



**Request for Funding
July 2008 – December 2009**

**Comprehensive Approaches to Raising Educational Standards (CARES)
for the Early Learning Workforce
Round 4 Extension**



**Comprehensive Approaches to Raising Educational Standards (CARES)
RFF Round 4 Extension July 1, 2008 - December 31, 2009**

Important Dates

April 18, 2008 Friday	RFF is available on First 5 California Web Site at www.cafc.ca.gov NOTE – counties currently participating in an approved First 5 California CARES Program may choose the option of completing a short certification form, found on page 32. Counties not currently participating in a First 5 California CARES Program must complete the entire RFF application package.
May 1, 2008 Thursday	RFF Information Session and Conference Call: First 5 California, Sacramento, <u>10:00 a.m. - 12:00 p.m.</u> The dial-in number is (888) 455-9643 . The pass code is 17255 . Early childhood educators will provide a summary of this RFF and accept questions. Counties interested in asking questions and getting information are welcome to call. Two lines are reserved for each county.
May 8, 2008 Thursday	Final deadline for RFF-related questions via e-mail, in writing, or by fax.
May 15, 2008 Thursday	Final RFF Questions and Answers posted on First 5 California Web site.
June 5, 2008 Thursday	Application deadline: Both a hard copy (original with signature and two copies) and electronic copy of application are required. Hard copies of applications must be postmarked OR received by the First 5 California Office by 5:00 p.m., June 5, 2008 (Hours 8:00 a.m.-5:00 p.m., Monday-Friday). Electronic copies must be e-mailed to forms@ccfc.ca.gov .
June 19, 2008 Thursday	Matching Awards announced and Agreements mailed to County Commissions for signature
Twice per year	Reimbursement System
July 2008/December 2009	Round 4 Extension funding for the First 5 California CARES Program ends

Please note: Questions regarding the RFF will be answered during the Information Session. Any additional questions regarding the RFF (prior to or following the Information Session) will be accepted only by e-mail, in writing or by fax. Please use "CARES RFF Question" as the subject heading and send all questions by May 8, 2008 to: forms@ccfc.ca.gov or by fax to (916) 323-0069.



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I. OVERVIEW: COMPREHENSIVE APPROACHES TO RAISING EDUCATIONAL STANDARDS (CARES) PROGRAM

A. Background: Trained Early Learning Educators for Children's School Readiness

Nationally, more than half of children under the age of five are in non-parental care while their parents work. Research has found that teachers with bachelor's degrees and specialized training in child development provide young children with the best preparation to succeed in kindergarten (Whitebook, M. 2003. *Early education quality: Higher teacher qualifications for better learning environments – a review of the literature*). Although money has been invested in early childhood educators training programs, these rarely lead to pay raises or offer sufficient incentives for providers to stay in the field. Sites that pay better wages experience double the retention rate of other sites, even though frequent turnover impedes the formation of nurturing relationships and their benefits to children. Therefore, strategies are needed for both increasing education and professional development and reducing turnover.

In an effort to address this statewide need, First 5 California conducted a five-year matching fund pilot program (June 2000 through June 2005). Forty-seven county commissions joined the effort in supporting local programs by providing support and incentives for the professional development and retention of both family child care providers and center-based teaching educators and directors.

The five-year pilot phase of the project was successful. During this phase of the project First 5 California and the county commissions collectively invested nearly \$155.2 million. First 5 California's portion was approximately \$33.3 million through a 1:4 match with large counties and a 1:2 match with small counties.

Based on evaluation findings from the pilot phase, the First 5 California Children and Families Commission approved the continuation of the CARES Program. The State Commission approved an additional investment of up to \$40 million from July 2005 through January 2009.

First 5 California acknowledges its unique position to make a difference in the early learning systems within California. Our mission is to ensure that all children reach their full potential upon entering school. Continuing the CARES Program will allow First 5 California to build on the organizational infrastructure and the positive momentum already created by the development of CARES Programs throughout the state.

