

First 5 California
Child Signature Program (CSP)

RFA #1

Frequently Asked Questions

April 3, 2012

Program Questions

1. **Q:** On page 43 of the CSP RFA #1, Section A, number 4 states, "Describe how the county will implement the quality requirements in all CSP classrooms." The CSP RFA #1 application has a twenty-five page limit. If a description is provided on each of the many classrooms we have, we will be over the page limit. Please advise.

A: Provide the number of classrooms that are implementing similar quality requirements; and provide a brief general description of the process for implementing those requirements.

2. **Q:** In Attachment A1, Teacher/Provider Qualification Quality Levels for Pre-K and I/T-Center Based and Family Child Care Homes, the criteria for preschool and infant/toddler states, "Director/Teacher: BA plus 24 Early Childhood Education (ECE) units (including core*), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director." Does this mean the director and teacher must both meet the qualifications listed or just one of them must meet the qualifications?

A: Both the teacher and the director must have a BA degree. This does not preclude either of them from having a higher degree.

3. **Q:** Define the terminology when referring to "staff" and what positions make up this staff?

A: Staff refers to the following positions:

- **Essential Staff: Local Evaluator (LE), Early Education Expert (EEE), Family Support Specialist (FSS) Mental Health Specialist (MHS), Program Coordinator (PC)**
- **Classroom Staff: Teacher, Assistant Teacher, Teacher's Aide**
- **Supervisory Staff: Director, Site Supervisor**

4. **Q:** If a classroom/site has met all of the requirements as outlined in Attachment A, and has an API score in decile 4, how does a First 5 county support them in becoming a Quality Enhanced (QE) classroom/site?

A: As stated in the CSP RFA #1 page 17, 1.2, classrooms with API scores in deciles 4 and 5 will be "grandfathered" in. Therefore, if your classrooms/sites have met all the requirements and have the Essential

Staff in place, they are considered a QE classroom. You can support these classrooms by having them work on exceeding the basic requirements as outlined in Attachment A.

5. **Q:** If the Early Education Expert (EEE) will be working only with preschool age children in a classroom and doesn't have the five years' experience of ages 0-3 infant/toddler classroom and/or supervisory experience and a certification in infant toddler studies, is he/she still able to be hired for the position as the EEE for the preschool classroom?

A: Yes. If the EEE will be responsible only for preschool classrooms then the requirement for employment would be at least five years of classroom and/or supervisory experience with children ages 3 to 5.

The EEE who is responsible only for infant/toddler (ages 0-3) classrooms must have five years of classroom and/or supervisory experience with infant/toddler. In addition they must be certified in an infant/toddler studies program or have some other certificate such as the Program for Infant/Toddler Care (PITC) trainer. If an EEE has oversight for both infant/toddler and preschool classrooms, then he/she must meet both requirements.

6. **Q:** If we have an existing infant/toddler class, will the classroom be a Quality Enhanced (QE) Classroom or a Maintenance of Effort (MOE) Classroom?

A: If the infant/toddler classroom meets all the criteria and requirements of Attachment A, and the program has hired all the Essential Staff, then the classroom would be considered a QE classroom. If the classroom does not meet these requirements, it would be considered a MOE classroom.

7. **Q:** On page 22 of the CSP RFA #1, it states that PoP Bridge counties will 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. What are the expectations or guidelines for mentoring other counties?

A: First 5 California will expect PoP Bridge counties to share their strategies and resources, as appropriate, with new CSP counties that may hope to implement PoP-like programs. PoP Bridge counties have a wealth of information on funding streams, leveraging funding, and working with local school districts, etc. The E4 will facilitate mentor participation in appropriate training opportunities.

8. **Q:** If a PoP Bridge county submits its CSP RFA #1 application before the April due date, does this mean First 5 California will review it sooner? If First 5 California requests additional information from the county for the CSP application, what will the timeline be for the county to submit the additional information or program justification?

