



RFA2

**Request for Application
for the Child Signature Program
Readiness Assessment and Quality Improvement**

FY 2012-13 through FY 2014-15

March 2012

***** REVISED MAY 8, 2012 *****

SEE NEXT PAGE FOR SUMMARY OF CHANGES AND PAGE NUMBERS



Summary of Changes and Page Numbers

For Errata #1

All changes and/or additions to RFA #2 for Errata #1 appear in **RED** in the revised RFA #2. Below is a summary of the sections, attachments and forms where changes appear along with corresponding page numbers.

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Forms

Form 1 – Application Cover Sheet

Form 2 – Program Funds Budget

Form 3 – Program Budget Narrative

Form 4a – First 5 California Supported Classroom Profile Information

Form 6 – Program Narrative Description

Application Checklist



Child Signature Program RFA #2

Timeline of Key Dates

March 30, 2012 Friday	CSP RFA #2 mailed to all 58 First 5 County Executive Directors
March 30, 2012 Friday	CSP RFA #2 posted on the First 5 California (F5CA) Website at: http://www.cafc.ca.gov/commission/funding.asp
April 10, 2012 Tuesday	CSP RFA #2 Information Session/Conference Call
April 30, 2012 Monday	Questions on CSP RFA #2 due to F5CA; responses will be posted regularly through May 14, 2012
May 21, 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 May 21, 2012. F5CA's business hours are 8:00 a.m. – 5:00 p.m., Monday-Friday, except holidays. See Application Submission Requirements in RFA #2.
June 8, 2012 Friday	F5CA posts on its Website matching awards and mails agreements to Lead Agencies.
July 2, 2012 Monday	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

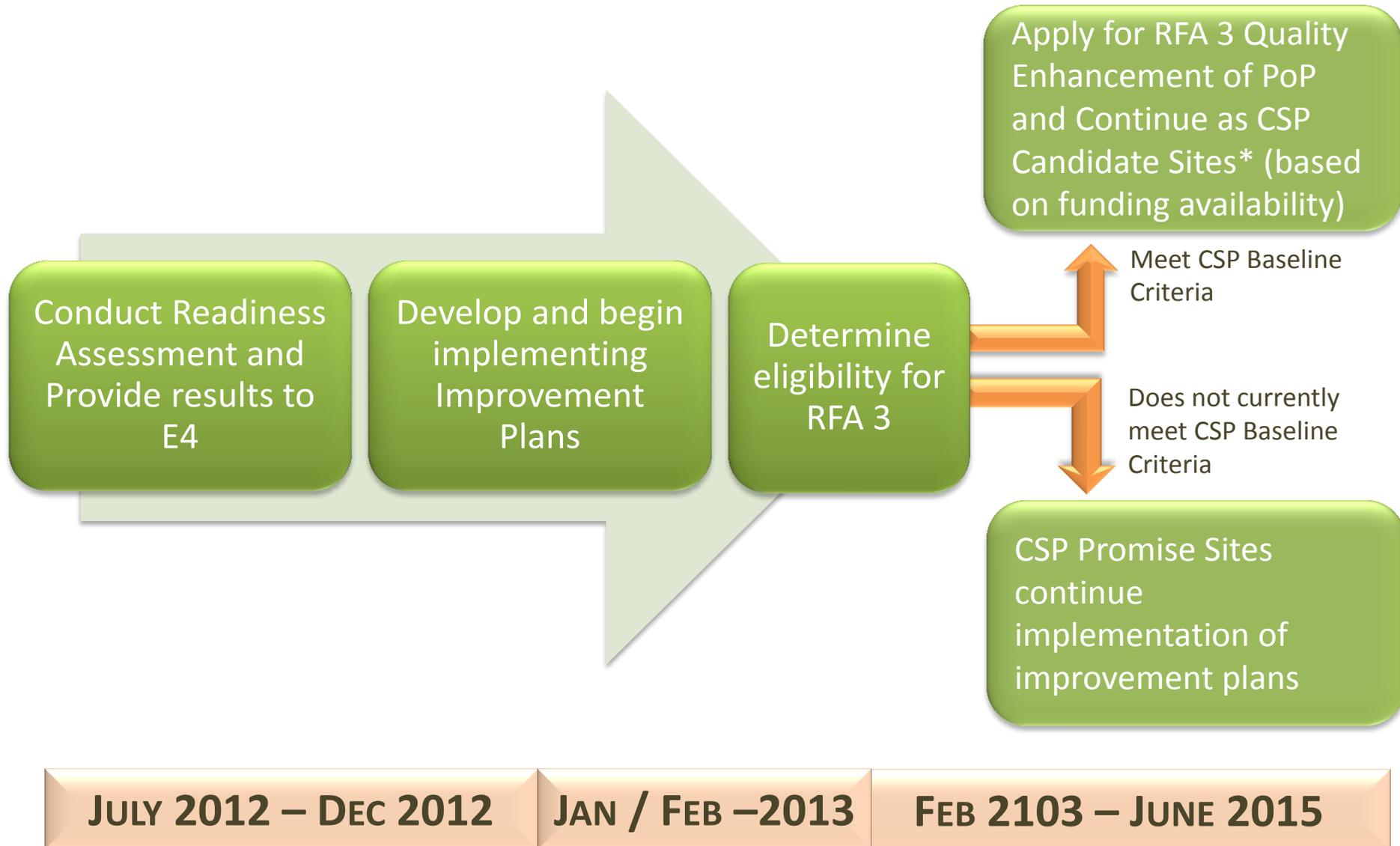
- Designed to enhance the quality of PoP in qualifying non-PoP counties for two years. This RFA requires matching funds from counties.

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.

Phases of the Readiness Assessment & Quality Improvement



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 do well in school and in life. The promise of First 5 California is to invest in services and programs that directly benefit children and families, build upon past successes and the latest research, and 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 early learning community to solicit feedback. At its October 2009 meeting, the State 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 Comprehensive Approaches to Raising Educational Standards (CARES), CARES Plus, Migrant Education Even Start (MEES), Power of Preschool (PoP), School Readiness, and the Special Needs Project.

Background

Each year, more than half a million babies are born in California. With approximately 2.8 million children under the age of 5, California has more children ages 0 to 5 years than any other state.¹ California also has the largest 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.

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

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 recent RAND study² indicates that quality early care and education are still lacking throughout California despite First 5 California's unrelenting efforts to increase and improve early learning programs. In addition, many 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 the likelihood of 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 middle-income peers. These children experience the benefits that result from early instruction that includes 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 positions the agency as an effective child development champion by supporting and implementing quality programs for children ages 0 through 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 PoP and CARES Plus, First 5 California continues to help meet the growing demand in our state for making quality early learning programs accessible to children and families of greatest need.

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>

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, PoP provided quality enhancement funding to raise the standards for public and private preschool programs. To promote quality preschool experiences, local programs 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 Frameworks*. The nine original 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 Fiscal Years (FY) 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) expanded services to infant/toddlers. The current program funding authorization ends on June 30, 2012.

Because 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
 - reporting requirements
- The need to improve instructional support

The design of the CSP reflects 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 Report⁵ 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.

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

A more recent evaluation of PoP (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, supported kindergarten transitions, and provided 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. As a result of the success of PoP, the CSP has adopted the PoP program requirements as its baseline for raising quality to a higher level.

Recent results from the national Educare model (see Attachment A) also influenced the design of the CSP. Educare is a promising early childhood education intervention serving 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 as well as language, continuity of care, 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 centers serves to prevent the achievement gap between vulnerable children and advantaged ones. 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 features as part of the Child Signature Program.

II. PURPOSE AND GOALS OF THE CHILD SIGNATURE PROGRAM

Purpose of the Child Signature Program

The primary purposes of the Child Signature Program (CSP) 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 early care and education (ECE) centers where the educational divide is greatest (i.e., neighborhoods in catchment areas of elementary schools with Academic Performance Index [API] scores in deciles 1-3; exceptions may be made for small counties).

In a state as diverse as California, it is critical that culturally and linguistically appropriate strategies are used in early care and education environments. As a result, 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, governance, communication, family support, community-based services, and all aspects of the CSP incorporate practices that are culturally and linguistically appropriate for the population served (see Attachment B for additional information). The *Principles on Equity* are to influence all aspects of the CSP.

The *Principles on Equity* address four major areas, each of which is incorporated into the Readiness Assessment, and must be incorporated into centers and classrooms participating in the CSP:

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

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

- Children in California 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 children'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 Learning and Development Foundations* (<http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>), *California Preschool Learning Foundations* (<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>) and *California Preschool Curriculum Framework* (<http://www.cde.ca.gov/sp/cd/re/psframework.asp>).

III. CSP FUNDING APPLICATIONS

In order to meet the goals of the Child Signature Program, as described above, 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 17, 2012	<p>Quality Enhancement of PoP Designed to enhance quality in the existing eight counties currently receiving PoP Bridge FY 2011-12 funding through the incorporation of three Quality Enhancement Program Elements: Instructional Strategies and Teacher-Child Interactions, Social-Emotional Development, and Parent Involvement and Support. These enhancements are facilitated through the work of Essential Staff consisting of the Program Coordinator, Local Evaluator, Early Education Expert, Mental Health Specialist/Resource and, Family Support Specialist. RFA #1 requires matching funds from counties.</p>
#2	March 2012	<p>Readiness Assessment and Quality Improvement (this document) Designed to provide all 58 counties the opportunity to increase quality in early learning programs for children of greatest need ages 0 to 5. RFA #2 will <u>not</u> require matching funds from counties.</p>
#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 (Attachment C1) funding for classrooms meeting Teacher/Provider Qualifications (Attachment D) at the First 5 Quality level and CSP Baseline Criteria (Attachment C2). The content of RFA #3 (2013) will be similar to that of RFA #1 and will require matching funds from counties.</p> <p>RFA #3 will NOT be open to current PoP counties.</p>

Description of the Readiness Assessment and Quality Improvement Requirements

In order to accomplish the purpose and goals of the CSP as previously articulated, three integrated research-based program elements (described above) will be implemented. This RFA is the second of three RFAs (referred to as RFA #2) that comprise the CSP. First 5 California recognizes the need for making high quality early learning programs available and accessible to children and families of greatest need. Consequently, this RFA will focus on providing all 58 counties the opportunity to increase quality in early learning programs serving the highest risk children ages 0 to 5. This RFA will solicit applications from counties willing to participate in center-level Readiness Assessment and data collection to determine levels of strength, identify areas for improvement and, work to improve program quality.

This RFA will accomplish two major purposes: 1) completion of a Readiness Assessment by centers and classrooms selected for participation, and 2) based on the results of the Readiness Assessment, centers and classrooms will engage in training opportunities designed to advance quality to a higher level throughout the term of the program. During the process of completing the Readiness Assessment, participating centers and classrooms will determine whether they meet the CSP Baseline Criteria and Teacher/Provider Qualifications that are required for applicants of RFA #3. The centers and classrooms who meet the criteria will be referred to as CSP RFA #3 Candidates. Centers and classrooms who are not eligible to apply for RFA #3 will engage in training and technical assistance activities that focus on quality improvement. These activities will assist them in meeting CSP Baseline Criteria and Teacher Provider Qualifications throughout the term of RFA #2. These centers and classrooms will be referred to as CSP Promise Sites.

Due to the success of the PoP program and its focus on research-based effective practices to enhance school readiness in early care and education programs, First 5 California is using an abbreviated version of the PoP Maintenance of Effort (MOE) Quality Program Requirements. These requirements will henceforth be referred to as the CSP Baseline Criteria (Attachment C2), and will serve as the minimum quality standards to which participating ECE sites will aspire.

