



**RFA #3**

**Request for Application  
for the Child Signature Program  
FY 2013-14 through FY 2014-15**

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**April 2013**



## Child Signature Program RFA #3

### Eligible Applicants

Child Signature Program (CSP) RFA #3 is designed specifically for only those counties that have been participating in CSP 2. It allows counties not currently participating in CSP 1 to apply for two years of Quality Enhancement (QE) funding for classrooms from CSP 2 that meet all the Baseline Criteria and Teacher Qualification requirements to become QE classrooms. Applicant classrooms must serve children from high-risk target populations and include at least 10% special needs children of the total of all children served.

### Navigating in this Request for Application

The Request for Application (RFA) for Child Signature Program 3 is presented in seven main sections. To help potential applicants understand how the document is structured, along with the kind of information included in the RFA, the “at a glance” outline below describes the content of each section.

#### **Section I: INTRODUCTION**

This section of the RFA provides general background information on First 5 California and the development of the Child Signature Program, from its research base to its foundation, which builds upon successful past and current First 5 California programs.

#### **Section II: GOALS OF THE CHILD SIGNATURE PROGRAM**

This section describes what the Child Signature Program attempts to accomplish through its implementation, from its foundational Logic Model and program emphases to its alignment with other Early Childhood Education efforts.

#### **Section III: DESCRIPTION OF THE CHILD SIGNATURE PROGRAM**

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

#### **Section IV: EVALUATION, DATA COLLECTION, AND REPORTING**

This section consists primarily of information regarding program evaluation, data collection, and reporting requirements. Additionally, there is information on technical assistance that will be provided through the Early Education Effectiveness Exchange (E4), along with requirements for maintaining levels of eligibility for the classrooms included in the program.

### **Section V: CHILD SIGNATURE PROGRAM 3 – FUNDING APPLICATION**

From the perspective of the applicant, this section contains the most important content of this RFA in that it provides Lead Agencies with the specific information they will need to apply for CSP 3 funding. It covers everything from eligibility requirements and consortia formation to how funding will be applied for specific quality features, including personnel (i.e., Essential Staff). It also includes application procedures, critical dates, and an application checklist.

### **Section VI: ADDITIONAL INFORMATION AND CRITERIA FOR APPLICATION PROCESS**

This section of the RFA contains additional information on the application process and submittal. It covers administrative requirements along with those for staffing, program, target populations, classroom curriculum, parent involvement, and assessments.

### **Section VII: PROGRAM, ADMINISTRATIVE, AND FISCAL ACCOUNTABILITY**

Once a Lead Agency has been approved for funding for CSP 3, there are multiple responsibilities and restrictions regarding how programs funds may be spent. This section includes information regarding the responsibilities of Lead Agencies and participating First 5 County Commissions, allowable and administrative costs, annual audit requirements, compliance issues, use of subcontractors, cash match requirements, and multiple other fiscal considerations that are integral to program implementation and accountability.

## I. INTRODUCTION

This section of the RFA provides general background information on First 5 California and the development of the Child Signature Program, from its research base to the program's foundation, which builds upon successful past and current First 5 California programs.

### **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.<sup>1</sup> 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.

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 relevant RAND study<sup>2</sup>

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

<sup>2</sup> 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.

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. Even though California's fiscal situation is gradually recovering, the need for services remains high, especially for at-risk children.

A child who is considered to be "at-risk" and who does not receive quality early learning and 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.<sup>3</sup>

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.<sup>4</sup> 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 become resilient.

First 5 California's continued commitment to improve quality early learning and care positions the agency as an effective child development champion for children ages 0 through 5. First 5 California will continue to build on and enhance research-based programs while integrating the best of First 5 California programs. Through investments in programs such as the Power of Preschool (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.

### **Power of Preschool – Building on Success**

From 2005 through 2009, First 5 California implemented the 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 those eight remaining PoP counties (San Mateo no longer

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

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

participated), four of them (Merced, San Francisco, Ventura, and Yolo) expanded services to infant/toddlers. The PoP program funding authorization ended 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 be culturally sensitive and effectively address language barriers
- The importance of serving children with special needs
- The value of including:
  - documentation
  - screening
  - data collection
  - reporting requirements for evaluation purposes and improving quality in classrooms
- 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 Report<sup>5</sup> 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 incorporated all of the recommended criteria and areas of improvement in the design of the CSP.

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 dramatic increase in all four measured areas.

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
- engaging school districts and principals struggling to maintain basic school programs

The study also revealed that counties successfully:

- engaged parents
- supported kindergarten transitions
- provided educational opportunities to assess and improve teacher quality

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 Appendix D) 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

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<sup>5</sup> **Power of Preschool** Program Evaluation Report, September 2009.

practices and research. These indicators include a well-educated and well-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 and have advised First 5 California on the implementation of selected Educare core features as part of the CSP.

## II. GOALS OF THE CHILD SIGNATURE PROGRAM

This section describes what the Child Signature Program (CSP) is designed to accomplish through its implementation, from its foundational Logic Model and program emphases to its alignment with other Early Childhood Education (ECE) efforts.

In targeting the program to children ages 0 to 5, their teachers, and families living in elementary school catchment areas with Academic Performance Index (API) scores in deciles 1-3, First 5 California has designed the CSP with the following key goals:

- Children at greatest risk for school failure will enter school with the skills to be successful.
- Targeted children and families 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.
- Parents will have the knowledge and skills to successfully advocate for their child's education.
- Parents will be knowledgeable and involved in their children's age-appropriate cognitive and behavioral development.

The CSP is designed to meet the aforementioned goals for children, teachers, and families by building on lessons learned about improving quality, integrating First 5 California's Principles on Equity, and aligning with other research-based ECE quality efforts.

### **Builds on Lessons Learned**

The CSP is designed to enhance the quality components that were integral to the original PoP program. At its core, the CSP incorporates three research-based Program Elements:

- **Instructional Strategies and Teacher-Child Interactions**
- **Social-emotional Development**
- **Parent Involvement and Support**

Through CSP, First 5 California has provided 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).

In order to meet the goals of the Child Signature Program, as described above, the various program and training strands of the CSP were initiated through a series of three Requests for Application (RFA). The chart below and Visual 1 provides a brief overview of all three RFAs for the Child Signature Program:

**Table A**  
**Summary of CSP RFA #1, #2 & #3**

RFA	Date	Title and Description
#1	Released February 17, 2012	<p><b>Quality Enhancement of PoP</b>                      Designed to enhance quality in the existing eight counties that previously received PoP Bridge FY 2011-12 funding through the incorporation of three CSP 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	Released March 2012	<p><b>Readiness Assessment and Quality Improvement</b>                      Designed to provide all 58 counties the opportunity to increase quality in early learning programs for children of greatest need ages 0 to 5.</p> <p>Participating classrooms were required to complete a Readiness Assessment to determine if they met the CSP baseline criteria and teacher/provider qualifications. Training and technical assistance will be provided by the Early Learning System Specialist and the Early Education Effectiveness Exchange (E4).</p> <p>RFA #2 did <u>not</u> require matching funds from counties.</p>
#3	Spring 2013  (This RFA)	<p><b>Quality Enhancement of Eligible CSP 2 Classrooms (This Document)</b>                      Designed to allow counties <b>not</b> currently participating in CSP 1 to apply for two years of Quality Enhancement funding for classrooms who meet Teacher/Provider Qualifications (Appendix M) at the First 5 Quality level and CSP Baseline Criteria, e.g., Content Areas 1, 2 and 3 of the RA (Appendix B). The content of RFA #3 is similar to that of RFA #1 (in terms of quality enhancements for qualifying classrooms) and will require matching funds from counties.</p> <p><b>CSP 1 counties are not eligible to apply for RFA #3.</b></p>

### III. DESCRIPTION OF THE CHILD SIGNATURE PROGRAM

This section of the RFA provides a detailed description of all aspects of the Child Signature Program which Lead Agencies (For purposes of this RFA, a Lead Agency refers to an applicant First 5 county or the lead county for a county consortium.), must implement from its Mandatory Quality Enhancement Program Requirements, CSP Program Elements, to CSP Essential Staff requirements and participation criteria. (Note: The CSP Program Elements, which are the foundation of the program, are described in Part C of this Section.)

#### A. Mandatory Quality Enhancement Program Requirements

As described in Section I, research confirms that outcomes from early learning are stronger when **quality** in the classroom is improved, particularly around classroom management, instruction, and emotional support. The CSP builds evidence-based strategies from Power of Preschool (PoP) program and aligns with the goals of First 5 California's Teacher Signature Program, CARES Plus. This alignment capitalizes on First 5 California's current investment in improving child outcomes by strengthening the quality of teacher-child interactions and classroom instruction. The CSP design also draws on First 5 California's current partnership with the Educare quality early learning model (described in Appendix D), which serves children from infancy to kindergarten entry.

Under this RFA, the CSP will create quality enhanced early learning classrooms by requiring Lead Agencies to implement the Quality Enhanced Program Requirements, including three primary CSP Program Elements which are described in Part C of this Section and are designed to:

- Incorporate core, research-based program features informed by evidence to enhance **quality**
- Emphasize **program improvement**, informed by data and feedback
- Use **evaluation** to inform future investments

#### B. Overarching Design Principles of the CSP

In addition to the three CSP Program Elements, the following five overarching design principles, support program implementation, and Lead Agencies must incorporate them into the operation of the CSP at the county and classroom level:

##### 1. Research-Based Practices

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

- The collection and use of data for reflective practices that support improvements in child and teacher outcomes
- The participation in the statewide evaluation of the program as described in Section IV, B
- The selection and deployment of a Local Evaluator, whose role includes the collection and analysis of data for providing feedback and coaching to teachers as described in Section IV

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

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

## 3. Culturally and Linguistically Appropriate Strategies, as described in First 5 California's Principles on Equity

First 5 California Children and Families Commission adopted its *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*, CSP classrooms will ensure that curricula and instructional strategies, communication, community-based services, and all aspects of the CSP incorporate practices that are culturally and linguistically appropriate for the population served.

The *Principles on Equity* address four major areas, each of which must be incorporated in the local CSP program as addressed in Appendix H:

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

## 4. CSP Program Elements Aligned with California Department of Education Curriculum documents

As its foundation, the CSP incorporates three primary Program Elements: a) teacher and classroom quality improvement; b) children's social-emotional development; and c) parental engagement (all as further described in Section C of this Section). The three CSP Program Elements are research-based and have been used in Educare, Head Start, and other recognized early learning programs to enhance quality. The CSP Program Elements also are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations, California Infant/Toddler Curriculum Framework, and/or California Preschool Learning Foundations, and California Preschool Curriculum Framework*. Local program alignment with these key curriculum documents will guide counties' selection of curricula, strategies, and instructional materials, and will align with and support the implementation of the CSP Program Elements. (Alignment of CSP Program Elements is as applicable, according to the type of classroom Infant/Toddler or Preschool).

## 5. Essential Staff for the CSP

Lead agencies will be required to hire new staff or increase the responsibilities of existing staff to implementing and carry out the three CSP Program Elements. These CSP

Essential Staff will be required to work individually and in teams, along with teachers and administrators as appropriate. Professionals who have worked in the planning and delivery of services to children and families in multi-disciplinary environments tend to be most effective in understanding and addressing the needs of children who are culturally diverse and/or have special needs.

The CSP Essential Staff required to implement the CSP Program Elements include:

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

**Program Coordinator:** The Program Coordinator will provide oversight to the CSP Essential Staff and be responsible for compliance with the overall program requirements. The PC will work with or supervise the EEE and the FSS. However, it is possible that the EEE and FSS may work within another agency contracted by the Lead Agency to deliver the services; in those instances, the staff may receive supervision from someone else in that agency. If that is the case, then the PC must assure that the other agency is in agreement with and supportive of the role that the person will play in the CSP program implementation to ensure that they fulfill the responsibilities of the position. The PC is also responsible for ensuring that all participating classrooms meet the CSP Baseline Criteria (Appendix B) and the Teacher/ Provider Qualifications Quality Levels (Appendix M) throughout the term of the Agreement, and that all participating classrooms implement the Mandatory Quality Enhanced Program Requirements (Appendix B).

**Early Education Expert:** This position facilitates full and effective implementation of the CSP Program Elements and evidence-based instructional practices by providing staff with instructional leadership through the design, delivery, and coordination of intensive professional development; education program development and improvement; facilitation of interdisciplinary collaboration; and administrative support.

**Family Support Specialist:** This position will develop and maintain relationships with families and ensure that they receive comprehensive services through their participation in the CSP. Comprehensive services include health and social services, services for children with disabilities, early childhood and education services, and a range of parent-engagement training opportunities at the site. The FSS is also responsible for conducting community outreach efforts to identify and develop relationships with community-based organizations that provide other needed services to families.

Both the EEE and FSS positions will use LE-collected data, as described below, sharing it with program and classroom staff to inform instruction and shape activities to improve quality.

**Mental Health Specialist:** This position will address the CSP requirements of the Social-Emotional Development Program Element. The MHS, *per se*, is not a “new” required position in that Lead Agencies may already have resources for individuals who cover the MHS roles

and responsibilities. Nevertheless, the implementation of this CSP Program Element requires:

- collecting/sharing data with program staff and the FSS
- collaborating and coordinating services for families
- working with the classroom teacher on strategies for addressing the social-emotional needs of children
- working with the Local Evaluator

**Local Evaluator:** This may be an existing position in the Lead Agency that will take on an expanded scope of work in CSP RFA #3, including the sharing of data with the CSP Essential Staff, including the Program Coordinator, Early Education Expert, Family Support Specialist and Mental Health Specialist.

Success of the CSP will depend on the expertise, skills, and effectiveness of all individuals who fulfill the duties of the CSP Essential Staff positions. Recommended job descriptions identifying the minimum required education, knowledge, and skills for the EEE, FSS, and LE are provided as Appendices G1, G2 & G3 to this RFA. However, hiring qualified individuals is just the first step to implementing these key roles. The ability to successfully connect with classroom staff and families is imperative. The ability of CSP Essential Staff to provide continuous support, professional development, and encouragement throughout the two years of CSP 3 also is essential for optimal outcomes and success of the program. Assistance and support should be available and secured locally, in addition to that provided statewide through the E4. (See Part D.)

First 5 California staff is cognizant that due to the ratio of CSP Essential Staff to the number of children/families/classrooms, Lead Agencies may not be able to hire full-time CSP Essential Staff for eligible CSP 2 classrooms. Please refer to Section V, Funding for Essential Staff Positions for the breakdown of funding provided by First 5 California for each essential staff member.

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

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

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

The decision to include a focus on these specific CSP Program Elements was influenced by the First 5 County Commission Input Survey (September, 2011); evaluations of Educare, Head Start, and other recognized early learning programs; as well as evaluations of classroom quality enhancement programs. Implementing these CSP Program Elements will require: increased oversight by the Program Coordinator of the new activities; an increased level of involvement of the Local Evaluator with program staff to make data use a more integral part of program improvement; and the creation of new positions or expansion in responsibilities of existing positions, as described above.

Below are detailed descriptions of the content, goals, and activities integral to each of the CSP Program Elements, along with the roles and responsibilities of the Essential Staff required to implement them. (First 5 California will provide support to CSP Essential Staff through the E4 as described in Section III.)

## 1. Instructional Strategies and Teacher-Child Interactions

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

Instructional strategies that can be funded in order to address this strong curricular focus on language/literacy and early math skills include:

- evidence-based developmentally, culturally, and linguistically appropriate curricula
- training on those curricula and materials, and
- training on the assessments used with children, as appropriate

Effective strategies and instructional support for teaching DLLs include the purchase and use of professional development materials, along with training and/or mentoring from DLL experts. Funding these activities will support teachers in the education of DLLs ages 0 to 5.

Selection and use of curricula must be articulated in the Lead Agency's application and must be approved in writing by First 5 California. Acceptable curricula include those listed in Appendix K (or other curricula that counties can demonstrate are evidence-based and grounded in scientific research).

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

Influenced by the Educare model and by several studies of "coaching" and "consultation" for quality enhancement, CSP funding will enable participating counties to employ EEEs to support and assist teachers of infants, toddlers, and preschoolers to improve their classroom practices, using objectively gathered classroom quality observation data. EEEs must meet minimum qualifications as outlined in Appendix G1, carry a caseload of no more than 10 classrooms simultaneously, and must interact regularly with the LE. For optimum effectiveness in working with DLL children, the EEE must possess the cultural

competency, background, and knowledge of effective strategies designed for DLL children ages 0 through 5. In situations where this is not possible, the use of consultants/experts to support teacher quality with DLLs must be employed. The EEE will be responsible for reviewing and understanding the assessment data, observing classrooms, encouraging reflective practices, and providing direct feedback and coaching to individual teachers on strategies promoting oral language, vocabulary, early literacy, and math. The EEE also will collaborate and coordinate with the FSS and MHS.

Many First 5 county commissions currently employ LEs who provide a range of services. For purposes of the CSP, the role of the LE may need to be broadened and/or level of effort increased to ensure the required collaboration between those responsible for collecting the required data and the EEE. The LE must work with the EEE to provide ongoing data collection and analysis designed to identify gaps and show where instructional or other critical improvements are needed. In addition to providing reports to the local program, the LE will participate in the statewide evaluation by providing data that can be summarized across participating counties. (See Appendix G3 for description.)

## 2. Social-Emotional Development

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

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

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

1. a completed screening and assessment, as appropriate
2. documentation showing that parents are involved in the process
3. documentation of referrals and follow-up for services, as appropriate

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

### 3. Parent Involvement and Support

The goal of this Program Element is to increase parent knowledge, interest, involvement, and ability to advocate for their child's early learning and later success in school. The primary approach for implementing the tenets of this Program Element will be through the addition of the **Family Support Specialist (FSS)**. (See Appendix G2.) Each FSS will have a caseload of 30 or fewer families. The FSS will also be expected to work with the **Mental Health Specialists (MHS)**, if available, and/or other staff fulfilling the responsibilities as described above under the Social-Emotional Program Element, provide resources, and collaborate regarding services/referrals, as needed.

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

- Provide parents with information about their child's growth and development, and encourage parent involvement in these areas.
- Provide parents with information and resources that promote optimal health and well-being, including nutrition and physical activity.
- Promote and enhance the parent/child relationship.
- Encourage parents' involvement and advocacy in the education and early care environment of their child.
- Provide parents with the knowledge and skills to successfully advocate for their child's education.
- Work with parents to develop a **Family Partnership Agreement** identifying the strengths and concerns of the family and prioritizing the family's goals for the parent and child (samples found in Form 8).
- Provide parents with information regarding child health and injury prevention, healthy food choices (i.e., decrease consumption of high fructose, fat, and fast food, etc.), and benefits of increased physical activity.
- Educate parents on the dangers of secondhand smoke to children and provide tobacco cessation resources.

The FSS will be required to complete First 5 California's on-line tobacco training titled, *Kids and Smoke Don't Mix; A Tobacco Training for Child Care Providers and Preschool Teachers*. The FSS will be required annually to review with parents at a minimum the content of First 5 California's on-line tobacco training.

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

#### **D. Early Education Effectiveness Exchange – Training and Technical Assistance**

To support CSP quality enhancement and expansion, First 5 California is funding 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 improvement in early learning classrooms and centers participating in the CSP. The E4 will include training and technical assistance for CSP 3 counties on the implementation of the Program Elements. The E4 will collaborate with Program Coordinators (PCs) to broker appropriate training and technical assistance using a variety of modalities (on-site, face-to-face and “go-to” meetings, Webinars, on-line, etc.) as appropriate, and maintain an interactive and informational training and technical assistance website. The E4 also will recruit CSP 1 PCs to serve as mentors for CSP 3 PCs. The CSP 1 PCs will share knowledge and provide expertise to the CSP 3 classrooms in implementing quality in CSP 3 classrooms through the CSP Essential Staff and CSP Program Elements.

#### **E. Staff Criteria**

All CSP Essential Staff, along with administrators and CSP 3 classroom staff, as appropriate, must:

- Participate in the training and technical assistance that will be provided by the Early Education Effectiveness Exchange (E4) designed to support the CSP (see Part D), including annual statewide meetings for CSP Essential Staff, continuous program improvement, Webinars or “go-to meetings’ on applicable topics and, based on the RA results, develop trainings to address these needs as financially feasible and appropriate.
- Conduct regular assessments that will identify assets, challenges, and gaps in community resources and systems. The assessment data will aid in identifying needs, designing programs and approaches, and setting benchmarks and goals.
- Collect classroom and site level data to support First 5 California evaluation activities. Appendix C provides an overview of the data collection and evaluation requirements for the CSP.
- Conduct or coordinate the administration of child, teacher, and environmental assessments as described in Appendix C.
- Establish a mentor relationship from one of the previous PoP counties to provide mentoring, guidance, support, and technical assistance (coordinated by the E4) during Years 1 and 2 of CSP 3.
- Complete the on-line training titled *Kids and Smoke Don’t Mix*. This training must be completed by December 31, 2013.

## IV. EVALUATION, DATA COLLECTION, AND REPORTING

Program evaluation is a key component of the Child Signature Program. This section addresses program evaluation, data collection, and reporting requirements. Additionally, the Early Education Effectiveness Exchange (E4) is described, along with requirements for maintaining levels of eligibility for the classrooms included in the program.

### A. Evaluation Overview

The evaluation of the Child Signature Program is designed to measure the effectiveness of classroom-level quality enhancements. The logic model for the CSP and its evaluation is depicted in Visual 3. The logic model describes the program focus, program inputs, the program model, program objectives, and ultimate goals.

The ultimate evaluation questions shaping the program are:

1. Does high quality early care and education eliminate or reduce achievement gaps for at-risk young children?
2. Does high quality early care and education improve lifetime academic achievement and associated life success?

Because ultimate goals are long-term and difficult to measure, the program evaluation focuses on near-term processes and outcomes for the program. Specific hypotheses are that quality enhancements such as CSP Essential Staff, increased parental involvement and outreach, increased developmental screening activities, enhanced classroom interactions, and enhanced classroom environments will translate to better outcomes for at-risk children.

The CSP program evaluation focuses on eleven specific questions outlined in Attachment C, categorized into outcome and process questions. Outcome questions focus on different groups and target populations (e.g., teachers and staff, parents, children with special needs, dual language learners, etc.). Process measures examine how well CSP functions, how well it is serving the public and target populations, and its cost effectiveness. The eleven outcomes and process questions from Appendix C are as follows:

#### Outcome Questions

- Are classroom environments in CSP sites improving and meeting target quality criteria?
- Are teachers in CSP classrooms using effective teaching and classroom interaction strategies?
- Are high-risk young children who participate in CSP demonstrating improvement in their readiness to succeed at kindergarten entry?
- Is the developmental status of high risk young children who participate in CSP sites improving over time?
- Are children with special needs and Dual Language Learners (DLLs) making developmental gains?
- Are parents included in and satisfied with CSP?

#### Process Questions

- Are conditions that lead to and support quality early care and education increasing among programs that participate in CSP?
- What strategies and services most effectively promote positive outcomes for children?
- Are some strategies more effective for DLLs or children with special needs?

- Are children with special needs being identified and receiving services as appropriate?
- What are the most effective outreach strategies for parents?

Data collected during the program are structured to answer the evaluation questions above. More specific child outcomes will be examined through the work of a contracted statewide evaluator (see Appendix C). Children, parents, and teachers in CSP 3 classrooms may be sampled for additional evaluation activities conducted by the statewide evaluator.

## B. Evaluation Activities

Classrooms participating in CSP 3 must:

- Participate fully in the statewide evaluation and any research studies developed by First 5 California to demonstrate program outcomes.
- Develop and submit a plan in the CSP RFA #3 application that demonstrates coordination between the LE and EEE regarding collection and analysis of classroom data for continuous classroom improvement.
- Collect and report evaluation-related data. Appendix C provides an overview of the data collection and evaluation requirements for the CSP. Beginning FY 2013-14, all Lead Agencies will be required to enter CSP data into the First 5 California CSP Data Profile System. The final due date for submitting the data is July 31 of each year. For the first program year, FY 2013-14, the final data submission due date will be July 31, 2014. For the second year, FY 2014-15, the final data submission due date will be July 31, 2015.

The CSP Data Collection Guidebook provides additional detail on the data collection required to support First 5 California's statewide evaluation of Child Signature Program (CSP). Specifically, the Guidebook covers important features of evaluation design, data collection procedures, and reporting timelines. The main categories of evaluation-related data that will be collected and submitted with the online CSP data system include:

- Site Information
- Classroom Information
- Teacher Demographics
- Child Demographics
- Environment Rating Scales (ERS) instruments:
  - ECERS
  - ITERS
  - FCCERS
- Classroom Assessment Scoring System (*CLASS™*) instruments
  - *CLASS™* Pre-K
  - *CLASS™* Toddler
  - *CLASS™* Infant (when available)
- Desired Results Developmental Profile (DRDP) instruments
  - DRDP-PS
  - DRDP-IT
  - DRDP access
  - DRDP Parent Survey
- Staff narrative regarding efforts for improving classroom quality

### C. Committee for Protection of Human Subjects (CPHS) Requirements

Evaluation activities of the Child Signature Program receive oversight by the Committee for the Protection of Human Subjects (CPHS), the state government institutional review board. Lead agencies must abide by the requirements approved by CPHS and detailed in this RFA. First 5 California annually submits the Child Signature Program evaluation protocol for review and approval by CPHS. During its annual review during the term of CSP 3, CPHS may require revisions to existing protocol forms and procedures. In accepting funding under RFA #3, Lead Agencies must agree to abide to any future revisions to the protocol. First 5 California will notify Lead Agencies of any updates to forms and procedures as required by CPHS.

Key provisions of the current evaluation protocol approved by CPHS that must be observed by Lead Agencies include:

1. In classrooms, provide to teachers and parents the Opt-Out and Non-Medical Research Bill of Rights documents. These documents are available in English and Spanish. (Forms 9-14, attached).

The consent process for the evaluation of CSP follows an Opt-Out model. In this type of consent model, all participants in a program are also considered evaluation subjects until they choose to opt out. This differs from a traditional informed consent process where study participants are asked to consent, by signing an informed consent form, to have information collected about them for the study. In the opt-out model, CSP participants are assumed to have already consented to evaluation activities by enrolling and taking part in the program. Both teachers in CSP evaluation classrooms and parents of students in CSP evaluation classrooms will be given the opportunity to opt out.

“Opt-out” has a specific meaning under the evaluation protocol approved by CPHS. Since CSP is a government program, and since the evaluation of CSP is low risk to participants, First 5 California can require that data be collected about program participants. Opting out does not mean that data will not be collected. Opting out means that the data collected from participants cannot be shared with other researchers or agencies outside of First 5 California. Data will be collected about CSP participants regardless of whether they opt out or not. This is an important point to make to CSP participants. The current versions of CSP Teacher and Parent Opt-Out forms are intended to make this idea clear.