B. Objectives and Emphasis: Systematic Enhancement of the Early Learning Professional Workforce Continuum

In an effort to address the statewide need of a professional early learning workforce, First 5 California is releasing an extension of the Round 4 Request for Funding (RFF) to First 5 county commissions to continue the CARES Program for an additional 18 months, from July 2008 through December 2009. The objectives of the CARES Program are as follows:

1. Improve the quality of care for all children birth to five regardless of the caregiving setting.
2. Enhance the educational and professional development level of the workforce through supporting participants in attaining degrees related to the early childhood field, and in obtaining and advancing toward a Child Development Permit from the California Commission on Teacher Credentialing.
3. Develop leaders in the early learning field.
4. Encourage both site and field retention of a quality early learning workforce.
5. Design a system that supports professional development opportunities through advisement, training and education.
6. Develop a rich source of information on the early learning workforce through the collection of standard information on participants.
7. Create a more integrated early care and education infrastructure and build stronger partnerships through collaboration with the California Department of Education, in particular the AB 212 Program, as well as community colleges, universities and other local agencies throughout the state.
8. Support and integrate with other First 5 programs including the School Readiness and the Power of Preschool programs.

C. Eligibility

Only First 5 county commissions are eligible to apply for CARES funds offered through this RFF. Selection of participating counties in the CARES Program is based on a non-competitive process.

First 5 California will accept an application from a single county commission or from a county commission acting as a lead agency for a consortium of local funding agencies within a specified region. Counties are encouraged to collaborate with one another on this initiative to create cohesive programs, share resources including support services and reduce administrative costs.

II. APPLICATION SUBMISSION REQUIREMENTS

A. Application Form Detail

This RFF contains two types of applications. First 5 county commissions must select the appropriate application type based on the following descriptions:

1. For Current County Commission CARES Participants Only:

First 5 county commissions currently participating in First 5 CARES Round 4 may submit an abbreviated application, Form 1 on Page 32 of this RFF, if the following conditions apply:

- The request for funds will not result in any program change, other than adding one more year to the Higher Access Plan.
- The request for funds will result in only a minor program change. A minor program change may include a change that adds or deletes a track, but does not change program direction. All changes must be clearly defined in Form 1 on page 32.

2. For All Others:

First 5 county commissions not currently participating in CARES Round 4, or First 5 county commissions currently participating in CARES Round 4 that wish to make significant changes to their program, must complete a full application under Section VII.C, *Project Narrative and Description*, in order to apply for CARES Round 4 Extension funding for the period beginning July 1, 2008 through December 31, 2009.

B. Application Preparation

First 5 California requires that all CARES applications for funding be completed in accordance with the following instructions:

1. Format

Please adhere to the following formatting guidelines for submitted applications: Arial 12-point font, single-spaced, one-sided, 1-inch margins, and sequential page numbering.

Except for the Appendices described in Section IX, applications should not include any additional attachments or appendices. Please make sure that all like budget amounts agree across forms. An application with incomplete or conflicting amounts in the budget pages will be considered incomplete.

2. Presentation of Application

County commissions submitting an abbreviated application must present the application in the following order:

1. Front Page, Form 1
2. Higher Education Access Plan
3. Attachment A, Budget Form

County commissions submitting a full application must present the application in the following order:

1. Front Page, Form 2
2. Form 3
3. Form 4a
4. Form 4b
5. Attachment A, Budget Form
6. Program Description Narrative (Page Limit: 20 Pages)

Please present your Program Description Narrative in the order found in Section III, Application Components. The corresponding number and title of the component must precede the narrative response. The narrative response must be in ascending numerical order (1 through 19). All areas must be fully answered for an application to be considered complete. Incomplete applications may delay approval and funding, or may result in an application being rejected.

Please ensure that all applications are secured with a staple in the upper left-hand corner.

3. Number of Copies Required

A single application package includes the following:

- One complete master application with original signatures by the agency's authorized agent.
- Two complete copies of the master application
- An electronic copy of the master application.

Applications must be developed in accordance with the terms described in these requirements.