The intent of the Readiness Assessment is to capture and inform participants of where they fit within the PoP trajectory of quality and CSP quality enhancement program elements. Results from the Readiness Assessment process will determine where classrooms need to focus their efforts to improve quality in order to meet the CSP Baseline Criteria. Classrooms whose results from the Readiness Assessment determine that they meet all CSP Baseline Criteria and Teacher/Provider minimum qualifications (Attachment D) will be eligible to apply for two years of CSP Quality Enhancement funding (RFA #3). Counties awarded RFA #3 funding may have their funding for RFA #2 decreased based on the remaining number of centers and classrooms continuing on into year two of the program (see Section XI, Part A)

After the first fiscal year of the program (FY 2012-13), participants will either continue to comply with the requirements of RFA #2 and focus on quality and system improvement activities identified through the Readiness Assessment or, if awarded CSP Quality Enhancement funding through RFA #3, will no longer fall under the provisions of RFA #2 once their funding begins in FY 2013-14.

To support completion of the Readiness Assessment and facilitate ongoing quality improvement activities, this RFA provides funding for an Early Learning Systems Specialist (ELSS). Recognizing that counties have sites with classrooms at varying levels of quality, the ELSS will be responsible for coordinating and facilitating training, technical assistance and other support for identified centers and classrooms selected by the county to work toward achieving the CSP Baseline Criteria, Teacher/Provider Qualifications and/or the CSP quality enhancement program elements. Success of the CSP will depend on the expertise, skills, and effectiveness of the ELSS. A recommended job description identifying the minimum required education, knowledge, and skills for the ELSS is provided in Attachment E. Requirements and desired outcomes for the ELSS are described in Section VI, Part D1 of this RFA and in the job description.

Through services rendered from a separate contractual process, First 5 California will provide training and technical assistance to support the CSP. Access to training, technical assistance, and quality improvement support will be made possible through a learning and improvement academy referred to as the Early Education Effectiveness Exchange (E4). Through training and technical assistance, the E4 will serve as the primary statewide resource designed to facilitate quality improvement in early learning centers participating in any of the three CSP RFA opportunities. For purposes of this RFA, the E4 will organize and conduct trainings and meetings and collaborate with the ELSS to support counties, centers, and classrooms as they undertake the Readiness Assessment and the resulting continuous program improvement opportunities. In an effort to maximize staff time and minimize cost to counties, the E4 will strive to conduct trainings whenever possible through virtual learning supports/mediums (i.e., go-to meetings, webinars, etc.) on identified topics. Training also may take place regionally. Ideally, the E4 will train the ELSS to go back to their respective counties to connect CSP participants with the appropriate E4 training. The E4 also will hold an annual statewide meeting where all ELSS staff will come together to exchange knowledge and network together. Attendance by ELSS staff at the annual on-site meeting is a requirement of this RFA.

Only First 5 county staff, centers, and classrooms identified for and participating in the CSP RFA #2 will be eligible for training and technical assistance provided by the E4. Additional information regarding the support and training for counties and classrooms is described in Section VI, Part D2.

The expectation for all counties and classrooms selected to participate and remain in RFA #2 is a commitment to engage in quality improvement activities throughout the three-year funding period (FY 2012-13 through 2014-15). Participating classrooms must make a commitment to:

1. Complete a Readiness Assessment.
2. Develop and implement an improvement plan.
3. Assist with the identification of areas for technical assistance and training.
4. Complete E4 training as appropriate.
5. Apply training concepts in practice.
6. Actively pursue networking opportunities/activities to enhance quality in centers and classrooms.
7. Work collaboratively with the ELSS.
8. Comply with all requirements of RFA #2 (i.e., progress reports).
9. Collect data that monitors progress and demonstrates improvement in quality.
10. Participate in local and statewide evaluations.
11. Implement the *Principles on Equity*.
12. Have all staff complete the on-line tobacco training funded by First 5 California.

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, and for 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 three years for the Child Signature Program, and further authorized unspent funds to carry over into subsequent fiscal years.

Period of Program Authority

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

IV. ELIGIBLE APPLICANTS

A. Overview

Only First 5 county commissions are eligible to apply for Readiness Assessment and Quality Improvement funds offered through this RFA. The Readiness Assessment and Quality Improvement RFA is designed to provide all 58 counties with the opportunity to increase quality in local early learning programs for children 0 to 5. In particular, this RFA provides support for counties to include and support identified centers and classrooms that are not currently participating in the PoP Bridge program or included in the county application for RFA #1. The centers and classrooms participating in RFA #2 will be known collectively as **“CSP Promise Sites.”**

Sites and classrooms selected by the county must serve children ages 0 to 5 who live in elementary school catchment areas with a current Academic Performance Index (API) score in deciles 1-3. An exception will be made to extend the API to 1-5 only for counties that can demonstrate that they have no elementary school with an API ranking at or below the 3rd decile.

NOTE: Use the most current API scores available at the following website:
www.cde.ca.gov/ta/ac/ap/

During the process of completing the Readiness Assessment and subsequent improvement activities, First 5 California anticipates that some centers and classrooms will determine that they meet CSP Baseline Criteria and Teacher/Provider Qualifications and are eligible to be included in the application for RFA #3. These centers and classrooms will be referred to as **“CSP RFA #3 Candidate Sites” (CSP Candidates)**. Other centers and classrooms will determine that they are not eligible for RFA #3 (e.g., centers and classrooms in PoP Counties), or that they need additional time and participation in quality improvement activities to meet CSP Baseline Criteria and/or Teacher/Provider Qualifications. These centers and classrooms will continue to be referred to as **CSP Promise Sites**. Centers and classrooms not included in county applications for RFA #3, or not funded as part of RFA #3 will be expected to engage in training and technical assistance activities provided by the ELSS and the E4 through 2015.

B. Non-PoP Counties

All 50 counties not currently participating in the PoP program are eligible to apply for this RFA. If funded, those counties will be asked to identify centers and classrooms to participate in the Readiness Assessment, training, technical assistance, and targeted improvement activities described below. If a county chooses to include Family Child Care (FCC) centers in this opportunity, the county must articulate in its application specifically how it will support and monitor

the FCC's readiness and quality improvement activities. The ultimate objectives of this RFA are:

- To enhance the opportunity of participating sites to meet CSP Baseline Criteria and Teacher/Provider Qualifications, and to exceed those criteria in preparation for RFA #3.
- To position sites for inclusion in county applications for two years of quality enhancement funding to be made available through RFA #3.

C. PoP Counties

The existing eight counties currently under contract with First 5 California for PoP Bridge FY 2011-12 funding are also eligible to apply for this RFA. Submitting an application for RFA #1 does not exclude a PoP county from applying for RFA #2. If funded, existing PoP counties will be asked to identify centers and classrooms not currently funded by PoP, and not included in the application for RFA #1, to participate in the Readiness Assessment process, training, technical assistance, and targeted improvement activities of the E4. Appropriate sites for inclusion in the PoP county's application would be those requiring a greater level of support to achieve the CSP Baseline Criteria. If a county chooses to include Family Child Care (FCC) centers in this opportunity, the county must articulate specifically how it will support and monitor the FCC's readiness and quality improvement activities. RFA #3 will not be open to current PoP counties.

D. Participation by a Consortium

Counties who are unable to meet the minimum number of classrooms for participation in RFA #2 (Section XI, Part A) may form a consortium with neighboring counties who fall under the same circumstance. The consortium must select a Lead Agency from the consortium participants to serve as the single applicant for RFA #2. The Lead Agency will be responsible for fiscal and programmatic accountability of all consortium participants.

V. TARGET POPULATION

Funding for the Readiness Assessment and Quality Improvement Process is available to counties with centers and classrooms with the potential of working toward meeting requirements to be CSP RFA #3 Candidates, for those centers and classrooms that might eventually qualify in future funding efforts as CSP Quality Enhancement participants. The target populations to be served in these centers and classrooms are:

- Children ages 0 to 5 who live in elementary school catchment areas with a current Academic Performance Index (API) score in deciles 1-3. An exception will be made to extend the API to deciles 1- 5 only for counties that can demonstrate that they have no elementary schools with an API ranking at or below the 3rd decile.

- Infants/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 F.

Additional Eligibility for Target Population

Priority will be given to new or existing classrooms being built or currently serving children in high priority areas for children ages 0 to 5 as defined by the most recent Needs Assessment conducted by the county's Local Child Care and Development Planning Council (see <http://www.cde.ca.gov/sp/cd/re/lpc.asp> for more information). Priority also is given to centers and classrooms where the majority of children served are Dual Language Learners and/or children of migrant workers and/or have special needs.

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 described above.

For infants and toddlers from centers and classrooms participating in the CSP, however, their families must be income eligible based on the California Department of Education (CDE) income ceiling criteria. Attachment F 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.

Counties with centers and classrooms identified for participation in RFA #2 must collect appropriate documentation of family income and size to make determinations of family income eligibility at those sites, 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 applicable CDE child care and development programs are available at: <http://www.cde.ca.gov/fg/aa/ced/ftc2011.asp>

Programs such as Head Start, Early Head Start, Migrant Child Care and State Preschool that have strict eligibility requirements targeting low-income high risk children are eligible for participation in RFA #2 regardless of the API for the site location.

VI. DESCRIPTION OF THE READINESS ASSESSMENT AND QUALITY IMPROVEMENT PROCESS

This section of the RFA provides a description of the Readiness Assessment and Quality Improvement Process including rationale, desired outcomes, Readiness Assessment quality content areas, and the training and technical assistance to be offered by the Early Learning Systems Specialist (ELSS) and the Early Education Effectiveness Exchange (E4).

A. Rationale

Research shows that high-quality Early Care and Education (ECE) programs include an emphasis on: 1) classroom instructional strategies and teacher-child interactions, including quality teacher training and professional development, and compelling instructional organization using engaging curricula; 2) social-emotional development of children; and 3) parent involvement and support. These features of quality are achieved through supportive leadership and governance, infrastructure supports, and several key programmatic features. They emphasize the use of research-based strategies for continuous improvement, starting early and emphasizing prenatal services, and providing family support services. A review of current literature and evaluations of the PoP program to date suggest that a foundation that promotes and sustains quality, including implementation of strategies necessary to improve quality in researched-based content areas, supports improved outcomes for children.⁶

B. Desired Outcomes and Required Activities

The desired outcomes and required activities of participation in the Readiness Assessment and Quality Improvement Process include:

- Completion of a Readiness Assessment, which involves collecting and reporting baseline data to provide counties with information about where to support the implementation of quality enhancement in identified centers and classrooms.
- Identification of centers and classrooms as CSP Candidates – those that are ready to meet or exceed CSP Baseline Criteria and Teacher/Provider Qualifications for inclusion in county applications for CSP RFA #3.
- Identification of centers and classrooms as CSP Promise Sites– those that will participate in quality improvement activities to prepare them to meet or exceed CSP Baseline Criteria for future CSP funding opportunities beyond 2015.
- Development of implementation and improvement plans that identify content areas and detail strategies for improving the quality of services.
- Participation in training and technical assistance offered by the E4 and ELSS in at least one element from a minimum of three Readiness Assessment quality improvement content areas per year. This is described in Section C below and identified in improvement plans (for

⁶ Bridges M, Diggs N, Ly J, Fuller B. *Features of Quality Early Care and Education: Recent Rigorous Evidence on What Matters Most for Children*. Prepared for First 5 California, November 2011

all sites in FY 2012-13, and for the remaining CSP Promise Sites at the beginning of each fiscal year thereafter).

- Monitoring of progress toward annual improvement in at least one element from a minimum of three Readiness Assessment quality improvement content areas determined by analysis of Readiness Assessment results.

The Readiness Assessment and subsequent Quality Improvement activities will inform the scope and activities of the Early Education Effectiveness Exchange (E4) and the types of training and technical assistance that will be offered to support counties and classrooms in achieving quality improvements. Counties will receive support for collecting and reporting readiness information through participation in the E4. Counties also will receive direct assistance from the county ELSS – Essential Staff funded through this RFA to support counties completing the Readiness Assessment and Quality Improvement Process on identified centers and classrooms. The training and technical assistance responsibilities of the ELSS and the expectations of the E4 are detailed in Part D of this section.