Lead Agencies should provide opt-out forms to all teachers and parents of students in CSP classrooms around August of each year. It is imperative that these forms be distributed as soon as possible. Evaluation activities cannot commence and no data can be collected until opt-out forms are distributed. If a teacher opts out or parents opt out on behalf of their children, the signed and dated Teacher or Parent Opt-Out form must be returned to First 5 California. To aid the tracking of participants who have opted out, a space has been provided on the Opt-Out forms for Lead Agencies to indicate the county, site name (or ID), and classroom name (or ID). If any participant (teacher or parent) opts out, the entire classroom to which they are associated will be suppressed for purposes of data sharing as described above. CSP Parent and Teacher Opt-Out forms can be found on First 5 California’s website:  
<http://www.cfc.ca.gov/evaluation/reportingtools.asp>

2. Ensure no misuse of data related to program participation or evaluation of the Child Signature Program. It is the firm policy of First 5 California, and a requirement of CPHS, that data such as *CLASS*<sup>TM</sup> observations or other information may not be used for individual evaluation of teachers, including personnel actions such as promotion, retention, or discipline. The purpose of CSP evaluation is to assess the aggregate effects of public investment in improving the quality of early care and education. In addition, personal information about children, parents or teachers collected under this CSP is protected by the Information Practices Act, and must be safeguarded pursuant to state law and First 5 requirements designed to prevent unauthorized use of or access to such information.
3. Immediately notify First 5 California management in the event of any adverse event or unanticipated problem with regard to teachers, parents, or children as the result of program evaluation activities. First 5 California is required to report these events and problems within 48 hours to the Committee for the Protection of Human Subjects. Adverse events or unanticipated problems include but are not limited to:
  - Use of evaluation data for personnel review of individual teachers rather than program evaluation.
  - Theft, loss, or breach of program evaluation data. A breach is defined as access to evaluation data by non-approved program persons.
  - Unauthorized use of or access to personal information of children, parents or teachers.
  - Injury or other adverse outcomes for program participants as a result of program participation.
4. Meet data security requirements as described in the CPHS Data Security Requirements document. The document is available here:  
[www.oshpd.ca.gov/Boards/CPHS/DataSecurityRequirements.pdf](http://www.oshpd.ca.gov/Boards/CPHS/DataSecurityRequirements.pdf)

The CPHS document outlines three safeguard strategies to be followed: administrative, physical, and electronic. The most sensitive data to protect are Personally Identifiable Data (PID) defined as eighteen (18) identifiers listed in the glossary of the document. The statewide CSP evaluation effort does not collect personally identifiable data. However, if local evaluators are collecting such information (e.g., names, addresses) as part of their evaluation activities, these data must be protected.

#### **D. Technical Assistance and Support**

First 5 California has contracted with WestEd to provide the Early Education Effectiveness Exchange (E4) training and technical assistance to support the CSP. The E4 training and technical assistance is available to support classrooms in CSP 1, CSP 2, and CSP 3.

The E4 will provide targeted local, regional, and statewide training and technical assistance as identified in the annual training plan using a variety of modalities as appropriate. The E4 will maintain an interactive and informational training and technical assistance website. Mentor relationships between participants in CSP 3 and CSP 1 will be facilitated by the E4. The E4 also will collaborate with the PCs to broker appropriate training and technical assistance for programs and to provide support for continuous program improvement.

### E. Maintain Level of Eligibility

All classrooms that are deemed eligible to participate in CSP 3 at the time of application must commit to maintain the level of quality through the baseline criteria and mandatory quality enhancement program requirements in Appendix B, including but not limited teacher qualifications and documentation of the Readiness Assessment content areas 1, 2, and 3.

Lead Agencies must also maintain the CSP Essential Staff and implement the Quality Enhancements at the required level. Failure to do so may subject the Lead Agency to reduced funding and/or elimination of one or more classrooms in the program.

Classrooms approved for funding must remain in the program for the two-year term of the program. If a classroom drops out, substitutions will not be allowed and the Lead Agency allocation will be adjusted to reflect the deletion of the classroom.

### F. CSP Reports and Data Submission

In addition to the evaluation and assessment reports described in Section D, Part 7 and Appendix C, Lead Agencies funded through this RFA #3 are required to submit the following reports and data:

#### FY 2013-14 Reports and Data (First Year of Program Operation Only)

Quarterly CSP Progress Reports: Lead Agencies must submit quarterly progress reports during Year 1 of CSP 3 for approval by First 5 California. The progress reports should demonstrate continuous classroom improvement toward achieving CSP program goals. These reports shall summarize program implementation strategies, documented actions to improve quality in classrooms, local trainings provided and attended, strengths and challenges, and actions taken to correct those challenges. Additionally, Lead Agencies must report any changes to the Staffing Plan. The Quarterly CSP Progress Reports schedule follows:

<u>Program Period</u>	<u>Due Date</u>
July – September	October 31, 2013
October – December	January 31, 2014
January – March	April 30, 2014
April – June	July 31, 2014

Site/Classroom Profile Updates and Evaluation Data: Lead Agencies are required to submit at the time of application Site/Classroom Profiles using First 5 California’s online reporting system, and to update the demographic information semi-annually. Appendix L lists the data elements of the online system that Lead Agencies are required to use.

**Before submitting the RFA application to First 5 California**, each applicant Lead Agency **must submit a request** for a login name and password for up to three designated data system users. They will have the authority to access and enter data into the CSP Data Profile System.

Submit requests to the CSP mailbox at [csp@ccfc.ca.gov](mailto:csp@ccfc.ca.gov). The subject heading should state **“CSP 3 Login Information.”** First 5 California Information Technology staff will send the Lead Agency the login information.

The Site/Classroom Profile Updates and Evaluation Data schedule will be:

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

### **FY 2014-15 Reports and Data**

Semi-Annual Program Progress Reports: All new CSP Program Elements of CSP 3 should be in place and fully implemented by the end of the first fiscal year (Year 1) of the program (June 30, 2014). Reporting for Year 2 will consist of maintenance of effort activities. The Semi-Annual Program Progress Report schedule follows:

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

Site/Classroom Profile Updates and Evaluation Data: Lead Agencies are required to submit at the time of application Site/Classroom Profiles using First 5 California's online reporting system, and to update the demographic information semi-annually. Appendix L lists the data elements of the online system that counties will be required to use.

The Site/Classroom Profile Updates and Evaluation Data schedule will be:

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

**G. CSP Data Collection and Reporting Calendar**

The Fall and Spring cycles of profile and evaluation data collection and reporting are summarized in the table below:

**Table 2  
 CSP Data Collection and Reporting Calendar**

<b>Data to be collected and reported</b>	
<b>Fall Cycle (July-December)</b>	<b>Spring Cycle (January-June)</b>
<p><b>Classroom Data</b></p> <ul style="list-style-type: none"> <li>• Classroom demographics</li> <li>• Teacher data</li> <li>• Quality Essential Staff (QES)</li> <li>• Funding</li> <li>• Ratios</li> <li>• ERS global score</li> <li>• Developmental screening and assessment activity</li> </ul>	<p><b>Classroom Data</b></p> <ul style="list-style-type: none"> <li>• Classroom demographics</li> <li>• Teacher data</li> <li>• Quality improvement narrative</li> <li>• Quality Essential Staff (QES)</li> <li>• Funding</li> <li>• Ratios</li> <li>• ERS global score</li> <li>• Developmental screening and assessment activity</li> </ul> <p><b>Site Data</b></p> <ul style="list-style-type: none"> <li>• Outreach and support activity</li> <li>• DRDP <i>access</i> aggregate data</li> <li>• DRDP Parent Survey aggregate data</li> </ul>
<p><b>Assessment Results</b></p> <ul style="list-style-type: none"> <li>• DRDP Fall aggregate data</li> <li>• ECERS, ITERS, FCCERS item level scores for each subscale</li> </ul>	<p><b>Assessment Results</b></p> <ul style="list-style-type: none"> <li>• DRDP Spring aggregate data</li> <li>• CLASS<sup>TM</sup> dimension and domain level scores</li> </ul>
<p><b>Data Submission Deadline</b></p> <ul style="list-style-type: none"> <li>• January 31 following the Fall cycle</li> </ul>	<p><b>Data Submission Deadline</b></p> <ul style="list-style-type: none"> <li>• July 31 following the Spring cycle</li> </ul>

## V. CHILD SIGNATURE PROGRAM (CSP) 3 – FUNDING APPLICATION

From the perspective of the applicant, **this section contains the most important content of this RFA in that it provides Lead Agencies with the information they will need to apply for CSP funding.** It covers everything from eligibility requirements and consortia formation to how funding will be applied for specific quality program features. It includes application procedures, critical dates, and an application checklist. (For purposes of this RFA, a Lead Agency refers to an applicant First 5 county or the lead county for a county consortium.)

### CSP RFA #3

CSP RFA #3 is designed specifically for only those counties that have been participating in CSP 2. It allows counties not currently participating in CSP 1 to apply for two years of Quality Enhancement (QE) funding for classrooms from CSP 2 that meet all the Baseline Criteria and Teacher Qualification requirements to become QE classrooms. (See Section III – “Description of the Child Signature Program” for specific details regarding all aspects of the program.) The content of CSP RFA #3 is similar to that of CSP RFA #1 in terms of QE classroom requirements, and will require, at a minimum, a one-to-one match in funds from participating counties.

The table below outlines the categories from the baseline criteria that must be met by classrooms in order to qualify for CSP 3:

**Table C**  
**CSP Baseline Criteria Requirement Categories**

<ul style="list-style-type: none"> <li>• Target Population</li> <li>• Diversity</li> <li>• Age</li> <li>• Parent Fees</li> <li>• Screening</li> <li>• Length of Day</li> <li>• Curriculum</li> <li>• Articulation</li> <li>• Teacher/Provider: Child Ratio</li> <li>• Maximum Group size</li> </ul>	<ul style="list-style-type: none"> <li>• Health Education</li> <li>• Food</li> <li>• Nutrition Education</li> <li>• Tobacco Education</li> <li>• Physical Activity</li> <li>• Transition Support</li> <li>• Teacher/Provider Qualifications Requirement</li> <li>• Environmental Rating Scales revised (ECERS-R)</li> <li>• ECERS-F and ITERS</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Assessment</li> <li>• Scoring System (CLASS™)</li> <li>• DRDP 2010</li> <li>• Principles on Equity</li> <li>• Evaluation</li> <li>• Budget</li> <li>• Families</li> <li>• Connections</li> </ul>
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For more detail on the Baseline Criteria, see Appendix B.

### Description of Eligible Participants and Requirements

First 5 California recognizes the need for making high quality early learning programs available and accessible to children and families of greatest need. Toward that end, CSP 3 will focus on providing qualifying classrooms in CSP 2 counties the opportunity to increase quality in early learning programs serving children ages 0 to 5 of highest risk.

This RFA will accomplish two major purposes:

1. Allow qualifying classrooms that meet CSP Baseline Criteria and Teacher/Provider Qualifications to participate in CSP 3, and
2. Further increase the quality of education and care offered in these classrooms by implementing the Program Elements and the hiring of Essential Staff.

**To qualify for CSP 3, classrooms from applicant counties must meet all the requirements in Content Areas 1, 2, and 3 of the Readiness Assessment**, which include:

- CSP Baseline Criteria (Appendix B)
- Teacher/Provider Qualifications (Appendix M)
- Evidence of implementing the components of the Principles on Equity, and
- Evidence of leadership, governance, and infrastructure requirements necessary to support improved quality.

(Note: Several counties have Early Migrant Education classrooms operating on an alternate school schedule that may have precluded them from completing the Readiness Assessment prior to the CSP application due date. Counties may include those classrooms in their applications if they anticipate that those classrooms will meet the criteria. However, the Readiness Assessment results for those classrooms will have to be verified before a Lead Agency's application can be fully approved.)

### **Participation by a Consortium**

For purposes of CSP RFA #3, a "consortium" is described as a First 5 county commission in partnership with another neighboring First 5 county commission, where both county commissions propose classrooms which meet the qualifying criteria to participate in CSP 3.

### **Existing Consortium**

An existing CSP 2 county consortium may apply for funding under CSP RFA #3 if it meets the qualifying criteria. The lead county for a consortium formed under CSP 2 will be responsible for submitting the CSP RFA #3 application as the single applicant to serve as the Lead Agency for the consortium under CSP 3. As the Lead Agency, the lead county will be responsible for programmatic, fiscal and administrative accountability of all consortium partners.

### **Forming a New Consortium**

CSP 2 counties may form a new consortium with neighboring counties who may have similar circumstances and if each applicant county classroom meets the qualifying criteria. The consortium must select a lead county and the lead will be responsible for submitting a single application. As the Lead Agency, the lead county will be responsible for programmatic, fiscal and administrative accountability of all consortium partners.

### **Sharing CSP Essential Staff Positions**

A county applying for CSP RFA #3 may want to share a CSP Essential Staff position (e.g., EEE or FSS) with another county that does not have the minimum number of classrooms or families in its own county. For such counties, each county must submit an individual application to serve as Lead Agency for its county, and state the percentage of time the shared position will be used by the applying county and partner county. The position funded by First 5 California cannot exceed more than 100% of a time base. The applicant county must also be able to justify why it is more reasonable to share a position than to hire a part-time position for the applicant county

only. The justification must include the time base, salary, and the feasibility of the shared position with time spent in the classroom, travel time, and geographic needs.

### **Eligible Applicants for CSP 3**

Applications may be submitted by counties willing to serve as Lead Agency under this RFA #3. As provided in the CSP Fiscal Glossary, a Lead Agency is a successful applicant designated to act as the administrative and fiscal entity for the CSP. The Lead Agency must provide direct services. The Lead Agency must provide assurances that are accurate and current and ensure that complete records will be kept and that the program will follow all fiscal reporting and auditing standards required by First 5 California.

Further, only those Lead Agencies for “non-PoP” counties currently participating under contract with First 5 California for CSP 2 funding are eligible to apply for CSP 3 through this RFA. CSP 2 counties in CSP 1 are not eligible for CSP 3. If a county chooses to include Family Child Care (FCC) or non-traditional license exempt providers in the application, the applicant must articulate specifically how it will support and monitor these providers to meet all the mandatory criteria for participation in the CSP 3.

### **Target Populations**

Funding for CSP 3 is targeted for classrooms serving children ages 0 to 5 who are at greatest risk of falling behind in their overall development, as well as children from additional categories that include:

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

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

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

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

Classrooms that participated in CSP 2 that meet the eligibility requirements of this RFA and are Head Start, Early Head Start, Migrant Child Care, or State Preschool that have strict eligibility requirements targeting low-income high risk children are all eligible for participation in RFA # 3 regardless of the API for the site location.

### Funding for Lead Agencies

Through this application process, First 5 California will fund (and Lead Agencies must match funds) for up to 34 qualifying classrooms at the levels indicated below. A Lead Agency is eligible for First 5 California funds **up to**:

- \$50,000 per year for each classroom. (\$100,000 total for two years and a maximum of 34 classrooms)
- \$100,000 for one FTE Program Coordinator per year
- \$ 90,000 for one FTE Local Evaluator per year
- \$ 95,000 per FTE Early Education Expert per year (number of EEE to be determined by number of classrooms)
- \$ 65,000 per FTE Family Support Specialist per year (number of FSS to be determined by number of families served)
- \$ 90,000 per FTE Mental Health Specialist per year (number of MHS be determined by duties, caseload, etc., maximum of four)

In addition to the funding listed above, and to incentivize Lead Agencies to include classrooms with infants and/or toddlers, an additional \$1,000 per toddler and \$2,000 per infant will be available through this RFA to offset the high cost of caring for infant/toddlers. (See Section VI, 3, 3.1.) The \$50,000 per year for each classroom (\$100,000 total for two years) also applies to infant/toddler classrooms even though the class size may be smaller than preschool classrooms.

Lead Agencies may choose to fund more than 34 classrooms, but must do so with local funding at or above the classroom and Essential Staff ratio established for First 5 California funded classrooms. **First 5 California will fund only up to 34 classrooms.**

Lead Agencies may be eligible to receive services for the E4 for up to 34 additional **county-funded** classrooms beyond the 34 classrooms supported with First 5 California funding (maximum of 68 total classrooms per county). The **county-funded** classrooms must be funded at or above the classroom-to-funding ratio referenced above. **County-funded** classrooms must be included as part of the RFA #3 application and those classrooms must comply with all RFA #3 requirements to receive support/resources from the E4.

The inclusion of additional 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 #3, the classrooms must submit **two** Form 3Fs, one for First 5 California funded classrooms and one for **county-funded** classrooms. For “**county-funded classrooms**”, at the top of Form 3F above county name, add “**county-funded classrooms**” handwritten or typed.

Applicants applying for CSP RFA #3 must submit, at the time of application, Budget Forms using FTE equivalent and salary/benefit information contained in Table D. Applicants must submit a complete budget showing state, local, and total funding as part of the application (Forms 3A-3G). If approved, First 5 California will reimburse up to half of the total budget not to exceed the amounts established above, provided the county matches at no less than one-to-one; the other half will be paid for by the county. If a county chooses to match more than one-to-one (overmatch), First 5 California will reimburse only up to half of the allocated one-to-one match.

The applying county must list on Forms 3A-3G as applicable:

- Number of classrooms
- Name and address of each classroom
- Number of CSP Essential Staff
- Number of positions for each job classification (CSP Essential Staff)
- Time base (FTE)
- Salary amount
- Number of infants to be served (if applicable)
- Number of toddlers to be served (if applicable)
- Quality materials (curriculum, assessment, etc.)
- Office space (rental or lease only)
- Office equipment (computers, printers, etc.)
- Travel
- Training
- Cost of annual audit

If selected, counties will be eligible for two years of RFA #3 funding to implement the design principles, quality enhancements, and program elements, all of which are foundational to the CSP quality enhanced model (see Section III., Description of the Child Signature Program). CSP 2 counties awarded RFA #3 funding may have their funding for CSP 2 reduced based on the remaining number of centers and classrooms (non-QE) continuing into year two and three of CSP 2. (In other words, classrooms moving into CSP 3 will be covered under funding from RFA #3 and no longer funded under RFA #2).

#### **Funding for CSP Essential Staff Positions**

Because of the uniqueness of size, geography, and demographics of the CSP 2 applicant classrooms/counties, and the time base for CSP Essential Staff positions, funding recommendations for each position are listed below by percentage of time base, with the exception of the Mental Health Specialist. For the CSP Essential Staff positions below that do not contain a time base, counties must submit a request for an amount, up to the dollar amount listed, and provide the number of positions. The request must provide a time base, case load, number of positions required, and justification for the amount requested.

**Table D**  
**Funding Formulas for CSP Essential Staff Positions**

**Program Coordinator (PC):\$100,000 maximum salary for one FTE position**

Number of Classrooms	PC FTE	Salary/Benefits- Program Coordinator (PC)
1-11 classrooms	.35	\$35,000
12-23 classrooms	.75	\$75,000
24>34 classrooms	1.0	\$100,000

**Early Education Expert (EEE): (May be multiple positions)**

Number of Classrooms	EEE FTE	Salary/Benefits
1-3 classrooms	.33	\$31,666
4-7 classrooms	.66	\$63,333
8-10 classrooms	1.0	\$95,000

**Family Support Specialist (FSS): (May be multiple positions)**

Number of Families	FSS FTE	Salary/Benefits
Up to10 families	.33	\$22,000
11-20 families	.66	\$43,000
21-30 families	1.0	\$65,000

**Local Evaluator: \$90,000 maximum salary for one FTE position**

# Classrooms	LE FTE	Salary/Benefits
1-8 classrooms	.25	\$22,500
9-10 classrooms	.50	\$45,000
11-20 classrooms	.75	\$67,500
21>34 classrooms	1.0	\$90,000

**Mental Health Specialist:** First 5 California did not set a time base for the MHS position (see Section VI, 2. for recommended leveraging options.) In addition to the other Essential Staff positions, a county may request up to \$90,000 for a full time position.

**Quality Enhancements:** In addition to the funds needed for all CSP Essential Staff positions, a county may request up to a base amount of \$100,000 (\$50,000 annually) for each qualifying classroom, provided the county matches dollar for dollar the requested amount (also outlined on page 27). These funds may be used for travel, training, office space, and quality enhancement materials. The request must include justification that supports its use to promote the Program Elements and is directly related to the core RFA #3 program requirements. (Please see Reimbursement Terms for non-allowable costs in Section VII.)

## **How to Apply for Funding**

### **A. Request for Application #3 Information Session**

One CSP RFA #3 Information Session/Conference Call will be held to review the content of this RFA with potential applicants and to address questions. The 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 #3 Information Session/Conference Call.

#### **CSP RFA #3 Information Session/Conference Call**

Date: April 23, 2013

Time: 10:00 am – 12:00 pm

**Dial-in number: 1-800-593-8919**

**Passcode: 16489**

**Questions regarding this RFA will be answered during the information session/conference call.** Additional questions regarding this RFA will be accepted **by e-mail, in writing, or by fax through Friday, May 3, 2013.** Please use “CSP RFA #3 Question” as the subject heading and send all questions to First 5 California:

E-mail: [csp@ccfc.ca.gov](mailto:csp@ccfc.ca.gov) or

Fax: (916) 263-1360

### **B. Application Eligibility Period**

The funding period covers July 1, 2013, 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 #3 Application package by **May 20, 2013 at 5:00 p.m.** Application packages received later than 5:00 p.m. on May 20, 2013 will not be accepted or reviewed.

#### **2. Application Submission Requirements**

The Application package must be submitted as follows:

- One original signed application;
- Three (3) copies of the original application (total of four hard copies); and
- An electronic version of the application sent to [csp@ccfc.ca.gov](mailto:csp@ccfc.ca.gov) with the title “XX County CSP RFA #3 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 and/or are incomplete. 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 #3 Application  
2389 Gateway Oaks Drive, Suite 260  
Sacramento, CA 95833

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

- The original application shall include an original signature in **blue** ink.
- The application must be in 12-point Arial or Times New Roman, with one-inch margins on standard, white 8 ½ x 11-inch paper.
- Applications must be stapled in the upper left-hand corner. Do not use binders, covers, folders, or sleeves.
- The program narrative section is not to exceed 20 pages. First 5 California 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.
- Required Site/Classroom Profile data must be entered through the First 5 California online Web page and copies included with the application. These documents are not part of the 20 page limit.
- Complete a Program Funds Budget and Program Budget Narrative (Forms 3A-3G) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures and describe any additional funding sources and amounts that will contribute to the program.

**D. Sequence of Application Components**

Each application must be assembled in the order outlined below and number responses accordingly. Each component must be present for the application to be considered complete. Please use the Application Checklist (Form 1) to guide the assembly of the completed application. Applications not in the sequence requested will not be accepted.

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

**Form 1: Application Checklist**

The completed Application Checklist assists applicants in the correct organization and sequencing of the application response. Completion of the checklist is optional and not a

required part of the application response. However, completion of this Checklist will support compliance with the application submission requirements.

**Form 2: Application Cover Sheet**

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

**Form 3: CSP Essential Staff and Program Elements Budget**

Essential Staff and Program Elements Budget (All Years). This form will include budgets for two years including the match used by the First 5 County.

- Form 3A: Program Funds Budget (All Years)
- Form 3B: Program Funds Budget FY 2013-14
- Form 3C: Staffing Plan FY 2013-14
- Form 3D: Program Funds Budget FY 2014-15
- Form 3E: Staffing Plan FY 2014-15
- Form 3F: QE Classrooms Profile Information
- Form 3G: Program Budget Narrative

These forms follow Form 2, Application Cover Page, in the application and are presented in alphabetical order (i.e., 3A, 3B, etc.). These forms detail the proposed FY 2013-14 and FY 2014-15 CSP Essential Staff and Elements, materials, budgets, etc.

On Form 3G, Applicants must insert the First 5 County Commission's name from the drop down list and provide a narrative description that explains the expenditures proposed. Include description of the Essential Staff, Infants and Toddlers served, all items under Operating Costs, and any proposed subcontractors used for program implementation.

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

**Form 4: CSP Cash Match Certification**

This form follows Form 3G, Program Funds Budget Narrative, in the application and provides descriptive information and certifications from the county commission and other funding partners to confirm compliance with the cash match requirement for the CSP. Cash match funds may include funds from Head Start or other federal funds, Proposition 10 county tax revenue disbursements, and other gifts, grants and funds invested by a local partner. No other state funds may be used for this matching requirement.

**Form 5: Program Narrative and Description (20-page maximum)**

The Program Narrative and Description section is limited to 20 pages and follows Form 4, CSP Cash Match Certification in the Application.

In preparation of the narrative section of this Application, please refer to Section V, of this RFA.

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

### **Section A: Program Design and Objectives**

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

1. Identify by name and provide the total number of CSP 2 classrooms that will be designated QE and participate in CSP RFA #3.
2. Describe how the county will implement all the QE requirements to every site and classroom listed in number 1 (above) applying for CSP RFA #3.
3. Describe how the county will attempt to include a minimum of one class of infants and toddlers.
4. Identify three to five measurable objectives to demonstrate the following:
  - How local objectives will be aligned with the state objectives
  - How the local program design supports and integrates the three Program Elements into the local CSP
  - How the local program will integrate the *Principles on Equity* in all aspects of the program

### **Section B: Instructional Strategies and Teacher-Child Interactions**

For all QE classrooms, the Applicant must include in the response to Section B the following:

1. Identify the curriculum that will be used in the CSP. If using a curricula other than the Recommended Curricula (Appendix K), provide the following additional information:
  - Describe how the curricula are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, California *Infant/Toddler Curriculum Framework* and/or California *Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
  - Describe how the curricula are research or evidence based.
  - Request approval for use from First 5 California.
2. Describe how the curriculum improves the development of language/literacy and early math skills in children ages 0 to 5.
3. Describe how the curricula and instructional strategies will meet the needs of DLL.

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

Note: Curriculum not listed on Appendix K must have final approval from First 5 California before use.

**Section C: Social-Emotional Development**

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

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

**Section D: Parent Involvement and Support**

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

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

**Section E: Professional Development**

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

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

**Section F: Target Population and Principles on Equity**

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

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

6. Describe other methods that will be employed to ensure cultural and linguistic responsiveness by the program.

**Section G: Local and State Evaluation**

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

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

**E. Review of Applications**

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

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

## VI. SUMMARY OF KEY PROGRAM REQUIREMENTS

This section of the RFA contains a summary of the required key program and administrative staffing, program, target populations, classroom curriculum, parent involvement, and assessments. Lead Agencies are responsible for **ALL** program, administrative and fiscal requirements as stated in this RFA and the Local Area Agreement (Appendix P). However, this section provides a concise summary of the material requirements.