A: First 5 California will not review applications prior to the April 16, 2012, deadline.

The CSP RFA #1 states that 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.

9. **Q:** Why does the ITERS-R score in Attachment A, under the Infant/Toddler-Family Child Care Homes (FCCH), show a 4.5 when it shows a 5 or better in Attachment A3?

A: The ITERS-R score in the FCCH listed in the Mandatory CSP Quality Enhancement (QE) Program, Attachment A, requirements was listed incorrectly, the score should be 5 or better. The errata, dated April 3, 2012, to the CSP RFA #1, is posted on the First 5 California Web site and reflects the correction.

10. **Q:** Do you have a specific format or template for the Improvement Plan that is required for all CSP classrooms not currently meeting the MOE requirements that you would like the First 5 county to use?

A: First 5 California is working on the Improvement Plan template. It will be e-mailed and posted on the First 5 California Web site by the end of this week.

Evaluation Questions

11. **Q:** When completing the First 5 California Annual Report, should all Child Signature Program services be limited to the Result Area for Preschool (ages 3-4), or will the Result Areas be separated out for Preschool and Infants and Toddlers (ages 0-3)? If so, what is the correct Result Area for Infants and Toddlers?

A: There will be a separate Result Area for Preschool (ages 3-4), and one for Infants and Toddlers (ages 0-3). The section for Infants and Toddlers is currently under development and more information will follow once it is completed.

12. **Q:** In Attachment B on page 2, it states the DRDP 2010-PS data will be entered into the CDE DRDP-Tech database. Our county uses a local web-based evaluation system where individual child demographic, service, and outcome data, including the DRDP-PS, is entered. Are we required to no longer use our local data base and enter DRDP-PS data into the CDE data base or is this optional?

A: First 5 California will not require every site to use the California Department of Education DRDP-Tech system. However, any system used to collect and report DRDP 2010 data should be able to export data in a secure manner that allows for the sharing and analysis of de-identified individual-level data with the statewide evaluator for evaluation purposes.

13. **Q:** Can the local Race to the Top grantee have access to PROOF?

A: At this time, the Child Signature Program is using the First 5 California Data Profile System, and only participating CSP PoP county applicants have access. First 5 California has not yet determined when CSP will begin using PROOF and who will have access.

14. **Q:** In Attachment B, Data Collection and Requirements, on pages 5 and 6, there are many assessment tools listed. Are we required to use all of them? How will these tools be implemented in the classrooms and who will implement the assessments and collect the data? Will trainings or technical assistance be provided to CSP counties (teachers, CSP staff) on the tools?

A: First 5 California surveyed the PoP Bridge counties before the release of RFA #1. One of the questions asked of the counties was to provide the types of assessments used in the PoP Bridge programs. The assessment tools listed on Attachment B are tools currently used by PoP Bridge counties. A CSP county will only be required to use the DRDP 2010 and the CLASS. If a county is currently using one of the other tools, that county may be asked by the state and local evaluator to provide data/information on that tool. The specific trainings to be provided by the E4 have not been decided at this time.

15. **Q:** In Attachment A3, requirement 21, "Classroom Assessment Scoring System (CLASS)," please describe what "TBD" means under Infant/Toddler Center-Based and Infant/Toddler Family Child Care Homes. To better prepare the staff to be proficient in the assessment tools required, what will determine the use of an assessment tool(s) for Infant/Toddler Center or Family Care Child Care Home and what is the timeline for implementation?

A: At this time the CLASS tool for Infants is still under development and has not been released. The tool has been under development for

the last two years. First 5 California inserted TBD (“to be determined”) for Infant/Toddlers anticipating the tool would be released in time for use for this RFA. As soon as it is released, First 5 California will advise the CSP county participants.

While the CLASS is intended to assess teacher effectiveness, the other assessment tools listed in Attachment B of the Child Signature Program RFA #1 for Infant/Toddlers are tools that assess the overall environment (i.e., environmental rating scales). These include the Infant Toddler Environment Rating Scale- R (ITERS-R) and the Family Child Care Environment Rating Scale-R (FCCRS) and are required annually.