C. Readiness Assessment Content Areas

The CSP Readiness Assessment and Quality Improvement Process requires that counties: 1) collect and report information on the status of identified centers and classrooms; 2) develop and implement plans for achieving CSP Baseline Criteria and/or improvements in the Readiness Assessment content areas listed below; and 3) monitor progress toward achieving improvement objectives. To guide the Readiness Assessment process, First 5 California will provide a Readiness Assessment Preview (Attachment G), a Readiness Assessment Roadmap and, Readiness Assessment guide. The Readiness Assessment Preview provides an illustration of what counties may be asked to include in the actual Readiness Assessment (see Attachment G). The Readiness Assessment Roadmap and guide is forthcoming. A detailed technical assistance guide will be available prior to the implementation of the Readiness Assessment. The seven Readiness Assessment content areas are highlighted below:

1. CSP Baseline Criteria

The PoP program served as an evidenced-based, early learning model that has been shown to prepare the most vulnerable children ages 0 to 5 for success in school. To be included in applications for RFA #3, county identified centers and classrooms must meet CSP Baseline Criteria (for Promise Sites). Facilities must be licensed and comply with Title 22 of the California Code of Regulations, community care facilities license regulations, including child care centers, or be license-exempt in accordance with Title 5 of the California Code of Regulations. Categories

for the First 5 California CSP Baseline Criteria are listed in the table below and detailed in Attachment C2:

First 5 California CSP Baseline Criteria Requirement Categories		
<ul style="list-style-type: none"> • Target Population • Diversity • Age • Parent Fees • Screening • Length of Day • Curriculum • Articulation • Teacher/Provider: Child Ratio • Maximum Group size 	<ul style="list-style-type: none"> • Health Education • Food • Nutrition Education • Tobacco Education • Physical Activity • Transition Support • Teacher/Provider Requirement • Environmental Rating Scales revised: • ECERS-F and ITERS 	<ul style="list-style-type: none"> • Classroom Assessment Scoring System (CLASS) • DRDP 2010 • Principles on Equity • Evaluation • Budget • Families • Connections

Minimum staff qualifications to meet the “First 5 Quality” level are detailed for center director, classroom teachers, and assistant teachers in Attachment D.

2. Leadership and Governance

Stable leadership and supportive governance are critical in establishing the vision and goals that promote quality early learning environments, and in supporting the systems and structures that facilitate and sustain improved quality over time.⁷ Evaluations of PoP to date suggest that shared governance and public-private partnerships with entities in the community, including government and non-profit agencies, businesses, and academic organizations, are important criteria for high-quality programs. Toward that end, assessing the current status of and planning for improvement in leadership and governance will include collecting and reporting information on the following:

- Experience of ECE leadership
- Concordance of ECE/program mission, vision, and values with First 5 California CSP
- Partnerships with key service providers and other stakeholders (e.g., contracts, formal MOUs)
- Shared governance

⁷ Sciarra, D.J., & Dorsey, A. G. (2002). *Leaders and supervisors in child care programs*. Albany, NY: Delmar.

- Community and parent engagement and participation in governance
- Governance body with key stakeholder involvement at the county and program levels

3. Infrastructure

The capacity and infrastructure to support: 1) participation in the Readiness Assessment and Quality Improvement Process, and 2) implementation and evaluation of quality elements, including tracking and managing data, are important to ensure quality improvements and ultimately, to demonstrate progress toward improved developmental outcomes for young children. Assessing a center or classroom's current status and planning for improvement in enhancing infrastructure will include collecting and reporting information on the following:

- Data collection resources – both the human resources and the sources of data on ECE needs and performance
- Capacity for evaluation requirements including:
 - Leveraging evaluation structures, processes, and personnel in existing early childhood networks and programs (e.g., collaboration with Head Start, institutions of higher learning, etc.)
 - Use and capacity of local evaluators
- Data systems for recording and managing required data
- Technology to support use of data at the classroom level and for broader evaluation purposes
- Technology to ensure remote access and support virtual participation in training and technical assistance offered through the E4

4. Classroom Instruction

A key indicator of ECE quality is classroom instruction. Research suggests that how children engage with teachers in learning activities drives quality. High-quality early care and education involves well-established routines and structures, characterized by creative and challenging learning tasks, many of which include rich oral language, phonemic awareness, and pre-reading instruction.⁸ Assessing the current status of and planning for improvement in classroom instruction will include collecting and reporting information on the following:

⁸ Burchinal, M., Howes, C., Pianta, R., Bryant, D., Clifford, R., & Barbarin, O. (2008). Predicting child outcomes at the end of kindergarten from the quality of pre-kindergarten teacher-child interactions and instruction. *Applied Developmental Science*, 12, 140-153.

- Classroom curricula that support general development, language and literacy, and early math skills
- Approaches to supporting improved developmental outcomes for Dual Language Learners (DLL)
- Use of assessments to identify child needs, inform instruction, and measure child progress (e.g., ASQ, DRDP)
- Teacher quality (education levels and course work in ECE)
- Classroom organization that supports positive teacher-child interaction around learning activities
- Professional development requirements and opportunities for teachers and program staff
- Use of data and reflective practice, including use and capacity for Early Education Experts (EEE)
- Technology to support use of data at the classroom level

5. Social-Emotional Development

Social-emotional competence is considered to be an important aspect of school readiness. There is strong research support for the use of early screening measures and inclusion of social-emotional curricula in early learning programs⁹. For this reason, the CSP places a strong emphasis on targeted support of social-emotional development. Assessing current status and planning for improvement in supporting social-emotional development will include collecting and reporting information on the following:

- Curricula to support social-emotional development
- Behavior management strategies and approaches, teacher training, and coaching/mentoring to meet social-emotional needs of children and families
- Use of assessments to identify children's needs and monitor progress (e.g., ASQ, DRDP)
- Partnerships and resources that support meeting the social-emotional needs of children and families, including education to support parents in meeting their children's social-emotional needs
- Availability of mental health services and relationships with service partners
- Interdisciplinary approaches to meeting the social-emotional needs of children and families

⁹ Bagdi, A. & Vacca, J. (2005). Supporting early childhood socio-emotional well being: The building blocks for early learning and school success. *Early Childhood Education Journal*, 33, 145-150.

6. Parent Involvement and Support

ECE centers that provide targeted family support services positively influence parenting practices and children's outcomes^{10, 11}. Research suggests that family support services, when provided in conjunction with early childhood education interventions, produce meaningful effects on parenting practices and children's long-term outcomes. The CSP goals for parent engagement are to 1) encourage and increase parent knowledge about, interest and involvement in, and ability to advocate for their child's early learning needs and later school success for their children; 2) support parent-child interactions around developmentally appropriate activities; and 3) enhance parent-child relationships. Assessing the current status of and planning for improvement in parent involvement and support will include collecting and reporting information on the following:

- Parent programs, curricula, engagement approaches, and activities
- On-site/off-site family supports
 - Staff designated for parent support
 - Partnerships with other agencies and resources that facilitate family support and parent education opportunities (e.g., Mental Health Specialists)
 - Accommodation and support for siblings (e.g., child care during parent meetings)
- Home visiting programs/opportunities
- Assessment of parent participation, satisfaction, and outcomes

7. Infants and Toddlers

There is strong research evidence about the influence of early life experiences on children's development and outcomes, especially in early intervention research on the influence of prenatal care and early enrollment in early care and education programs¹². In order to be considered for RFA #3, counties will be required to serve infants and toddlers in high quality environments: including at least one classroom that meets the CSP Baseline Criteria and the Teacher/Provider Qualification Quality Levels and serves no fewer than eight infants/toddlers by July 1, 2013. The teacher/child maximum ratio for those classrooms is 1:4 for infants; 1:4 for toddlers (can be 1:6 with toddler license).

¹⁰ Layzer, J.I., Goodson, B.D., Bernstein, L., Price, C. (2001). *National Evaluation of Family Support Programs. Volume A: The Meta-analysis. Final Report*. Cambridge, MA: Abt Associates Inc.

¹¹ Reynolds, S.J. (2005). Confirmatory program evaluation: Applications to early childhood interventions. *Teachers College Record*, 107, 2401-2425.

¹² Shonkoff, J.P., & Phillips, D. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press

The emphasis on starting early is reflected in CSP efforts to expand the number of infant-toddler classrooms. Assessing the current status of planning for implementation of CSP Baseline Criteria with infants and toddlers will involve collecting and reporting information on the following:

- Center-based slots for children age 0 to 36 months
- Participation or certification in PITC or other specialized infant toddler training for teachers/program staff
- Relationships with hospitals, infant mental health, home visiting programs
- System for outreach and filling slots (i.e., Child Find approaches/strategies)
- If incorporating Family Child Care (FCC), the FCC's access to county early care and education resources for the children and care provider

D. Technical and Training Assistance for Participation in the Readiness Assessment and Quality Improvement Process

This RFA provides two primary resources to facilitate the Readiness Assessment and Quality Improvement Process. Funding through this RFA will be used by the county to employ an Early Learning Systems Specialist (ELSS), and identified classrooms will receive Training and Technical Assistance support provided through the E4.

1. Early Learning Systems Specialist (ELSS)

First 5 California will fund through this RFA an Early Learning Systems Specialist (ELSS) to support counties, centers, and classrooms in the Readiness Assessment and Quality Improvement Process. The ELSS is essential staff to be hired by the First 5 county to support county participation in: 1) completing the Readiness Assessment; 2) developing center/classroom improvement plans; 3) engaging in improvement activities over the course of the funding period and beyond; and 4) providing resources and/or training to participating centers and classrooms. The majority of the funding offered to counties through this RFA is designated for the ELSS position. The ELSS is expected to continue to work at the county level to coordinate and facilitate training, technical assistance, and other support for all CSP Promise Sites throughout the funding period. Requirements and desired outcomes for the ELSS are outlined below.

a. Requirements for the ELSS

- Participate in Early Care and Education policy development and dialogue at the local and state levels.
- Provide leadership in the coordination and implementation of emergent Early Learning policy.
- Complete the on-line tobacco training titled “Kids and Smoke Don’t Mix ..” by January 2013.
- Provide training and technical assistance on the use of and completion of the Readiness Assessment.
- Work directly with centers and classrooms on data collection and completion of the Readiness Assessment tool.
- Work directly with centers and classrooms to develop improvement plans to achieve quality enhancements and improvement objectives (work on the improvement plans will begin no later than the second half of fiscal year 1).
- Collaborate with the E4 to complete summary and analysis of classroom Readiness Assessments.
- Collaborate with the E4 contractor to identify training and technical assistance needs from analysis and summary of Readiness Assessments and review of improvement plans.
- Where appropriate, serve as an extension of the E4 in providing training and technical assistance directly to centers and classrooms.
- Identify local county-level training and technical assistance resources and utilize those resources as county funding permits.
- Monitor and track participation of center/classroom (or other appropriate) staff in training and technical assistance.
- Monitor and provide feedback to centers and classrooms on progress toward improvement plan objectives.
- Accountable for completion of reporting requirements, including status update on improvement plans (actual work on the reports may be done by centers and classrooms).

b. Desired Outcomes

- Complete Readiness Assessments for all participating centers and classrooms.
- Complete and support implementation of improvement plans for all participating centers and classrooms throughout the duration of RFA #2 funding.
- Facilitate county and classroom staff participation in training or technical assistance provided by the E4 that address at least

one element from a minimum of three of the content areas targeted in improvement plans.

- At least 2/3 of targeted staff at participating centers and classrooms participate in training and technical assistance in at least one element in a minimum of three Readiness Assessment content areas customized for that group of centers and classrooms.