4. Application Due Date

- a. The application must be received by First 5 California by 5 p.m. on June 5, 2008 OR postmarked no later than June 5, 2008.
- b. The electronic version of the master application must be transmitted to First 5 California by 5:00 PM on June 5, 2008 to forms@ccfc.ca.gov with the name of the county commission and "CARES Round 4 Extension Application" as the Subject Header.

Applications postmarked later than June 5, 2008 **will not be accepted**. Applications may be hand-delivered to the First 5 California office or mailed via First Class mail by the U.S. Postal Service or overnight delivery through FedEx, UPS, or an equivalent delivery service. First 5 California holds no responsibility for the receipt or

handling of applications that are not hand-delivered or postmarked by the deadline. Applicants are advised to use express, certified, or registered mail, return receipt requested.

Applicants may personally deliver the applications. Each application must be complete when submitted. All applicants agree that by submitting an application, they authorize First 5 California to verify any and all claimed information and to call any references named in the application.

5. Address to Submit the Application

- a. Applicants must submit their hardcopy application package to:

First 5 California
2389 Gateway Oaks, Suite 260
Sacramento, California 95833
Attn: First 5 Forms

- b. Applicants must also submit an electronic copy to forms@ccfc.ca.gov.

6. Request for Funding Question and Answer Session

There will be one information session on this RFF. The purpose of this session is to review the content of the RFF with potential applicants and to address specific questions. Due to a limited number of spaces, multiple callers from the same county are encouraged to call from a single site. **This call is offered for those who are interested in asking questions and getting information.** Two lines are reserved for each county. The date, time and location for the session are listed below:

Session and Conference Call

Date: Thursday, May 1, 2008

Time: 10:00 am – 12:00 pm

Location: FIRST 5 CALIFORNIA
2389 Gateway Oaks, Suite 260
Sacramento, CA 95833

Dial-in number: 1-888-455-9643 Pass code: 17255

Questions regarding the RFF will be answered during the information session.

Any additional questions regarding the RFF (prior to, or following the information session) will be accepted **by e-mail, in writing, or by fax**. Please use "CARES RFF Question" as the subject heading and send all questions to First 5 California:

e-mail: forms@ccfc.ca.gov
fax: (916) 263-1379

All questions will be accepted for response through 5:00 PM on Thursday, May 8, 2008. Frequently asked questions and answers will be posted on the First 5 California Web site www.cafc.ca.gov on or before May 15, 2008.

C. Application Review

Criteria and Review System

Applications will be reviewed to confirm compliance with the submission requirements detailed in the RFF and adherence to the key characteristics of First 5 California projects. This is not a competitive process; however, all applications must meet the RFF conditions in order to qualify for funds.

III. APPLICATION COMPONENTS

Program Description Narrative (Maximum of 20 pages)

In this section please follow this format and number responses accordingly. Please address each component. If a component is not fully addressed, the application will be considered incomplete.

1. Program Description

Describe the following:

- a. Type of incentive and educational/professional development strategy the program is employing for the CARES Program.
- b. How the Tracks will link together to create a system of professional development for the full continuum of early learning educators.
- c. The Program's participant application and selection process.

2. Participant Numbers

Provide the following projections:

- a. Total number of early learning educators to be served.
- b. Total for each Track per year (split into Family Child Care (FCC) and center-based).

3. Participant Incentives and Stipends

Describe in detail the types and levels of incentives/stipends/benefits for each Track. For the Professional Track V, include how the incentive/stipend is tied to hours or participants served.

4. General Entry Eligibility Requirements

Describe the General Entry for all Tracks if they differ from the minimum RFF requirements. If they are the same, please state so rather than describing them.

5. General Annual Participation Requirements for Tracks I-V

Describe the General Annual Participation Requirements for Tracks I-V if they differ from the minimum RFF requirements. If they are the same, please state so rather than describing them. Include any exception for migrant programs and Family, Friend and Neighbor (FFN) participants. Request prior approval (approval not guaranteed) if there are other local exceptions to the 18 month requirement that you feel are necessary for your CARES Program. Describe how you would address these needed exceptions in your county.