16. **Q:** If a child enters preschool at age 51 months, should she/he wait to be screened until reaching the correct Ages and Stages Questionnaire (ASQ) age range at 60 months?

A: A child who enters preschool at the age of 51 months would be screened with the 48 month ASQ, and if still in preschool the following year, would be assessed using the 60 month ASQ.

Fiscal Questions

17. **Q:** When will First 5 counties receive the supplemental schedule of audit referred to in CSP RFA #1, page 32?

A: The supplemental schedule of audit is already posted. It is located on the First 5 California Web site under *Results and Evaluations, Annual Report Web-based Reporting System Application* (login required) or you may access on the following link: <https://services.ccfc.ca.gov/annualreports/>

18. **Q:** Please note that reporting accurate expenditures 30 days after the close of the reporting period is not feasible, especially when working with intermediaries and subcontractors. This is an ongoing challenge with the current CARES Plus program and due to the complexity of CSP, we anticipate this being an even greater challenge.

A: First 5 California has made adjustments to the Claim Reimbursement reporting period for CSP RFA #1 to allow for these factors. Reports are now due as follows:

Page 24 of CSP RFA #1 under Claim for Reimbursement:

<u>Period</u>	<u>Due Date</u>
July - December	February 15, 2013
January - June	August 15, 2013

Page 25 under Reimbursement Claim Forms Due:

<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

The errata, dated April 3, 2012, to the CSP RFA #1, is posted on the First 5 California Web site and reflects these corrections.

First 5 California
Child Signature Program (CSP)
RFA #1
Frequently Asked Questions
March 23, 2012

Program Questions

1. **Q:** Are Family Support Specialists (FSS) with a caseload of no more than 30 families considered to be a full-time employee (FTE)?

A: A FSS with a caseload of 30 families is considered to be a full-time employee.

2. **Q:** Please clarify whether a teacher/child ratio of 1:10 is acceptable for a group size of 20. For instance, would a Head Start classroom with 20 children would be compliant with two teachers?

A: A classroom with 20 children must meet the 1:8 teacher/child ratio and would be required to have 3 teachers.

3. **Q:** Page 20 of the CSP RFA #1 refers to Center Directors having a BA degree or better. We have several one-room programs/sites and a program director who oversees multiple one-room sites, in addition to being an on-site supervisor. Can the program director/site supervisor who works with several sites qualify as the center director?

A: It depends on the type of child care program the county has and the requirements for that program. For example, if the county program is a Title 22 and/or Title 5, a center director must be on-site or have a qualified substitute in their absence. Whether the program director/site supervisor qualifies as the center director would depend on a number of things including meeting the local county job specifications, education, certification, and site location, etc.

4. **Q:** The current PoP Bridge FY 2011-12 program required participating classrooms to operate a minimum of 525 hours per year. There is no reference to this requirement in the CSP RFA #1. Can we assume that a program that operates less than 525 hours is eligible to participate?

A: No. Preschool is considered to be 3 hours or more per day; infant/toddler care is 6 or more hours per day operation for a 175-day

school year (or an equivalent plan). Preschools would operate 525 hours per year, and infant/toddler programs would operate 1050 hours per year.

5. **Q:** Are the educational levels of the mandatory staff a guideline or a requirement? We have existing staff who perform the responsibilities of these mandatory positions, but they do not meet the educational levels. Also, it may be very difficult to find individuals with the described education levels and experience.

A: The education requirements as stated on page 12 of the CSP RFA #1 are minimum requirements. In order to keep the integrity of the CSP program, we are requiring minimum qualifications for the Essential Staff. A county may hire staff who have less than a year to complete the required degree, but the degree must be completed by the end of the year.

6. **Q:** How does First 5 California expect to see the effort of counties that are Race to the Top and PoP counties articulated?

