditures (the payment of a liability).
Encumbered Funds	The encumbrance is a preliminary charge to the project. It represents the funds obliged through an agreement, but not yet spent. It commits projects funds at the time of the executed agreement and makes them unavailable for other expenditures.
Expenditures	<p>The costs of goods delivered or services rendered, whether paid or unpaid, including expenses, provision for debt retirement not reported as a liability of the funds from which retired, and capital outlay.</p> <p>Charges made to the project or program, which may be reported on a cash or accrual basis.</p> <p>Take place when a vendor or contractor performs on a contract or a purchase order, as well as when goods or services are received. An expenditure and a corresponding liability or cash disbursement will be recorded at the time goods or services are received or at the time funds are granted to an authorized recipient.</p>
Financial Audit	<p>The review of the financial statements of a company or any other legal entity (including governments), resulting in the publication of an independent opinion on whether or not those financial statements are relevant, accurate, complete, and fairly presented.</p> <p>A financial audit consists of a review of the financial statements of a person or an institution, to determine their accuracy.</p>
Fiscal Year	A period of one year, the beginning and the ending dates of which are fixed. For First 5 California CSP, it is the period beginning July 1 and ending on June 30.

Full Signature	The legal signature of the individual (e.g., signature normally used on checks and other documents). If the individual is not literate in written English, the individual may sign with an “X” which must be initialed by the contractor’s authorized representative.
Funding Partner	An agency other than the County First 5 Commission that is contributing toward the cash match of the County First 5 Commission.
In-Kind Match	In-kind contributions are project-specific contributions of a service or a product provided by any organization or individual where the cost cannot be tracked back to a cash transaction.
Indirect Cost	<p>Elements of cost necessary in the operation of a grantee or funded organization and in the performance of a service that are of such a nature that the cost cannot be identified with a particular program. It consists of those business and administrative costs that benefit the entire organization.</p> <p>Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function, or activity, but are necessary for the general operation of the organization and the conduct of activities it performs.</p>
Indirect Cost Allocation Plan	A written rationale, or plan, for assigning the relative share of indirect costs across more than one program or contract.
Leveraged Funds	Leveraged funds include non-First 5 California State funds that are under the direct control and administration of the recipient and used for the purposes of the CSP.
Local Agreement	Agreements, equivalent to contracts, initiated by First 5 California and executed with First 5 county commissions to document funding awards and requirements for matching funds programs.
Local Public Entity	Includes a county, city, district, public authority, public agency, and any other political subdivision or public corporation in the State, but does not include the State.
Mandatory Forms	Forms required for the application. Please note that a mandatory form must be completed for application acceptance and review.
Match	See “Cash Match.”

New Contract	A contract award to an existing contractor that is for a CSP that is different than First 5 California contract(s) currently administered by the applicant.
Operating Costs	<p>The recurring expenses which are related to the operation of a business, or to the operation of a device, component, piece of equipment or facility.</p> <p>The day-to-day expenses incurred in running an enterprise or program, such as sales and administration, as opposed to production. (See also: Operating Expenses)</p>
Operating Facility	The office(s) within the service delivery area(s) providing CSP services to the public.
Original Claim	The first Claim for Reimbursement submitted by a participating agency to First 5 California for a particular period.
Performance Period	The complete length of time a recipient is funded to complete approved activities. A performance period may contain one or more budget periods. (See also: Budget Period)
Prior Approval	Written approval by an authorized First 5 California official evidencing prior consent.
Private Contractor	An entity other than a public agency that is tax exempt or non-tax exempt and under contract with First 5 California or a First 5 County Commission for the provision of CSP services.
Public Contractor	All allowable costs incurred by a recipient and the value of contributions made by third parties in accomplishing the objectives of the award during the project period.
Reimbursement	Cash or other assets received as repayment of the cost of work or services performed; or repayment of expenditures made for or on behalf of another governmental unit, fund, or department.
Reimbursement Claim	A claim for actual costs incurred in a prior report period, usually quarterly or semi-annual, filed with First 5 California by a county
Recipients of Service	Individuals or organizations enrolled in a CSP subsidized by First 5 California
Reporting Period	The period for which a report is providing expenditure details.
Service Delivery Area	The community, geographic area, or political subdivision in which CSP services are to be provided as specified in the program guidelines or funding application.