6. FFN Track I

Provide descriptions of the following:

- a. Target population.
- b. Training and incentives offered.
- c. Any requirements for continued participation.
- d. Links and relations with other local programs serving FFN caregivers.
- e. Links and supports for participants to licensing.
- f. Methods for encouraging, but not requiring, participants to move into Track II.

7. Degree Track IV (if applicable)

Provide descriptions of the following:

- a. How this Track links to and coordinates with the local Power of Preschool efforts.
- b. The distinct roles of CARES and the Power of Preschool Program in supporting the workforce. Specifically address how the program will avoid duplicating services and how the local match for each program will remain separate.

8. Professional Track V (if applicable)

Provide descriptions of the following:

- a. Program incorporation and use of leaders, CARES Advisors or mentors.
- b. Specific training requirements.
- c. Relationship to other programs, such as the California Early Childhood Mentor Program.

9. Tracks I – V

Use the headings in Summary of Key Track Requirements. To describe the Program, Tracks I – V, see Appendix C. Describe any additional requirements beyond the RFF minimums that are specific to the county and provide a rationale for those requirements.

10. CARES Advisors

Provide descriptions of the following:

- a. Utilization of CARES Advisors.
- b. Efforts made to ensure that there are enough Advisors to meet the needs of participants.
- c. Pay structure (i.e. paid educators or a separate Track that utilizes CARES participants).
- d. Training requirements and supports for training.

11. CARES Professional/Educational Development Plans

Provide descriptions of the following:

- a. Required components in the Professional/Development Educational Plans.
- b. Application/use of the Plans.
- c. Annual update process for the Plans.

12. Professional Development Hours

Provide descriptions of the following:

- a. Program efforts made to ensure Professional Development Hours meet defined level of quality and standards (see Appendix E).
- b. Any additional standards to be implemented.

13. Program or Environment Evaluation Tool

Provide descriptions of the following:

- a. Tool to be used.
- b. Training on tool to be implemented.

- c. CARES Program use of information from self assessment scores.
- d. Incorporation of the program/self-evaluation with improvement plan in participants' professional development.

14. Priority Zones¹ (see definition on Page 11 under “A – Priority Zones”):

Provide descriptions of the following:

- a. Targeting of priority zones including any links with the county School Readiness Programs and communities.
- b. Number of Academic Performance Index (API) 1-3 schools in the county.
- c. Number of API 4-5 schools in the county.
- d. Areas of low supply of licensed care in the county.
- e. Process utilized to identify these areas and to establish whom to serve in these areas.
- f. Unique outreach plans to target participants in priority zones.
- g. Methods to be used to track the progress made in serving priority zones.

15. Principles on Equity

Describe how the program will support the linguistic and ethnic diversity of the field and ensure representative participation of diverse educators including FCC providers addressing the following items:

- a. Target population(s) for specific outreach.
- b. Description of the outreach to be conducted for each target group.
- c. Techniques and strategies to be implemented to support participation of diverse populations including FCC.
- d. Other methods to be employed to ensure cultural and linguistic responsiveness by the program.
- e. Methods to be used to track the progress made in serving FCC providers.

¹Please note that unless a county provides evidence that extensive outreach has occurred and full participation already has been achieved, the expectation is that the state portion of the funding must emphasize and target the priority populations.

- f. Methods to be used to track the progress made in serving an ethnically and linguistically diverse workforce.
- g. Methods to be used to measure the success of the outreach to ethnically and linguistically diverse FFN child caregivers.

16. Support Services

Describe the additional support services, training and professional development opportunities the program will offer to participants to ensure their progress in professional development, continuation in the program, advancement on the Child Development Permit Matrix and attainment of degrees.

17. Integrated and Effective Infrastructure

Provide descriptions of the following:

- a. How the program will facilitate local partnerships to reduce barriers and create a more integrated and effective support infrastructure in the county.
- b. The coordination/involvement of the Local Child Care Planning Council on implementation of AB 212 - Incentives for Child Development Staff Training and Retention (California Education Code, Title 1, Division 1, Part 6, Chapter 2, Article 12, Section 8279.7) and integration of countywide compensation/retention programs. If the CARES Program is administered separately from the local AB 212 programs, describe how it will ensure that the two programs operate seamlessly or complement one another.
- c. Other local partner agencies² and ECE resources and their roles.