A: The primary focus of First 5 California is the CSP program. This includes the PoP Bridge FY 2011-12 continuing programs and how they meet the CSP RFA # 1 criteria. How a local First 5 county chooses to integrate Race to the Top into the CSP program is a local decision, provided it meets the CSP RFA #1 criteria and guidelines.

7. **Q:** If a preschool or infant/toddler program moves to another catchment community with equally low API scores, can they still be part of the CSP as a current site? For example, the one infant/toddler classroom that participated in the PoP Bridge is being moved by the Head Start grantee from one community to another as a result of its community needs assessment.

A: The preschool or infant/toddler program may participate through another catchment community if the API score is within the deciles 1-3 as required for new participating classroom.

8. **Q:** Please define what is meant by “participate in external review process,” in reference to Attachment A of the CSP RFA # 1, requirement 23.

A: First 5 California may at any time request documentation to verify that a classroom/site has completed the DRDP 2010 and/or any other records consistent with CSP program requirements as stated in CSP RFA #1 on page 33. This is an annual process.

Many of our PoP programs receive funding through the California Department of Education (CDE). Each year, Title 5 child care programs are required to complete a Program Self Evaluation, which is due to the CDE

on or before June 1st of each year. The child development consultant assigned to your agency from CDE will review your Program Self Evaluation. A CDE consultant will also visit your agency on an assigned rotation to do a contract monitoring review and will ask for any documentation and/or assessments to review to meet compliance measures.

This constitutes the “external review processes.”

- 9. Q:** Are the CLASS and ECERS tools able to be alternated for the Maintenance of Effort Classrooms as well as the Quality Enhanced classrooms?

A: Yes, this is correct. If funding allows, a program may do both annually.

- 10. Q:** Please clarify the maximum group size for Infant and Toddlers for Maintenance of Effort and Quality Enhanced classrooms. Early Head Start does not allow either of these ratios to be greater than 8.

A: If you partner with another agency childcare program that does not allow maximum group sizes to be greater than 8, the program would adhere to those requirements. First 5 California states maximum group sizes as they align to the CSP RFA #1.

- 11. Q:** In the CSP RFA #1 Attachment A, item 16, under “tobacco education,” it states that parent focused tobacco training is required. Is that tobacco cessation training, or general health tobacco education?

A: As a holistic approach to tobacco cessation training, First 5 California requires both the cessation and the health related training. The “parent focused training” will be an online training developed for First 5 California.

- 12. Q:** One of the requirements in Attachment A is “diversity.” Included in that group is “migrant families.” Please define.

A: First 5 California uses the California Department of Education definition: A child is considered "migrant" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on their own for the same reasons. The eligibility period is three years from the date of the last move. Eligibility is established through an interview conducted by a migrant education recruiter who visits both home and employment locations where migrant workers are employed. The law

states that migrant education services are a priority for those students whose education has been interrupted during the current school year and who are failing, or are most at risk of failing, to meet state content and performance standards.

First 5 California
Child Signature Program (CSP)
RFA #1
March 16, 2012
Frequently Asked Questions

Program Questions

1. **Q:** Regarding the new Child Signature Program (CSP) and counties that are participating in Race to the Top, do you know what the state's expectation is of the counties that have both programs?

A: First 5 California encourages collaboration with local, state, and federal programs. If the local First 5 county is integrating the Race to the Top Program with the CSP application, the local First 5 program is still required to meet all requirements of the CSP RFA #1.

2. **Q:** Is it true that current PoP Bridge Counties will not be able to apply for RFA # 3? If not, why?

A: RFA # 3 is being designed specifically to give non-PoP counties the same funding opportunities to raise the level of quality as RFA # 1 is currently giving to the PoP Counties.

3. **Q:** Is the Family Support Specialist (FSS) ratio (maximum of 1 to 30 families) based on enrollment or voluntary participation? For example, for a preschool site that serves 60 children, would we be required to have 2 FSSs?