To receive and maintain funding for Fiscal Years 2013-14 and 2014-15 of the CSP, the CSP RFA #3 applicants must meet and maintain the following administrative, program, and staff criteria:

### 1. Administrative:

- 1.1 Provide no less than a 1:1 **cash** match (CSP Fiscal Glossary and Section VII.J.)
- 1.2 Provide continuity by serving at least 90% of eligible children ages 0 to 5 in the same targeted catchment areas that were enrolled in the CSP #2 in FY 2012-13.
- 1.3 Assure that any participating ECE classrooms are in the catchment areas of elementary schools with APIs in deciles 1-3 or classrooms with deciles 4-5 that were provided exceptions for participation in CSP 2 (e.g., Head Start, Migrant Child Care, etc.)

### 2. Staffing:

- 2.1 Hire, redirect, or contract for the CSP Essential Staff positions described in Section V. Counties must have sufficient match funds to implement these Quality Enhancement requirements in every CSP RFA #3 classroom they are applying for. Staff may be shared by classrooms but all positions must be filled per the chart in Table D.
  - 2.1 A Many counties have existing Mental Health positions such as Psychologists, Behavior Specialists, Therapists, etc., or have relationships or partnerships with Mental Health agencies and/or resources. If applicants do not have a partnership with a Mental Health agency and/or other Mental Health resources, they are encouraged to do so in order to leverage funding. An applicant may choose to enhance existing position(s) as part of this RFA. If leveraging opportunities are not available, an applicant may request up to \$90,000 for a full-time position and, with proper justification (duties, caseload, education, need, numbers of classrooms, etc.), request up to 4 positions.
- 2.2 All classrooms that participate in CSP 3 are required at a minimum to maintain the current CSP 2 "CSP Baseline Criteria" and "Teacher/Provider Qualifications" at the First 5 Quality Level for the two-year term of the program. If for any reason the minimum requirement(s) in a classroom fall below the criteria, the Lead Agency must submit an improvement plan listing:
  - Criteria not met
  - Steps taken to meet criteria

- How the program will monitor progress
- How the classroom is advancing to achieve full compliance with the criteria
- Deadline for meeting the criteria

The Lead Agency must bring the classroom(s) into compliance within six months or the classroom will be dropped from the program and the Lead Agency's total allocation will be adjusted accordingly.

- 2.3 If a classroom discontinues participation in the CSP 3 program, the Lead Agency must provide written notification to First 5 California **immediately**. The Lead Agency must submit a budget amendment and adjustments in reimbursement will be made as applicable on a case by case basis.
- 2.4 Additionally, all staff participating in a CSP funded classroom must complete the on-line training titled, "*Kids and Smoke Don't Mix*" If classroom staff has taken the training through CARES Plus or another First 5 California program, to be accepted, the training must have been taken within the past 24 months from execution of the Local Area Agreement. Staff must take the training individually and must print out a certificate of completion. The Lead Agency must maintain a printout listing staff that has completed the tobacco training.
- 2.5 If a Lead Agency chooses to hire more CSP Essential Staff than meets the application criteria or have the Essential Staff perform duties other than are specified in the attached Job Descriptions, Lead Agencies must do so at their own expense.

### 3. Program:

- 3.1 **OPTIONAL & STRONGLY ENCOURAGED:** Include Infants and Toddlers. Lead Agencies are encouraged to serve at least one classroom within the county – and preferably more – with no fewer than eight (8) infants and toddlers in high quality environments. The need for high quality infant/toddler care is dire. To incentivize Lead Agencies to include classrooms with infants and/or toddlers, an additional \$3,000 per toddler and \$4000 per infant will be available, over the funding amount requested for Essential Staff, Elements and materials, through this RFA to offset the cost of caring for infant/toddlers. The teacher/child maximum ratio is 1:4 infants, and 1:4 toddlers (can be 1:6 with toddler license). Classrooms with fewer than 4 infant/toddlers do not qualify as a full classroom.
- 3.2 Incorporate the three CSP Program Elements (Instructional Strategies and Teacher-Child Interactions, Social-Emotional Development, and Parent Involvement and Support), as described in Section III.C.
- 3.3 Align the local CSP 3 program with the major domains articulated for use with infant/toddlers and preschool, as described in the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Infant/Toddler Curriculum Framework*, and/or *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
- 3.4 Provide nurturing and caring relationships with children.

- 3.5 Develop strong family partnerships.
- 3.6 Provide culturally sensitive care.
- 3.7 Provide environments and materials that enrich learning and development.
- 3.8 Encourage well child visits through age five.
- 3.9 Provide screenings and assessments as described in Appendix C.

#### 4. Target Populations:

- 4.1 As outlined in Section VI, serve children ages 0 to 5 with diverse languages and cultures and abilities:
  - Hire knowledgeable staff that is proportionately reflective of the cultural and linguistic diversity of the children in the classroom
  - Create a plan that demonstrates continuous outreach and retention of a diverse workforce that reflects the diversity of California's children
  - Provide justification and submit to First 5 California for approval in cases where the diversity of teachers/providers does not proportionately reflect the diversity of the children and families served (i.e., unavailability of qualified staff).
- 4.2 Serve children with special needs in order to:
  - Ensure equal access to all CSP Program Elements and services
  - Encourage well child visits through age five
  - Ensure access to comprehensive assessments
  - Provide other relevant resources and/or services

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

#### 5. Classroom Curriculum

- 5.1 Use approved "developmentally, culturally, and linguistically appropriate curricula" defined as those aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations, California Infant/Toddler Curriculum Framework, and/or California Preschool Learning Foundations, and California Preschool Curriculum Framework*. (See Appendix K.)
- 5.2 Incorporate physical activity in all aspects of the regular curricula (at least 30 minutes per day per ECERS guidelines for half-day programs less than 4 hours per day), and at least 60 minutes per day for programs operating greater than 4 hours per day. (See Appendix B.)
- 5.3 Ensure that all teachers participating in CSP 3 meet the First 5 "Quality Level" educational requirements through the two year term of the program and provide appropriate documentation in the semi-annual reports.

## 6. Parent Involvement and Support

- 6.1 Develop and implement a plan to support diverse parent and family partnerships and parent involvement in all aspects of the program, including leadership in program design, participation, implementation, and evaluation. The plan must:
  - a. Provide parents with resources and education to facilitate their ability to support their child's development.
  - b. Contain approaches effective in reaching parents of children ages 0 to 5, including children with disabilities and other special needs, Dual Language Learners (DLL), and migrant families.
  - c. Assure that all parents of diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved and have an equal voice in defining needs and providing solutions
  - d. Use culturally and linguistically relevant methods of communication and community outreach to locate and serve diverse groups by including community organizations, formal and informal networks, and other communication vehicles.
- 6.2 Create a plan that identifies and describes how the program will promote and support the development of emerging parent and community leaders.
- 6.3 Hold a minimum of two individual parent conferences per year that are at least three to four months apart.
- 6.4 In collaboration with parents, complete an annual Family Partnership Agreement that encourages and promotes positive developmental outcomes for their child.
- 6.5 Educate parents on the dangers of secondhand smoke to children through the use of parent-focused tobacco trainings and other tobacco cessation resources, and review resources annually.

## 7. Assessment and Evaluation

- 7.1 Use the *CLASS<sup>TM</sup>* and ERS family of instruments as applicable. QE classrooms are required to complete one assessment of each tool listed below per year each fiscal year:
  - ERS Tool: Classrooms will be required to submit the applicable ERS results to the State Evaluation contractor for FYs 2013-14 and 2014-15
  - *CLASS<sup>TM</sup>* Tool: The *CLASS<sup>TM</sup>* assessment tool will be completed in both FYs 2013-14 and FY 2014-15.
- 7.2 CSP #2 applicant classrooms must achieve a score equal to or greater than the following each FY of funding:
  - 5 on ERS on the aggregate across indicators
  - 5 on *CLASS<sup>TM</sup>* Emotional Support domain Pre-K Tool
  - 3 on *CLASS<sup>TM</sup>* Classroom Organization domain Pre-K Tool
  - 2.75 on *CLASS<sup>TM</sup>* Instructional Support domain Pre-K Tool
  - Submit score for *CLASS<sup>TM</sup>* Toddler-Tool

Applicant must submit ERS and CLASS<sup>TM</sup> scores as part of the CSP RFA #3 application Form 5 Program Narrative. Refer to the “CSP Data Evaluation Guidebook” for additional information.

For classrooms whose scores during the course of the program fall below the aforementioned thresholds, the Lead Agency will be required to submit a plan in the quarterly/semi-annual report detailing the process to bring each classroom up to the required level or better and provide the documentation detailing the change.

- 7.3 Complete an environment rating scale by a reliable rater; an annual program self-assessment; the development and implementation of an annual plan for each program provider consistent with Title 5; and participate in the external review process.
- 7.4 Complete the CDE Desired Results and Developmental Profile 2010 PS, Desired Results and Developmental Profile IT, Desired Results and Developmental Profile Access, as appropriate, and the DRDP Parent Survey.

## VII. PROGRAM, ADMINISTRATIVE, AND FISCAL ACCOUNTABILITY

Once a Lead Agency has been approved for funding for CSP 3, there are multiple responsibilities and restrictions regarding how funds may be spent. This section includes information regarding the responsibilities of participating Lead Agencies, allowable and administrative costs, annual audit requirements, compliance issues, use of subcontractors, cash match requirements, and multiple other fiscal considerations that are integral to program implementation and accountability.

The CSP Fiscal Glossary (Appendix F) and the Sample Local Area Agreement (Appendix P) and the Standard Provisions for Local Area Agreements (Appendix Q) are located at the end of this RFA. Please refer to those documents for the controlling definitions and descriptions of the program, administrative and fiscal rules governing the award and expenditure of CSP 3 funds from First 5 California. The provisions of this Section are meant to supplement those documents and should be read in harmony with the Fiscal Glossary and the Local Area Agreement.

### A. Lead Agency Responsibilities

The Lead Agency shall be responsible for the oversight and administration of the CSP 3, including all program requirements and necessary administrative responsibilities to carry out program requirements and the fiscal responsibility and accountability for state and local funds. **All program, administrative and fiscal responsibilities and requirements described in this RFA are material to the award of CSP funds.** Reimbursement and expenditure claims are contingent on the Lead Agency's performance of and compliance with those responsibilities and requirements.

The Lead Agency's application constitutes its assurances that it will meet all program, administrative and fiscal responsibilities and requirements of the CSP 3 and that it will retain records that substantiates its performance and compliance for monitoring and auditing purposes. The Lead Agency will follow all fiscal accounting, reporting and auditing standards required by First 5 California, including but not limited to applicable sections of the First 5 Financial Management Guide.<sup>6</sup>

If the Lead Agency is found to be out of compliance with a material program, administrative or fiscal requirement, subsequent expenditure reimbursements will be contingent upon the Lead Agency's diligence in achieving the objectives provided by First 5 California in a written corrective action plan. In addition, prior reimbursements may be subject to recovery by the State if required by public contracting rules.

### B. Actual and Allowable Costs

CSP 3 funds may be expended only for the purposes detailed in this RFA and consistent with the approved funding application and the Local Area Agreement between First 5 California and the Lead Agency. The Lead Agency will be reimbursed for actual costs that are permissible by the Local Area Agreement and consistent with the approved budget. The Lead Agency may only expend CSP funds received from First 5 California for actual and allowable direct costs dedicated to CSP RFA #3 activities including CSP Essential Staff salaries, materials

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<sup>6</sup> See <http://www.f5ca.org>

(curriculum, assessment, computers, etc.), data collection, the required audit, office space and travel on a reimbursement basis only.

The Lead Agency must maintain accurate fiscal data, in accordance with generally accepted accounting principles and standards for governmental entities and report actual expenditures by budget category on the CSP Request for Reimbursement Forms (Forms 6A and 6B). All invoices or claims must be substantiated by adequate supporting documentation and based on verifiable financial records.

Payrolls must be supported by time and attendance or equivalent records for individual employees. Wages of employees chargeable to more than one program or other cost objective must be supported by appropriate time distribution records. 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.

Non-reimbursable direct or indirect costs include:

1. Alcoholic beverages.
2. Consumables (e.g. food and diapers).
3. Materials and supplies (excluding curricula materials).
4. Costs of promotional items and memorabilia including gifts and souvenirs.
5. Costs of advertising and public relations designed solely to promote the governmental unit, First 5 county commission or partners.
6. Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs and related legal costs.
7. Legal costs incurred in defense of any civil or criminal fraud proceeding; legal expenses for prosecution of claims against the State of California.
8. Costs of entertainment, including amusement, diversion and social activities and any expenses directly associated with such costs (such as tickets to shows or sports events).
9. Capital expenditures for general-purpose equipment, buildings and land (items with a unit cost greater than \$5,000). Unit cost includes all costs required to make the item serviceable, such as taxes, freight, installation costs, site preparations costs, etc.
10. Costs of organized fundraising, including financial campaigns, solicitation of gifts and bequests and similar expenses incurred to raise capital or obtain contributions.
11. Cost of goods or services for the personal use of the Lead Agency and partners' employees regardless of whether the cost is reported as taxable income to the employees.
12. Cost of idle facilities or idle capacity are unallowable except to the extent that:
  - a. They are necessary to meet fluctuations in workload or
  - b. They were 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. Under the exception stated in this subsection, costs of idle facilities are allowable for a reasonable period of time, ordinarily not to exceed one year, depending on the initiative taken to use, lease or dispose of such facilities.
13. Facilities renovations and repairs.
14. Lobbying costs and the cost of certain influencing activities associated with obtaining program funding, grants, contracts, cooperative agreements or loans are not allowable.
15. Out-of-state travel costs are allowable only when the traveler has received prior written approval by First 5 California in direct support of the program objectives.

16. The Lead Agency shall not use current year Agreement funds to pay prior or future year obligations. However, the cost of the annual independent audit may be claimed either in the Agreement period that was the subject of the audit or during the Agreement period in which the audit was completed, whichever period is also reflected on the county year-end financial statements.

### C. Administrative Costs

**First 5 California will not reimburse administrative and/or indirect costs for the CSP Essential Staff and related expenses.** Disallowed costs related to administration may include both direct program charges (First 5 county commission costs related to preparing program plans, developing budgets and monitoring activities or rental or purchase of program –specific office equipment or supplies) and **indirect** charges for general administration of the program (human resource, accounting, procurement and data processing personnel). Any cost, direct or indirect, that supports management of the program is considered administrative in nature.

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

### D. Annual Audit

Each Lead Agency receiving and expending CSP funds must undergo an audit and 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 Lead Agency's annual financial audit. **The audit of the CSP must be conducted by an independent third party.** The audit must include the expenditure of both state and local match funds. The audit will be conducted and records will be maintained in accordance with Government Auditing Standards (GAS) located at the following website <http://www.gao.gov/govaud/ybook.pdf>. The Lead Agency 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. The audit is due to First 5 California by **November 1 of each year.**

### E. Program Compliance Review

CSP compliance reviews will take place 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.

The purposes of a CSP compliance review are:

- To review and analyze the **administration** of the CSP at the county and site levels for participating entities.
- Confirm internal controls and required record keeping is consistent with **program** requirements.
- To provide information and feedback to county commission staff to assist them in taking corrective action, if necessary.

## F. Compliance Requirements

The Lead Agency 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 #3 funds separately in the annual financial audit, supplemental schedule.
4. Ensure items 1, 2 and 3 meet standards of quality outlined in this RFA and in referenced appendices and supporting materials.
5. Sign required certifications that attest to the accuracy of any program data submitted and claims for reimbursement requested.
6. Lead Agency's that fail to meet the compliance requirements above, risk loss of reimbursement in full or part, or denial of continued eligibility.

## G. Using Subcontractors

The Lead Agency can subcontract with another agency to implement the CSP RFA #3 as an intermediary; however, the Lead Agency remains legally responsible for all program, administrative and fiscal requirements of the RFA and the Local Area Agreement, for the overall performance of the CSP RFA #3 requirements, and for the expenditure and progress reports as described in this RFA, even if administered through an intermediary. If a Lead Agency subcontracts with another agency to implement CSP RFA #3, any communication regarding implementation of the CSP must occur through the Lead Agency. First 5 California will not discuss any program, administrative or fiscal issues with a subcontractor. The Lead Agency must adhere to the State of California's contracting requirement of three competitive bids, unless local county regulations or policies differ. The Lead Agency is also responsible for collection of necessary data.

## H. 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 Memorandum No. 01-04 found on the First 5 California web site at:

[http://www.cfc.ca.gov/pdf/annual\\_report\\_pdfs/FM\\_01-04FixedAssets.pdf](http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM_01-04FixedAssets.pdf)

## I. 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 Lead Agency through the budget revision process to obtain prior written consent from First 5 California to spend carryover funds.

## **J. Cash Match**

First 5 California will reimburse the Lead Agency for the State portion of approved CSP expenditures. No less than a 1:1 cash match contribution of funds is required. The Lead Agency may combine its funds with local partners (such as the county, a city or private foundation) to achieve the total local cash share required to meet the state-match ratio. The funds used as a cash match must be dedicated to the CSP. The dollars used for the cash match may not be used for other programs.

Local cash match funds may include funds from Head Start or other federal funds, Proposition 10 county tax revenue disbursements, and other gifts, grants and funds invested by a local partner. No other state funds may be used for this matching requirement.

First 5 California may determine an overpayment of state funds has occurred if the Lead Agency does not secure adequate matching funds. Overpayment remedies are covered later in this section.

## **K. Dispute Resolution**

The Lead Agency shall attempt to resolve program, administrative or fiscal 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 Lead Agency, 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 Lead Agency's written dispute, the Chief Deputy Director will review the facts of the dispute, and if deemed necessary, will meet with the Lead Agency 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 Lead Agency, together with the reasons for the decision, within sixty (60) calendar days of the receipt of the Lead Agency's notification of the dispute. The decision of the Chief Deputy Director shall be final.

## **L. Financial Management Guide Compliance**

Lead Agencies must use the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with First 5 California regarding the CSP. 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.<sup>7</sup>

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<sup>7</sup> The First 5 Financial Management Guide is available on the First 5 California Web site at: <http://www.cfc.ca.gov/commission/fiscal.asp>.

**M. Fund Allocations**

The tables in Section III show the maximum funding allocation amounts per position for Lead Agencies that are eligible to participate in CSP RFA #3 in fiscal years 2013-14 through 2014-15. The funding amounts in the tables reflect the enhancement quality funding for implementing CSP Essential Staff and the CSP Program Elements for the classroom and for quality enhancement materials funding. Lead Agencies are required to request the amount needed for each essential staff position, for implementing the essential elements and for costs for data collection, the required audit, travel, space and materials. Each cost requires a justification.

**N. 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.

**O. Budget Revision**

A budget revision is an adjustment of a total or line item amounts. Lead Agencies may adjust the annual budget, as deemed necessary, to accomplish the proposed program outcomes, consistent with the intended purposes of these funds. Any budget category from the original approved budget that is changed by 15% or more must be approved by First 5 California and a new budget must be submitted. This will allow for consistency when submitting the semi-annual Claim for Reimbursement forms. The Lead Agency must submit a budget revision to spend carryover funds.

**P. Expenditure and Reimbursement Claims**

First 5 California will reimburse the Lead Agency for CSP expenditures semi-annually, contingent on compliance with program, administrative and fiscal requirements of the CSP, upon receipt and approval of the CSP Claim for Reimbursement forms (Forms 6a, b, c). Lead Agencies will submit expenditure reports to First 5 California twice a year for actual expenditures incurred by the Program, utilizing the Claim for Reimbursement forms. The expenditures reported must correspond to the Lead Agency’s approved CSP Program Budget (Forms 3A-G) as it may be amended in an approved Revised CSP Program Budget (Form 7A and 7B). Expenditure reports must be submitted semi-annually consistent with the following schedule. First 5 California will consider adjusting the expenditure report schedule for hardship on a case-by-case basis.

Expenditure Reporting Schedule	
Report Period	Due
Expenditure Schedule for Each Fiscal Year	
1 <sup>st</sup> Disbursement: July – December	February 28
2 <sup>nd</sup> Disbursement: January – June	August 30

Reimbursement payments will be made only to the Lead Agency executing the Local Area Agreement and within 60 days upon submission of an invoice and proper proof of claim for services and products satisfactorily rendered or provided and its expenses necessarily incurred pursuant to this Agreement.

## **Q. Information Practices Act**

The assessment and evaluation data collected by the Lead Agencies about the CSP is subject to the protections afforded by the Information Practices Act (IPA) of 1977 (Civil Code, Sections 1798 *et. Seq.*) The IPA is designed to protect personal privacy by putting limits on collecting, maintaining and distributing personal information by State agencies. The IPA applies to personal information maintained by the State agencies and their agents. It gives individuals the right to review their personal information in State agency records, find out who has had access to the information and request changes to inaccurate or irrelevant information.

Lead Agencies accepting funding under the CSP are deemed agents of First 5 California for purposes of the IPA. While local agencies are generally not subject to the IPA, any Lead Agency will nonetheless be deemed an agency of First 5 California and subject to the requirements of the IPA.

First 5 California and its agents are required to comply with several requirements specified at Civil Code, Sections 1798 *et seq.* These requirements generally include: protecting the information from unauthorized use and access, responding to an individual's request for personal information in a timely manner, tracking disclosures of information and providing notification to individuals about how the agency will use the information collected. The Lead Agency is responsible to prevent unauthorized use or disclosure of personal information.

Because the Lead Agencies are collecting and storing personal information of children, parents and teachers either on behalf of First 5 California or in order to provide aggregate information to First 5 California under this RFA, the Lead Agencies are responsible to ensure the secure transmittal and storage of all personally-identifiable information. This security requirement is independent from any procedures or protocols required by the Committee on the Protection of Human Subjects.

### **The IPA requires each State agency to provide a notice whenever forms are used to collect personal information directly from individuals.**

The required content of the notice includes:

- The name of the agency and the division within the agency that is requesting the information.
- The title, business address and telephone number of the agency official responsible for the system of records. (This official responds to IPA requests.)
- The authority for maintaining the requested information.
- The consequences, if any, of not providing any part of the requested information.
- The principle purpose(s) for which the information is to be used.
- Any known or potential authorized disclosures of the information.
- A statement notifying the individual of his/her rights to review records containing personal information maintained by the State agency and its agents.

The CSP 3 Appendix R – Required Notice and Consent for Personally Identifying Information includes such notice and **must** be signed by the participating teachers and parents prior to the Lead Agency's collection of personally-identifiable information from those participants. In addition, the same notice must be included in any other document generated by the Lead Agency to obtain such information from CSP 3 program participants.

## **R. Overpayment**

If it is determined that the Lead Agency received an overpayment of First 5 California funds, First 5 California will seek recovery immediately upon discovery of overpayment by an invoice to the Lead Agency for a refund of the overpayment amount within thirty (30) days after receipt of the invoice.

## **S. Payments**

First 5 California will issue payments for the CSP expenditures on a reimbursement basis upon First 5 California's approval of reimbursement claims submitted in the Claim for CSP 3 Reimbursement Forms 6 A and B. Payments are contingent on compliance with program, administrative and fiscal requirements of the CSP and shall be withheld if all such requirements are not met.

## **T. Reduction of Program Funding Authority**

If First 5 California determines a Lead Agency demonstrates significant under-expenditure of approved program funds of 20% or more in the first year of the program, First 5 California reserves the right to modify the funding allocation for the current and next fiscal year based on the first year expenditures. First 5 California will inform the Lead Agency of its intent to modify the funding agreement and issue a revised Local Area Agreement. First 5 California will initiate this action only after consulting with the Lead Agency to assess its capacity to fully expend the annual CSP funding allocations.

## **U. Major Program Changes**

A major program change includes, but is not limited to the following:

- Budget line item shifts equal to or greater than 15%
- Any subcontractor changes
- Major staffing changes

Major program changes in either or both state or local funds are permissible only upon written approval by First 5 California. The Lead Agency must submit a written request at least 60 days prior to the implementation of the proposed change. If applicable, a Request for Budget Revision (Forms 7A and 7B) should be submitted with the written request describing the major program change and the change to the original Program Budget for one or more fiscal years.

## V. Reporting Requirements (General)

The Lead Agency must adhere to all program, administrative and fiscal reporting requirements included in this RFA, including but not limited to the requirements specified in Section VII. In submitting an application in response to this RFA, the Lead Agency agrees to:

- Participate fully in formal evaluation and data collection processes administered by First 5 California and/or its designee, as described in this RFA, including but not limited to the timely and accurate submittal of data into the CSP data system.
- Provide all progress reports, reimbursement requests and evaluation reports specified in this RFA.
- Readily provide substantiation and accounting for all program activities, funds and expenditures (both State and local) of the local CSP in annual independent audits, informal monitoring by First 5 California and/or its designees and upon reasonable request.

Failure to submit all required program, administrative or fiscal reports or data as required by this CSP shall result in withholding payments to the First 5 county commission for this program and may result in withholding payments to the Lead Agency under other First 5 California programs and initiative funding as well.

## W. Retention of Program Records

Records substantiating state funds disbursed by First 5 California to the Lead Agency are subject to monitoring, examination and audit by First 5 California or its designee, or the State Auditor, for a period of five (5) years, or local policy retention period (whichever is greater) after final payment of program expenditures. **Adequate and accurate program and expenditure records that document the allowable costs *must* be retained for this period.** First 5 California shall have access to the Lead Agency's offices and/or the local CSP project sites, upon reasonable notice, during normal business hours, for the purpose of interviewing employees and participants and inspecting and copying books, records, accounts, and other material that may be relevant to a matter under investigation, and for the purpose of informal monitoring or 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.

## X. Supplement not Supplant

CSP funds must not supplant existing local, state or federal funding; only supplemental costs may be charged. CSP funds are intended to supplement and not supplant local funds. To the extent that the Lead Agency has implemented any early education essential staff funded separately from the CSP, the Lead Agency is required to maintain that existing level of service with separate funding. The CSP funds are intended to supplement the existing level of service.

No project or activity can be approved that proposes to provide a service required by State law. For example, any project to singly provide special education for children with disabilities cannot be approved because special education is already required by State law with special funds appropriated to pay for it. In like manner, basic kindergarten programs cannot be approved for the same reason.

In most cases, compensation for supervisory personnel (including superintendents of schools, directors of education, supervisors of instruction in regular curriculum areas and principals) falls within the category of expenses that would be incurred if a school was not participating in the CSP. Such compensation would not be eligible for reimbursement.

## **Y. 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 Lead Agency at least thirty (30) days prior to such termination date. If First 5 California terminates this Agreement at its discretion, the Lead Agency 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 Lead Agency ("the notice date"). The Lead Agency will not be entitled to reimbursement for any expenses incurred for services and deliverables pursuant to the Agreement after the notice date, unless the Lead Agency receives written advance approval from the state.