18. Higher Education Access Plan

Provide descriptions of the following:

- a. The obstacles in the county that impede participants' progress.
- b. The local partners in addressing these obstacles.
- c. Steps the CARES Program or county has taken in the past to address these issues.

²Local partners include but are not limited to: SR programs, local college/university child development programs, Local Child Care Planning Councils (LPCs), County Offices of Education (COEs), Local Workforce Investment Boards (LWIBs), Resource and Referral Agencies (R&Rs), community based organizations (CBOs), FCC Associations, local Associations for the Education of Young Children, Program for Infant/Toddler Caregivers (PITC), California Child Care Initiative Project (CCIP), Family Child Care at Its Best, Child Development Training Consortium, the Mentor Project, and KCET/KCEd Programs including local PBS affiliates.

- d. The Higher Education Access goals for each fiscal year in the program's Round 4 Extension Plan and the steps the program will take to reach them.

19. Budget Narrative

Provide a budget narrative explaining the project budget if any category is heavily weighted or shows no investment. Identify any subcontractors and their role (functions/responsibilities). If one is not yet chosen, please identify specific functions/responsibilities to be contracted.

IV. PROGRAM REQUIREMENTS

The CARES Program requires that each county first address communities that are considered "*Priority Zones*," where there is a low supply of licensed child care. "*Tracks*" are developed to provide training and support to caregivers. "*Incentives*" through stipends are made available to caregivers who become participants in the training and educational programs. Participants must have access to "*Program Support Services*" as well as to "*Advisors*" that will assist them in the development of a Professional or Educational Development Plan to obtain their early learning permit or degree.

A. Priority Zones

Priority Zones are areas with (1) a low supply of licensed child care, and (2) School Readiness communities where the schools rank within the first five deciles of the Academic Performance Index (API).

State matching funds should be used first with participants from these priority zones and eligible School Readiness communities. These funds should provide effective outreach strategies which target Family Child Care (FCC) Providers and Caregivers that offer high need care to infants/toddlers or children with disabilities and other special needs. These outreach strategies must also include diverse members of the early care and education workforce in order to ensure that participants reflect the diversity of the children being served.

If the state match portion of funds cannot be used in the manner described above because of a saturation of eligible providers in a target area, or other specific areas in need that do not align with the priority zones, then counties must provide First 5 California with justification for other uses.

B. Program Tracks

The CARES Program consists of five learning Tracks along a continuum ranging from support to Family, Friend and Neighbor (FFN) Caregivers to assistance for early learning professionals to obtain advanced degrees and leadership skills. These Program Tracks place participants on career pathways, encourage professionalism and increase the educational level of the early learning workforce.

The five Tracks on the continuum are:

Track I – Family, Friend and Neighbor (FFN)

Track II – Entry

Track III – Permit

Track IV – Degree*

Track V – Professional**

The first three Tracks, FFN, Entry and Permit, are required for all counties applying for state matching funds, while the last two Tracks are optional. All Programs must provide a FFN, an Entry and a Permit Level Track by September 30, 2008.

* The Degree Track is required for all Power of Preschool Demonstration counties participating in CARES. Other counties interested in encouraging degree attainment of CARES participants may implement the Degree Track as well.

** The Professional Track is not required. However, the use of CARES Advisors is required of all participating county programs.

Please refer to Appendix C for a detailed description of each Track.

C. Incentives for Participation

Incentives should be unique to each Track as described below:

1. FFN - Track I

- a. Materials, equipment, licensing fees, or monetary incentives* are based on hours of training required and/or activities attended.
- b. Non-monetary rewards are encouraged in the FFN Tracks (in some cases a small monetary incentive* may be necessary to gain FFN participation).
- c. Higher monetary rewards should be reserved for Tracks II-V (this encourages participants to move along the continuum).
- d. The amount or frequency of monetary awards should increase with the number of trainings and/or activities attended.