A: Yes. If you have chosen a classroom to participate in CSP RFA #1, the classroom must be served by all of the Essential Staff. If you have classrooms serving 60 children, you would need two FSSs. The expectation is the FSS would serve the whole classroom (children and parents) with comprehensive services that include parent support, engagement, and education.

4. **Q:** In order for a PoP county to receive its full allocation, is it required to have a minimum number of Quality Enhancement (QE) CSP sites?

A: Following the guidelines of CSP RFA #1, a PoP county will receive a 25% increase over the FY 2011-12 PoP allocation which must be matched with local First 5 funding. In the CSP application, a county's budget must reflect how it will use the combined state and local funding to provide quality enhancements and staff as many classrooms as possible with all the Essential Staff as described in RFA #1 on pages 11-12.

5. **Q:** If a county has a specific number of classrooms with the QE funding and has funding left to hire only one of the Essential Staff for a classroom that might need that person (e.g., FSS), would the county be able to hire just that one position for the classroom?

A: Yes. If a county has funded as many classrooms as they are able to with their allocation, and they find that a remaining classroom would be well served by one of the Essential Staff, they may hire for that position. The classroom, however, would not become a QE classroom but remain a Maintenance of Effort (MOE) classroom due to not having all of the required Essential Staff.

6. **Q:** Can you clarify that infant and toddler care is full day, full year as opposed to preschool which is half day, school-length year?

A: Preschool is considered to be 3 hours or more per day; infant/toddler care is 6 or more hours per day operating for a 175- school year (or an equivalent plan).

First 5 California
Child Signature Program (CSP)
RFA #1
March 12, 2012
Frequently Asked Questions

Program Questions

1. **Q:** Some counties have only preschool age classrooms. Can infants and toddler classrooms be added in Year 2 of implementation (FY 2013-14) to allow for more time for programmatic planning specific to infants and toddlers?

A: No. The infant/toddler classrooms must be implemented and maintained all three years of the funding period. A county is required to have at least one infant/toddler classroom, serving a minimum of eight infant/toddlers. The teacher/provider-child ratio is 1:4 infants, 1:4 toddlers or 1:6 with an infant/toddler license. See RFA #1, page 18, Program 3.1.

2. **Q:** Is the allocation for this budget intended to support counties in implementing the main three Program Elements for CSP?

A: Yes. The funding is for the implementation of the three Program Elements and for hiring the required Essential Staff.

3. **Q:** Is there a plan for the gap in service where preschool serves children ages 3-5 and infant and toddler serves children 2-5? Are children up to 3 years old considered part of the infant/toddlers grouping?

A: There is no gap in services for children between 0 to 5 years old. The funding is intended to cover children 0 to 5 and the grouping for infant/toddlers vs. preschool depends on a specific center's or classroom's age groupings.

4. **Q:** What resources are there for individuals to attend Classroom Assessment Scoring System (CLASS) training?

A: If a county is already participating in CARES Plus, many local teachers will have completed CLASS training. If not, training for the CLASS can be included as part of their Early Education Effectiveness Exchange (E4) participation. Counties will be notified and be provided with training information once E4 is active.

5. **Q:** We have Title I schools approved to be served. Will they continue to be eligible for this CSP program?

A: Yes, a county can include Title I schools in CSP.