## Acronyms

AA	Associate in Arts
ADY	Adequate Yearly Process
API	Academic Performance Index
ASQ	Ages and Stages Questionnaire
ASQ-SE	Ages and Stages Questionnaire Social Emotional
BA	Bachelor of Arts
CARES Plus	Comprehensive Approaches to Raising Educational Standards Plus
CBO	Community Based Organization
CCFC	California Children and Families Commission
CD	Child Development
CDD	Child Development Division
CDE	California Department of Education
CLASS <sup>TM</sup>	<i>Classroom Assessment Scoring System<sup>TM</sup></i>
COE	County Office of Education
CSP	Child Signature Program
DECA	Devereux Early Childhood Assessment
DECA-IT	Devereux Early Childhood Assessment Infant Toddler
DLL	Dual Language Learner
DRDP PS	Desired Results Developmental Profile Preschool
DRDP IT	Desired Results Developmental Profile Infant Toddler
DRDP Access	Desired Results Developmental Profile Access (Used with children with IEPs)
DSS	Department of Social Services
ECE	Early Childhood Education
ECERS	(Harms-Clifford) Early Childhood Environment Rating Scale
E4	Early Education Effectiveness Exchange
EEE	Early Education Expert
ELLCO	Early Language and Literacy Classroom Observation
FCC	Family Child Care
FCR	Family Child Review
FCCH	Family Child Care Home
FCCRS-R	Family Child Care Environmental Rating Scale-Revised
F5CA	First 5 California
FSS	Family Support Specialist
FY	Fiscal Year
FTE	Full-time Equivalent (Employee)
HSC	Health and Safety Code
IFSP	Individualized Family Service Plan
IDEA	Individual with Disabilities Education Act
IEP	Individualized Education Program
IPT	IDEA Proficiency Test
ITERS	Infant Toddler Environment Rating Scale
LCD	Linguistically and Culturally Diverse
LE	Local Evaluator
LEP	Limited English Proficient
LOTE	Language Other Than English

**First 5 California**

**Child Signature Program RFA #3**

LPC	Local (Child Care) Planning Council
MA	Masters of Arts
MPG	Measurable Program Goals
MEES	Migrant Education Even Start
MOE	Maintenance of Effort
MHS	Mental Health Specialist
PPVT	Peabody Picture Vocabulary Test (4)
PLS	Preschool Language Scales
PC	Program Coordinator
PITC	Program for Infant/Toddler Caregivers
PoE	Principles on Equity
PoP	Power of Preschool
QC	Quality Coordinator
QE	Quality Enhancement
QES	Quality Essential Staff
RA	Readiness Assessment
R&R	Resource and Referral
RFA	Request for Application
SN	Special Needs
SPSS	Statistical Package for the Social Sciences (statistical analysis software)
SQL	Structured Query Language
SR	School Readiness

### CSP 3 Baseline Criteria and Mandatory Quality Enhancement (QE) Program Requirements

REQUIREMENT	Period Required		PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	Baseline Criteria	QE Program			
1. Target Population	X	X	Economically disadvantaged (see Appendix E) and in API deciles 1-3 attendance areas	Economically disadvantaged (see Appendix E) and in API deciles 1-3 attendance areas	Economically disadvantaged (see Appendix E) and in API deciles 1-3 attendance areas
2. Mandatory Staff Positions	<i>Not required at baseline</i>	X	Hire or contract for the: <ul style="list-style-type: none"> <li>• Early Education Expert</li> <li>• Local Evaluator</li> <li>• Family Support Specialist</li> <li>• Mental Health Specialist/Resource</li> </ul>	Hire or contract for the: <ul style="list-style-type: none"> <li>• Early Education Expert</li> <li>• Local Evaluator</li> <li>• Family Support Specialist</li> <li>• Mental Health Specialist/Resource</li> </ul>	Hire or contract for the: <ul style="list-style-type: none"> <li>• Early Education Expert</li> <li>• Local Evaluator</li> <li>• Family Support Specialist</li> <li>• Mental Health Specialist/Resource</li> </ul>
3. Diversity	X	X	Serve children from diverse populations that include: <ul style="list-style-type: none"> <li>• Special needs/disabled</li> <li>• Dual Language Learners</li> <li>• Migrant families</li> <li>• Infants and toddlers</li> </ul> (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"> <li>• Special needs/disabled</li> <li>• Dual Language Learners</li> <li>• Migrant families</li> <li>• Infants and toddlers</li> </ul> (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"> <li>• Special needs/disabled</li> <li>• Dual Language Learners</li> <li>• Migrant families</li> <li>• Infants and toddlers</li> </ul>
4. Age	X	X	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	X	X	None	Continue pre-existing fees	Continue pre-existing fees if applicable

REQUIREMENT	Period Required		PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	Baseline Criteria	QE Program			
6. Screening	X		Provide periodic health/developmental screenings	Provide periodic health/developmental screenings	Provide periodic health/developmental screenings
		X	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.	Provide periodic health screenings to include vision, hearing, and dental. Provide screening for developmental delays and disorders the first and last quarters of the year.
7. Length of Day	X	X	Preschool equivalent to 3 or more per hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
8. Curriculum	X	X	Select from list provided in CSP RFA #3, Appendix K, or submit justification to include evidence and research based support of selection (must receive prior approval from F5CA for use)	Select from list provided in CSP RFA #3, Appendix K, or submit justification to include evidence and research based support of selection (must receive prior approval from F5CA for use)	Select from list provided in CSP RFA #3, Appendix K, or submit justification to include evidence and research based support of selection (must receive prior approval from F5CA for use)
9. Articulation	X	X	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 infant/toddler programs, preschools, kindergartens, school districts, and other partner agencies
10. Teacher/Provider: child ratio	X	X	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

REQUIREMENT	Period Required		PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	Baseline Criteria	QE Program			
11. Maximum Group size	X	X	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	X	X	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	X	X	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
14. Nutrition Education	X	X	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	X	X	All staff must complete the on-line training titled “Kids and Smoke Don’t Mix...”  Educate parents on the danger of smoking and tobacco cessation and refer families on on-line training.	All staff must complete the on-line training titled “Kids and Smoke Don’t Mix...”  Educate parents on the danger of smoking and tobacco cessation and refer families on on-line training.	All staff must complete the on-line training titled “Kids and Smoke Don’t Mix...”  Educate parents on the danger of smoking and tobacco cessation and refer families on on-line training.
16. Physical Activity	X	X	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 ITERS guidelines for full- day programs (greater than 4 hrs.)	At least 60 minutes of activity per day per FCCERS guidelines for full- day programs (greater than 4 hrs.)

REQUIREMENT	Period Required		PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	Baseline Criteria	QE Program			
17. Transition Support	X	X	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	X	X	Directors and teachers must meet or exceed current First 5 California PoP Quality Level Educational Requirements (see Appendix M)	Directors and teachers must meet or exceed current First 5 California PoP Quality Level Educational Requirements (see Appendix M)	Classroom teacher must have a AA or coursework equivalent to a BA (see Appendix M)
19. Additional Teacher/Provider Requirement	X	X	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	X	X	Early Childhood Environmental Rating – Revised (ECERS-R) score of 5 or better, obtained by averaging the indicators*	Infant-Toddler Environmental Rating-Revised (ITERS-R) score of 5 or better, obtained by averaging the indicators*	Family Child Care Environmental Rating – Revised (FCCERS-R) score of 4.5 or better, obtained by averaging the indicators*

REQUIREMENT	Period Required		PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	Baseline Criteria	QE Program			
21. Classroom Assessment Scoring System** (CLASS)	X	X	Score of: <b>5</b> on CLASS Emotional Support Domain <b>3</b> on CLASS Classroom Organization Domain <b>2.75</b> on CLASS Instructional Support Domain	Submit score for toddler tool	Submit score for toddler tool
22. DRDP 2010	X	X	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
23. Principles on Equity	X	X	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families (see Appendix H)	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families (see Appendix H)	Demonstrate how the <i>Principles on Equity</i> are met and used in the program to serve diverse children and families (see Appendix H)
24. Evaluation	<i>Not required at baseline</i>	X	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	<i>Not applicable Completed in RFA 2</i>	X	Submit two-year budget projections that account for meeting all criteria in support of quality enhancement	Submit two-year budget projections that account for meeting all criteria in support of quality enhancement	Submit two-year budget projections that account for meeting all criteria in support of quality enhancement

REQUIREMENT	Period Required		PRESCHOOL	INFANT/TODDLER – Center-Based	INFANT/TODDLER – Family Child Care Homes (FCCH)
	Baseline Criteria	QE Program			
26. Families	X		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
		X	Implement family outreach and involvement, as indicated in the Parent Involvement and Support, CSP Program Element (CSP RFA #3, Section III, part C)	Implement family outreach and involvement, as indicated in the Parent Involvement and Support, CSP Program Element (CSP RFA #3, Section III, part C)	Implement family outreach and involvement, as indicated in the Parent Involvement and Support, CSP Program Element (CSP RFA #3, Section III, part C)
28. Collaboration	X	X	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 annually.

\*\*Technical Assistance including Webinars and other resources will be provided for Quality Improvement through the E4 Learning Academy (see Section III, D and Section IV, Part D of the CSP RFA #3)

**Data Collection and Evaluation Requirements for CSP 3**

Appendix C includes the following two sections:

Section A: Data Collection and Evaluation Requirements for CSP Counties (Pages 1-6)

Section B: Related Data Collection and Evaluation Requirements Proposed for State Evaluator<sup>1</sup> (Pages 7-9)

- Study Questions – Outcomes
- Study Questions – Process

**Section A: Overview of Data Collection and Evaluation Requirements for CSP Classrooms and Sites**

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.1. Are the classroom environments in CSP sites improving and meeting target quality criteria?	<ul style="list-style-type: none"> <li>• <u>For preschool</u>: Early Childhood Environment Rating Scale-R (ECERS-R)</li> <li>• <u>For infant/toddler</u>: Infant Toddler Environment Rating Scale-R (ITERS-R)</li> <li>• <u>For family child care</u>: Family Child Care Environment Rating Scale-R (FCCERS-R)</li> </ul>	<ul style="list-style-type: none"> <li>• Local Evaluator or other independent outside rater<sup>2</sup> will assess evaluation classrooms</li> <li>• Site staff will assess CDE-sponsored CSP classrooms according to CDE guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Annual ECERS and ITERS observations of all participating center-based classrooms</li> <li>• Annual FCCERS observations of all participating family child care homes</li> </ul>	<ul style="list-style-type: none"> <li>• Item level and subscale scores for all evaluation classrooms</li> <li>• Subscale and global scores for each CSP classroom or FCC home</li> </ul>

<sup>1</sup> Proposed requirements for the state evaluator are not intended to convey the entire scope of work for the state evaluator. Rather, it describes the proposed scope of work on related outcome and process measures for the CSP.

<sup>2</sup> An “outside rater” is defined as an individual or team that is not a current or former employee (within the past 12 months) of the program/provider being rated.

Data Collection and Evaluation Requirements for CSP 3

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.2. Are the preschool and infant/toddler teachers in CSP classrooms using effective teaching and classroom interaction strategies to improve outcomes for young children?	Classroom Assessment Scoring System (CLASS) Pre-K and Toddler tools, as appropriate	The Local Evaluator or other independent outside rater will assess evaluation classrooms	Annual CLASS observations of all evaluation classrooms	CLASS dimension and domain scores for each classroom
O.3. Are high-risk young children who participate in CSP programs or who receive services through CSP demonstrating improvement in their readiness to succeed at kindergarten entry?	Desired Results Developmental Profile - Preschool (DRDP-PS)	<ul style="list-style-type: none"> <li>Teachers rate individual children using DRDP assessment forms</li> <li>Local Evaluator will collect and compile aggregate results</li> </ul>	Children are rated twice annually, once during the Fall and again during the Spring assessment cycles	Counts of children in the classroom at each developmental level of each measure of each domain
O.4. Is the developmental status of high-risk young children who participate in CSP programs improving over time?	<ul style="list-style-type: none"> <li><u>For Preschool</u>: DRDP-PS<sup>3</sup></li> <li><u>For Infants/Toddlers</u>: DRDP-IT</li> <li><u>For Special Needs Children</u><sup>4</sup>: DRDP <i>access</i></li> </ul>	<ul style="list-style-type: none"> <li>Teachers rate individual children using DRDP assessment forms</li> <li>Local Evaluator will collect and compile aggregate results</li> </ul>	Children are rated twice annually, once during the Fall and again during the Spring assessment cycles	Counts of children in the classroom at each developmental level of each measure of each domain

<sup>3</sup> The use of the DRDP for developmental progress will be validated with other standardized tests conducted on a sample of children.

<sup>4</sup> Special needs children are those identified as special needs at any time during the project year, or children with an Individualized Education Plan (IEP).

Data Collection and Evaluation Requirements for CSP 3

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.5. Are children with special needs, Dual Language Learners (DLLs), and migrant children who participate in CSP programs making developmental gains?	<ul style="list-style-type: none"> <li>• DRDP-PS</li> <li>• DRDP-IT</li> <li>• DRDP <i>access</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers rate individual children using DRDP assessment forms</li> <li>• Local Evaluator will collect and compile aggregate results</li> </ul>	<ul style="list-style-type: none"> <li>• Special needs children are rated twice annually, once during the Fall and again during the Spring assessment cycles</li> <li>• DRDP <i>access</i> results will be collected once towards the end of the school year</li> </ul>	Counts of children at each developmental level of each measure of each domain. Note: DRDP <i>access</i> results will be collected at the site level

Data Collection and Evaluation Requirements for CSP 3

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.6. Are parents included in and satisfied with CSP?	<ul style="list-style-type: none"> <li>• DRDP Parent Survey</li> <li>• Program data</li> </ul>	Site administrators distribute DRDP Parent Survey to parents of children in CSP Classrooms	Annually toward the end of the school year	<ul style="list-style-type: none"> <li>• Narrative describing First 5 sponsored parent engagement and support activities</li> <li>• Counts of parents taking part in each type of activity</li> <li>• Counts of parents indicating each level of satisfaction for a subset of questions from the DRDP Parent Survey</li> <li>• Counts of parents indicating <i>yes</i> or <i>no</i> for a subset of questions from the DRDP Parent Survey</li> </ul> <p>Note: DRDP Parent Survey results will be collected at the site level</p>

Data Collection and Evaluation Requirements for CSP 3

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.1. Are the conditions that lead to and support quality early care and education increasing among programs that participate in the CSP?	<ul style="list-style-type: none"> <li>• Education level and ECE units of teachers</li> <li>• Highest license/permit level held</li> <li>• Number and type of staff who participated in the trainings or professional development</li> </ul>	Local Evaluator or other county staff collects this information through administrative data and/or teacher survey	<ul style="list-style-type: none"> <li>• Data on participation is collected annually toward the end of the school year</li> <li>• Data on education and licenses is collected twice annually, once during the Fall and again during the Spring assessment cycles</li> </ul>	<ul style="list-style-type: none"> <li>• Education and license level of staff by classroom</li> <li>• Narrative describing any training or professional development opportunities</li> <li>• Counts of staff persons who participated in training and professional development opportunities</li> </ul>

Data Collection and Evaluation Requirements for CSP 3

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
<p>P.2. What strategies and services most effectively promote positive outcomes for children?</p> <p>P.3. Are some strategies more effective for DLLs or children with special needs?</p>	<ul style="list-style-type: none"> <li>• <u>School Readiness</u>: DRDP (all subtypes, as appropriate)</li> <li>• Quality Improvement Narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers rate individual children using DRDP assessment forms</li> <li>• Local Evaluator will collect and compile aggregate DRDP results</li> <li>• Teachers and other classroom staff will work on Quality Improvement Narratives outlining the steps QES have taken to improve the classroom environment</li> <li>• Local Evaluator or other county staff will collect quality improvement narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Children are rated with DRDP twice annually, once during the Fall and again during the Spring assessment cycles</li> <li>• Quality improvement narratives are collected annually at the end of the school year</li> </ul>	<ul style="list-style-type: none"> <li>• Counts of children in the classroom at each developmental level of each measure of each domain</li> <li>• Counts, types, and qualifications of QES assigned to classroom</li> <li>• Quality improvement narratives</li> </ul> <p>Note: DRDP and other data on strategies, such as trainings, PD opportunities, and EEE coaching, will be reported to and analyzed by state evaluator to determine relationship between these strategies and services and children's outcomes.</p>

Data Collection and Evaluation Requirements for CSP 3

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.4. Are children with special needs being identified and receiving services as appropriate?	<ul style="list-style-type: none"> <li>• Data on assessments and screening activity (e.g., DRDP, DECA, ASQ, ASQ-SE, etc.)</li> <li>• Developmental screening results</li> <li>• Developmental services provided</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers work with children and parents using developmental screenings</li> <li>• Site staff will assess CDE-sponsored CSP classrooms according to CDE guidelines</li> <li>• Local Evaluator or other county staff will collect data on developmental screening activity through review of program records, teacher survey, or by working with other QES</li> </ul>	Collect twice a year, once during Fall assessment cycle and again during Spring assessment cycle	<ul style="list-style-type: none"> <li>• Assessment and developmental screening types used in the classroom</li> <li>• Frequency of assessment</li> <li>• Counts and frequency of developmental screenings</li> <li>• Counts of children identified with special needs</li> <li>• Counts of children receiving developmental services</li> </ul>

Data Collection and Evaluation Requirements for CSP 3

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
P.5. What are the most effective outreach strategies for parents?	<ul style="list-style-type: none"> <li>• Number and type of engagement and support opportunities offered for parents (e.g., advisory board participation, parent-teacher conferences, classroom volunteer activities, educational opportunities to support parenting and child development, social support activities, etc.)</li> <li>• Number of parents who participate in parent engagement and support opportunities</li> <li>• DRDP Parent Survey</li> </ul>	Local Evaluator or other county staff to review program records and/or administer site survey	Annually towards the end of the school year	<ul style="list-style-type: none"> <li>• Narrative describing First 5 California sponsored parent engagement and support activities</li> <li>• Counts of parents taking part in each type of activity</li> <li>• Counts of parents indicating each level of satisfaction for a subset of questions from the DRDP Parent Survey</li> <li>• Counts of parents indicating <i>yes</i> or <i>no</i> for a subset of questions from the DRDP Parent Survey</li> </ul>

Data Collection and Evaluation Requirements for CSP 3

Section B: Related Data Collection and Evaluation Proposed Requirements for State Evaluator

Study Questions (Outcomes)	Assessment Tools	Who Collects and How?	Timing/Frequency	Reporting Requirements
O.1. Is the language development of high-risk young children who participate in CSP programs improving over time?	Peabody Picture Vocabulary Test (PPVT-4)  Preschool Language Scales (PLS-4 English and Spanish)	State evaluator will conduct these assessments on a sample of high-risk children from participating programs	Sample of children assessed Fall and Spring	Per contract with First 5 California
O.2. Are Dual Language Learners (DLLs) who attend CSP programs making developmental gains?	<u>For DLL children:</u> Pre IPT Oral English Test (in English and Spanish)	State evaluator will conduct these assessments on a sample of DLL children from participating programs	Purposive sample of DLLs assessed Fall and Spring	Per contract with First 5 California
O.3. Are migrant children who participate in CSP programs making developmental gains?	DRDP (all subtypes, as appropriate)	State evaluator will conduct these assessments on a sample of DLL children from participating programs	Purposive sample of migrant children assessed Fall and Spring	Per contract with First 5 California
O.4. Is the development of early math skills in high risk young children who participate in CSP programs improving over time?	Woodcock-Johnson Applied Problems subtest	State evaluator will conduct these assessments on a sample of migrant children from participating programs	Sample of children assessed Fall and Spring	Per contract with First 5 California
O.5. Is the social-emotional development of high risk young children who participate in CSP programs improving over time?	<u>For Preschool:</u> Devereux Early Childhood Assessment (DECA) <u>For Infants and Toddler:</u> DECA –IT	State evaluator will collect these assessments on a sample of high-risk children from participating programs	Sample of children assessed Fall and Spring	Per contract with First 5 California for the other assessments

Data Collection and Evaluation Requirements for CSP 3

Study Questions (Process)	Core Measures	Who Collects and How?	Timing/Frequency	Reporting Requirements
<p>P.1. What strategies and services most effectively promote positive outcomes for children?</p> <p>P.2. Are some strategies more effective for DLLs or children with special needs?</p>	<ul style="list-style-type: none"> <li>• <u>Literacy/language:</u> <i>PPVT-4 and PLS-4</i> (English and Spanish)</li> <li>• <u>Early Math Skills:</u> <i>Woodcock Johnson Applied Problem Subtest</i></li> <li>• <u>Social emotional development:</u> <i>DECA</i> (all subtypes, as appropriate)</li> </ul>	<p>For other tools, state evaluator will conduct these assessments on a sample of high-risk children from participating programs</p>	<p>For other tools, a sample of children assessed annually</p>	<p>DRDP and other assessment results can be reported by:</p> <ul style="list-style-type: none"> <li>• Program setting</li> <li>• Funding sources and streams</li> <li>• Curriculum</li> <li>• Attendance data</li> <li>• Hours of instruction</li> <li>• Quality of setting (e.g., ITERS, ECERS or FDCRS/ FCCERS scores and CLASS scores)</li> <li>• Teacher education/ experience and level of participation in professional development opportunities</li> <li>• Quality of classroom instruction (CLASS scores)</li> <li>• Levels of parent outreach, engagement, and knowledge</li> <li>• QES activity</li> </ul>

## Educare

Children from low-income families typically enter kindergarten 12 to 14 months behind the national average in pre-reading and language skills. California is ranked 29<sup>th</sup> in the nation for the percentage of children in poverty. According to the National Center for Children in Poverty, 43 percent of children in 2009 lived in low-income families, defined as an income below 200 percent of the federal poverty level. Economically disadvantaged children often grow up in stressful environments that can impede their cognitive, social, and emotional development.

### Drawing on Educare

The Educare model was first established in 2000. Currently, there are 13 Educare centers in 10 states. Educare promotes school readiness by implementing programs that reduce the achievement gap in children ages 0 to 5. Educare targets disadvantaged children and their families, including children from low socioeconomic backgrounds who are less likely to attend high-quality preschool programs.

First 5 California is part of a public-private partnership that has committed to establishing California's first Educare center in Silicon Valley, with a second center to follow in Los Angeles.

Educare is a research-based program that helps to prepare young at-risk children for school by providing early learning experiences that boost children's outcomes. Educare bases its program on partnerships between public and private sectors, knitting together available funding for services to infants, toddlers, and preschoolers and their families. Educare builds upon a foundation of federal and state-funded early learning programs to provide developmentally appropriate services to children, using research-based practices to continually raise program quality. Preliminary data from the national evaluation of Educare shows promising results in promoting school readiness in at-risk young children.

### Moving Educare "Beyond the Walls"

The guiding principles of the Educare model and the structural features necessary to achieve its promising practices build on existing early learning programs as a foundation. In California, this includes First 5 California's Power of Preschool program, Head Start, and Early Head Start. Incorporating these guiding principles and structural features into the design of the Child Signature Program (CSP) provides First 5 California with an opportunity to validate and/or augment existing efforts to improve quality learning standards and child outcomes throughout the state. These structural components and guiding principles are intended to facilitate child-centered, family-focused systems of care that are built on community partnerships and continually improved through ongoing evaluation and improvement. To that end, the CSP will focus on incorporating the most promising features of Educare (listed below) to develop a viable program model that can be implemented in California's diverse early care and education landscape.

- 1. Use of research-based practices and strategies for prenatal through age five services, including use of a data system that supports continuous program improvement and individualized planning for children and families:** High quality early care and education programs use research-based practices shown to produce gains in children's developmental outcomes. However, expected gains are not achieved when effective models are implemented incompletely or poorly. Regular collection and use of data has been shown to facilitate proper implementation of research-based practices, measure progress towards desired outcomes in real time, and optimize program design and implementation through ongoing quality improvement.
- 2. Small class size and high staff / child ratios (3:8 for ages 0-3 and 3:17 for ages 3-5):** Staff to child ratio (the number of children assigned to one caregiver) and small class size (the number of children per classroom) are used by programs, including Educare, as proxies for enriching and engaging teacher-child interactions. Research shows that when child-to-staff ratios are low, teachers are more likely to engage with children in a responsive and supportive manner. Uniformly defined ratios do not exist across programs, despite recommendations by various national and state early childhood programs, professional organizations, and research and policy entities. The staff to child ratios proposed for the CSP will build upon existing standards delineated by early childhood education entities with a strong presence in California (i.e., Head Start).
- 3. High staff qualifications and intensive staff development:** Formal specialized education and ongoing monitoring and professional development for early education staff have been shown to be associated with higher levels of program quality, effective teaching practices, and improved outcomes for children. Embedding expectations for and support of teacher education and ongoing training into the CSP expansion will support a link between the CSP and First 5 California's Teacher Signature Program (CARES Plus).
- 4. Continuity of care for groups of students across multiple years:** Continuity of care occurs when a child remains with the same primary caregiver and/or team of caregivers for an extended period of time. Educare uses this component as a means of facilitating supportive teacher-child relationships. Research shows that these relationships are essential to quality care and are linked to a host of positive child outcomes, through more positive teacher-child interactions, greater trust between teachers and parents, and greater security within the teacher-child relationship. Given that relationships are the foundation of early learning, the CSP is committed to identifying strategies for strengthening teacher-child relationships.
- 5. On-site family support and strong parent engagement:** Parent-child relationships provide the foundation for children's social-emotional development and early learning. While no singular model of family support has been identified in the literature as most effective in improving family engagement and outcomes, they

share a common goal to enhance parents' capacities to support children's learning and development. Early childhood programs that provide family support services have been shown to enhance parent-child relationships and achieve improved outcomes for children and parents. Incorporating support for families into the CSP reinforces First 5 California's commitment to supporting parents as a child's first teacher. This feature aligns CSP efforts with First 5 California's Parent Signature Program efforts and builds upon PoP program criteria to develop and maintain meaningful partnerships with parents.

- 6. Reflective practice and supervision for ECE teachers:** Reflective practice involves an experienced teacher or other staff member reflecting on problems that arise in the classroom with a less experienced teacher/staff member, and applying knowledge of research, theory, data, and past experience to devise and implement effective solutions. While research is not clear as to the most effective type of teacher supervision for enhancing children's outcomes, generally speaking, reflective supervision tends to promote a caregiver's sensitivity toward children and is linked to more effective teaching practices. Teacher-to-teacher reflective practice groups have had more success when they are led by a supervisor, which in Educare is the Master Teacher. Implementing promising models of reflective practice and supervision are avenues for the CSP to capture data on teacher instruction and student development to improve child outcomes.
- 7. Implement an interdisciplinary team approach in ECE settings, including use of mental health and other professionals:** An interdisciplinary approach to early childhood intervention recognizes that children's and families' needs are complex and require knowledge and expertise from multiple resources and disciplines. Effective teams of supervisors, teachers, family support staff members, and other support staff members are built on-site. At the same time, external links to off-site support services are created with a view toward building sustainable and scalable service models in California. Although challenging in practice, this approach promotes the integration and coordination of services, employs a holistic approach to supporting children and families, and encourages systemic approaches to care. To incorporate a successful interdisciplinary model into the CSP, it is necessary to leverage service and funding partnerships with the broader early care and education community, including health, mental health, disability services, and the K-12 education system.
- 8. Focus on language and literacy in the ECE curriculum:** Research shows that the development of early language and literacy skills predicts later school success. Continued emphasis on language and literacy coupled with consideration of California's culturally and linguistically diverse population provides an opportunity for the CSP to promote and measure quality instructional practices that are linked to language abilities and later school success.
- 9. Focus on social-emotional development in the ECE curriculum:** There is strong consensus in the field of early childhood care and education that social-emotional

development provides the foundation for learning and is linked to later school success. By augmenting existing efforts to address social-emotional development in the classroom setting and in the curriculum, the CSP will reinforce the emphasis placed on this developmental domain by the early childhood community and promote consistent measurement of child progress toward social-emotional goals.