2. Early Education Effectiveness Exchange (E4)

To support CSP quality enhancement and expansion, including the Readiness Assessment and Quality Improvement Process outlined in this RFA, First 5 California will fund a “learning and improvement academy” called the Early Education Effectiveness Exchange (E4). The E4 is designed to provide specific training and technical assistance to facilitate quality improvements in early learning centers participating in the CSP. This will include training and technical assistance in the content areas included in the Readiness Assessment and that constitute quality features for early care and education sites. It also will include strategies and techniques for effectively implementing improvements in complex environments, such as those specific to their home counties. Expectations for the E4 with regard to supporting counties and classrooms participating in the Readiness Assessment and Quality Improvement Process include:

- Train and provide technical assistance on the Readiness Assessment tool.
- Collaborate with the ELSS on analysis of the Readiness Assessments.
- Develop a template for classroom and county improvement plans with input from the ELSS and CSP program coordinators.
- Collaborate with ELSS to establish a process and structure that will allow efficient development and delivery of training and technical assistance content tailored to the needs of participating centers and classrooms.
- Provide and/or develop training on the curricula and supporting resources/tools for centers and classrooms based on analysis and synthesis of Readiness Assessment findings and review of improvement plans (in many instances E4 may only need to identify resources/tools rather than develop them).
- Provide/conduct training and technical assistance for ELSS using a train-the-trainer model, as well as training for centers and classrooms, as appropriate.
- Ensure knowledge capture for the CSP through development of documentation, manuals, archived media (e.g., webinars, videos, etc.).

- Recruit CSP program coordinators to share knowledge and provide expertise as part of the curriculum developed by E4 for the centers and classrooms participating in the Readiness Assessment and Quality Improvement Process.

VII. COUNTY/CENTER/CLASSROOM PARTICIPANT EXPECTATIONS

The completion of the Readiness Assessment and the development and implementation of the subsequent improvement plans are a cooperative effort between the local county commission and its participating centers and classrooms. Training and technical assistance will be provided by E4 and/or the ELSS for the completion of the Readiness Assessment. Each participating classroom and/or center will be required to complete a classroom level Readiness Assessment with assistance from the ELSS.

Classrooms are required to cooperate and assist with the completion of any classroom-level assessment tools as part of the Readiness Assessment. This may include cooperating with outside Readiness Assessment observers to facilitate their assessment or validation of classroom environment, teacher-child interactions, deployment of curricula, etc. In addition, identified centers and classrooms will assist in the collection and reporting of other information specific to the classroom and center to facilitate the completion of the Readiness Assessment. This includes teacher education information, use of any curricula, center protocols, and available center-wide resources.

It is the role of the ELSS to ensure submission of the final report, which will include information that is summarized at the county level, in addition to individual classroom and center level data. County First 5 staff will assist the ELSS with assessing county-level resources that could be made available to sites, including, but not limited to, early childhood mental health specialists/resources, early childhood professional development and educational opportunities, and county resources for evaluation and assessment of classroom environments and teaching.

Based on the findings of the Readiness Assessment, the ELSS will assist each county First 5 in developing a county-level improvement plan based on analysis of the Readiness Assessment. Improvement plans should be comprehensive, identifying all of the features and content areas where there are opportunities for improvement. The county-wide plan will include target areas for improvement across participating centers and classrooms in addition to individual objectives for each center and/or classroom. Additionally, the county-level plan may include county-level strategies for tracking areas of improvement. First 5 California's E4 contractor will provide training on commonly identified areas for improvement across counties and centers.

Funding to implement any improvements beyond the expertise and services of the E4 and the ELSSs is not available through this RFA. Consequently, it is

quite possible that the improvement plan is more comprehensive than there are resources available. In that instance, counties will be encouraged to reconcile the Readiness Assessment results with available resources, and prioritize improvement areas that can be accomplished within the constraints of this RFA and the county's own resources. Improvement plans will ultimately need to be approved by First 5 California or its designee. At a minimum, centers and classrooms should participate in the training and support services that are offered through E4 and the ELSS. In addition, as part of their county-wide improvement plan, all participating classroom staff will complete an on-line tobacco training titled "Kids and Smoke Don't Mix .. ", funded by First 5 California.

Centers and classrooms will provide data and information as necessary to the ELSS to fulfill completion of any required reports.

VIII. EVALUATION AND ACCOUNTABILITY

A. Overview

An evaluation of activities related to this RFA is critical in order to understand the effectiveness of the ELSS, the Readiness Assessment process, the training and technical assistance provided by the E4, and the level of improvement achieved by participating sites. The successful completion of evaluation activities is dependent upon the engagement of targeted centers and classrooms. Consequently, counties funded through this RFA will agree to:

- Ensure that identified classrooms and centers participate fully in the Readiness Assessment and resulting improvement activities including, but not limited to, training and technical assistance provided by the ELSS and the E4 throughout the duration of their eligibility for CSP funding.
- Collaborate with the ELSS in the Readiness Assessment, develop an improvement plan, and provide updates on the status of improvement activities.
- Provide information about county-level resources that may be made available to support the enhancement of quality in participating centers and classrooms.

In FY 2012-13, the main elements of the evaluation for all CSP Promise Sites will be:

1. The successful completion of the Readiness Assessment
2. Development of the Improvement Plan
3. Status updates on the Improvement Plan
4. A process evaluation to determine:
 - Level of participation in training and technical assistance

- Local impact and improvements from training and technical assistance provided by the ELSS and by the E4

In FYs 2013-15, the main elements of the evaluation will focus on the remaining CSP Promise sites and include:

1. Annual revision of the improvement plan that builds upon prior accomplishments
2. A process evaluation to determine:
 - Level of participation in training and technical assistance
 - Local impact and improvements from training and technical assistance provided by the ELSS and by the E4

First 5 California understands and appreciates that counties funded through this RFA are likely to include centers and classrooms at different levels of readiness to proceed with and benefit from the resources listed above. As such, holding all counties, centers, and classrooms to the same evaluation standard may not be reasonable. Nonetheless, some degree of standardization is necessary in order to achieve evaluation results that are useful and demonstrate accountability in the use of funds. Consequently, the evaluation is likely to establish tiered outcomes that reflect an assessment of key characteristics and the results of the Readiness Assessment.

B. Data Collection and Reporting Responsibilities

All counties and sites will be required to collect data and report on the measures described in the Readiness Assessment Roadmap that is forthcoming.

NOTE: The analysis of the Readiness Assessment likely will result in the establishment of cohorts with relative levels of readiness (e.g., RFA #3 Candidates along with continuing CSP Promise Sites). As such, both cohorts will be responsible for submitting data and reports by the end of the funding period in keeping with the sequence and types of improvement activities reasonably expected for that cohort. For example, centers and classrooms identified as RFA #3 Candidates may be expected to undertake and report the outcome of environmental rating assessments (e.g., ECERS, ITERS, FCCERS), or child development assessments by the end of the funding cycle; centers and classrooms identified as continuing CSP Promise Sites may not have that requirement. The requirements will be determined in consultation among the E4 and the ELSS.

C. Reporting Procedures

For FY 2012-13, the data collection and evaluation reporting process for the Readiness Assessment and the E4 contract will rely on the use of interactive data reporting templates to be developed by First 5 California.

IX. CSP QUALIFYING CRITERIA

To receive funding for FYs 2012-13 through 2014-15, counties must meet the following program, staff, and participation criteria:

A. Program

1. Serve no fewer than 10 classrooms.
2. Include a minimum of 1 infant/toddler classroom serving no fewer than eight infant/toddlers. **First 5 California may consider written requests from small population counties to include infant/toddler classrooms licensed for 8 children but serving less at the time of application. The 16 small population counties are: Alpine, Sierra, Modoc, Trinity, Mariposa, Plumas, Mono, Inyo, Amador, Del Norte, Lassen, Colusa, Calaveras, Glenn, Tuolumne, and Siskiyou.**
3. Serve no more than ~~30~~ 34 classrooms with a full-time ELSS.
4. Include a minimum of 1 preschool classroom serving no fewer than 12 preschool children.
5. Only classrooms that participate in RFA #2 will be eligible to apply for RFA #3.
6. All participating centers and classrooms must have a completed Readiness Assessment and corresponding county-level Improvement Plan in place by the end of the third quarter of the first fiscal year of the program (March 30, 2013). Reporting for years 2 and 3 will consist of Improvement Plan revisions, updates and progress. Reports must be submitted January 31 and July 31 for FYs 2013-14 and 2014-15.

B. Staff

1. Hire, redirect, or contract for the Early Learning Systems Specialist (ELSS) position described in Section VI, Part D above.
2. All staff participating in the CSP must complete the on-line training titled, "Kids and Smoke Don't Mix ..."

C. Participation

Required staff (ELSS) and other staff, as appropriate, must:

1. Participate in the training and technical assistance that will be provided by the E4 designed to support the CSP.
2. The ELSS must attend an annual E4 on-site meeting.

X. CSP Reports

In addition to the Readiness Assessment and development of Improvement Plans that are to be completed during the first half of the first fiscal year, CSP counties funded through this RFA are required to submit semi-annual progress reports. The reports should demonstrate continuous classroom improvement toward achieving CSP program goals. These reports will summarize program trainings provided and attended, progress toward reaching objectives contained in center and classroom improvement plans, strengths and challenges, and actions taken to resolve those challenges. Additionally, counties must report changes during the reporting period to the Staff Plan.

The following information will be included in the semi-annual report:

1. Narrative description of the work completed by the ELSS and accomplishments, training received, provided and/or arranged.
2. Semi-annual progress updates for each participating center and classroom that tracks progress made in reaching elements identified in their Improvement plans.

XI. FUNDING TERMS AND CONDITIONS

A. Fund Allocations

The tables below show the available annual and maximum 3-year funding allocation amounts for which an applicant can apply to participate in CSP RFA #2 in FYs 2012-13 through 2014-15.

Annual Funding Allocation Amounts					
Number of Classrooms	10 - 14	15 - 19	20 - 24	25 - 29	30 - 34
Annual Funding Allocation	\$35,000	\$52,500	\$70,000	\$87,500	\$105,000

Maximum 3-Year Funding Allocation Amounts July 1, 2012 through June 30, 2015					
Number of Classrooms	10 - 14	15 - 19	20 - 24	25 - 29	30 - 34
3-Year Maximum Allocation	\$105,000	\$157,500	\$210,000	\$262,500	\$315,000

Small population county consortiums will receive a Travel and Communication Augmentation (TCA) to support the multi-county work of the ELSS. The TCA amount will be included in the Local Area Agreement and based on the number

of small population counties included in the consortium at \$1,500 per participating county.

First 5 county commissions must identify at the time of application at least 10 participating classrooms and maintain those classrooms throughout the 3-year funding period to receive funding through RFA #2. **Counties whose classrooms fall below the 10 classroom minimum during the 3- year term of RFA #2 may have their funding proportionately decreased based on the number of remaining classrooms or discontinued.**

Counties who are unable to meet the minimum of 10 classrooms required to participate in RFA #2 may form a consortium with neighboring counties. The consortium must select a Lead Agency from the consortium participants to serve as the single applicant for RFA #2. The Lead Agency will be responsible for fulfillment of all RFA #2 requirements and overall performance of all consortium participants.

~~Annual~~ **For Fiscal Year 2012-13**, funding is reserved for each county based on the number of participating classrooms listed **in the approved application for RFA #2. at the time of application. Reimbursement will be** After July 1, 2012, First 5 county commissions cannot make classroom substitutions during the RFA funding period.

In subsequent fiscal years, funding is reserved based on the number of participating classrooms on **July 1 ~~June 30~~** of each fiscal year at or below the funding level ~~requested~~ **approved** in the prior year. **Counties are required to notify First 5 California in writing by May 30 of each year if the number of participating classrooms has decreased during the fiscal year. A reduction in the number of classrooms in any given fiscal year may result in a decrease in annual funding for the following fiscal year. First 5 California will allocate fiscal year funds based on the Annual Funding Allocation Amounts described in this Section.**

Counties may be eligible to receive services from the E4 for up to ~~30~~ **34** additional **county-funded** classrooms beyond the ~~30~~ **34** classrooms **supported with funded by** First 5 California **funding** (maximum of ~~60~~ **68** total classrooms per county). The **county-funded** classrooms must be funded at or above the classroom-to-funding ratio in the table referenced above. **County-funded** classrooms must be included as part of the RFA #2 application and those classrooms must comply with all RFA #2 requirements to receive support/resources from the E4.

The inclusion of **county-funded** classrooms is entirely at the discretion of the county. If the county decides to include **county-funded** classrooms as part of their application for RFA #2, the classrooms must be recorded on Form 4b. The county must allocate funding to support these classrooms at the same level that appears in the chart in Section XI under "Funding Allocations". **County-funded**

classrooms are to comply with all the requirements of RFA #2 (e.g., complete the Readiness Assessment and employ an ELSS) in order to receive the training and technical assistance provided by the E4. Classrooms included on Form 4b should not be included on Form 4a.