Subagreement	<p>A subagreement is a contract that is written under the authority of, and is consistent with the terms and conditions of a prime award, that authorizes a portion of the work or substantive effort to be performed by another organization. The subagreement document outlines the rights and responsibility of each party.</p>
Supplantation	<p>The term “supplant” means to “replace or take the place of.” The state of California and First 5 California require that CSP funds be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local and other non-federal or state funds that have been available to conduct similar programs.</p> <p>Occurs when new funds are used to fund existing programs. No funds provided by First 5 California should be used to supplant state or local general fund money for any purpose. In general terms the word “supplant” means to take the place of, or take the place of something else.</p>
Supplementation	<p>The term “supplement” is defined as “to add to.” The state of California and First 5 California require that CSP funds be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local and other non-federal or state funds that have been available to conduct similar programs.</p>
Termination	<p>The cancellation of First 5 California local agreement, in whole or in part, under an agreement at any time prior to the date of completion.</p>
Total Contract Amount	<p>The maximum reimbursable amount under the executed agreement or subsequent amendments, if any.</p>
Total Expenditures	<p>All costs for the provision of subsidized CSP services under the local agreement and any non-subsidized services provided in a commingled program.</p>
Unencumbered Balance	<p>In government accounting, balance relating to a portion or the entire amount of an appropriation that has not been encumbered or expended.</p>

Child Signature Program Site/Classroom Data Profile

Site/Classroom Profile Updates: Counties are required to submit at the time of application Site/Classroom Profiles using First 5 California's Web-based reporting system and update the demographic information semi-annually.

The on-line Web-based form will be available mid-March 2012 for data entry. First 5 California will notify the county commissions by e-mail when the data form has been posted. First 5 California reserves the right to modify the data fields listed in this attachment.

Data Fields:

Site-Level Information

- Site Name
- Site Address: Street, City and Zip
- Site API Decile Identification

Class-Level Information

- CSP – PoP Enhanced Class (Yes/No)
- CSP – PoP Maintenance of Effort Class (Yes/No)

Staffing

- Essential Staff (Quality Enhanced [QE] Classrooms)
 - Early Education Expert
 - Local Evaluator
 - Family Support Specialist
 - Mental Health Specialist
- Maintenance of Effort (MOE) (MOE and QE Classrooms)
 - Teacher
 - Assistant Teacher
 - Teacher Aids
- Staff Degree Levels related to QE and MOE Classroom Staff
 - Doctorate – ECE / CD
 - Doctorate -- Other
 - Master's – ECE / CD
 - Master's – Other
 - Bachelor's – ECE / CD
 - Bachelor's – Other
 - Associate of Arts – ECE / CD
 - Associate of Arts – Other
- Number ECE Units for QE and MOE Staff
- Languages spoken by staff in classroom using CARES Plus/PROOF categories (not by individual)

Class Demographics – Must relate to individual classes

- Number of Preschool Children
 - Number of Toddlers
 - Number of Infants
 - Teacher/Child Ratio – Preschool
 - Teacher/Child Ratio – Toddlers
 - Teacher/Child Ratio – Infants
- (Note: Ratio, i.e. 1:8, with 1 being a constant, the second number is up to two digits)
POTENTIAL FOR ADVANCED PROGRAMMING TO CORRELATE NUMBER OF CLASSROOM TEACHERS TO TEACHER/CHILD RATIO.
- Number of DLL Children
 - By Languages Spoken (Use CARES Plus PROOF Languages)
 - Number of Special Needs Children

Classroom Assessment Information

- Developmental screenings used
 - ECERS-R
 - ITERS-R
 - FCCERS-R
 - CLASS
 - DRDP 2010-PS
 - DRDP-IT
 - DRDP-Access
 - DRDP Parent Survey
 - ASQ
 - ASQ-SE
 - PPVT-4
 - PLS-4 (English and Spanish)
 - Pre IPT oral English Test (English and Spanish)
 - DECA
 - DECA-IT
 - Woodcock Johnson
- Frequency of screenings
 - Quarterly
 - Semi-annual
 - Annual
 - Every Two Years
- ECERS Average Score/Date Administered
- ITERS Average Score/Date Administered

Classroom Funding Information

- Type of funding supporting each classroom
 - Federal Head Start
 - Federal Early Head Start
 - Federal Migrant Head Start
 - Federal other (i.e., Race to the Top)
 - State Proposition 10
 - State Preschool
 - State General Child Care
 - State Alternative Payment
 - State Other
 - Local Proposition 10
 - Local Government (County, City, LEA)
 - Local other
 - External/Non-Profit Organization
 - External/Foundation
 - External/Corporation or Business
 - External/Gifts or Donations