- 10. Focus on numeracy and problem-solving in the ECE curriculum:** Logic and reasoning skills are an essential part of child development and early learning, and early math skills are predictive of later academic success. Continued emphasis on numeracy and problem solving provides the CSP with an opportunity to explore, promote, and measure the influence of quality instructional practices that support these skills, particularly in culturally and linguistically diverse learners.
- 11. Integrating the arts into the ECE curriculum:** There is some evidence that integrating the arts into program curriculum supports the development of academic and social-emotional skills. Incorporating the arts into the CSP may also provide a means of enhancing classroom quality and identifying instructional strategies to address the needs of culturally and linguistically diverse students.
- 12. Start Early - Coordination with prenatal services:** Research has established the importance of maternal health and well-being in promoting children's positive outcomes. Early experiences set the stage for educational and social outcomes throughout childhood and into adulthood. In addition, children who begin quality early childhood programs early show the greatest gains in school readiness. To that end, the CSP will focus on deepening relationships with Early Head Start, home visiting, and other programs that promote maternal and child health and well-being. Establishing early relationships with families in vulnerable circumstances will enable the CSP to promote greater linkage to and continuity in service systems for children birth through age five.

**Family Income Ceilings  
for  
Child Care and Development Programs**

<b>Family Size</b>	<b>Family Monthly Income</b>	<b>Family Yearly Income</b>
1 – 2	\$3,283	\$39,396
3	\$3,518	\$42,216
4	\$3,908	\$46,896
5	\$4,534	\$54,408
6	\$5,159	\$61,908
7	\$5,276	\$63,312
8	\$5,394	\$64,728
9	\$5,511	\$66,132
10	\$5,628	\$67,536
11	\$5,745	\$68,940
12	\$5,863	\$70,356

Effective: As of July 1, 2011

Authority: **California Education Code sections 8263(f) and 8447(e)**

Source: California Department of Education  
Child Development Division  
Management Bulletin 11-26: <http://www.cde.ca.gov/sp/cd/ci/mb1126.asp>

## Child Signature Program – Fiscal Glossary

Term	Definition
<b>Actual and Allowable Net Costs</b>	The costs that may be reimbursed under the Child Signature Program (CSP) after disallowed costs and any matching amounts have been subtracted from total expenditures.
<b>Actual Data</b>	The reportable data for which the Lead Agency has supporting documentation at the time of claim submission. All data reported on the Claim for Reimbursement must be actual data.
<b>Administrative Costs</b>	<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. Administrative costs are incurred for common objectives that benefit programs administered by the First 5 county commission and, as such, are not readily assignable to a particular program funding stream. Administrative costs relate to the general management of the county, such as accounting, budgeting, personnel, procurement, and legal services.</p> <p>Costs related to administration may include both <b>direct</b> 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 <b>indirect</b> 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>
<b>Allocation</b>	This term is used primarily in situations in which funding is distributed to county commissions (or Lead Agencies) based on a statutory formula, but may also refer to discretionary grant or matching funds programs.
<b>Allowable Costs</b>	Costs that meet the specific criteria of a funding agency.
<b>Amended Contract or Agreement</b>	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.

<b>Audit</b>	<p>An examination of documents, records, and accounts for the purposes of:</p> <ol style="list-style-type: none"><li>1. determining the propriety of transactions;</li><li>2. ascertaining whether all transactions are recorded properly; and</li><li>3. determining whether statements that are drawn from accounts reflect an accurate picture of financial operations and financial status for a given period of time.</li></ol>
<b>Authorized Representative (AR)</b>	<p>A person designated by the county agency to submit applications or other required documents on behalf of the agency. Only an AR has the authority to sign and submit applications and/or sign contracts.</p>
<b>Award Notification</b>	<p>Official document signed by an authorized representative stating the amount, terms, and conditions of the contract or agreement award.</p>
<b>Budget</b>	<p>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.</p>
<b>Budget Revision</b>	<p>Net increases or decreases to the budget. They may include increases due to new grant funds, or decreases due to the need to reduce appropriations to keep spending within available revenues.</p>
<b>Carry-Over</b>	<p>Unobligated (unspent) award balances from a previous year's award are transferred to the current year's award, and are available to spend in addition to the current year's award. Carry-overs must usually be requested by the participating agency. (Also see : Off-Set)</p>
<b>Cash</b>	<p>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.</p>
<b>Cash Match</b>	<p>The First 5 county commission is required to match State funds. The Lead Agency is required to have agreements or memoranda of understanding with each partner providing a contribution. The First 5 county commission must retain auditable records documenting the amount and contributor of the match for a period of at least five years for audit and monitoring purposes. The "match" may include Proposition 10 local tax revenues, gifts, grants, and funds provided by a local partner that directly contribute to the CSP strategies and objectives.</p>

<b>Certification</b>	Statement signed or endorsed by an authorized representative of the Lead 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.
<b>Claim for Reimbursement</b>	A request for reimbursement submitted by the First 5 county commission to the state for payment.
<b>Claim Submission Deadline</b>	The final date a claim may be accepted for consideration of payment.
<b>Closeout</b>	Process by which First 5 California determines that all applicable administrative actions and all requirements of the award have been completed by the Lead Agency and First 5 California.
<b>Collaboration</b>	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.
<b>Commingled</b>	<p>A fund consisting of assets from several accounts that are blended together.</p> <p>A <b>commingled fund</b> blends 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>
<b>Compliance Review</b>	<p>Counties receiving funding for the CSP may be chosen for a review by the state. The purpose of the review is to ensure that Lead Agencies are spending the funding as required by law and have evidence on hand to verify compliance with program requirements. Reviews may take place in person and/or through an online process.</p> <p>At the end of each review, the state will complete a report of findings and will inform the Lead Agency how to correct any findings.</p>
<b>Contract Period</b>	The time span the contract is in effect as specified by the contract.
<b>Contracted Services</b>	Expenditures for services rendered under contract by personnel who are not on the payroll of the First 5 county commission, including all related expenditures covered by the contract.
<b>Corrective Action Plan (CAP)</b>	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.

<b>Cost</b>	<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 equivalent 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>Cost is 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>
<b>County Consortium</b>	<p>A collection of similar counties grouped together for purposes of determining a reimbursement rationale and matching funds requirement levels.</p>
<b>Direct Service Costs (or Direct Services)</b>	<p>Direct costs generally include, but are not limited to:</p> <ol style="list-style-type: none"><li>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)</li><li>2. Other employee fringe benefits allocable on direct labor employees</li><li>3. Consultant services contracted to accomplish specific grant objectives</li><li>4. Travel of (direct labor) employees</li><li>5. Materials, supplies, and equipment purchased directly for use on a specific grant or contract</li><li>6. Communication costs, such as long distance telephone calls identifiable with a specific award or activity</li></ol>
<b>Disallowed Costs</b>	<p>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.</p>
<b>Disbursements</b>	<p>Payments by currency, check, or warrant.</p> <p>The disbursements are payments 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>
<b>Encumbered Funds</b>	<p>Amounts representing future payments for current obligations or reservation of funds for future program disbursements. This refers to funding that is scheduled to be spent pursuant to a determined schedule and for an identified purchase of goods and services.</p>
<b>Encumbrances</b>	<p>Obligations in the form of purchase orders, contracts, salaries, and other commitments chargeable to an appropriation or accounting</p>

period for which funds must be reserved for a future disbursement.

Encumbrances are contractual obligations to make future payments. They represent the estimated amount of future expenditures that will result when, for example, purchase orders are placed and contracts are signed. Since the amount of an appropriation cannot be legally exceeded, the placing of purchase orders and the signing of contracts are critical events in controlling First 5 California's funds. The financial resources of a fund are said to be encumbered when a transaction is executed that requires performance on the part of another party before First 5 California becomes liable to perform its part of the transaction (make payment to the entity).

**Expenditures**

The costs of goods delivered or services rendered, whether paid or unpaid, including expenses, provision for debt retirement not reported as a liability of the funds from which retired, and capital outlay.

Expenditure charges are made to the project or program, which may be reported on a cash or accrual basis. They 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.

**Financial Audit**

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. A financial audit consists of a review of the financial statements of a person or an institution to determine their accuracy.

**Fiscal Year**

A period of one year, the beginning and the ending dates of which are fixed. For First 5 California CSP, it is the period beginning July 1 of one year and ending on June 30 of the next year.

**Full-time Equivalent (FTE)**

Block of time that a full-time employee works at his or her job. A full-time employee works 40 hours a week. FTE is often used in conjunction with a fraction to indicate how many hours an employee works part-time in a particular program. It is used as a measurement to demonstrate the cost of an employee dedicated to a particular program for budget purposes. For example, an employee who has a FTE of 1.0 is a full-time employee, while an employee who has a FTE of .5 works half-time. Using FTE makes it easier to calculate the cost of employees who dedicate their time to more than one program or who work less than full-time in a program when planning a budget or recording expenditures.

**Full Signature**

The legal signature of the individual (e.g., signature normally used

on checks and other documents).

**Funding Partner**

A funding partner that has administrative authority for a fund source and makes a commitment of funding from that source. A funding partner is a signatory to the agreement that commits a specified funding (fund type, amount, etc.).

**Indirect Cost**

Elements of costs necessary in the operation of a grantee or funded organization and in the performance of a service that are of such a nature that the costs cannot be identified with a particular program. It consists of those business and administrative costs that benefit the entire organization.

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.

**Indirect Cost Allocation Plan**

A written rationale, or plan, for assigning the relative share of indirect costs across more than one program or contract.

**Lead Agency**

For the purpose of the Child Signature Program and RFA # 3, a Lead Agency is a First 5 county commission or the lead First 5 county commission for a consortium of counties. The First 5 California fiscal definition is an agency designated to act as the administrative and fiscal entity for the CSP. The Lead Agency must provide direct services. The Lead Agency must provide assurances that are accurate and current and ensure that 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.)

The Lead Agency is an organization that services as the focal point for program development on the local, regional, or state level, often on behalf of a collaborative group of organizations.

**Leveraged Funds**

Leveraged funds include non-First 5 California State funds that are under the direct control and administration of the Lead Agency and used for the purposes of the CSP.

**Licensed Provider or Licensed Child Care Provider**

An individual or organization that has obtained a child care license as specified in the *California Code of Regulations, Title 22, Section 1011.56*.

**Local Agreement**

Agreements, equivalent to contracts, initiated by First 5 California and executed with First 5 county commissions to document funding awards and requirements for matching funds programs.

**Local Match**

The cash match that the applicant county is required to contribute to draw down State CSP funds. (See Cash Match.)

**Local Public Entity**

Includes a county, city, district, public authority, public agency, and

any other political subdivision or public corporation in the State, but does not include the State.

**Mandatory Forms**

Forms required for the CSP application. Please note that specific mandatory form must be completed for application acceptance and review.

**Match (or Cash Match)**

The First 5 county commission and its partners are required to match state funds. The recipient is required to have agreements or memoranda of understanding with each partner providing a contribution. The Lead Agency must retain auditable records documenting the amount and contributor of the match for a period of at least five years for audit and monitoring purposes. The “match” may include Proposition 10 local tax revenues, gifts, grants, and funds provided by a local partner that directly contribute to the CSP strategies and objectives.

**New Contract**

A contract award to an existing contractor that is for a CSP that is different from First 5 California contract(s) currently administered by the applicant.

**Operating Costs**

The recurring expenses that are related to the operation of a business, or to the operation of a device, component, piece of equipment, or facility.

The day-to-day expenses incurred in running an enterprise or program, such as sales and administration, as opposed to production.

**Operating Facility**

The office(s) within the service delivery area(s) providing CSP services to the public.

**Original Claim**

The initial Claim for Reimbursement submitted by a participating agency to First 5 California for a particular period.

**Performance Period**

The complete length of time a recipient is funded to complete approved activities. A performance period may contain one or more budget periods. (See also Budget Period.)

**Prior Approval**

Written approval by an authorized First 5 California official evidencing prior consent.

**Private Contractor**

An entity other than a public agency that is tax exempt or non-tax exempt and under contract with First 5 California or a First 5 county commission for the provision of CSP services.

**Program Compliance Audit**

An audit of the program undertaken to confirm adherence to the terms of the agreement, and/or the rules, regulations, or requirements of the CSP as prescribed by First 5 California.

**Program Costs**

Costs readily assignable to a program, grantee, contractor, or

	service provider (other than post-contract program evaluation activities) and/or in the execution of direct service provision.
<b>Program Management Costs</b>	Costs incurred for directly managing a program which may include, but are not limited to, program design, program planning, staffing, personnel planning or organizing, facilities management, marketing, staff training, travel, information technology costs, and more. These costs typically are readily identifiable and assignable to a specific program.
<b>Project Costs</b>	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.
<b>Public Contractor</b>	A local public entity under contract with First 5 California or a First 5 county commission for the provision of CSP services.
<b>Reasonable and Necessary Costs</b>	Expenditures that, in nature and amount, do not exceed what an ordinarily prudent individual would incur in the conduct of program activities given the full scope of governmental accounting and auditing standards together with specific program guidelines for use of the funds.
<b>Reimbursement</b>	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.
<b>Reimbursement Claim</b>	A claim for actual costs incurred in a prior report period, usually quarterly or semi-annually, filed with First 5 California by a First 5 county commission.
<b>Recipients of Service</b>	Individuals or organizations enrolled in CSP subsidized by First 5 California.
<b>Reporting Period</b>	The period for which a report is providing expenditure details.
<b>Service Delivery Area</b>	The community, geographic area, or political subdivision in which CSP services are to be provided as specified in the program guidelines or funding application.
<b>Stipends (and incentives)</b>	Allowances provided to program participants for their participation in program activities (i.e., staff development or training) or attainment of education milestones, often in the form of class credits, certificates, and/or degrees.
<b>Supplantation</b>	The term “supplant” means to “replace or take the place of.” The State of California and First 5 California require that CSP funds be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local and other non-federal or state funds that have been available to conduct similar programs.

Occurs when new funds are used to fund existing programs. No funds provided by First 5 California should be used to supplant state or local general fund money for any purpose.

**Supplementation**

The term “supplement” is defined as “to add to.” The State of California and First 5 California require that CSP funds be used to supplement (increase), but not supplant (replace), the existing level of federal, state, local, and other non-federal or state funds that have been available to conduct similar programs.

**Support Services**

Those services designed to increase program access and that support participants’ success in completing CSP requirements and incorporating their new knowledge and skills into practice. These services may include, but are not limited to, technical assistance, coaching, tutoring, lending libraries and cohort services, courses offered in other venues and in multiple languages, supports for English language learners, career counseling, or academic advising.

**Termination**

The cancellation of a 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 CSP services under the local agreement, and any non-subsidized services provided in a commingled program.

**Unencumbered Balance**

That portion of an appropriation or allotment not yet expended or obligated.

## Early Education Expert (EEE)

### POSITION SUMMARY

The Early Education Expert (EEE) facilitates full and effective implementation of the Child Signature Program's Program Elements and evidence-based instructional practices by providing staff with instructional leadership through the design, delivery, and coordination of intensive professional development; education program development and improvement; facilitation of interdisciplinary collaboration; and administrative support. Outcomes of the EEE work include exemplary early learning classroom quality, teacher-child interactions, and retention of staff.

### REPORTING RELATIONSHIPS

- The EEE reports directly to the Program Coordinator.
- Classroom teachers, floater/substitute teachers, and appropriate consultants, volunteers, and interns report to the EEE.

### MAJOR RESPONSIBILITIES AND KEY TASKS

#### Professional Development

Leads the design, implementation, and coordination of intensive staff development to build and enhance core competencies of the staff, specifically;

- Reflective Supervision - Provides classroom teachers with a predictable schedule of reflective supervision to support, develop, and evaluate their performance through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
- Coaching – Implements with classroom teachers a predictable schedule of coaching to support their implementation of core competencies and evidence-based instructional practices through a cyclical process of observation, reflection, and action
- Lesson Study – Facilitates or coordinates a predictable schedule “lesson study” strategy to solve practical implementation dilemmas related to curriculum and instruction through participation with other professionals in systematically examining practice
- Reflective Practice Groups/Communities of Practice – Facilitates or coordinates reflective practice groups consisting of staff sharing the same role to improve professional practice through shared inquiry, reflection, and learning

#### Education Program Development

Leads and coordinates the CSP's education program for children ages 0 to 5 including implementation of the following core features and evidence-based practices:

- High quality curriculum, including standards, expectations, formative assessment, instructional planning, and alignment across classrooms;
- Responsive, intentional, and developmentally appropriate implementation of curriculum and instruction to ensure children are provided with socially supportive, organized, and instructionally meaningful interactions that support their development (i.e., social-emotional, physical, cognitive, and language) and learning (i.e., literacy, math, science, technology, social studies and arts)
- Primary care-giving and continuity of care
- Use of child screening, assessment, and progress data to inform lesson planning, individualization, and the intensification of instruction in the areas of oral language, dual language and literacy development and skills; social-emotional and self-regulation development and skills; and early math skills and problem-solving skills

### Interdisciplinary Work and Collaboration

Facilitates interdisciplinary collaboration among the CSP staff and other program areas/staff, including:

- Participating in the local and statewide evaluation and processes of continuous quality improvement and, in conjunction with the Local Evaluator, ensuring completion of child screenings and assessments and coordination of timely feedback to teaching teams;
- Collaborating with Family Support Specialist (FSS) and the Program Coordinator and participating in efforts to engage and involve parents with the program, staff and child development and learning;
- Participating in Family/Child Reviews (FCRs) and, in conjunction with the Family Support Specialist, ensuring FCR action plans are followed and progress monitored;
- Collaborating with the Mental Health Specialist and/or mental health resource(s) to facilitate completion of Case Consultations and Special Education eligibility, planning, and implementation processes when warranted; and
- Participating with FSS to lead teams of education, family support, and other support staff (i.e., mental health, disabilities) to plan and implement targeted and intensive interventions for children displaying challenging behaviors

### Administrative Support

- Ensures all CSP requirements are met.
- Reviews education plans and other required documentation for children and classroom for completeness.
- Participates in the development of program policies, service delivery plans, and ongoing monitoring of program quality.
- Works with the Program Coordinator (PC) to ensure all assigned program area reports are completed and submitted on a timely basis.
- Ensures all confidential information is protected.
- Participates in recruitment efforts of program participants to help maintain full program enrollment as time allows.
- Collaborates with Human Resources to assist in recruitment and interviewing education staff for needed positions.
- Provides input to PC on education staff performance.
- Assumes responsibility of PC during PC's absences.
- Collaborates with the PC in determining training needs of staff.
- Coordinates with the PC the schedule of trainings to assure classroom coverage.

*Other*

- Attends all required E4 meetings and trainings, including supervisory trainings.
- Performs other duties as assigned within the scope of the job description.

**EDUCATION AND WORK EXPERIENCE REQUIREMENTS**

- Master's degree in Child Development (CD), Early Childhood Education (ECE), or in a related field
- At least five years of Early Childhood classroom experience
- At least one year of supervisory experience
- At least five years of classroom and /or supervisory experience with children ages 3 to 5
- At least five years of 0-3 classroom and/or supervisory experience and a certification in infant toddler studies or other credential such as PITC Trainer (For Early Education Expert, children ages birth to three)
- At least five years of experience working with low income children from culturally and linguistically diverse backgrounds
- Bicultural and bilingual competence in the predominant language (other than English) of the children served is preferred

**ADDITIONAL JOB REQUIREMENTS**

- Clearance of background checks as required by local, state and federal regulations.
- Physical examination and diagnostic tests as required by local, state and federal regulations.

**REQUIRED SKILLS/ABILITIES**

- Knowledge of and ability to implement early childhood curriculum and developmentally appropriate practices for the specific age group (0 to 3 or 3 to 5) and be able to remain current on advancements and research in the child development field
- Demonstrated leadership abilities and ability to utilize reflective supervision
- Knowledge of and ability to assess, analyze, and interpret Head Start Standards, state and local licensing requirements, and the organization's philosophy
- Ability to work as a cooperative and supportive member of an interdisciplinary team
- Ability to communicate and cooperate with culturally, linguistically, and diverse families, various professionals, and community groups
- Ability and willingness to work in a program located in a high-risk, low-income community
- Ability to exercise discretion in handling confidential information and materials
- Intermediate knowledge of computer applications and the ability to learn and master computer technology/software programs as needed
- Ability to communicate and respond in a manner that consistently demonstrates respect and concern
- Knowledge and background of effective strategies addressing the unique needs of Dual Language Learners
- Knowledge, skill, and ability to effectively work with culturally and linguistically diverse children

## Family Support Specialist (FSS)

### POSITION SUMMARY:

The Family Support Specialist (FSS) will develop and maintain relationships with families and ensure that they receive comprehensive services through their participation in the program. Comprehensive services include health and social services, disabilities, early childhood education and care services, and a range of parent development training opportunities at the site. The FSS is also responsible for conducting community outreach efforts to identify and develop relationships with community-based organizations that provide other needed services to families.

### REPORTING RELATIONSHIPS:

- The FSS reports to the Program Coordinator (PC).

### MAJOR RESPONSIBILITIES AND KEY TASKS:

- Develop and maintain meaningful, productive relationships with families.
- Recruit and enroll families into the program.
- Secure informed consent for family participation in program evaluation/CSP research activities.
- Conduct periodic home visits to assess family resources and needs.
- Refer and link children and parents to needed services.
- Maintain enrollment throughout the program year through various recruitment strategies.
- Work in collaboration with other program staff and specialists to monitor, track, and coordinate services for children and parents.
- Assist parents with understanding and implementing the Family Partnership Agreement in order to encourage and promote their overall development, including achievement of self-sufficiency, as well as positive developmental outcomes for their children.
- Collaborate with staff to facilitate children's transitions.
- Assist with outreach to families and recruitment of infants and children with disabilities into the program.
- Assist in planning parent activities, encourage parent participation in program activities, and obtain feedback from parents regarding the level of satisfaction with the services they receive.
- Collaborate with Mental Health Specialist (MHS) or refer to specific resource agencies to ensure the health and nutrition needs of infants, children, and families are addressed.
- Communicate with education and care staff regarding infant/child's progress in the classroom.
- In collaboration with the classroom teacher, implement protocols to follow up on absenteeism.
- Collaborate with the MHS and/or mental health resource(s).
  
- Administration
  - Maintain records and document services in a timely manner.
  - Enter service data into management information system.
  - Participate in the local and statewide evaluation, and ensure compliance with CSP requirements.

- Participate in coordinating the staffing of all families with their caseload and case studies.
- Attend family support team meetings, staff meetings, staff trainings, collaborations, and planning meetings.
- Promote and Maintain Parent Involvement
  - Promote parents' overall involvement and participation in program governance.
  - In collaboration with the classroom teacher and PC, facilitate parent support.
  - Promote family involvement in center-based services, home-based services, and other program activities.
- Community Involvement
  - Develop relationships with other community-based service providers targeting the needs of families served.
  - Identify services currently available and those needed by families enrolled in the CSP.
  - Participate in recruiting volunteers from the community.
  - Work collaboratively with community-based organizations serving families in the CSP.

#### EDUCATIONAL AND WORK EXPERIENCE REQUIREMENTS:

- A Bachelor's Degree in Social Work or a related field. Experience working with families in a community-based Head Start or family support /resource program preferred.
- Experience working with children and families from culturally and linguistically diverse backgrounds.

#### REQUIRED WORK EXPERIENCE AND SKILLS/ABILITIES:

- Ability to establish supportive relationships with children and families from diverse backgrounds
- Ability to utilize reflective supervision
- Ability to work within an interdisciplinary team as a cooperative and supportive team member
- Ability to manage work in an environment that can be interrupted by violence
- Knowledge of community resources and capacity to develop community cooperation to ensure that families receive comprehensive services
- Knowledge of Head Start Performance Standards
- Ability to communicate with parents in their primary language

ESSENTIAL JOB FUNCTIONS:

- Must have good written, verbal, communication and organizational skills.
- Must become knowledgeable about current Head Start and CDE childcare and preschool guidelines, including the rules and regulations affecting the families served.
- Must be able to operate a computer and other office equipment.
- Must have a valid driver's license and valid vehicle insurance.
- Must be fingerprinted for criminal background check.
- Must be able to travel within the community (i.e., parents' homes, community agencies, etc.).
- Must be able to alter work schedule to accommodate parent availability.

## Local Evaluator (LE)

### POSITION SUMMARY:

The Local Evaluator will support the Child Signature Program (CSP) by working with Early Education Expert(s) and early childhood education program staff on evaluation and program planning, data collection, analysis, and reporting of child and classroom data. The LE will collect and translate data and analytic findings to local EEE and program staff in ways that helps them improve teaching practices and child outcomes.

### REPORTING RELATIONSHIPS:

- The LE reports to the First 5 county commission Executive Director or designee.

### MAJOR RESPONSIBILITIES AND KEY TASKS:

#### Evaluation and Program Planning:

In conjunction with local program staff, the LE will:

- Develop and implement a coherent and integrated evaluation plan to assess program quality characteristics and child outcomes.
- Develop a plan in conjunction with program staff for feedback loops of assessment data, determining which data are appropriate at the program, classroom, staff, and family-child levels, and gaining agreement across all entities.
- Establish a professional working relationship with EEEs, teachers, family support, and program staff.
- Meet with program staff to troubleshoot data collection issues and to discuss preliminary findings and implications for program quality improvement (meeting monthly is optimum).
- Ensure all relevant program staff understand the purpose and schedule of evaluation activities—when they are to happen and who will be involved. Charts or ‘tickler’ notifications are to be developed semi-annually for program staff as a reminder of when assessments are due.
- Act as a resource for up-to-date knowledge about evidence-based practices in early childhood education and early intervention in areas such as learning strategies, curriculum, and assessments.
- Help program staff implement a system of progress monitoring to inform program staff about **quality** of implementation of evidence-based practices.

#### Data Collection, Analysis, and Reporting:

- In partnership with the EEE, develop any additional data gathering techniques to support improved teaching practices (such as progress monitoring) or overall program practices.

Job duties modeled on Educare FSS position

- Ensure accuracy and reliability of data by setting up and monitoring systems to check for accuracy.
- Report child and teacher assessment data to EEE on a regular basis (e.g., fall/winter/spring).
- Collaborate with EEE on a regular basis (e.g., monthly or as needed) to support EEE coaching and reflective practices.
- Conduct ITERS/ECERS observations and submit data to state evaluator/state system.
- Conduct CLASS observations and submit to state evaluator/state system.
- Collect information on the number of children referred who were deemed eligible for outside/additional services (through regional center or district).
- Facilitate collection of data by the statewide evaluator.