B. Program Funds

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

1. Early Learning Systems Specialist (ELSS)
2. Travel costs for the ELSS to attend meetings (e.g., annual E4 on-site meeting)
3. Expenses that support the job responsibilities of the ELSS

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 Learning Systems Specialist (ELSS)

Operating Costs: Expenditures for program activities must support the job responsibilities of the ELSS and include the following:

- Travel by the ELSS specifically related to the program and reimbursed at the rates and terms established by county commission policy
- Training materials and supplies
- Activities that support completion of the Readiness Assessment
- Activities and services that support the development and implementation of Improvement Plans (e.g., meetings, conference calls, webinars).
- Equipment and other capital expenditures under \$5,000

Expenses must be directly related to the core RFA #2 program requirements and must be traceable and auditable.

C. Funding Contingencies for Local Area Agreements

- C.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
- C.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 C.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.
- C.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.

D. Claims for Reimbursement

To receive reimbursement for program expenditures, participating First 5 county commissions will submit a Claim for Reimbursement on a semi-annual basis. Claims for Reimbursement of actual and allowable expenses through RFA #2 are due to First 5 California as follows:

Reporting Period	Due to First 5 California
July through December	February 15
January through June	August 15

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.

E. Administrative Costs

First 5 California will not reimburse administrative and/or indirect costs for the ELSS position and related expenses.

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 the period 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.

County commissions may adjust the annual budget, as deemed necessary, to accomplish the proposed program outcomes, consistent with the intended purposes of these funds.

The county commission must submit a budget revision to request carryover funds.

H. 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.

I. 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 thereafter by November 1.

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.

J. 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 than once every twelve months. County commissions will be required to participate and produce records on request by First 5 California or the State.

K. 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.cafc.ca.gov/pdf/annual_report_pdfs/FM01-04FixedAssets.pdf
2. http://www.cafc.ca.gov/pdf/annual_report_pdfs/FM01-06CapitalImprovements.pdf.

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

First 5 California will not reimburse administrative and/or indirect costs for the ELSS position and related expenses.

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 evaluation and data collection processes administered by First 5 California and/or its designee.

2. Provide all progress reports and reimbursement requests as requested by First 5 California.
3. Account for revenues and expenditures (both State and local) for the CSP RFA #2 funds separately in the annual financial audit, supplemental schedule.
4. Sign required certifications that attest to the accuracy of any program data submitted and claims for reimbursement requested.
5. Adhere to contractor responsibilities:
 - The First 5 county commission can subcontract with another agency to implement the CSP RFA #2 as an intermediary; however, the First 5 county commission is responsible for the overall performance of the CSP RFA #2 requirements and is responsible for expenditure and progress reports as described in this RFA, 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, audit, semi-annual progress reports, and data 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.

XII. LIST OF ATTACHMENTS

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

- Attachment A: Educare
- Attachment B: *Principles on Equity*
- Attachment C1: Mandatory CSP Quality Enhancement (QE) Program Requirements (Potential RFA #3 Applicants)
- Attachment C2: CSP Baseline Criteria (For Promise Sites)
- Attachment D: Teacher/Provider Qualification Quality Levels for Preschool (Pre-K) and Infant Toddlers (I/T) – Center-Based and Family Child Care Homes (FCCH)
- Attachment E: Job Description for Early Learning Systems Specialist (ELSS)

- Attachment F: Family Income Ceilings for Child Care and Development Programs
- Attachment G: Preview of First 5 California CSP Readiness Assessment
- Attachment H: CSP Program Glossary
- Attachment I: CSP Fiscal Glossary
- Attachment J: CSP Acronyms

XIII. HOW TO APPLY FOR FUNDING

A. Request for Application (RFA) Information Session

A CSP RFA #2 Information Session/Conference Call will be convened by First 5 California to provide an overview of 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: April 10, 2012

Time: 12:00 pm - 1:00 pm

Details regarding how to access the information session will be sent to all potential applicants by email the week prior to the call.

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 Monday, April 30, 2012.** Please use "CSP RFA #2 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 #2 Application package by **May 21, 2012, by 5:00 p.m.** Application packages received later than May 21, 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 RFA #2 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 #2 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 10 pages. First 5 California requests that information in the application be thorough, yet as concise as possible. Do not attach additional pages or information not requested in the application.
- Complete a Program Funds Budget (Form 2) and Program Funds Budget Narrative (Form 3) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures and indicate 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 to guide the assembly of the completed application.

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 1: 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 2: CSP RFA #2 Program Funds Budget (All Years)

On Form 2, applicants must select from the drop-down box list the First 5 County Commission's name in the location indicated on the page. For Consortiums, the county acting as the Lead Agency responsible for fiscal and program requirements must complete this section of the form.

Form 3: CSP RFA #2 Program Funds Budget Narrative (2-page maximum)

On Form 3, applicants must insert the First 5 county commission's name in the location indicated in the page header. For consortiums, the Lead Agency responsible for fiscal and program requirements must complete this section of the form.

The Program Funds Budget Narrative must explain the expenditures proposed in the Program Funds Budget, including any proposed subcontract relationships. **Also include the staffing composition for the ELSS (e.g., number of positions and percent of time assigned to each position) and rationale for the staffing structure.**

The CSP RFA #2 Program Funds Budget Narrative page(s) are in addition to and not included in the Program Narrative 10-page limit.

Form 4: CSP RFA #2 List of Participant Classrooms

Form 4 contains the following two Excel worksheets:

- Form 4a: ~~State First 5 California supported Funded~~ Classroom Profile Information. Form 4a is a required application form.
- Form 4b: County Funded Classroom Profile Information. Form 4b is optional, but must be completed and included in the application for participating classrooms that exceed the limit of ~~34~~ ~~30~~ ~~state First 5 California supported funded~~ classrooms. The applicant may include up to a maximum of ~~30~~ **34** additional classrooms at the county's expense.

On each Worksheet, applicants must select from a drop-down box list the First 5 county commission's name in the location indicated. For consortiums, the Lead Agency responsible for fiscal and program requirements must complete this section of the form.

For classrooms with an API score greater than decile 3.0, the applicant must attach documentation that demonstrates the need for an exception to the API requirement.

Form 5: Lead Agency Information

On Form 5, applicants must first insert the First 5 county commission's name in the location indicated in the page header.

Applicants must check one box to identify whether the county received PoP Bridge FY 2011-12 funding or is a Non-PoP county.

Applicants must identify if the application represents a consortium of counties. If so:

- a. Identify the counties that will comprise the consortium
- b. Identify which county will serve as the lead county for purposes of the application

- c. Provide a description of how the lead county will coordinate compliance with RFA #2 requirements for all participating counties.

Form 6: Program Narrative and Description (10-page maximum)

The Program Narrative and Description section is limited to 10 pages.

Applicants must organize the response in the sequence listed below:

Section 6A: Program Design

The applicant must include in the response to Section 6A the following:

1. Describe the basis and criteria used for selection of classrooms identified for participation. (Note: Applicants must serve a minimum of one Infant/Toddler classroom with a minimum of 8 children (Refer to Section IX.A.2 for small population county considerations) and a minimum of one Preschool classroom with a minimum of 12 children.)
2. Describe how the county will assure engagement of the selected classrooms throughout the 3-year program period.
3. Identify the recruitment plans and projected timeline for recruitment and employment of the ELSS.
4. Provide an organizational diagram showing the ELSS placement and supervisory alignment within the organizational structure. Also describe the county resources and support available to the ELSS.
5. If the applicant is a consortium, provide the number of classrooms for each participating county and classroom names. Responses to each of the above four items must be provided for each of the consortium participants.

Section 6B: Target Population and *Principles on Equity*

The applicant must include in the response to Section 6B the following:

Provide a summary of Form 4a and Form 4b to include the following:

1. Total number of **First 5 California funded supported classrooms** participating in CSP RFA #2 serving **preschool children**. Within those classrooms, identify the number of participating classrooms

that meet the “Additional Eligibility” requirements described in Section V that include services to:

- a. Dual Language Learners
 - b. Special needs children
 - c. Migrant children
2. Total number of **First 5 California funded supported classrooms** participating in CSP RFA #2 serving **infant/toddlers**. Within those classrooms, identify the number of participating classrooms that meet the “Additional Eligibility” requirements described in Section V that include services to:
 - a. Dual Language Learners
 - b. Special needs children
 - c. Migrant children
 3. Total number of **county funded classrooms** participating in CSP RFA #2 serving **preschool children**. Within those classrooms, identify the and number of participating classrooms that meet the “Additional Eligibility” requirements described in Section V that include services to:
 - a. Dual Language Learners
 - b. Special needs children
 - c. Migrant children
 4. Total number of **county funded classrooms** participating in CSP RFA #2 serving **infant/toddlers**. Within those classrooms, identify the number of participating classrooms that meet the “Additional Eligibility” requirements described in Section V that include services to:
 - a. Dual Language Learners
 - b. Special needs children
 - c. Migrant children
 5. Describe how the county First 5 will insure participating centers and classrooms are implementing the *Principles on Equity*.

Section 6C: Local and State Evaluation

The applicant must include in the response to Section 6C 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.

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.

EDUCARE

Background

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.

The Educare Model

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 (outlined 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 toward 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 (e.g., 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.
- 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 ages 0 to 5.

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, and 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 members receive training, are knowledgeable about legislative or regulatory mandates, and have the skills and resources necessary to implement programs.
- 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, Individuals with Disabilities Education Act, Dymally-Alatorre Bilingual Services Act, 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 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 and promising practices for the benefit of all children and their service providers.

Mandatory CSP Quality Enhancement (QE) Program Requirements
(for potential RFA #3 applicants)

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
1. Target Population	Economically disadvantaged (see Attachment F) and in API deciles 1-3 attendance areas	Economically disadvantaged (see Attachment F) and in API deciles 1-3 attendance areas	Economically disadvantaged (see Attachment F) and in API deciles 1-3 attendance areas
2. 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
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 (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
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)	FCCH may include children through age 5 if CSP criteria are met
5. Parent Fees	None	Continue pre-existing fees	Continue pre-existing fees
6. Screening	Provide periodic health screenings	Provide periodic health screenings	Provide periodic health screenings

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.
7. Length of Day	Preschool equivalent to 3 or more per hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
8. Curriculum	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection
9. Articulation	Build strong partnerships with FCCH, infant/toddler programs, kindergartens, school districts, and other partner agencies	Build strong partnerships with preschools, school districts, and other partner agencies	Build strong partnerships with FCCH, infant/toddler programs, preschools, kindergartens, school districts, and other partner agencies
10. 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
11. 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
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
13. Nutrition	Provide nutritious meals and	Provide nutritious meals and	Provide nutritious meals and

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	snacks using USDA Child & Adult Care Food Program Standards	snacks using USDA Child & Adult Care Food Program Standards	snacks using USDA Child & Adult Care Food Program Standards
14. 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
15. Tobacco Education	Educate parents on 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 on 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 on 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…”
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	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
18. Teacher/Provider Qualifications	Directors and teachers must meet or exceed current First 5 California	Directors and teachers must meet or exceed current First 5 California	Classroom teacher must have a AA or coursework equivalent to a BA

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	PoP Quality Level Educational Requirements (see Attachment D)	PoP Quality Level Educational Requirements (see Attachment D)	(see Attachment D)
19. 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
20. 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 FCCERS – R score of 4.5 or better, obtained by averaging the indicators*
21. 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
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	Demonstrate how the <i>Principles on</i>	Demonstrate how the <i>Principles on</i>	Demonstrate how the <i>Principles on</i>