6. **Q:** Is the 10% special needs requirement a target or a minimum?
- A:** The 10% is the minimum number of special needs children that need to be served out of the total number of children being served.
7. **Q:** Are the current PoP sites that are in API deciles 4 and 5 now ineligible for CSP?
- A:** Not necessarily. The RFA states that continuing classrooms in deciles 4 and 5 will be grandfathered in; any NEW classrooms must be from the elementary school catchment areas with an API score in deciles 1-3.
8. **Q:** Our state preschool may be cutting classrooms next year, so we would be serving fewer children. We are reading the RFA to say that as long as we are serving 90% of ELIGIBLE children, we are fine, correct?
- A:** Yes. PoP Bridge 2011-12 counties are required to continue serving a minimum of 90% of their eligible children ages 0 to 5 in the same targeted catchment areas. See RFA #1, page 17.
9. **Q:** Are improvement plans to be submitted at the same time as the CSP Application?
- A:** Yes. The improvement plans are a part of the CSP application and are to be submitted at the same time as the application. See RFA, #1, page 23 under Improvement Plan.
10. **Q:** Looking at Attachment A3, group size is 1:3 or 1:10 for QE program requirements. Will a 1:10 Head Start (HS) ratio be acceptable or must it be 1:8? Group size is 20 for HS or 24 for Title 5.
- A:** Attachment A3 addresses the Pop Maintenance of Effort (MOE) Quality Program Requirements. It is Attachment A that addresses the Quality Enhancement (QE) Program Requirements. However, the ratios for teacher/providers to children are the same for both the Maintenance of Effort (MOE) and Quality Enhancement (QE) requirements: 1:8 or 1:10 (with appropriate teacher qualifications) for preschool children. If you had a group size of 20 children, for example, you would need three teachers.
11. **Q:** There's been a lot of teacher turnover. We now have fewer teachers that meet the First 5 Quality level (they are without a BA).
- A:** This issue would have to be addressed in your improvement plan, which must be submitted with your application.
12. **Q:** Our county contracts with CBOs for the quality/enhancement services provided to our PoP sites. Do the CBOs have to hire them or can the county hire them? What is the expectation for the individual sites? We have mental health consultants and family resource centers and coaches they send in.
- A:** Funding for the Essential Staff has been included in your CSP allocation. The local First 5 county or the CBO may hire and pay for Essential Staff; it is a local decision. The Essential Staff are required to implement the program in order to meet the CSP criteria. The only Essential Staff not required to be hired is the Mental Health Specialist (MHS), but only if a

county either already has an MHS or partners with an agency that does. First 5 California has determined that use of existing mental health resources may be a more pragmatic way of fulfilling those responsibilities in some counties.

13. Q: Can you please explain the expectations for classrooms transitioning from MOE to QE?

A: Please review the criteria for Maintenance of Effort (MOE) classrooms in Attachment A3 and compare that to the Quality Enhancement (QE) criteria listed in Attachment A. A primary difference is that in Attachment A for QE, the three Essential Staff are required to be hired; in Attachment A3 for MOE classrooms, they are not.

14. Q: Will the “Kids and Smoke Don’t Mix...” training be able to be plugged into our county's own training system? Can we put a link on our own website for the teachers/families to click and enter?

A: Yes. The link to this training will be emailed to you at the end of June 2012.

15. Q: Please explain attachment L regarding required fields and timeline for it, given the April 2012 deadline. Some of these child-level assessments are for the state evaluator. Why are they included?

A: These data fields are included in order to enable the collection of local and statewide evaluation data information in the future. Also, this allows counties to have a baseline to work with on data to be collected and reported. These assessments are outlined in Attachment B. First 5 California acknowledges that it is possible that a program/classroom will not use all of these assessments.

16. Q: Regarding the online form with the data fields, outlined in Attachment L, counties won't have the information right now for children who will be enrolled in the fall. Do we need to project those numbers?

A: No. You will enter the information based on the children you currently serve. There will be opportunities to edit it again with updated information.

17. Q: Under quality requirement descriptions, there is a section for preschool and then one for Infant//Toddler Center-based and Infant//Toddler FCCs. Does that mean we may not serve Family Child Care (FCCs) that offer preschool?

A: You may serve FCCs for preschool or infant/toddlers as long as the FCC meets the required criteria for CSP. See RFA #1, pages 7-8 under Eligible Applicants.

18. Q: Is the Local Evaluator (LE) the person required to do the Early Childhood Environment Rating Scale (ECERS)? If so, this is more expensive than we have funds for, even with the 25% increase (or, the entire increase will go to the LE.)