In conjunction with program staff:

- Design data collection, data storage, and data reporting procedures that protect confidentiality and maintain human subject review standards. Examples:
  - Ensure consents are obtained through an informed consent process, providing annual and follow-up training of staff responsible for completing the informed consent process with parents regarding evaluation measures and procedures.
  - Ensure program assessment measures and protocols are stored in locked cabinets.
  - Ensure written and verbal reports maintain child, family, and staff confidentiality.
- Develop a timeline to ensure data are collected and analyzed in a timely manner.
  - Create annual assessment schedules for program staff so they understand when assessments will occur and who will administer them, taking into account needs of the children and daily programming schedules.
  - Ensure program staff are trained to competently and comfortably administer or complete any data collection instruments required of them, and are able to discuss results of the instruments with their colleagues and parents they serve.
  - Oversee/assist in the collection and analysis of data, including teacher, Family Support Specialist, and Mental Health Specialist/Resource-administered assessment data.
  - Respond to occasional ad hoc data collection and analysis needs.
- Perform data analyses sufficient for program understanding and program improvement processes.
  - LE may conduct analyses of data above and beyond what the program staff need for program improvement purposes (for example, multivariate analyses of children's progress while in the program, the relations among risk factors, or other investigations that would be of interest to the LE and the field).
- Ensure a respectful and timely data-feedback loop is implemented and adapted according to the preferences of program leadership; the feedback provided by

the LE is expected to undergo its own improvement process based on comments from program staff on what presentations or analyses would be most useful.

- Produce written reports that interpret and represent data in a useful and meaningful way for program staff.
- Develop recommendations regarding training, mentoring, and environmental changes as indicated by data analysis.
- Share site-specific analyses and data descriptions with Essential Staff.
- Develop and write concise reports and presentations, providing summaries of selected data, including MIS data that will inform program practice, decision making, and program planning; accept feedback and suggestions regarding reports from program leadership and essential staff.

Collect information on:

- demographic information on children
- results from screening tools: ASQ, ASQ-SE (parent administered tool)
- number of children referred for further assessment or services or requiring regular monitoring
- DRDP-IT, DRDP-PS, and DRDP-ACCESS scores from teachers/sites on individual children. Monitor quality of data—check for consistency and administration and reporting amongst sites
- results from DRDP parent survey
- health status indicators on children (e.g., BMI; could be health screening done by MD and required as part of enrollment)
- enrollment and attendance of children (date of enrollment, date child exits program, duration in program – all day versus part day, etc.)
- teacher/administrator data – education
- number and type of professional developmental opportunities offered
- teacher/administrator participation in professional development activities (attendance)
- teacher/administrator participation in coaching/interactions with “EEE/coach” – duration of interaction; frequency/times of interaction (EEE logs)
- parent receipt of services from Family Support Specialist
- parent engagement and support opportunities
- parent participation in parent engagement and support opportunities
- curriculum and any curriculum-based assessments used for language and literacy, social-emotional development, and early math skills
- fidelity with use of language and literacy curricula, early math curricula, social-emotional development

#### EDUCATIONAL AND WORK EXPERIENCE REQUIREMENTS:

- Ph.D. or completion within 6 months in Child Development, Human Development, Child Psychology, Educational Psychology or Special Education, all with specialty in early education is preferred. Masters Degree in Child Development, Human Development, child Psychology, Educational Psychology

or Special Education or related field with 3 + years experience in program evaluation

- Experience working with children and families from culturally and linguistically diverse backgrounds

#### REQUIRED WORK EXPERIENCE AND SKILLS/ABILITIES:

- Minimum three years of experience in research projects with supervision of graduate or research assistants and the following set of experiences: minimum two years in applied research setting or program setting; minimum 1 year research project management; minimum 1 year assessment of young children, with experience in assessment of infants and toddlers a plus
- Excellent understanding of research design including: methodology, sampling, questionnaire development, data collection, analysis, report writing
- Interest in and proficient with a variety of analytic techniques, including techniques that use non-categorical and qualitative data
- Proficient in computer software, including SPSS or similar statistical programs
- Knowledge of relational database, Access, and/or SQL a plus
- Excellent interpersonal skills, negotiation, and team building skills
- Excellent written and verbal communication skills, with ability to interpret and communicate research findings to staff and families
- Ability to work within an interdisciplinary team as a cooperative and supportive team member
- Ability to maintain an independent perspective while collaborating closely with a wide variety of program personnel
- Understanding the nature of programs and how research methodology can be adapted a plus
- Demonstrated ability to work effectively with racially and ethnically diverse communities and staff
- Ability to represent the county/organization in professional and public settings
- Ability to assess child development progress across multiple domains using various methods of informal and formal assessment
- Ability to monitor and track child gains over time

ESSENTIAL JOB FUNCTIONS:

- Must be able to travel within and between sites and to conferences, trainings, and meeting sites within and outside the county
- Ability and willingness to work at sites located in high-risk, low-income communities
- Ability to analyze assessment data and communicate results
- Participation in professional development
- Ability to integrate assessment results into program implementation
- Provide program staff regular updates on progress through regular meetings
- Assist in the incorporation of evaluation results into decision and learning opportunities
- Ability to track child and/or classroom progress
- Collect and analyze data and provide feedback and coaching to teachers
- Must be able to speak, read, and write in fluent English

## Program Coordinator (PC)

### POSITION SUMMARY

The Program Coordinator (PC) is the key administrator for the Child Signature Program (CSP). The PC will provide oversight to the CSP Essential Staff and be responsible for compliance with the overall program requirements. The PC is responsible for ensuring that all participating classrooms meet the CSP Baseline Criteria and the Teacher/Provider Qualification Quality Levels throughout the term of the Agreement, and that all participating classrooms implement the Mandatory Quality Enhanced Program Requirements.

### REPORTING RELATIONSHIPS

- The PC must be an employee of the local First 5 county commission.
- The PC will supervise the work of the Early Education Expert (EEE), Family Support Specialist (FSS), Mental Health Specialist (MHS), and collaborate with the Local Evaluator (LE).

### MAJOR RESPONSIBILITIES AND KEY TASKS

#### Project Management and Supervision

- Oversee comprehensive CSP supports, training, and quality improvement activities for CSP classrooms.
- Assist in development of CSP budget, and responsible for tracking expenditures and completing expenditure reports for the local First 5 county commission and First 5 California.
- Supervise the CSP Essential Staff and monitor maintenance of staff qualifications.
- Provide resources, support, and technical assistance to CSP Essential Staff in order to achieve the goals of CSP.
- Assist with and/or coordinate CSP staff meetings, as applicable.

#### Collaboration and Communication

- Develop and maintain meaningful and productive relationships with CSP classroom staff and Essential Staff.
- Support communication between program/classroom staff and families, and facilitate collaboration between teachers, administrators, and the CSP Essential Staff.
- Organize professional development and/or training for Essential Staff, administrative staff, and teachers.
  - Identify training needs in collaboration with EEE and coordinates training with E4.
  - Ensure training schedule accommodates staff needs and complies with required classroom ratios.

### Data Collection, Reporting, and Compliance

- Adhere to the CSP *Quality Enhanced Program Requirements*, evaluation requirements, and reporting obligations.
- Monitor, track, and document implementation of all CSP program requirements.
- Assist CSP classrooms to collect data and other documentation, meet reporting requirements, and adhere to deadlines.
- Certify that classrooms meet or exceed the CSP *Baseline and Teacher/Provider Qualification Quality* levels throughout the term of the program.

### EDUCATION AND WORK EXPERIENCE REQUIREMENTS

#### Required Qualifications (must meet all):

- Master's Degree in early childhood education or related field.
- Five or more years of work experience in State or Federal early childhood development program.
- At least five years or more of early childhood classroom experience.
- At least three years of supervisory experience.
- At least five years of experience working with low-income children and families from culturally and linguistically diverse backgrounds.

### ADDITIONAL WORK 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 WORK EXPERIENCE AND SKILLS/ABILITIES

- Strong supervision and leadership skills to manage and supervise early childhood programs and staff.
- Knowledge of current research on early childhood quality standards, state, and local licensing requirements, and Head Start Performance Standards.
- Ability to staff in implementing Head Start Standards, state and local licensing requirements, and the organization's philosophy.
- Ability to work as a cooperative and supportive member of an interdisciplinary team.
- Strong knowledge and background in early childhood curriculum, developmentally appropriate practices for children 0 to 5 years, and strategies to address the unique needs of dual language learners.
- Ability to communicate, collaborate, and affect change in communities with diverse socioeconomic and cultural needs.
- Working knowledge of ECERS, CLASS, ASQ developmental assessments, and other tools used to assess quality in classrooms serving children ages 0-5.
- Strong written and oral communication skills.

- Ability to communicate and respond in a manner that consistently demonstrates respect and concern.
- Ability to exercise discretion in handling confidential information, documentation, and materials.
- Competency in computer applications (i.e., Word, Excel, PowerPoint, etc.) and the ability to learn and master computer technology/software programs as needed.

## Child Signature Program *Principles on Equity*

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

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

### **Inclusive Governance and Participation**

Children develop within the context of their families and communities. Proposition 10 programs shall secure meaningful participation and input of those families by governance and participation.

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

### **Access to Services**

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

- Set measurable goals and objectives for increasing access and achieving equity.

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

### **Legislative and Regulatory Mandates**

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

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

### **Results-based Accountability**

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

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

## Child Signature Program – Program Glossary

<b>Academic Performance Index (API)</b>	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 Education 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.
<b>Base Line Criteria</b>	CSP programs must meet minimum quality criteria listed in the following categories: Target Population, Diversity, Age, Parent Fees, Screening, Length of Day, Curriculum, Articulation, Teacher/Provider-Child Ratio, Maximum Group size, Health Education, Food, Nutrition Education, Tobacco Education, Physical Activity, Transition Support, Teacher/Provider Requirement, ECERS, <i>CLASS</i> <sup>TM</sup> , DRDP 2010, Principles on Equity, Evaluation, Budget, Families, and Connections. Facilities must also 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.
<b><i>CLASS</i><sup>TM</sup></b>	<i>Classroom Assessment Scoring System</i> <sup>TM</sup> is an observation tool designed by the University of Virginia and is used to measure classroom process quality.
<b>Classroom teachers</b>	Educators who nurture, teach, and care for children who have not yet entered kindergarten. Early educators play an important role in children's development by caring for them when their parents are at work or place their children in care to help them socialize with other children their age. In addition to attending to children's health, safety, and nutrition, early educators organize activities and implement curricula that stimulate young children's physical, emotional, intellectual, and social growth. They help children explore individual interests, develop talents and independence, build self-esteem, learn how to get along with others, and prepare for more formal schooling.  For purposes of this RFA: infant teachers are those working with children 0 to 17 months; toddler teachers are those working with children 18 months to 35 months; and preschool

teachers are those working with children 36 months to kindergarten entry.

**Consortium**

A cooperative association of individuals or groups that work together to accomplish common goals and objectives. Most consortia require leadership, although the form of leadership can be informal within a decentralized group.

**Desired Results Developmental Profile (DRDP)**

Assessment instrument to observe and assess the developmental progress of children in their programs. The DRDP 2010 aligns with the *Infant/Toddler Learning and Development Foundations* and the *Preschool Learning Foundations*.

**Dual Language Learners**

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)

**Early Head Start (EHS)**

A federally funded and administered community based program for low income families with infants and toddlers and pregnant women. Its mission is to promote healthy prenatal outcomes, enhance development of very young children and promote healthy family functioning.

**Environment Rating Scales (ERS)**

Observational assessment tools used to evaluate the quality of early learning and care programs. Examples of these scales include the Infant Toddler Environment Rating Scale – Revised (ITERSR), the Early Childhood Rating Scale – Revised (ECERS – R), and the Family Child Care Environment Rating Scale (FCCERSR). Each ERS is divided into criteria that assess the program’s physical environment, health and safety procedures, materials, interpersonal relationships, and opportunities for learning and development.

**Essential Staff**

Mandatory staff required in Quality Enhanced (QE) classrooms participating in CSP 1 and 3. This includes the Program Coordinator (PC), Early Education Expert (EEE), Family Support Specialist (FSS), Mental Health Specialist (MHS), and Local Evaluator (LE). A county/classroom may opt to use Mental Health resources or partner with the local Mental Health

<b>Evidence-based practices</b>	Agency to meet the MHS requirement. Main characteristics include: <ul style="list-style-type: none"><li>• Based on current and sound research</li><li>• Has the ability to be replicated</li><li>• Results in positive outcomes</li></ul>
<b>Family Child Care Homes (FCCH)</b>	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.
<b>Family Child Review (FCR)</b>	A process in which the Early Education Expert (EEE) and Family Support Specialist (FSS) participate in family and child reviews and ensure that resulting FCR action plans are followed and progress monitored.
<b>Family Partnership Agreement</b>	An agreement developed by parents and staff identifying the strengths and concerns of the family and prioritizing the family's goals for the parents and child.
<b>Head Start</b>	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. <ul style="list-style-type: none"><li>▪ 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.</li><li>▪ Tribal Head Start is designed to provide comprehensive Head Start services to primarily Native Americans living on reservations or colonies throughout northern California.</li></ul>

<b>Lesson Study</b>	A strategy coordinated and facilitated by the Early Education Expert (EEE) to solve practical implementation dilemmas related to curriculum and instruction through participation with other professionals in examining practice.
<b>Leveraged Funding</b>	Blending and braiding of funding to enhance current program activities is encouraged. Lead agencies may combine their funds with local partners to achieve the required cash match amount.
<b>Maintenance of Effort (MOE)</b>	For any sites/classrooms where quality enhancements are not possible, the county will be required to maintain, at a minimum, PoP Bridge FY 2011-12 standards and criteria as described in Attachments A1 and A3. Those sites and centers will be referred to as Child Signature Program (CSP) Maintenance of Effort (MOE) sites and centers. (Applies only to CSP 1.)
<b>Quality Enhancements (QE)</b>	Refers to the three Program Elements along with the Essential Staff positions required to implement them, as described in this RFA.
<b>Quality Enhancements Sites and Centers</b>	The sites and centers receiving the full menu of Quality Enhancements will be referred to as Child Signature Program (CSP) Quality Enhancement (QE) sites and centers.
<b>Readiness Assessment (RA)</b>	A tool designed using the Baseline Criteria, and the following categories: Leadership and Governance, Infrastructure, Classroom Instruction, Social-Emotional Development, Parent Involvement and Support, and Infants and Toddlers, to determine a classroom's quality and readiness to participate in CSP. Information gathered from the RA, from participating CSP classrooms, will be used to determine training and technical assistance provided by the E4.
<b>Special Needs</b>	First 5 California defines children with special needs as having one of the following: <ul style="list-style-type: none"><li>• An identified disability, health, or mental health condition requiring early intervention, special education services, or other specialized services and supports; or</li><li>• No identified conditions, but requiring specialized services, supports or monitoring.</li></ul>

<b>Title 5 General Child Care and Development</b>	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.
<b>Title 5 State Preschool programs</b>	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.
<b>Title 22 licensed programs</b>	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.

## RFA3 Key Features of Quality Enhancement and Essential Staff Required for Each Program Element

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

## Child Signature Program Recommended Curricula

Through Request for Applications (RFA) #3, the CSP provides opportunities for current CSP 2 counties to improve early childhood teaching through the use of the early childhood curricula that are developmentally appropriate, have been proven effective in research studies, and align with the requirements articulated in the California Department of Education (CDE) *Infant/Toddler Learning and Development Foundations*, *California Infant/Toddler Curriculum Framework*, and/or the *California Preschool Learning Foundations*, and the *Preschool Curriculum Framework*. Examples of such curricula are listed below.

For purposes of this RFA, we define early care and education curriculum as the content and organization of experiences in early care and education classrooms, grounded in developmental and educational goals. Such a curriculum includes planned and spontaneous, developmentally appropriate activities, materials, and routines that are meaningful and challenging.

Counties may request permission to fund curricula and/or training for curricula that are not on this recommended list by demonstrating to First 5 California that the proposed curricula has an evidence base grounded in rigorous scientific research and meets the California requirements as outlined in the CDE documents above.

If a county/program is using a curriculum that is focused on a certain subject such as Math, Literacy, etc., other curriculum must be used collectively to provide a comprehensive learning experience for the child.

### Infant-Toddler Curricula

- High/Scope Infant-Toddler Curriculum (2000)
- The Creative Curriculum for Infants, Toddlers, and Twos (2006)
- The Program for Infant Toddler Care (PITC)

### Preschool Curricula

- Curiosity Corner
- Explorations with Young Children: A Curriculum Guide from the Bank Street College of Education (1992)
- High Reach
- High/Scope Preschool Curriculum (2002)
- Houghton Mifflin Pre-K
- Macmillian/McGraw-Hill Little Treasures Pre-K
- Montessori
- Opening the World of Learning™ (OWL) (2005)
- Project Approach
- Reggio Emilia
- The Creative Curriculum for Preschool, 4<sup>th</sup> ed. (2000)
- Tools of the Mind

Family Child Care

- Creative Curriculum for Family Child Care (Second Edition)

Social-Emotional Development

- Al's Pals (1998)
- Incredible Years, Dina Dinosaur Classroom Curriculum (2008)
- Preschool I Can Problem Solve (1972)
- Preschool PATHS (2007)
- Second Step (2000)

## Child Signature Program Site/Classroom Data Profile

**Site/Classroom Data Profile Updates:** Counties are required to submit at the time of application Site and Classroom data using First 5 California's CSP Data Profile system. These data will be used as a baseline for the measurement of future quality enhancement efforts and associated outcomes. Counties will be required to update these data semi-annually during Spring and Fall reporting cycles. For more detailed information on data reporting requirements and timelines, please see the *CSP Data Collection Guidebook*.

**The following data fields will be collected at the time of application through the CSP Data Profile System:**

### Site Data

- Site Name
- Site Address: Street, City and Zip
- Site API score

### Classroom Data

#### *Classroom Demographics*

- Classroom Name (ID number may be used if locally assigned)
- Classroom type (MOE, QE)
- Total children served
- Counts of children by age category
  - 0-17 months (infant)
  - 18-35 months (toddler)
  - 36 months to kindergarten entry (preschool)
- Counts of children by racial/ethnic category
  - American Indian or Alaskan Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Pacific Islander
  - White
  - Two or more races
  - Other
- Count of DLLs
- Counts of DLLs by primary language
  - Arabic
  - Armenian
  - Cantonese
  - Filipino (Pilipino or Tagalog)
  - Hmong
  - Japanese
  - Korean
  - Mandarin

- Punjabi
- Russian
- Spanish
- Vietnamese
- Other
- Unknown
- Count of children of seasonal migrants
- Count of children with Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP)

*Teacher Data*

- Teacher ID (locally assigned)
- Gender
  - Male
  - Female
- Race/ethnicity
  - American Indian or Alaskan Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Pacific Islander
  - White
  - Two or more races
  - Other
- Language used most often with children in the classroom
  - Arabic
  - Armenian
  - Cantonese
  - English
  - Filipino (Pilipino or Tagalog)
  - Hmong
  - Japanese
  - Korean
  - Mandarin
  - Punjabi
  - Russian
  - Spanish
  - Vietnamese
- Highest level of education
  - Less than high school
  - High school or GED
  - Some college
  - Associates degree
  - Bachelor's degree

- Master's degree
- Doctorate or other advanced degree
- Degree or certificates the teacher has obtained that are related to ECE or CD
  - Associates degree
  - Bachelor's degree
  - Master's degree
  - Doctorate degree
  - Certificate
- Number of ECE or CD units that the teacher has completed
- Current California Child Development Permit level
  - Assistant teacher
  - Associate teacher
  - Teacher
  - Master teacher
  - Site supervisor
  - Program director

*Quality Essential Staff (QES)*

- QES ID (locally assigned)
- QES type
  - Early Education Expert (EEE)
  - Family support specialist (FSS)
  - Local Evaluator (LE)
  - Mental Health Specialist (MHS)
- QES degree type
  - Bachelor's Degree—Other
  - Bachelor's Degree—Social Work
  - Master's Degree—Other
  - Master's Degree—Child Development
  - Master's Degree—Child Psychology
  - Master's Degree—Educational Psychology
  - Master's Degree—Human Development
  - Master's Degree—Special Education
  - Master's Degree—ECE/CD
  - Ph.D.—Child Development
  - Ph.D.—Child Psychology
  - Ph.D.—Human Development
  - Ph.D.—Educational Psychology
  - Ph.D.—Special Education

*Funding*

- External corporation or Business
- External foundation

- External gifts or donations
- External non-profit organization
- Federal Early Head Start
- Federal Head Start
- Federal Migrant Head Start
- Other Federal (i.e. Race to the Top)
- Local Government (county, city, LEA)
- Other local source
- Local Proposition 10
- Other
- State alternative payment
- State general child care
- State other
- State preschool
- State Proposition 10

*Ratios*

- Teacher/Child Ratio—Preschool
- Teacher/Child Ratio—Toddlers
- Teacher/Child Ratio—Infants
- Provider/Child Ratio—Preschool
- Provider/Child Ratio—Toddlers
- Provider/Child Ratio—Infants

*ECERS/ITERS/FCCERS (as applicable)*

- ECERS (global score)
- ITERS (global score)
- FCCERS (global score)

*Assessment (Developmental Screening and Assessment Activity)*

- Assessment or screening tool type
  - ASQ
  - ASQ-SE
  - CLASS
  - DECA
  - DECA-IT
  - DRDP-PS
  - DRDP-IT
  - PLS-4
  - Pre IPT Oral English Test
  - Woodcock Johnson (WJ3)
  - Other

- Assessment frequency
  - Annual
  - Every two years
  - Quarterly
  - Semi-annual
- Assessment count
- Total number of children identified with special needs
- Total number of children receiving developmental services

### Child Signature Program RFA #3 Teacher/Provider Qualifications in Centers and Family Child Care Homes (FCCH)

These staff qualifications are the required baseline levels of quality for center directors and teachers in CSP 3 Preschool (Pre-K) and Infant Toddlers (I/T) classrooms <sup>1</sup>	
Criteria for Preschool and Infant/Toddler (Center-based)	Criteria for Family Child Care Homes (FCCH)
<p><b>Director and Lead Classroom Teacher :</b>                  BA plus 24 ECE units (including core<sup>2</sup> ), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director</p> <hr/> <p><b>Assistant Teacher:</b>                  Associate's degree (or equivalent course work in BA program) with appropriate ECE credits (recommend 24 units)</p>	<p><b>Family Child Care Owner (or Lead Teacher if not owner):</b>                  Meets state licensing requirements                  PLUS                  Associate's degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)</p>

<sup>1</sup> **Small rural counties** may request a one-time extension to meet teacher qualifications under particular circumstances, listed below. The request must be included in the application and will be considered only if:

- a) The classroom meets all other baseline criteria and readiness assessment requirements, and
- b) Teachers who do not meet the criteria listed above provide an education plan showing realistic ability to meet the criteria listed above by June 30, 2014

Small rural counties may request that First 5 California consider a one-time education extension for a classroom by including a letter with the application, specifying the name of the classroom, names of teachers for whom this extension is sought, the teacher(s) education plan. Consideration will be given to classrooms with teachers who have been continuously enrolled in higher education and who can reasonably meet the educational criteria by June 30, 2014. This one-time extension will not be considered for teachers who begin teaching after the program year has begun (July 1, 2013). Classroom unable to demonstrate that all staff meet the criteria listed above by June 30, 2014 will return to CSP 2 status, effective July 1, 2014.

This one-time extension applies to classrooms in small rural counties only.