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
Equity	<i>Equity</i> are met and used in the program to serve diverse children and families, see Attachment B	<i>Equity</i> are met and used in the program to serve diverse children and families, see Attachment B	<i>Equity</i> are met and used in the program to serve diverse children and families, see Attachment B
24. Evaluation	Must coordinate with Local Evaluator; participate in local evaluation and Statewide Evaluation	Must coordinate with Local Evaluator; participate in local evaluation and Statewide Evaluation	Must coordinate with Local Evaluator; participate in local evaluation and Statewide Evaluation
25. 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
26. 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 IV, Part D of the CSP RFA #2)

**CSP Baseline Criteria
(for Promise Sites)**

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
1. Target Population	Economically disadvantaged (see Attachment F) and in API 1-3 attendance areas	Economically disadvantaged (see Attachment F) and in API 1-3 attendance areas	Economically disadvantaged (see Attachment F) and in API 1-3 attendance areas
2. 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
3. Age	3 through 5 years old (Child may be 2.5 years old dependent 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
4. Parent Fees	None	Continue pre-existing fees if applicable	Continue pre-existing fees if applicable
5. Screening	Provide periodic health/developmental screenings	Provide periodic health/developmental screenings	Provide periodic health/developmental screenings
6. Length of Day	Preschool equivalent to 3 hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
7. Curriculum	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection	Select from list provided in CSP RFA #1, Attachment J, or submit justification to include evidence and research based support of selection
8. Articulation	Build strong partnerships with FCCH, infant/toddler programs, kindergartens, school districts, and other partner agencies	Build strong partnerships with preschools, school districts, and other partner agencies	Build strong partnerships with FCCH, infant/toddler programs, preschools, kindergartens, school districts, and other partner agencies
9. 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
10. Maximum Group size	20 (HS) or 24 (Title 5)	Infant: 8 or 12 (EHS) Toddler: 12	Current Title 22 Licensing Criteria
11. 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
12. Food	Provide nutritious meals and snacks using USDA Child & Adult Care Food Program Standards	Provide nutritious meals and snacks using USDA Child & Adult Care Food Program Standards	Provide nutritious meals and snacks using USDA Child & Adult Care Food Program Standards
13. 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

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
14. 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
15. 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.)
16. 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
17. Teacher/Provider Qualifications	Directors and teachers must meet current First 5 California PoP Quality Level Educational requirements (see Attachment D)	Directors and teachers must meet current First 5 California PoP Quality Level Educational requirements (see Attachment D)	Classroom teacher must have a AA or coursework equivalent to a BA (see Attachment D for details)
18. 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

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
19. 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 FCCERS – R score of 5 or better, obtained by averaging the indicators
20. Classroom Assessment Scoring System (CLASS)	CLASS Score of: 5 on Emotional Support 3 on Classroom Organization 2.75 on Instructional Support	CLASS Score of: 5 on Emotional Support 3 on Classroom Organization 2.75 on Instructional Support	CLASS Score of: 5 on Emotional Support 3 on Classroom Organization 2.75 on Instructional Support
21. DRDP 2010	Complete the DRDP 2010 at the beginning and end of each school year and participate in external review processes	Complete the DRDP 2010 at the beginning and end of each school year and participate in external review processes	Complete the DRDP 2010 at the beginning and end of each school year and participate in external review processes
22. Principles on Equity	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families (See Attachment B)	Demonstrate how the <i>Principles on Equity</i> are met and used the program to serve diverse children and families (See Attachment B)	Demonstrate how the <i>Principles on Equity</i> are met and used the program to serve diverse children and families (See Attachment B)
23. Budget	Submit three-year budget projections that account for meeting all CSP Baseline Criteria in support of maintenance of effort and any	Submit three-year budget projections that account for meeting all CSP Baseline Criteria in support of maintenance of effort and any	Submit three-year budget projections that account for meeting all CSP Baseline Criteria in support of maintenance of effort and any

REQUIREMENT	PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	added quality improvements	added quality improvements	added quality improvements
24. Families	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (CSP RFA #1, Section VI, Part C)	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (CSP RFA #1, Section VI, Part C)	Implement family outreach and involvement preferably mirroring the Parent Involvement and Support, CSP Program Element (CSP RFA #1, Section VI, Part C)
25. Connections	Connect with wrap around child care and other family supports as needed	Connect with wrap around child care and other family supports as needed	Connect with wrap around child care and other family supports as needed

*ECERS or CLASS observation tool are required and may be used every other year with no less than one assessment completed annually.

**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.	First 5 Quality Level	<p>Director/Teacher: Bachelor of Arts (BA) degree plus 24 ECE units (including core*), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director</p> <p>Assistant Teacher: Associate in Ar's Arts (AA) degree (or equivalent course work in BA program) with appropriate ECE credits (recommend 24 units)</p>	State licensing requirements and: Associate in Arts 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>)



Early Learning System Specialist (ELSS)

POSITION SUMMARY

The Early Learning Systems Specialist (ELSS) facilitates and supports the Readiness Assessment and related quality improvement activities necessary for participating counties, centers, and classrooms to: meet the Child Signature Program's Baseline Criteria and Teacher/Provider Qualifications, and/or: begin implementation of the CSP Quality Enhancement Program elements. The primary responsibilities of the ELSS include providing support to counties in: 1) completion of the Readiness Assessment; 2) development of improvement plans; 3) engagement in improvement activities, and 4) coordinating for and, in some cases, directly providing training and technical assistance to participating centers and classrooms. Outcomes of the ELSS work include improved early learning classroom quality, and site readiness to participate in future CSP Quality Enhancement opportunities.

REPORTING RELATIONSHIPS

- The ELSS reports to designated leadership staff of the local county commission.
- Participating center directors, classroom teachers, appropriate consultants, and Early Education Effectiveness Exchange (E4) staff work collaboratively with the ELSS.

MAJOR RESPONSIBILITIES AND KEY TASKS

Readiness Assessment

Coordinates the training, technical assistance, and data collection necessary to ensure completion of a county-level readiness assessment with detailed assessment information from participating centers and classrooms, specifically:

- Collaborates with the E4 to organize and provide counties and centers with training on the use and completion of the Readiness Assessment tool, Readiness Assessment roadmap, and technical assistance guide.
- Coordinates with the E4 to provide additional technical assistance to counties, centers, and classrooms during the completion of the Readiness Assessment.
- Works with centers and classrooms on data collection and completion of the Readiness Assessment tool.
- Ensures timely completion and delivery of final Readiness Assessment report to county.
- Collaborates with the E4 to complete summary and analysis of Readiness Assessments for counties and First 5 California.

Quality Improvement

Leads and coordinates planning, training, and technical assistance for improving the quality of participating centers and classrooms, specifically:

- Provides input to the E4 on development of the county quality improvement plan template.

- Works directly with centers and classrooms to develop improvement plans to achieve quality enhancements and improvement objectives (work on the improvement plans will begin no later than the second half of fiscal year 1).
- Coordinates with counties to identify additional (county-level) resources that may be available to support quality enhancements.
- Monitors and provides feedback to counties, centers, and classrooms on progress toward improvement plan objectives.
- Ensures timely completion and delivery of improvement plan status updates and final reports.

Training and Technical Assistance

Coordinates with the E4 to determine the scope and content of and delivery approaches for training and technical assistance needed by centers and classrooms to facilitate achievement of Child Signature Program's Baseline Criteria and Teacher/Provider Qualifications, and to begin implementation of the CSP Quality Enhancement Program elements:

- Collaborates with the E4 contractor to identify training and technical assistance needs informed by analysis and summary of Readiness Assessments and review of improvement plans.
- Assists the E4 to coordinate schedules, publicity, venues and media for training and technical assistance to be delivered by the E4.
- Where appropriate, serves as an extension of the E4 in providing training and technical assistance directly to centers and classrooms.
- Participates in the E4 train-the-trainer activities to ensure readiness to directly conduct training and technical assistance for centers and classrooms, when appropriate.
- Collaborates with the E4 to monitor and track participation of center and classroom (or other appropriate) staff in training and technical assistance.

Administrative Support

- Works with the local Commission leadership to ensure all assigned readiness assessment and improvement plan status reports are completed and submitted on a timely basis.
- Ensures all confidential information is protected.
- Provides formal (improvement plan status reports) and informal input to county commission on center and classroom readiness and performance.

Policy Leadership

- Participates in ECE policy development and dialogue at the local and state levels.
- Provides leadership in the coordination and implementation of emergent Early Learning policy.

Other

- Supports the local and statewide evaluation, as appropriate.
- Performs other duties as assigned within the scope of the job description.

EDUCATION AND WORK EXPERIENCE REQUIREMENTS

- Bachelor of Arts degree in Education, Child Development, or related Social Science field
- At least two years of experience as quality improvement coach, organizer or active improvement team participant
- At least one year of supervisory or other leadership experience
- At least three years of progressively more responsible job experience working in teams

- PREFERRED – Bicultural and bilingual competence in the predominant language (other than English) of the staff serving children in participating sites
- PREFERRED – At least three years of experience working with low-income children from culturally and linguistically diverse backgrounds
- PREFERRED – At least two years of experience as quality improvement coach, organizer or active improvement team participant in children's service industry
- PREFERRED – Master's degree in Child Development (CD), Early Childhood Education (ECE), or in a related Social Science field

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 effective quality improvement approaches
- Knowledge of and experience with program appraisals, audits, or related assessment activities
- Knowledge of current ECE practices for the specific age group (0 to 3 and 3 to 5)
- Knowledge of ECE licensing requirements, funding and support systems, including, but not limited to, Head Start/Early Head Start, Title 5, Title 22, child care resource and referral agencies, etc.
- Demonstrated organizational and leadership abilities to facilitate and motivate participation (in training, technical assistance, and improvement activities)
- Knowledge of and ability to assess, analyze, and interpret qualitative (Readiness Assessment) data and information
- Ability to work as a cooperative and supportive member of team including commission leadership, E4 staff, and center and classroom staff
- Ability to communicate and cooperate with culturally, linguistically, and diverse staff, various professionals, and community groups
- Possess good interpersonal skills
- Ability and willingness to work with centers and classrooms located in a high-risk, low-income communities
- 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
- PREFERRED-Knowledge of and experience with distance learning media (e.g., video conferencing, webinars, etc.)

**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>

Preview of First 5 California CSP Readiness Assessment

The Readiness Assessment is intended to be a comprehensive review of the programs in your identified centers/classroom across the seven content areas referenced in Section VI, C of CSP RFA #2.

This table provides an overview of:

- content areas
- related features for each content area and
- guiding questions

Counties will be asked to provide information in each area for every participating center and/or classroom.