A: Optimally, the LE would be required to perform the CLASS and ECERS assessments. You may have only enough funding to implement the Early Education Expert (EEE), Family Support Specialist (FSS), and the LE in a limited number of classrooms. Any remaining classrooms would follow the Maintenance of Effort (MOE) criteria. You may use an outside rater to perform the ECERS and/or CLASS, but the raters must collaborate with the LE.

19. **Q:** Referring to Attachment A3, can a program serve a child with Special Needs (SN) or that is a Dual Language Learner (DLL) if they aren't in the current catchment area?

A: If you have served all SN or DLL children in your current API elementary school catchment area of your PoP bridge program, you may serve these target populations in another catchment area that meets all the criteria of CSP. Another option would be to bring in new classrooms that meet the CSP requirements that include these populations.

Fiscal Questions

20. **Q:** Does the state preschool funding count as part of the cash match requirement?

A: Yes. This funding may be used toward a county's match requirement.

21. **Q:** Is there a different formula for reimbursement for sites that are CSP QE versus MOE?

A: No. Counties are no longer under a "per child" reimbursement formula. The 25% increase plus the original allocation is intended to help counties incorporate the three programmatic elements in as many sites as possible as well as any remaining sites that fall under the Maintenance of Effort (MOE) requirements.

22. **Q:** For coordination costs, are evaluation costs allowed? The RFA mentions data collection and storage. In our coordination funds, we use it for evaluation. Looking at allowable costs, can the coordination funds be used for their local evaluator?

A: Yes. Coordination funds can be used for the local evaluation. For a complete list of allowable expenditures and activities, see RFA #1, pages 26- 28.

Evaluation Questions

23. **Q:** We are doing CLASS assessments this year (2011-12), and are planning to do ECERS later. The RFA states that we are to do ECERS in FY 2011-12 and CLASS in FY 2012-13. Is there any flexibility in this requirement?

A: No. As part of the PoP Bridge FY 2011-12, counties were required to first complete the Early Childhood Environment Rating Scale (ECERS) assessment before beginning the Classroom Assessment Scoring System (CLASS) assessment. See Attachment B Section A under Frequency & Timing or the PoP Bridge 2011-12 RFF.

24. **Q:** Regarding Attachment A3, items 20 and 21 (ECERS-F and CLASS), will randomly selected external assessment average scores be allowable for data submission?

A: No. Scores for every child need to be added, then averaged.

Assessment Questions

25. Q: Please clarify use of the Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire-Social Emotional (ASQ-SE). Do all kids need to have both assessments twice a year? It was our understanding that the ASQ guidelines are once a year.

A: These assessments (i.e., both the ASQ and the ASQ-SE) should be administered at least annually. In the RFA #1, Attachment B, Section A, page 4, Study Process Question P.4 indicates that the frequency of administration of the ASQ and ASQ-SE is “to be completed at 6, 12, 18, 24, 30, 36, 48, 60 months, or at least annually.” These ages for administration reflect the IDEAL timing for the use of these tools as described in policy statements from the American Academy of Pediatrics on developmental assessments, and by the creators of the tool (Bricker and Squires, 1990). Some PoP centers may be in a position to meet that ideal; however, the minimum requirement for use of these tools is “...at least annually.”

26. Q: RE: Attachment B, page 5, O1, O2, O3, O4 (PPVT-4, Pre IPT, Woodcock-Johnson, DECA, DECA IT). How will these tools be implemented in the classrooms? Who will implement the assessments?

A: The statewide evaluator will be responsible for those assessments. Attachment B, Section B, on page 5, refers to data collection and evaluation proposed as part of the scope of work for the state evaluator. We used the qualifier “proposed” because the scope of work for the state evaluator has not yet been finalized. The current plan is that the proposed assessments will be done only on a sample of children, and conducting these assessments will be the responsibility of the state evaluator.

27. Q: What year are we to use for the API scores?

A: Use the most current school year API scores on the CDE Web site.