<sup>2</sup> 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>)

**READINESS ASSESSMENT  
Administration**

**Appendix N**

**Content Area 1: CSP Baseline Criteria**

**Program Implementation**

Licensure/Certification

1. Title 22 (Community Care Licensing) license is current, or license exempt under Title 22 § 101158:
  - Yes (choose all that apply):
    - Title 22 license is current and visibly posted in facility
    - Program meets Title 22 criteria for exemption from licensure
    - Other: \_\_\_\_\_
  - No

Target Population

1. Program uses effective approaches for reaching parents of children with disabilities and special needs:
  - Yes (choose all that apply):
    - Documentation of recruitment efforts at Regional Centers, EHS, SELPA, Easter Seals
    - Other: \_\_\_\_\_
  - No
2. Program uses culturally and linguistically appropriate outreach strategies to ensure that infant and toddler slots are filled:
  - Yes (choose all that apply):
    - Attendance rosters demonstrating census approaching or at capacity and evidence of culturally and linguistically appropriate recruitment efforts targeted to infants/toddlers
    - This program does not serve infants/toddlers
    - Other: \_\_\_\_\_
  - No
3. Program uses culturally and linguistically appropriate outreach strategies to ensure that preschool slots are filled:
  - Yes (choose all that apply):
    - Attendance rosters demonstrating census approaching or at capacity and evidence of culturally and linguistically appropriate recruitment efforts targeted to preschoolers
    - This program does not serve preschoolers

## READINESS ASSESSMENT

- Other: \_\_\_\_\_
- No

### Parent Fees

1. Program charges no parent fees for preschoolers except those imposed by State Preschool:
  - Yes (choose all that apply):
    - Evidenced by enrollment forms and financial records
    - Program does not serve preschoolers
    - Other: \_\_\_\_\_
  - No
2. Program only charges pre-existing fees for infants/toddlers that are consistent with CDEs income ceiling:
  - Yes (choose all that apply):
    - Evidenced by enrollment forms and financial records
    - Program does not serve infant/toddlers
    - Other: \_\_\_\_\_
  - No

### Additional Teacher/Provider Requirement

1. Staff participates in regular staff development activities to increase effectiveness in working with children with varied language and cultures and children with disabilities or special needs:
  - Yes (choose all that apply):
    - Documentation of completed professional development by staff related to the topic is on file
    - Other: \_\_\_\_\_
  - No

### Tobacco Education

1. All staff have completed the on-line training titled "Kids and Smoke Don't Mix":
  - Yes (choose all that apply):
    - Certificates of course completion in staff personnel files
    - Other: \_\_\_\_\_
  - No

### Assessment of Classroom Organization and Instructional Strategies

## READINESS ASSESSMENT

1. Program uses CLASS assessment and obtains a score, by validated observers, of 3 on Classroom Organization and 2.75 on Instructional Support:
  - Yes (choose all that apply):
    - Copies of completed CLASS results completed in the last 24 months
    - Other: \_\_\_\_\_
  - No

### Articulation

#### Articulation

1. Preschool program builds strong relationships with FCCH, Kindergartens, School Districts and other partner agencies:
  - Yes (choose all that apply):
    - Documented history of Preschool/Kindergarten transition activities
    - Letters of verification from school district, FCCH, etc. indicating partnership
    - MOU with local elementary school/school district
    - Protocol for sharing individual child level information with other program
    - I/T teachers meet with Preschool teachers prior to transition
    - Preschool teachers meet with Kindergarten teachers prior to transition
    - Program does not serve preschool children
    - Other: \_\_\_\_\_
  - No
2. Infant/Toddler program builds strong relationships with FCCH, and Preschool programs:
  - Yes (choose all that apply):
    - I/T teachers meet with preschool teachers prior to transition
    - Protocol for sharing individual child level information with other program
    - Program does not serve infant/toddlers
    - Other: \_\_\_\_\_
  - No

### Content Area 2: Leadership/Governance

#### Program Administration

##### Administrator Qualifications

## READINESS ASSESSMENT

1. Program Director meets minimum First 5 CA CSP qualifications:
  - Yes (choose all that apply):
    - Documentation of qualifications (refer to TAG) in program director's personnel file
    - Other: \_\_\_\_\_
  - No

### Administration and Management

1. Program director has competence in basic administration and management and demonstrates effective control and accountability in key areas (human resources, facilities and licensing operations, budget and finance, child assessments, health and safety):
  - Yes (choose all that apply):
    - Documentation of Program Director's training in key areas
    - Independent assessment of program administrator using Program Administration Scales, BAS, Head Start or other equivalent assessment as appropriate
    - Other: \_\_\_\_\_
  - No
2. Policies and procedures in place in key areas and effectively communicated to staff:
  - Yes (choose all that apply):
    - Employee handbook in place with formal staff orientation procedures
    - Documentation that policies and procedures are updated and are readily accessible to staff
    - Other: \_\_\_\_\_
  - No
3. Policies and procedures in place in key areas and effectively communicated to families and community partners:
  - Yes (choose all that apply):
    - Documentation that policies and procedures are updated and are readily accessible to staff and communicated to community partners and to parents in their primary language
    - Other: \_\_\_\_\_
  - No
4. Program has a proactive response to changing conditions in early care and education (fiscal, educational or other changes in the environment):
  - Yes (choose all that apply):
    - Evidence of adaptation and incorporation of emerging knowledge in ECE and anticipatory modifications to program (i.e., reflected in Advisory/Staff Meeting minutes)
    - Other: \_\_\_\_\_

## READINESS ASSESSMENT

- No
- 5. Program administration is accountable for compliance with key laws and other related mandates (e.g., Title VI of the Civil Rights Act of 1964; Americans with Disabilities Act of 1990 [ADA]; Individuals with Disabilities Education Act [IDEA]; Furatani, Dymally-Alatore Bilingual Services Act [CA], Presidential Executive Order 13166, August 11, 2000):
  - Yes (choose all that apply):
    - Statement in Parent Handbook that program complies with all laws and mandates
    - Other: \_\_\_\_\_
  - No
- 6. Program administrator demonstrates leadership in assuring that staff receive training regularly, and are knowledgeable about legislative or regulatory mandates and have the skills and resources necessary to implement:
  - Yes (choose all that apply):
    - Evidence in staff files that training has taken place
    - Staff meeting/training agendas
    - Other: \_\_\_\_\_
  - No

### **Governance Body with Community Engagement**

#### Governance Body with Community Engagement

1. Program uses culturally and linguistically appropriate outreach strategies for community engagement:
  - Yes (choose all that apply):
    - Documentation on file that parents and community members representing diverse groups constitute 30% of program advisory board
    - Other: \_\_\_\_\_
  - No
2. Parents and community members representing diverse groups participate in program planning and decision making:
  - Yes (choose all that apply):
    - Documentation that program advisory board reflects diversity of community served
    - Documentation that DRDP or more comprehensive parent satisfaction survey results are considered in decision making (i.e., minutes from parent advisory meeting)
    - Other: \_\_\_\_\_
  - No

## READINESS ASSESSMENT

3. Parents and community members have one or more means by which they can give input:
  - Yes (choose all that apply):
    - Documentation of one or more means by which parents and community can give input into program planning (suggestion box, parent meeting agenda, etc.)
    - Other: \_\_\_\_\_
  - No
  
4. Program promotes and supports the development of emerging parent and community leaders:
  - Yes (choose all that apply):
    - Evidence that ongoing parent and community leadership/advocacy training has taken place (e.g., training/workshop agendas)
    - Other: \_\_\_\_\_
  - No
  
5. Program regularly assesses the governance process and provides updates on the extent of the family involvement and engagement throughout all phases of program development:
  - Yes (choose all that apply):
    - Board Meeting minutes/agendas
  
    - Other: \_\_\_\_\_
  - No
  
6. Program has established partnerships with key community agencies, consultants and organizations:
  - Yes (choose all that apply):
    - Program advisory board includes members from community-based service organizations with which program has partnerships
    - Other: \_\_\_\_\_
  - No
  
7. Program ensures that program management functions for family and community partnerships are assigned to and adopted by staff:
  - Yes (choose all that apply):
    - Program policies, roles and responsibilities are documented; documentation is available for review by parents and staff
    - Evidence that clear delegation of responsibilities has been communicated to staff to plan, implement and manage family and community partnerships (not limited to organizational chart)
    - Other: \_\_\_\_\_
  - No

### Program Mission and Philosophy

## READINESS ASSESSMENT

### Program Mission and Philosophy

1. Program has well-articulated mission and philosophy consistent with First 5 CA that is communicated to community partners and parents in their primary language:
  - Yes (choose all that apply):
    - Evidence that mission and philosophy is communicated to community partners and parents in their primary language
    - Other: \_\_\_\_\_
  - No
  
2. Program planning is linked to mission, goals and objectives:
  - Yes (choose all that apply):
    - Evidence of meetings/planning that link program operations to mission, goals and objectives
    - Other: \_\_\_\_\_
  - No
  
3. Program has well-articulated commitment and procedures to support quality improvement:
  - Yes (choose all that apply):
    - Staff has been introduced to quality improvement methods and evidence exists that quality improvement activities are in place and monitored at least quarterly
    - Other: \_\_\_\_\_
  - No
  
4. Program strategic plan in place to guide operations:
  - Yes (choose all that apply):
    - Documentation of strategic plan with current goals and objectives
    - Evidence of meetings/planning that link program operations to strategic plan
    - Other: \_\_\_\_\_
  - No
  
5. Program sets measurable goals and objectives for increasing access to services and achieving equity for underserved populations:
  - Yes (choose all that apply):
    - Strategic Plan
    - Board Meeting agendas/minutes
    - Other: \_\_\_\_\_
  - No

### **Program Evaluation, Accountability and Improvement**

## READINESS ASSESSMENT

### Program Evaluation, Accountability and Improvement

1. Program has a plan in place for regular formal program evaluation:
  - Yes (choose all that apply):
    - Program evaluation performed at least every three years by independent evaluator
    - Other: \_\_\_\_\_
  - No
  
2. Program has a plan in place to incorporate assessment of children's progress in program evaluation:
  - Yes (choose all that apply):
    - Independent evaluator performs child assessments on at least a sample of children using the same formal developmental screening tool(s) teachers use
    - Independent evaluator performs child assessments on at least a sample of children using alternate or additional formal developmental screening tool(s) teachers use
    - Independent evaluator reviews child assessment summaries completed by program staff
    - Other: \_\_\_\_\_
  - No
  
3. Program has a plan in place for formal teacher assessments performed by an independent, trained and certified CLASS observer:
  - Yes (choose all that apply):
    - CLASS assessments completed within the last 24 months
    - Other: \_\_\_\_\_
  - No
  
4. Program has a plan in place for formal environmental assessments with a reliable assessor:
  - Yes (choose all that apply):
    - Environment Rating Scale Assessments completed within the last 24 months
    - Other: \_\_\_\_\_
  - No
  
5. Program allocates sufficient resources to support accountability and evaluation:
  - Yes (choose all that apply):
    - Job descriptions for those staff with designated responsibility for accountability and evaluation activities
    - Organization charts clearly showing designated staff for accountability and evaluation activities
    - Budgets showing resources allocated for accountability and evaluation activities
    - Other: \_\_\_\_\_

## READINESS ASSESSMENT

- No
- 6. Program regularly utilizes assessments and other information for program improvement and disseminates best practices and promising practices for the benefit of all children and their service providers:
  - Yes (choose all that apply):
    - Documentation that program director/ other senior staff/consultants utilize assessment results as an opportunity to counsel and build skills among teachers, improve classroom, management and programming, and to determine and provide needed resources at least quarterly
    - Other: \_\_\_\_\_
  - No
- 7. Program collects and reports disaggregated data that describes children and families served and the achievement of access, equity and desired results as well as gaps and challenges, and uses the data in program design and setting benchmarks and goals:
  - Yes (choose all that apply):
    - Board and/or staff meeting minutes/agendas documenting that DRDP, parent surveys, demographic information on children and families and other data are used for program planning and improvement and goal setting
    - Other: \_\_\_\_\_
  - No

### Partnerships

#### Partnerships: Head Start/Early Head Start

1. Program has active partnerships with HS/EHS programs that can be leveraged to advance ECE quality:
  - Yes (choose all that apply):
    - Program has contractual agreement or MOU with HS/EHS
    - Program has documentation of the sharing of resources with HS/EHS
    - Program has documentation that supports cost-sharing arrangements with HS/EHS
    - Co- location of HS and non-HS centers/classrooms
    - Other: \_\_\_\_\_
  - No

#### Partnerships: State Preschool

1. Program has active partnerships with State Preschool programs that can be Leveraged to advance ECE quality:
  - Yes (choose all that apply):
    - Program has contractual agreement or MOU with State Preschool
    - Program has documentation of the sharing of resources with State Preschool

## READINESS ASSESSMENT

- Program has documentation that supports cost-sharing arrangements with State Preschool
- Co- location of State Preschool and non-State Preschool centers/classrooms
- Other: \_\_\_\_\_

▪ No

### Partnerships: Family Child Care Homes

1. Partnerships exist between center-based programs and Family Child Care Homes (FCCHs):

▪ Yes (choose all that apply):

- Formal relationship (i.e., MOU or other written agreement) between Center and FCCH
- Commission/center based program to engage FCC staff in professional development opportunities
- Commission or Center based program provides oversight and feedback to FCCH leadership to enhance quality
- This program does not have FCCHs participating in CSP RFA #2
- Other: \_\_\_\_\_

▪ No

### Partnerships: Institutions of Higher Learning

1. Program has active partnerships with institutions of higher education that serve as ECE resources for workforce development, teacher training, student teacher placements, etc.:

▪ Yes (choose all that apply):

- Evidence that program/staff access funding for workforce development through local institutions of higher learning
- Documentation of program participating in workforce development task force/work group with local institute of higher learning
- Documentation that program serves as student teacher placement site for local institute(s) of higher learning
- Other: \_\_\_\_\_

▪ No

### Partnerships: Social Support Services

1. Program has active partnerships with Regional Centers, Health Services, Social Service Agencies, any agency offering home visitation or services that provide social service supports to families:

▪ Yes (choose all that apply):

- Program has documented agreements (MOU/Contract) with 1 or more social service partners
- Program has liaison at 1 or more social service agencies
- Program receives and documents consultation from 1 or more social service partners
- Program has articulated procedures and protocols for referrals and exchanging information with social service partners
- Other: \_\_\_\_\_

▪ No

## READINESS ASSESSMENT

### Partnerships: Mental/Behavioral Health

1. Program has on-site Mental Health Specialist(s) or active partnerships with local mental/behavioral health agency (public or private) that provides services to children ages 0-5, including any agency that offers a home visiting program/component that provides mental health services to families:
  - Yes (choose all that apply):
    - Program has documented agreements (i.e., MOU, contractual agreement) with mental/behavioral health agency
    - Program has documentation of delivery of services by on-site staff
    - Program has liaison at local mental/behavioral health agency
    - Program receives and documents consultation from mental/behavioral health agency
    - Program has procedures and protocols for referrals and exchanging information with mental/behavioral health partners
    - Other: \_\_\_\_\_
  - No

### Partnerships: Private/Philanthropic

1. Program has active partnership with private/philanthropic entities that support efforts to advance ECE quality for children, families and/or communities:
  - Yes (choose all that apply):
    - Documentation that program has successful links with local, state and/or national ECE efforts (e.g., Reach Out and Read, local library programs)
    - Documentation that program has secured past grants/funding for advancing ECE quality within the last 5 years
    - Documentation that program has private/philanthropic investments to leverage for advancing/sustaining ECE quality
    - Other: \_\_\_\_\_
  - No

## **Content Area 4: Classroom Instruction**

### Use of Data for Classroom Instruction

1. Administrators, senior/mentor teachers or other consultants work at least quarterly with staff to review results and use data to improve classroom management, instruction, programming, and determine needed resources:
  - Yes (choose all that apply):
    - Documentation of process for reviewing assessment results with teachers and using data for program planning
    - Other: \_\_\_\_\_
  - No

## READINESS ASSESSMENT

### Professional Development Opportunities

1. Staff participate regularly in professional development specific to Curriculum planning, Early Literacy and Language, Early Math Skills, Social-Emotional Development, assessments and instructional planning, Dual Language Learners:
  - Yes (choose all that apply):
    - Evidence that program offers on-going professional development opportunities that facilitate staff participation
    - Documentation of staff training in staff files
    - Other: \_\_\_\_\_
  - No
  
2. Programs with limited on-site professional development opportunities plan and secures funding for professional development opportunities specific to Curriculum planning, Early Literacy and Language, Early Math Skills, Social Emotional Development, assessments and instructional planning, Dual Language Learners:
  - Yes (choose all that apply):
    - Evidence of use of on-site training/professional development resources
    - Evidence of shared professional development resources with other ECE programs
    - Budget showing allocation of program funds for providing in-house professional development opportunities for staff
    - Other: \_\_\_\_\_
  - No
  
3. Infant /Toddler staff have specialized training in infant/toddler development and learning, and health and safety:
  - Yes (choose all that apply):
    - At least half of infant/toddler staff have completed *PITC in Practice* training or PITC Infant/Toddler Teacher Institute
    - Other: \_\_\_\_\_
  - No

### **Content Area 5: Social-Emotional Development**

#### Teacher Training

1. Program provides teacher training/coaching in promoting Social Emotional Development and behavior management strategies:
  - Yes (choose all that apply):
    - Documentation of staff participation in related trainings

## READINESS ASSESSMENT

- Evidence of on-going use of related resources
  - Documentation of mental/behavioral health consultation
  - Other: \_\_\_\_\_
- No

### Identifying and Monitoring Children's Needs

1. Program uses data and assessments to identify and monitor children's Social Emotional needs:
  - Yes (choose all that apply):
    - Documentation of program's use of ASQ SE or other formal assessment tool, compiled ASQ SE results and referrals/follow-up
    - Program has articulated center policy, procedures and protocol for using information from SE screening and assessment to inform responses to children's needs
    - Other: \_\_\_\_\_
  - No

### Use of Interdisciplinary Approaches

1. Program implements strategies to ensure staff understand the importance of multiple perspectives, and uses interdisciplinary approaches in supporting the social-emotional development of children :
  - Yes (choose all that apply):
    - Program has articulated center policy for conducting and documenting team meetings, joint parent meetings, and interdisciplinary meetings
    - Documentation of regularly scheduled time dedicated to interdisciplinary planning
    - Other: \_\_\_\_\_
  - No
2. Education staff meet regularly with consultants/family support staff/ other interdisciplinary team members in order to discuss and understand the child in the context of his/her family for educational planning purposes:
  - Yes (choose all that apply):
    - Meeting agendas or minutes from joint meetings with partner agencies regarding individual children and family services as needed
    - Other: \_\_\_\_\_
  - No

### **Content Area 6: Parent Involvement and Support**

## READINESS ASSESSMENT

### Relationships

#### Engagement Approaches

1. Program provides opportunities for parent involvement that are effectively communicated in a culturally and linguistically appropriate way
  - Yes (choose all that apply):
    - Documentation/tracking of parent participation in activities
    - Documentation that Parent Handbook that includes information about parent involvement is provided to each family upon enrollment in their primary language
    - Documentation that formal, in-person parent orientation is held in the family's primary language
    - Other: \_\_\_\_\_
  - No
2. Program staff works to overcome barriers to family involvement:
  - Yes (choose all that apply):
    - Documentation that program staff/family support specialist make efforts to overcome barriers to family involvement (e.g., discussion of barriers and solutions at family or advisory board meetings, evidence of accommodations to address barriers)
    - Other: \_\_\_\_\_
  - No

#### Parent Satisfaction

1. Parent satisfaction survey is completed at least annually and results from culturally and linguistically diverse parent populations considered in making program improvement:
  - Yes (choose all that apply):
    - Documentation that DRDP or more comprehensive parent survey is completed annually and used to inform programming/operations
    - Other: \_\_\_\_\_
  - No

#### On-site Family Supports

1. Resources for families (e.g., social support, parenting, mental/behavioral health, crisis intervention, adult education) are available in family's primary language:

## READINESS ASSESSMENT

- Yes (choose all that apply):
    - Standard set of resources are routinely made available to all families and are available upon request, and specialized resources are available based on family need
    - Dedicated Family Support Specialist is available on-site or easily accessible through formal partnership with appropriate human services agency
    - Other: \_\_\_\_\_
  - No
2. The cultural and linguistic needs of families are met:
- Yes (choose all that apply):
    - Translation and interpretation service available to meet family needs
    - Staffing reflects the family cultures and languages of families served
    - Other: \_\_\_\_\_
  - No
3. Parent support needs are regularly assessed for each family:
- Yes (choose all that apply):
    - Family history/needs assessment at enrollment and updated as appropriate
    - Current Family Partnership Agreements in place
    - Other: \_\_\_\_\_
  - No

\*\*\*

## Classroom

### Content Area 1: CSP Baseline Criteria

## READINESS ASSESSMENT

### Population Served

#### Target Population

1. Program serves the target population:
  - Yes (choose all that apply):
    - Children live in elementary school catchment areas with current API score in deciles 1-3
    - County has demonstrated that they have no elementary schools with an API ranking at or below the 3<sup>rd</sup> decile
    - Program is a Head Start, Early Head Start, Migrant Child Care or State Preschool or meets income eligibility for one or more of those programs
    - Infants/toddlers meet income eligibility based on the Schedule of Income Ceilings used by CDE (refer to TAG)
    - Other: \_\_\_\_\_
  - No
2. Program uses community organizations, formal and informal networks, and other communication vehicles to reach out and serve diverse populations:
  - Yes (choose all that apply):
    - Evidence of outreach efforts (e.g., letters of introduction, presentations given, flyers posted at targeted locations)
    - Other: \_\_\_\_\_
  - No

#### Diversity

1. Program serves children from diverse populations that include children with disabilities/special needs (min. 10%), Dual Language Learners, Migrant Families, Infants/Toddlers and other under-served populations:
  - Yes (choose all that apply):
    - Demographic summary profiles of children (as provided by parents upon enrollment) on file reflects the ethnic, cultural and socio-economic diversity of the community and/or other under-served populations
    - Program provides a justification, has received approval from First 5 CA to waive the diversity requirement, and has a plan in place that demonstrates continuous outreach to diverse/underserved populations
    - Other: \_\_\_\_\_
  - No
2. Teacher/child ratio proportionately represents the diversity of children served:
  - Yes (choose all that apply):

## READINESS ASSESSMENT

- Demographic summary profiles of teachers reflects those of children
  - Program provides a justification, and has received approval from First 5 CA, for not meeting the teacher/child ratio for diversity due to teacher unavailability and program has a plan in place that demonstrates continuous outreach and retention of a diverse workforce
  - Other: \_\_\_\_\_
  - No
3. Program offers services regardless of family's immigration status:
- Yes (choose all that apply):
    - Statement in Parent Handbook
    - Statement on enrollment forms and/or does not request this information on enrollment forms
    - Other: \_\_\_\_\_
  - No

### Screening and Assessment

#### Screening

1. Program ensures that health screenings to include vision, hearing and dental take place at least annually:
- Yes (choose all that apply):
    - Copies of forms used for health screening (even if completed by outside physician) on file
    - Copy of contract/MOU with outside agency who conducts screening on file
    - Protocols for screening outlined in policy handbook or operations manual indicating screening is required for all children
    - Other: \_\_\_\_\_
  - No
1. Program provides screening for developmental delays and disorders on all children annually:
- Yes (choose all that apply):
    - A validated checklist or developmental screening tool is used
    - Copies of developmental screening tools on file for each child within last 12 months
    - Other: \_\_\_\_\_
  - No
2. Program uses culturally and linguistically appropriate screening tools, instruments and other research methods to collect relevant data from the population and communities served, including questions on disabilities and special needs:
- Yes (choose all that apply):

## READINESS ASSESSMENT

- A validated checklist or developmental screening tool is used that has been translated into the target population's language and has been tested/validated with the target population
  - Adult translators (preferably not family members) are made available to assist family with completing the developmental screening tool
  - Other: \_\_\_\_\_
  - No
3. Families are provided referrals, follow-up services and/or resources for any concerns identified in screenings/assessments referred to in this section:
- Yes (choose all that apply):
    - Documentation of referral/follow-up in child/family file
    - Other: \_\_\_\_\_
  - No
5. Staff is knowledgeable of and makes referrals to services, resources and other supports available to children with disabilities and other special needs:
- Yes (choose all that apply):
    - Documentation in child's file of referrals made
    - IFSP or IEP in child's file
    - Evidence of staff training in staff files
    - Other: \_\_\_\_\_
  - No

### Environment Rating Scales (ECERS, ITERS, FDCRS)

1. Program scores 5 or better, obtained by averaging indicators:
- Yes (choose all that apply):
    - Copies of appropriate completed tool (within last 24 months, by a reliable interrater assessor) with domain and overall scores completed by external rater
    - Other: \_\_\_\_\_
  - No

### Classroom Assessment Scoring System (CLASS)

1. Scores of 5 on Emotional Support within last 24 months by an independent, trained and certified CLASS observer:

## READINESS ASSESSMENT

- Yes (choose all that apply):
  - Copies of completed CLASS results
  - Other: \_\_\_\_\_
- No

### DRDP 2010

1. Program has completed DRDP at appropriate intervals on each child:
  - Yes (choose all that apply):
    - Copies of submitted DRDP results (Excel spreadsheet or other) for each child
    - Other: \_\_\_\_\_
  - No

### **Program Implementation**

#### Teacher/Provider Qualifications

1. Teachers meet First 5 CA CSP Teacher/Provider qualifications (refer to TAG):
  - Yes (choose all that apply):
    - Personnel files verifying qualifications for all staff
    - Other: \_\_\_\_\_
  - No
2. Assistant teachers meet First 5 CA CSP Assistant teacher qualifications (refer to TAG):
  - Yes (choose all that apply):
    - Personnel files verifying qualifications for all staff
    - Other: \_\_\_\_\_
  - No

#### Length of day

1. Preschool program operates 3 or more hours per day:
  - Yes (choose all that apply):
    - Copy of daily schedule/hours of operation posted
    - Copy of Parent Handbook that includes daily schedule/hours of operation
    - This classroom does not serve preschool children
    - Other: \_\_\_\_\_

## READINESS ASSESSMENT

- No
- 2. Infant/Toddler Program is full day (6 hrs. or more):
  - Yes (choose all that apply):
    - Copy of daily schedule/hours of operation posted
    - Copy of Parent Handbook that includes daily schedule/hours of operation
    - This classroom does not serve infant/toddlers
    - Other: \_\_\_\_\_
  - No

### Curriculum

1. Program uses a preschool curriculum (refer to TAG) that addresses general development, early literacy and language, early math skills and social-emotional development:
  - Yes (choose all that apply):
    - Curiosity Corner*
    - Explorations with Young Children/Bank Street (1992)*
    - High Reach*
    - High/Scope (2002)*
    - Montessori*
    - OWL (2005)*
    - Project Approach*
    - Reggio Emilio*
    - Creative Curriculum 4<sup>th</sup> Edition (2000)*
    - Tools of the Mind*
    - Other curriculum with documentation of First 5 CA approval
    - This classroom does not serve preschool children
    - Other: \_\_\_\_\_
  - No
2. Program uses an Infant/Toddler Curriculum (refer to TAG) that addresses general development, language, perceptual and motor, cognitive, and social- emotional development:
  - Yes (choose all that apply):
    - High/Scope Infant/Toddler (2000)*
    - Creative Curriculum for Infants, Toddlers and Twos (2006)*
    - The Program for Infant/Toddler Care (PITC)*
    - Other curriculum with documentation of First 5 CA approval

## READINESS ASSESSMENT

- This classroom does not serve infant/toddlers
- Other: \_\_\_\_\_
- No

### Teacher/Adult: Child Ratios

1. Center-Based-Adult: Infant- 1:3 (Title 5), 1:4 (EHS) /Qualified Teacher (refer to TAG): Child- 1:18 (Title 5), 1:4 (EHS)
  - Yes (choose all that apply):
    - Enrollment data plus staffing assignments with analysis of ratios for each group and written policy guidelines
    - This classroom does not serve infants
    - This is a family child care home
    - Other: \_\_\_\_\_
  - No
2. Center-Based-Adult: Toddler- 1:4 (Title 5 and EHS) /Qualified Teacher (refer to TAG):Toddler- 1:16 (Title 5), 1:4 (EHS):
  - Yes (choose all that apply):
    - Enrollment data plus staffing assignments with analysis of ratios for each group and written policy guidelines
    - This classroom does not serve toddlers
    - This is a family child care home
    - Other: \_\_\_\_\_
  - No
3. Center-Based- Adult: Preschooler- 1:8 (Title 5), for HS refer to TAG, / Qualified Teacher (refer to TAG): Child-1:24 (Title 5), for HS refer to TAG:
  - Yes (choose all that apply):
    - Enrollment data plus staffing assignments with analysis of ratios for each group and written policy guidelines
    - This classroom does not serve preschool children
    - This is a family child care home
    - Other: \_\_\_\_\_
  - No
4. Family Child Care Home adheres to licensing requirements for ratios:
  - Yes (choose all that apply):
    - Attendance records plus staffing assignments
    - This is a center-based program
    - Other: \_\_\_\_\_
  - No

## READINESS ASSESSMENT

### Maximum Group Size

1. Infant: 8:
  - Yes (choose all that apply):
    - Enrollment data and/or attendance records
    - This classroom does not serve infants
    - This is a Family Child Care Home
    - Other: \_\_\_\_\_
  - No
  
2. Toddler: 12 (8 EHS):
  - Yes (choose all that apply):
    - Enrollment data and/or attendance records
    - This classroom does not serve toddlers
    - This is a Family Child Care Home
    - Other: \_\_\_\_\_
  
3. Preschool: 24, for HS refer to TAG:
  - Yes (choose all that apply):
    - Enrollment data and/or attendance records
    - This classroom does not serve preschool children
    - This is a Family Child Care Home
    - Other: \_\_\_\_\_
  - No
  