Completion of the actual Readiness Assessment will be facilitated by:

- a “roadmap” that aligns the guiding questions with specific criteria to meet the content requirements
- an accompanying technical assistance guide

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 1: CSP Baseline Criteria

FEATURE	GUIDING QUESTIONS
Teacher/Provider: Child Ratios	<ul style="list-style-type: none"> Do you meet the CSP Baseline criteria for teacher: child ratios? How do you monitor and maintain that ratio? What do you do to maintain your teacher: child ratios?
Maximum Group Size	<ul style="list-style-type: none"> Do you meet the CSP Baseline criteria for class size? How do you monitor for meeting criteria?
Licensure / Certification	<ul style="list-style-type: none"> Do you have a current Title 5 license? Do you have a current Title 22 license?
Target Population	<ul style="list-style-type: none"> Are you serving the CSP target population? How do you monitor and maintain service to that population?
Diversity	<ul style="list-style-type: none"> Do you meet the CSP Baseline criteria for diversity among enrolled children and teachers? How do you monitor and maintain the diversity?
Number of Infant/Toddlers	<ul style="list-style-type: none"> How many infants/toddlers are you serving in your centers? How many infant/toddler classrooms do you have?
Screening	<ul style="list-style-type: none"> What structured, validated tools do you use to assess health and developmental needs and child outcomes? What protocols do you have in place to ensure health and developmental assessments are conducted? How frequently are those assessments conducted? If staff conducts those assessments, please describe how staff is trained/monitored in the use of assessment tools. If those assessments are conducted by an outside agency, please describe the nature of your relationship with that agency and how results are communicated with your program staff.
Length of Day	<ul style="list-style-type: none"> Do you meet the CSP Baseline criteria for length of day services for infants, toddlers and pre-school aged children? How do you monitor for that length of day?
Curriculum	<ul style="list-style-type: none"> What evidence-based curricula do you use for addressing general development, early literacy and language, early math skills, and social emotional development? (<i>See Content Area 4 below</i>). If your program’s curricula are not listed in Attachment J of RFA #1, please describe

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 1: CSP Baseline Criteria

FEATURE	GUIDING QUESTIONS
Curriculum continued	evidence for effectiveness of the curricula you used.
Articulation	<ul style="list-style-type: none"> • Describe how you partner with the agencies listed below. How do you document the partnerships? Do you have informal or formal agreements with these agencies? <ul style="list-style-type: none"> - School districts /kindergartens - Family childcare homes - Infant/toddler programs • Describe how these partnerships support smooth transitions for children and families from one set of services to the next. • Describe the collaboration for staff professional development and other training.
Health Education	<ul style="list-style-type: none"> • Does your staff have the knowledge to train parents on physical, emotional, and general health education issues of children? Describe training provided and health background of staff. • Describe how you educate parents on physical, emotional, and general health. What materials do you use? What partnerships do you leverage?
Nutrition	<ul style="list-style-type: none"> • Do you provide meals and snacks using USDA Child and Adult Care Food Program standards? How do you monitor that?
Nutrition Education	<ul style="list-style-type: none"> • Is your staff trained on nutrition education for children and parents? Describe the training provided. • Describe how the staff models nutrition and healthy food choices. • Describe how you educate parents on nutrition. What materials do you use? What partnerships do you leverage?
Tobacco Education	<ul style="list-style-type: none"> • Is your staff trained on the dangers associated with smoking and tobacco cessation material, including completion of the on-line tobacco training titled, “Kids and Smoke Don’t Mix,” funded by First 5 California? How do you monitor staff completion of training? • Describe how you educate parents on the dangers of smoking and tobacco cessation. How do you monitor for training needs and completion?
Physical Activity	<ul style="list-style-type: none"> • Describe how you meet ECERS-R guidelines for physical activity in pre-school and/or infant toddler programs. How do you monitor physical activity?

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 1: CSP Baseline Criteria

FEATURE	GUIDING QUESTIONS
Transition Support	<ul style="list-style-type: none"> • Describe how you partner with the agencies listed below to support smooth transitions for children and families from one set of services to the next. How do you document those partnerships? <ul style="list-style-type: none"> - School districts/kindergartens - Family childcare homes - Infant/toddler programs • Describe how you transition between classroom activities.
Teacher/Provider Qualifications	<ul style="list-style-type: none"> • Do program directors and teachers meet or exceed current First 5 California PoP Quality Level Educational Requirements? How do you support and monitor that?
Additional Teacher/Provider Requirement	<ul style="list-style-type: none"> • How do you ensure regular staff participation in professional development opportunities to increase effectiveness in working with: <ul style="list-style-type: none"> - Culturally and linguistically diverse children - Children with special needs • How do you support and monitor those training opportunities?
Environmental Rating Scales revised (ECERS-R) Infant/Toddler Environmental Rating Scales (ITERS)	<ul style="list-style-type: none"> • Have you had an ECERS-R rating completed within the last 12 months, and has your program achieved an overall score of 5 or better on the ECERS-R? • How frequently is the ECERS-R conducted and by whom? • Describe how ECERS-R results are used to inform program planning and improvement.
Classroom Assessment Scoring System* (CLASS)	<ul style="list-style-type: none"> • Have you implemented the CLASS in the last 12 months? • Does your program have scores on the CLASS tool that meet CSP Baseline Criteria (5 on Emotional Support, 3 on Classroom Organization, 2.75 on Instructional Support)? • With how many teachers is the CLASS used and to what extent (e.g., participation in My Teaching Partner)? • Describe how CLASS results are used to inform program planning and improvement.
DRDP 2010	<ul style="list-style-type: none"> • Does your program have DRDP 2010-PS or I/T data on individual children collected within the last 12 months? • Describe what protocols you have in place to ensure the DRDP is conducted twice annually.

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 1: CSP Baseline Criteria

FEATURE	GUIDING QUESTIONS
DRDP 2010 continued	<ul style="list-style-type: none">• Does your protocol for collecting and maintaining DRDP data allow for individual level analysis and tracking children longitudinally?• Describe how DRDP 2010 results are used to inform instruction.
Evaluation	<i>See Content Area 2 (below): Leadership and Governance (Program Evaluation, Accountability and Improvement)</i>
Families	<i>See Content Area 6 (below): Parent Involvement and Support</i>
Connections	<ul style="list-style-type: none">• Describe how your families connect with wrap-around services and other family supports as needed.

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 2: Leadership/ Governance

Informed by: National Associations for the Education of Young Children Accreditation Standards, Updated 2012; Program Administration Scale and Business Administration Scale for Family Child Care Centers. Talan and Bloome. Teachers College Press, 2004; CAEL QRIS Final Report, *Dream Big for Our Youngest Children*, 2010; Head Start Program Requirements 74.21, 92.20, 1303.31, 1301.32, 1304.40, 1304.51, 1304.52

FEATURE	GUIDING QUESTIONS
Qualifications	<ul style="list-style-type: none"> • Does the program director meet CSP minimum qualification requirements?
Governance Body with Community Engagement	<ul style="list-style-type: none"> • How do you staff and manage the program advisory board? • Describe the membership and role of the program advisory board. • What mechanisms do you have in place to ensure parents and community members are engaged in program planning and shared decision-making? • How do you communicate program policies, roles, and responsibilities to parents and staff? How do you ensure implementation of these features? • What data and information do you incorporate into program planning and decision-making?
Program Mission and Philosophy	<ul style="list-style-type: none"> • What is the overall philosophy of the program? How is the work organized to ensure consistency with the philosophy? How do you ensure program goals are met? • What mechanism is in place to ensure ongoing program improvement?
Administration and Management	<ul style="list-style-type: none"> • Does the program director have basic management skills in the following areas: human resources development and assessment, facilities and operations, budget and finance, health and safety, and licensing? • Do you have policies and procedures in place? How are they accessible to staff and parents?
Program Evaluation, Accountability and Improvement	<ul style="list-style-type: none"> • What provisions have you made for a formal program evaluation? • What provisions have you made for teacher and child assessments? <p><i>Also See Content Area 2 (above): (Program Mission and Philosophy)</i></p>
Partnerships: Head Start/Early Head Start	<ul style="list-style-type: none"> • Describe any formal/informal relationships with HS and EHS programs. • Does that relationship involve sharing resources/funding that benefits children in your center? • How do you or how might you involve HS and EHS programs as a partner in

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 2: Leadership/ Governance

Informed by: National Associations for the Education of Young Children Accreditation Standards, Updated 2012; Program Administration Scale and Business Administration Scale for Family Child Care Centers. Talan and Bloome. Teachers College Press, 2004; CAEL QRIS Final Report, *Dream Big for Our Youngest Children*, 2010; Head Start Program Requirements 74.21, 92.20, 1303.31, 1301.32, 1304.40, 1304.51, 1304.52

FEATURE	GUIDING QUESTIONS
Partnerships: Head Start/Early Head Start continued	advancing quality?
Partnerships: State Preschool	<ul style="list-style-type: none"> • Describe any formal/informal relationship with State Preschool programs. • Does that relationship involve sharing resources/funding that benefits children in your center? • How do you or how might you involve State Preschool program as a partner in advancing quality?
Partnerships: Institutions of Higher Learning	<ul style="list-style-type: none"> • Describe any formal/informal relationships with institutions of higher learning that support and/or serve as a resources for ECE workforce development, teacher training opportunities, student teaching placements, etc.
Partnerships: Social Support Services	<ul style="list-style-type: none"> • Describe any formal/informal relationships with agencies/providers that support your program in providing social supports to children and families in your center (e.g., Regional Centers, Health Service agencies, Child Protective Services, etc.).
Partnerships: Mental/Behavioral Health	<ul style="list-style-type: none"> • Describe any formal/informal relationships with agencies/providers that support your program in meeting the behavioral and mental health needs of children and families in your center.
Partnerships: Private/Philanthropic	<ul style="list-style-type: none"> • Describe any formal/informal relationships with private/philanthropic entities that support ECE efforts in your program, community, and/or county and that benefit children in your center.

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 3: Infrastructure

FEATURE	GUIDING QUESTIONS
Technology to Support Use of Data	<ul style="list-style-type: none">• Describe how you use technology to collect, analyze, and use child, teacher, family, and program level data (e.g., ECERS-R, DRDP-R, CLASS, etc.) to inform instruction, program planning and improvement.

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 4: Classroom Instruction

Informed by: Head Start Standards, Education and Early Childhood Development

http://eclkc.ohs.acf.hhs.gov/hslc/mr/monitoring/fy2011pdf/FY2011_Monitoring_Protocol.pdf

California PreK Curriculum Framework www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf

California PreK Learning Foundations <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

FEATURE	GUIDING QUESTIONS
General Curriculum	<ul style="list-style-type: none"> Describe how you are you using evidence and research-based curricula/curricular frameworks that address key aspects of child development.
Early Literacy / Language Curriculum	<ul style="list-style-type: none"> Describe how you are you using evidence and research-based curricula/curricular frameworks that focus on early literacy and language.
Early Math Curriculum	<ul style="list-style-type: none"> Describe how you are you using evidence and research-based curricula/curricular frameworks that focus on early math skills.
Approach to Social-Emotional Development	<ul style="list-style-type: none"> Describe how you are you using evidence and research-based curricula/curricular frameworks that emphasize social-emotional development.
Approaches to Dual Language Learners (DLL)	<ul style="list-style-type: none"> Describe how you are addressing the needs of Dual Language Learners. What specific instructional supports and strategies do you have in place to address the needs of Dual Language Learners?
Child Assessment Tools	<ul style="list-style-type: none"> Describe the tools you are currently using in your centers/classrooms to evaluate/assess developmental needs and child outcomes. Are these tools structured and validated assessments?
Using Data and Assessments to Inform Instruction (Reflective Practice)	<ul style="list-style-type: none"> Describe how you are currently using assessment data to inform instruction. Describe the procedures you have in place for collecting, analyzing, and reporting child assessment data in order to inform instruction. Describe the procedures you have in place for sharing results of assessments with teachers and using results to inform instruction and planning.
Assessment of Classroom Organization and Instructional Strategies	<ul style="list-style-type: none"> Describe any protocols and procedures you are currently using to assess classroom organization and instructional strategies. What specific assessment tools are you using? How frequently are these assessments done and by whom?

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 4: Classroom Instruction

Informed by: Head Start Standards, Education and Early Childhood Development

http://eclkc.ohs.acf.hhs.gov/hslc/mr/monitoring/fy2011pdf/FY2011_Monitoring_Protocol.pdf

California PreK Curriculum Framework www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf

California PreK Learning Foundations <http://www.cde.ca.gov/sp/cd/re/documents/preschoolf.pdf>

FEATURE	GUIDING QUESTIONS
Professional Development Opportunities and Requirements	<ul style="list-style-type: none">• Describe how you provide staff with professional development opportunities and specialized training that focuses on supporting key aspects of child development.• What policies do you have in place to ensure staff participation in professional development opportunities?

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

Content Area 5: Social-Emotional Development

Informed by: Head Start Standards, Education and Early Childhood Development

http://eclkc.ohs.acf.hhs.gov/hslc/mr/monitoring/fy2011pdf/FY2011_Monitoring_Protocol.pdf

Educare Core Features <http://www.educareschools.org/home/index.php>

FEATURE	GUIDING QUESTIONS
Curriculum or Other Approach to Social-Emotional Development	<i>See Content Area 4 (above): (Approach to Social-Emotional Development)</i>
Teacher Training/Coaching in Promoting Social-Emotional Development and Behavior Management Strategies	<ul style="list-style-type: none"> • Describe how you support staff to meet the social-emotional needs of children in your program. • What specific training and/or resources do you provide staff to promote the social-emotional development of children?
Using Data and Assessments to Identify and Monitor Children’s Needs	<ul style="list-style-type: none"> • Describe the tools you are currently using in your centers/classrooms to evaluate/assess the social-emotional development and needs of children in your program. Are these tools structured and validated assessments?
Availability and Partnerships with Mental/Behavioral Health Services	<i>See Content Area 2 (above): (Partnerships: Mental/Behavioral Health)</i>
Partnerships and Resources to Meet Children’s and Families’ Needs	<i>See Content Area 2 (above): (Partnerships: Social Support Services)</i>
Use of Interdisciplinary Approaches	<ul style="list-style-type: none"> • Describe your approach to engaging other disciplines and/or collaborating with consultants or other agencies in supporting the development and meeting the needs of children and families in your program.