4. Family Child Care Home adheres to licensing requirements for maximum group size:
  - Yes (choose all that apply):
    - Enrollment data and/or attendance records
    - This is a center-based program
    - Other: \_\_\_\_\_
  - No

### **Transition Support**

#### Transition Support

1. Program provides transition support among classroom activities and for all children (infants/toddlers and preschool):
  - Yes (choose all that apply):

## READINESS ASSESSMENT

- Schedule and lesson plans on file that provide ample time for activities with minimal transitions, which are short in duration
- Schedule and lesson plans on file that provide a balance of active and quiet periods throughout the day
- Lesson plans on file that include transition activities (e.g., special songs) that provide learning experiences, help familiarize children with daily routines and prepare them for the next activity
- Other: \_\_\_\_\_

▪ No

2. Program provides transition support for infants entering toddler classroom:

▪ Yes (choose all that apply):

- Program has Transition Coordinator
- Current documented history of infant/toddler transition activities
- Documentation that infant teachers meet with toddler teachers prior to transition
- Protocol for sharing individual child level information with toddler program
- Documentation that infants and current caregivers visit toddler room several times prior to transition
- Documentation that infants visit toddler room several times prior to transition and spend time with new caregiver
- This program does not serve infants
- Other: \_\_\_\_\_

▪ No

3. Program provides transition support for toddlers entering preschool:

▪ Yes (choose all that apply):

- Current documented history of toddler transition activities
- Documentation that toddler teachers meet with preschool teachers prior to transition
- Protocol for sharing individual child level information with preschool program
- Documentation that toddlers and current caregiver visit preschool several times prior to transition
- Documentation that toddlers visit preschool several times prior to transition and spend time with new caregiver
- This program does not serve toddlers
- Other: \_\_\_\_\_

▪ No

4. Program provides transition support for children entering kindergarten:

▪ Yes (choose all that apply):

- Current documented history of Preschool/kindergarten transition activities
- Letters of verification from school district indicating partnership
- MOU with local elementary school/school district

## READINESS ASSESSMENT

- Protocol for sharing individual child level information with Kindergarten
  - Preschool teachers meet with kindergarten teachers prior to transition
  - Kindergarten teachers meet with children and parents at preschool
  - Preschool children visit kindergarten
  - This program does not serve Preschool children
  - Other: \_\_\_\_\_
- No

## Health and Well Being

### Health Education

1. Program provides on-going physical, emotional and general health education for parents that is culturally and linguistically relevant, written at appropriate literacy levels for all communities served and is available for specialized populations:
  - Yes (choose all that apply):
    - Schedule, topic, and supporting documentation of health education workshops for parents that are culturally and linguistically relevant
    - Parent-friendly, culturally and linguistically relevant, easily accessible health education print materials
    - MOU with other agency providing on-going, on-site, culturally and linguistically relevant health education to parents on file
    - Other: \_\_\_\_\_
  - No
2. Program provides on-going physical, emotional and general health education for children that is culturally and linguistically relevant for all communities served and is available for specialized populations:
  - Yes (choose all that apply):
    - Lesson Plans
    - MOU with other agency providing on-going, on-site, culturally and linguistically relevant health education to children on file
    - Other: \_\_\_\_\_
  - No

### Nutrition

1. Program provides nutritious meals and snacks using USDA Child & Adult Food Program Standards and participate in USDA Child & Adult Care Food Program:
  - Yes (choose all that apply):
    - Weekly/monthly menus

## READINESS ASSESSMENT

- Approval notice from CDE to Copy of USDA Child & Adult Care Food Program Monitoring Review Report completed within the last year with no identified deficiencies
- Other: \_\_\_\_\_

▪ No

### Nutrition Education

1. Age-appropriate, on-going, culturally and linguistically relevant nutrition education is provided to children:
  - Yes (choose all that apply):
    - Lesson plans
    - MOU with other agency providing on-going, on-site, culturally and linguistically relevant nutrition education to children on file
    - Other: \_\_\_\_\_
  - No
2. Program provides on-going nutrition education for parents that is culturally and linguistically relevant, written at appropriate literacy levels for all communities served, and is available for specialized populations:
  - Yes (choose all that apply):
    - Schedule, topic, and supporting documentation, of nutrition education workshops held for parents that are culturally and linguistically relevant
    - Parent-friendly, culturally and linguistically relevant, easily accessible nutrition education print materials
    - MOU with other agency providing on-going, on-site, culturally and linguistically relevant nutrition education to parents on file
    - Other: \_\_\_\_\_
  - No

### Physical Activity

1. Preschool: Program provides at least 30 minutes of physical activity per day for half-day programs or at least 60 minutes per day for full day programs:
  - Yes (choose all that apply):
    - Copy of daily schedule and access to appropriate outdoor space and age-appropriate equipment
    - This classroom does not serve preschool children
    - Other: \_\_\_\_\_
  - No
2. Infant/Toddler: Program provides at least 60 minutes of physical activity per day for full-day programs at least 30 minutes per day for half day programs:
  - Yes (choose all that apply):
    - Copy of individualized lesson plans and appropriate indoor/outdoor space conducive to age-appropriate physical activity

## READINESS ASSESSMENT

- This classroom does not serve infant/toddlers
- Other: \_\_\_\_\_

▪ No

### Family Involvement and Support

#### Families

1. Implement culturally and linguistically appropriate family outreach and involvement, preferably mirroring the CSP Program Element-Parent Involvement and Support (refer to TAG):

▪ Yes (choose all that apply):

- Formal in-person (with organized agenda) parent orientation and Parent Handbook provided in parent's primary language
- DRDP or more comprehensive parent survey completed annually
- Minimum score of  $\geq 5$  on Environmental Rating Scale (Parents and Staff subscale)
- Dedicated family support specialist on-site or through formal partnership
- Other: \_\_\_\_\_

▪ No

2. Program provides parents with access to child development information and resources:

▪ Yes (choose all that apply):

- Documentation in child's file that parent conferences have taken place at least twice a year and parents are provided with information (verbal or written) on developmental milestones in their primary language
- Parent education materials regarding child development are readily available to parents in their primary language
- Documentation that parent workshops/meetings covering child development topics have been held in their primary language
- Other: \_\_\_\_\_

▪ No

3. Program informs parents of their rights and responsibilities and those of their children:

▪ Yes (choose all that apply):

- "Parent Rights" and other required CCL forms are posted and available in families' primary languages
- Parent/child rights and responsibilities are included in Parent Handbook, which is available in families' primary languages
- All required CCL forms pertaining to rights and responsibilities are completed and kept in child's file
- Other: \_\_\_\_\_

▪ No

#### Connections

1. Program connects parents with wraparound child care as needed:

## READINESS ASSESSMENT

- Yes (choose all that apply):
    - Information on how/where to obtain child care (including local Resource and Referral Agency contact information) is readily accessible to, and shared with, parents
    - Staff is knowledgeable of local child care resources and directs parents to appropriate resources
    - Other: \_\_\_\_\_
  - No
2. Program connects parents with family supports/services as needed:
- Yes (choose all that apply):
    - Standard set of resources, and specialized resources based on need, available to families
    - Evidence-based Home Visiting program in place
    - Staff is knowledgeable of local family support services/resources and directs parents to appropriate resources
    - Other: \_\_\_\_\_
  - No

### Content Area 3: Infrastructure

#### Technology

##### Technology to Support the Use of Data

2. Classrooms/centers utilize technology to gather and analyze assessments and other individual child level data to inform instruction:
- Yes (choose all that apply):
    - Program utilizes software that can collect and analyze child level data
    - Program has designated resources/staff for supporting the use of technology in the classroom
    - Program offers professional development focused on the use of data and technology to inform instruction
    - Other: \_\_\_\_\_
  - No

### Content Area 4: Classroom Instruction

#### Curriculum

##### General Curriculum

1. Program has standardized training procedures and curricular materials to support implementation of curriculum identified in the TAG:

## READINESS ASSESSMENT

- Yes (choose all that apply):
    - Program shows evidence of training on the use of curriculum
    - Other: \_\_\_\_\_
  - No
2. Curricula align with California Preschool Learning Foundations and Preschool Curriculum Framework or California Infant/Toddler:
- Yes (choose all that apply):
    - Program shows evidence of using curriculum from the TAG
    - Learning and Development Foundations and Infant/Toddler Curriculum Framework
    - Program has submitted justification to include evidence and research based support for each curricula used
    - Other: \_\_\_\_\_
  - No

### Approach to Dual Language Learners

1. Program incorporates specific instructional supports and strategies to support the overall development and school readiness of Dual Language Learners (DLL):
- Yes (choose all that apply):
    - Program has documentation of professional development activities within the last 12 months in which staff has participated
    - Program employs specially trained staff dedicated to supporting development and school readiness of dual language learners
    - Program brings in consultants who are subject matter experts on DLL
    - Other: \_\_\_\_\_
  - No

### **Reflective Practice**

#### Using Data and Assessments to Inform Instruction

1. Program uses information from assessments to respond to children's individual needs and inform instructional planning:
- Yes (choose all that apply):
    - Program has documented procedures, process(es) and protocols by which information from screening and assessment informs instructional planning and/or is integrated with curriculum
    - Documentation of regular staff time dedicated to using assessment data to inform instructional planning
    - Documentation of regular (at least quarterly) staff support for reviewing assessments and instructional planning (e.g., mentor or senior teachers)
    - Other: \_\_\_\_\_
  - No

## READINESS ASSESSMENT

### Content Area 5: Social-Emotional Development

#### Curriculum

1. Program uses a social-emotional preschool curriculum listed in the TAG or other evidence-based curriculum approved by First 5 California:
  - Yes (choose all that apply):
    - Al's Pals (1998)*
    - Incredible Years, Dina Dinosaur Classroom Curriculum (2008)*
    - Preschool I Can Problem Solve (1972)*
    - Preschool PATHS (2007)*
    - Second Step (2000)*
    - Other curriculum with documentation of First 5 CA approval
    - This classroom does not serve preschool children
    - Other: \_\_\_\_\_
  - No

### Content Area 6: Parent Involvement and Support

#### Shared Goals

#### Communication, Education, and Home Learning Support

1. Program offers parents information about their child's developmental progress :
  - Yes (choose all that apply):
    - Teacher holds parent-teacher conferences at least semi-annually and child assessment information is shared in culturally and linguistically appropriate ways
    - Other: \_\_\_\_\_
  - No
2. Program provides opportunities for staff to help parents support their child's development at home:
  - Yes (choose all that apply):
    - Structured education, advice and home learning is provided to parents using culturally and linguistically appropriate methods of communication
    - Parent-teacher conferences, held at least semi-annually, offer an opportunity for education and for parents to provide input
    - Program provides and discusses with parents a checklist of developmental/readiness skills and corresponding activities to facilitate their child's development

## READINESS ASSESSMENT

- Program makes educational resources available to parents for use at home (i.e. lending library)
- Other: \_\_\_\_\_

- No

## TIMELINE

April 15, 2013	CSP RFA #3 and Cover Letter posted on the F5CA website at <a href="http://www.cafc.ca.gov/commission/funding.asp">http://www.cafc.ca.gov/commission/funding.asp</a>
April 23, 2013	CSP RFA #3 Information Session/Conference Call
May 2, 2013	CSP RFA #3 Data Systems Information Session/Conference Call
May 3, 2013	Final deadline for submission of RFA-related questions.
May 10, 2013	F5CA posts on its website final RFA questions and answers.
May 20, 2013	Application submission deadline. F5CA must receive electronic and print copies (original with signature and three hard copies). The electronic copy must be emailed to <a href="mailto:csp@cafc.ca.gov">csp@cafc.ca.gov</a> . See application submission requirements in CSP RFA #3.
	F5CA's business hours are 8:00 a.m. – 5:00 p.m., Monday – Friday, except holidays.
June 7, 2013	F5CA posts on its website matching awards and mails agreements to Lead Agencies.
July 1, 2013	Program Start Date



DATE: Appendix P  
PROGRAM: Child Signature Program  
CONTROL NO.: «Agreement\_Number»

## LOCAL AREA AGREEMENT FOR FIRST 5 CALIFORNIA PROGRAM FUNDS

**FIRST 5 COUNTY COMMISSION:** «Entity\_Name»  
**FIRST 5 COUNTY COMMISSION ADDRESS:** «Address», «City», «State» «Zip»  
**PROGRAM NAME:** Child Signature Program (CSP)

By signing and returning this agreement to First 5 California, the duly authorized representative of the First 5 County Commission agrees to comply with the following: (1) Acknowledgement and acceptance of all program, administrative and fiscal responsibilities and requirements detailed in the CSP Request for Applications (RFA) dated April 17, 2013 (RFA) as terms and conditions of this Agreement, and therefore which is incorporated in its entirety herein this Agreement by reference; (2) Use of the funds awarded herein for expenditures pursuant to and in furtherance of the purpose(s) stated in the approved CSP application for funding, which by this reference is hereby incorporated into this Agreement; (3) Meeting the local cash match requirement for program operation funds as represented in the RFA; (4) Submittal of an annual independent audit of CSP expenditures in accordance with agreed-upon audit procedures or supplemental schedule determined by First 5 California; and (5) All CSP, administrative and fiscal responsibilities and requirements described in the RFA, and the terms and conditions of this Agreement and any amendments thereto, as a condition of funding and reimbursement of allowable expenditures.

The term of this agreement shall be from \_\_\_\_\_, 2013 through June 30, 2015. The total amount of this Agreement shall not exceed «Total\_Funding» as detailed in the table below.

Fund Type	Authorized Period	Amount
Program	July 1, 2013 through June 30, 2015	«Program Funding»
	<b>Total Award Amount</b>	<b>«Total_Funding»</b>

The funds will be paid on a reimbursement basis in accordance with the fiscal rules and funding parameters detailed in the RFA and any amendments thereto, consistent with the terms and conditions herein.

Funding of this Agreement is contingent upon the availability of sufficient funds pursuant to Health & Safety Code, Sections 130100-130155. This Agreement may be terminated immediately by First 5 California if funds are not available in amounts sufficient to fund the State's obligations under this Agreement.

Any provision of this Agreement found to be in violation of federal and/or state statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Exhibit A, Standard Provisions for Local Area Agreements attached.

## LOCAL AREA AGREEMENT FOR FIRST 5 CALIFORNIA PROGRAM FUNDS

FIRST 5 COUNTY COMMISSION: «Entity\_Name»

&lt;Date&gt;

Page 2

In Witness Whereof, this agreement has been executed by the parties identified below:				
STATE OF CALIFORNIA			AWARDEE	
AGENCY NAME First 5 California			LEAD AGENCY NAME «FIRST 5 COUNTY COMMISSION_NAME»	
BY (Authorized Signature) ✍	DATE SIGNED	BY (Authorized Signature) ✍	DATE SIGNED	
PRINTED NAME AND TITLE OF PERSON SIGNING Camille Maben, Executive Director			PRINTED NAME AND TITLE OF PERSON SIGNING «First_Name» «Last_Name», «Position»	
ADDRESS 2389 Gateway Oaks Drive, Suite 260 Sacramento, CA 95833-4247			ADDRESS «Address» «City», «State» «Zip»	
First 5 California Office Use Only:				
Fund Title	ITEM	F.Y.	Projected Allocation	Amount Encumbered by this Document
Child Care	4250-601-0636	2013/14	«Program Year_1»	\$0
Child Care	4250-601-0636	2014/15	«Program Year_2»	\$0
				Object Code-PCA
AGREEMENT TOTAL:			«Total_Funding»	702. «County_No»-63601

I CERTIFY upon my own personal knowledge that funds are available in the current budget year for the period and purpose of the expenditure stated above.

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 ACCOUNTING OFFICER'S SIGNATURE

---

 DATE SIGNED

**FIRST 5 CALIFORNIA  
STANDARD PROVISIONS FOR LOCAL AREA AGREEMENTS**

1. Indemnification

The First 5 county commission agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims and losses accruing or resulting to any and all contractors, subcontractors, suppliers, laborers, and any other person, firm or corporation furnishing or supplying work services, materials, or supplies in connection with the performance of this Agreement, and from any and all claims and losses accruing or resulting to any person, firm or corporation who may be injured or damaged by First 5 county commission in the performance of this Agreement.

2. Independent Capacity

The First 5 county commission, and the agents and employees of the First 5 county commission, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State.

3. Assignment

This Agreement is not assignable by the First 5 county commission, either in whole or in part, without the consent of the State in the form of a formal written amendment.

4. Time is of the Essence

Time is of the essence in this Agreement.

5. Amendments

No amendment or variation of the terms of this Agreement shall be valid unless made in writing, signed by the parties and approved as an amendment to this Agreement. No oral understanding or Agreement not incorporated in the Agreement, nor unilateral written communication, is binding on any of the parties.

6. Expenditure of Funds and Allocation of Funding among Budget Categories

The First 5 county commission shall expend funds in the manner described in the budget of the approved application. The allocation of funds among the categories in the budget may vary by as much as fifteen percent (15%) without approval by First 5 California. Any difference of more than fifteen percent (15%) in any one category must be requested in advance in writing and approved by the First 5 California Program Manager. First 5 California may withhold payment for changes in particular budget items which exceed the amount allocated in the approved budget by more than fifteen percent (15%) and which have not received the approval required above.

7. Monitoring and Audits

A. First 5 California or its duly authorized representative shall have access and the right to examine, audit, review, excerpt and transcribe any books, documents, papers or records of

the First 5 county commission and/or subcontractor, which in the opinion of First 5 California or the State, may be related or pertinent to this Agreement. Such material for each year of the Agreement must be retained for a period of five (5) years after the termination of the Agreement or until an audit is completed by the State and all questions arising there from are resolved. An exception to the five-year retention period is when an Agreement audit is in dispute or litigation. In those instances, the time records are to be retained is extended until the dispute or litigation is fully resolved.

- B. Program and fiscal monitoring and audits may be conducted at any time during the performance of the Agreement. It is the First 5 county commission's responsibility to ensure that all expenditures claimed, including all subcontractor expenditures, are allowable costs as defined by this Agreement.
- C. The County must maintain accurate and verifiable program and financial data for all costs, in accordance with generally accepted accounting principles and standards for governmental entities. For example, 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.
- D. If expenditures are found to be unallowable or unsubstantiated as a result of any monitoring or audit of the First 5 county commission's program or fiscal documentation, the First 5 county commission shall immediately remit the amount of the unallowable costs to First 5 California. At First 5 California's discretion, it may offset future claims in the amount of the unallowable cost or take any other reasonable action to retrieve the funds.

#### 8. Travel Reimbursement

- A. Any reimbursement for necessary travel and per diem shall be in accordance with the First 5 county commission's contract travel provisions. If a local county commission policy or county contract travel provisions do not exist, First 5 California will reimburse travel in accordance with the California State Department of Personnel Administration provision, Section 599.619, Reimbursement for meals and lodging – Excluded Employees.
- B. If the First 5 county commission's travel and per diem rates change during the term of the Agreement, the new rates shall apply upon their effective date and no amendment to this Agreement shall be necessary.
- C. No travel outside the State of California shall be reimbursed without prior written authorization from First 5 California. Written authorization may be in a form including fax or e-mail confirmation.

#### 9. Termination

Either party retains the right to mutually terminate this Agreement without cause at its sole discretion, provided that written notice has been delivered to the other party at least thirty (30) days prior to such termination date.

- a. Notwithstanding the above, First 5 California may terminate this Agreement immediately upon written notice by First 5 California if sufficient funds are not available to fulfill its obligations under this Agreement.

- b. If the First 5 county commission terminates this Agreement, it remains liable for certifying that all CSP funds received pursuant to this Agreement were expended in compliance with all terms and conditions of this Agreement.

10. Inconsistent Terms

If any terms in these Standard Provisions for Local Area Agreements are inconsistent with the requirements and responsibilities in the RFA, every attempt should be made to give all terms their full effect. However, if the terms cannot be harmonized then the terms in these Standard Provisions shall control.

**Required Notice and Consent for Personally Identifying Information**

**Acknowledgement Regarding Personal Information**

I acknowledge that my personally identifying information gathered for this government-funded program is protected by the Information Practices Act (IPA) (Civil Code, Sections 1798 *et seq.*). First 5 California is the state agency requesting the information for purposes of program implementation and evaluation of outcomes of the program. Under the IPA, you have a right to inspect the information about yourself maintained by First 5 California or its agents, including the Lead Agency which has collected information so that you may participate in the program.

First 5 California is a statewide agency authorized by the Health & Safety Code, Sections 130100 *et seq.* to implement and evaluate programs designed to improve the development of children ages 0 to 5 and their families. First 5 California and local Lead Agencies collaborate to improve programs of early childhood education. Participation in this program is not mandatory, but rather is an opportunity for professional development for early educators and classrooms. First 5 California is requesting certain personal information about participants in order to ensure that the program works as it is intended, and also to conduct research and evaluation about the impact of the program on the participants and their early childhood classrooms. The information will be used for these purposes, and will only be disclosed to First 5 California and Lead Agency personnel, or their consultants, who have a need to know to achieve these purposes. I understand that providing the requested information may be a requirement for receiving the services and benefits under this program. Depending on program requirements, if I do not provide any part of the requested information I may no longer be eligible to participate. I further understand that I have a right to review the records containing my personal information, and that I can make such request in writing to:

Information Practices Coordinator  
Chief Counsel's Office  
First 5 California  
2389 Gateway Oaks Drive Suite 260  
Sacramento, CA 95833  
Tel: 916.263.1050  
Fax: 916.263.7465  
[infopracticesact@ccfc.ca.gov](mailto:infopracticesact@ccfc.ca.gov)

DATED: \_\_\_\_\_

Participant Name: \_\_\_\_\_

Signature: \_\_\_\_\_

County: \_\_\_\_\_

# 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 CSP.
- This RFA does not require matching funds from counties.

## RFA3 FY 2013-15

### For Potential CSP Counties

#### Application Release (April 2013):

#### Quality Enhancement

- Designed to enhance the quality of qualifying CSP 2 counties for two years. This RFA requires matching funds from counties.

## TRAINING, TECHNICAL ASSISTANCE, AND IMPROVEMENT SUPPORT

### Access to Early Education Effectiveness Exchange (E4):

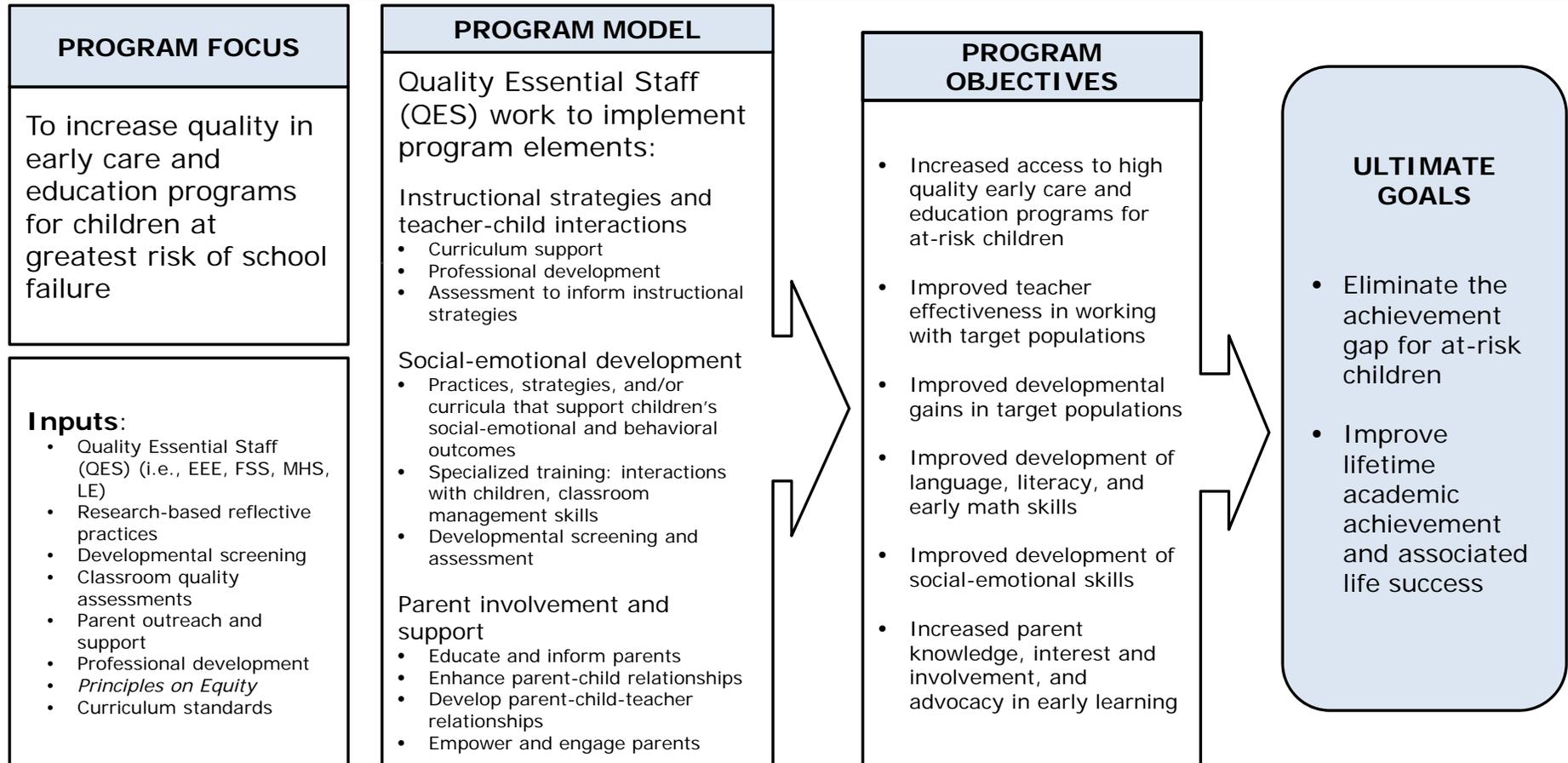
Designed as a "Learning Academy" to provide specific training and assistance to facilitate quality improvements in identified early learning centers across all counties.

## RFA3 Key Features of the Quality Enhancement of PoP and Essential Staff Required for Each Program Element

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

# Child Signature Program (CSP)

*Enhancing quality in early care and education programs for at-risk children*



## OVERARCHING DESIGN PRINCIPLES

- Interventions based on research and scientific theory (developmental psychology, neuropsychology, economics): *The Productivity Argument for Investing in Young Children (Heckman and Masterov, 2004)*
- Alignment with California Department of Education documents: *California Infant/Toddler Learning & Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Framework, California Infant/Toddler Curriculum Framework, and California Code of Regulations, Title 5*
- First 5 California's *Principles on Equity*: Inclusive governance and participation, access to services, legislative and regulatory mandates, results-based accountability
- First 5 California vision that all children in California enter school ready to achieve their greatest potential
- At-risk children are defined as "children at greatest risk of school failure." This includes children living in catchment areas with an API ranking at or below the 3<sup>rd</sup> decile, Dual Language Learners (DLLs), children with special needs, and children of seasonal migrants