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ATTACHMENT G

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Content Area 6: Parent Involvement and Support

(The term parent should be interpreted to include guardians, as appropriate)

FEATURE	GUIDING QUESTIONS
<p>Relationships</p> <ul style="list-style-type: none"> - Engagement Approaches - Assessment of Parent - Participation and Satisfaction 	<ul style="list-style-type: none"> • Describe your overall approach to family engagement and support (i.e., is there a structured approach). • What information do you routinely communicate to parents, and through what mechanism do you communicate it? • Describe how you obtain parent feedback about the program. • Summarize the feedback you have received from parents about the program. • Describe how parents actively participate in your program or program-related activities. • Describe how you monitor parent engagement.
<p>Shared Goals</p> <ul style="list-style-type: none"> - Communication - Education and Home - Learning Support 	<ul style="list-style-type: none"> • Describe the type of information you share with parents about their children’s developmental progress. How often is that shared? • Describe the opportunities that exist for staff to help parents support their children’s development and home learning (e.g., parent-teacher conference protocols).
<p>Family Context</p> <ul style="list-style-type: none"> - On-site Family Supports - Home Visiting 	<ul style="list-style-type: none"> • Describe the kinds of support services you make available (directly or indirectly) to families of enrolled children. • What staff is designated for family support and engagement? • Describe how you address the cultural and linguistic needs of families. • Describe how you involve families in program planning and decision-making. • Describe any home visiting component(s) of your program, including partnership with another agency for home visiting support if applicable.

PREVIEW OF FIRST 5 CALIFORNIA CSP READINESS ASSESSMENT

ATTACHMENT G

Content Area 7: Infants and Toddlers

FEATURE	GUIDING QUESTIONS
Center-Based Slots for Infants and Toddlers (Through 36 Months)	<ul style="list-style-type: none"> • See Content Area 1 (above): (CSP Baseline Criteria, Number of Infant/Toddlers)
Licensure and Certification	<ul style="list-style-type: none"> • See Content Area 1 (above): (CSP Baseline Criteria, Licensure/Certification)
Participation/Certification in Specialized Infant/ Toddler Training Program (e.g., PITC)	<ul style="list-style-type: none"> • How many of your staff has received training in caring for infants and toddlers? How many are certified by PITC or another similar program?
Relationship with Hospitals, Infant Mental Health, Home Visiting Program	<p>See Content Area 2 (above): (Partnerships)</p>
Systematic Outreach and Recruitment	<ul style="list-style-type: none"> • Describe approaches you use to fill all of your Infant and Toddler slots?
For Family Child Care Homes: Relationship with Center-based Programs	<ul style="list-style-type: none"> • Does the FCC have a formal/informal relationship with a center-based program or other ECE administrative entity? Describe that relationship. • Describe what mechanism(s) is/are in place to provide support and guidance and/or professional development to ensure understanding and fulfillment of program requirements.

CSP 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.
Ages and Stages Questionnaire (ASQ)	The Ages and Stages Questionnaire (ASQ) is a series of 19 parent-completed questionnaires designed to screen the developmental performance of children in the areas of communication, gross motor skills, fine motor skills, problem solving, personal-social skills, and overall development across time. The age-appropriate scale is completed by the parent or caregiver. The items on the scale represent behaviors that the child should be able to perform at that age.
Ages and Stages Questionnaire-Social Emotional (ASQ-SE)	ASQ-SE is a screening tool that identifies infants and young children whose social and emotional development requires further evaluation to determine if referral for intervention services is necessary. The ASQ-SE is completed by parents and/or caregivers.
Child Signature Program (CSP) Promise Sites	Centers and classrooms identified by the First 5 county to participate in CSP RFA #2 and that will remain in the program throughout the three year term.
Child Signature Program (CSP) RFA #3 Candidates	Centers and classrooms that meet the CSP Baseline Criteria and Teacher/Provider Qualifications and are eligible to apply for RFA #3.
Classroom Assessment Scoring System (CLASS)	An observation instrument developed to assess classroom quality and teacher-child interactions in preschool through third grade classrooms. The CLASS consists of three domains (emotional support, classroom organization, and instructional support.)
Classroom teachers	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

Classroom teachers (Cont.)	<p>educators organize activities and implement curricula that stimulate young children's physical, emotional, intellectual, and social growth. They help 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	<p>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.</p>
Consortium	<p>An association developed for the purpose of engaging in a joint venture; a cooperative arrangement among groups or institutions.</p>
Desired Results Developmental Profile 2010 (DRDP 2010)	<p>Assessment instrument to observe and assess the developmental progress of children in their programs. The DRDP 2010 aligns with the <i>Infant/Toddler Learning and Development Foundations</i> and the <i>Preschool Learning Foundations</i></p>
Dual Language Learners (DLL)	<p>Children who are Dual Language Learners acquire two or more languages simultaneously, and learn a second language while continuing to develop their first language. The term "Dual Language Learners" encompasses other terms frequently used, such as Limited English Proficient (LEP), bilingual, English language learners (ELL), English learners, and children who speak a Language Other Than English (LOTE). (Office of Head Start)</p>
Early Education Effectiveness Exchange (E4)	<p>The Early Education Effectiveness Exchange will be the statewide resource designed to facilitate quality improvement in early learning centers by providing training and technical assistance for early learning centers participating in any of the three CSP RFA opportunities.</p>

Early Head Start	<p>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.</p>
Early Learning Systems Specialist (ELSS)	<p>The Early Learning Systems Specialist (ELSS) facilitates and supports the Readiness Assessment and related quality improvement activities necessary for participating counties, centers, and classrooms to meet the Child Signature Program’s Baseline Criteria and Teacher/Provider Qualifications, and/or begin implementation of the CSP Quality Enhancement Program elements. The ELSS also serves in a ECE policy leadership role.</p>
Environment Rating Scales (ERS)	<p>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.</p>
Evidence-based practices	<p>Evidence-based practices (EBPs) are skills, techniques, and strategies that can be used by a trained 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.</p> <p>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 result in better outcomes.</p> <p>EBPs refer to a broad range of practices with varying levels of demonstrated effectiveness. These practices typically include a compilation of:</p> <ul style="list-style-type: none">• High research support• Results demonstrating high confidence that the desired outcome can be replicated

Evidence-based practices (Cont.)

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.

Head Start

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.

- **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.

Migrant Children

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

Migrant Children (Cont.)	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.
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 CSP RFA #1.
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.

CSP Fiscal Glossary

Term	Definition
Actual and allowable net costs	The Costs which may be reimbursed under the Signature Program 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 Agency and as such are not readily assignable to a particular program funding stream. Administrative costs relate to the general management of the Lead Agency, 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	The 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 (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 (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 Lead Agency (a company, organization, institution, or government) to submit applications or other required documents on behalf of the Lead 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. (see also: 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.
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., "assurances") 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	<p>A fund consisting of assets from several accounts that are blended together.</p> <p>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.</p>
Compliance Review	<p>Lead Agencies 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 informs the school, district, or county office how to correct the findings.</p>
Contract Period	The time span the contract is in effect as specified by said contract.
Contracted Services	Expenditures for services rendered under contract by personnel who are not on the payroll of the Lead Agency, including all related expenditures covered by the contract.
Corrective Action Plan (CAP)	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.
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>

County Funded Classrooms	Classrooms participating in RFA #2 that are funded with local county dollars or funding other than First 5 California RFA #2 funding. Funding must be at a level commensurate with the funding to classroom ratio reflected in the chart in Section XI, Part A of this RFA. Participating classrooms must be listed on Form 4b and must not appear on Form 4a.
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)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	<p>Payments by currency, check, or warrant.</p> <p>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).</p>
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	The costs of goods delivered or services rendered, whether paid or unpaid, including expenses, provision for debt retirement not

Expenditures (Cont.)	<p>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>
First 5 California Supported Classrooms	<p>Classrooms that agree to participate in CSP RFA #2 and fulfill all the requirements listed in the RFA. These classrooms are supported by funding provided from First 5 California. These classrooms must be listed on Form 4a and must not appear on Form 4b.</p>
Fiscal Year	<p>A period of one year, the beginning and the ending dates of which are fixed. For First 5 California Signature Programs, it is the period beginning July 1 and ending on June 30.</p>
Full Signature	<p>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.</p>
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 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	<p>A written rationale, or plan, for assigning the relative share of indirect costs across more than on program or contract.</p>

Lead Agency/Recipient	<p>An agency designated to act as the administrative and fiscal entity for the Signature Program. The Lead Agency must provide direct services. Examples of agencies and organizations eligible to act as the Lead Agency for a Signature Program include, but are not limited to: city or county government agencies, and institutions of higher education. The fiscal agent must provide assurances that accurate, current, and complete records are kept and that the program will follow all fiscal reporting and auditing standards required by First 5 California. (See Local Public Entities.)</p> <p>An organization that serves as the focal point for program development on the local, regional or state level, often on behalf of collaborative group of organizations.</p>
Leveraged Funds	<p>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 Signature Program.</p>
Local Agreement	<p>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.</p>
Local Public Entity	<p>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.</p>
Mandatory Forms	<p>Forms required for the application. Please note that a mandatory form must be completed for application acceptance and review.</p>
Match	<p>See "Cash Match."</p>
New Contract	<p>A Contract award to an existing contractor that is for a Signature Program that is different than First 5 California contract(s) currently administered by the applicant.</p>
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. (Also Operating Expenses)</p>
Operating Facility	<p>The office(s) within the service delivery area(s) providing Signature Program services to the public.</p>
Original Claim	<p>The first Claim for Reimbursement submitted by a participating agency to First 5 California for a particular period.</p>

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 Signature Program 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 Lead Agency
Recipients of Service	Individuals or organizations enrolled in a Signature Program 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 Signature Program services are to be provided as specified in the program guidelines or funding application.
Subagreement	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.
Supplantation	<p>The term “supplant” means to “replace or take the place of.” The state of California and First 5 California require that Signature Program 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</p>

Supplantation (Cont.)	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.
Supplementation	The term “supplement” is defined as “to add to.” The state of California and First 5 California require that Signature Program 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.
Termination	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
Total Contract Amount	The maximum reimbursable amount under the executed agreement or subsequent amendments, if any.
Total Expenditures	All costs for the provision of subsidized Signature Program services under the local agreement and any nonsubsidized services provided in a commingled program.
Unencumbered Balance	In government accounting, balance relating to a portion or the entire amount of an appropriation that has not been encumbered or expended.

CSP ACRONYMS

AA Associate in Arts
API Academic Performance Index
ASQ Ages and Stages Questionnaire
BA Bachelor of Arts
CARES Comprehensive Approaches to Raising Educational Standards
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
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
EHS Early Head Start
ELLCO Early Language and Literacy Classroom Observation
ELSS Early Learning Systems Specialist
FCC Family Child Care
FCCH Family Child Care Home
FSS Family Support Specialist
F5CA First 5 California or California Children and Families Commission
FY Fiscal Year
HS Head Start
LA Lead Agency
LE Local Evaluator
LPC Local (Child Care) Planning Council
LPE Lead Public Entity
MA Master of Arts
MEES Migrant Education Even Start
MHS Mental Health Specialist
PC Program Coordinator
PITC Program for Infant/Toddler Caregivers
PoP Power of Preschool
QC Quality Coordinator
QE Quality Enhancement
R&R Resource and Referral
RFA Request for Application
SN Special Needs
SR School Readiness
FY Fiscal Year