* Monetary incentives such as gift cards or certificates shall not exceed the \$150 per year cap. Materials, equipment, licensing fees and supplies are not considered monetary incentives and are not included in the monetary cap.

2. Tracks II-V

A stipends or benefits package should be designed that is unique to each Track. The stipends or benefits package can be based on a flat incentive or a sliding scale depending on the level of the Child Development Permit or degree held by the participant.

The stipends or benefits package should be written with the following considerations:

- a. The educational attainment and goals of the participant.
- b. The professional career path the participant has chosen.
- c. The participant's desire to remain in the field of early learning.
- d. Whether the participant's worksite is located in a priority zone.

For Track V (Professional Track), the stipends or benefits package is to be commensurate with the hours worked and the professional role in which the participant has served.

D. Release of Stipends

Counties may either provide the full stipend at the end of the program year upon successful completion of all annual requirements, or provide the stipend in two installments. If counties decide to use two installments, the first portion of the stipend is granted halfway through the program year upon meeting half of the annual requirements, with the final portion given at the end of the program year upon successful completion of all annual requirements.

E. Program Support Services

All CARES Programs need to offer program support services as well as training and Educational Professional Development opportunities. These support services should include:³

1. Technical assistance and application assistance to early learning teachers and providers who are potential applicants.
2. Access to supports for English language learners such as: ESL and linked classes (English as a Second Language with Child Development), classes and materials, as well as curriculum and texts in languages other than English, or an English course with a translator.
3. Access to supports and classes that help participants acquire necessary skills to obtain a Child Development Permit or Degree.

³These are necessary components for all Tracks that CARES Programs must support financially or link to existing accessible services.

4. Access to higher education work that addresses curriculum alignment, the development and implementation of new priority coursework, and mentoring programs.
5. Multilingual educational and career supports including tutoring, homework assistance, career advisor/counseling and an academic/course advisor.
6. Links to financial aid and scholarships, books (may include lending library) and/or financial support⁴ to attend unit-based classes.
7. CARES Advisors to review participants' annual Professional Educational Development Plans.

Programs may provide additional supports and professional development opportunities such as:

1. Forums, seminars, workshops, meetings, trainings, and unit-based classes necessary for advancement in the CARES Program, on the Child Development Permit Matrix, and toward a degree.⁵
2. Links to needed supports, services, and assistance such as health insurance enrollment or community college health services.
3. Membership in professional organizations.

F. CARES Advisors: Roles, Requirements and Recruitment

The role of a CARES Advisor is to assist participants in developing a Professional or Educational Development Plan in order to advance up the Permit Matrix and obtain a degree.

CARES Advisors must be trained in Professional Growth Advising through a local community college or through the Child Development Training Consortium (CDTC). *(If a prospective advisor cannot be trained through a local community college or through the CDTC, the CARES Program, with justification, may have an existing CARES Advisor, who has been trained through either of those entities, train the prospective advisor.)*

All CARES Advisors must know the local CARES and college degree requirements, as well as the State RFF guidelines. The Advisors should also be familiar with other related community links and resources.

⁴CARES participant must exhaust all other financial aid resources (e.g. Child Development Training Consortium stipends, federal loans, etc.) before CARES Programs offer any tuition assistance. In addition, CARES may choose to “purchase” a class.

⁵For a list of supporting courses that may be considered by a CARES Program, see Appendix E.

A program may pay early childhood educators to act in the capacity of a CARES Advisor. The program may also pay for position(s) housed at a college; or provide stipends to participants on the Professional Track V to act in the role of Advisor.

If the services of a CARES Advisor are provided through other opportunities within the county, then the CARES Program can link to those services. The program must ensure that the services meet the needs of the CARES participants and that the services cover information on the Permit and degrees as well as local and state CARES requirements.

G. Collaborative Partners

In order to ensure non-duplication of services and maximization of local funds, all county commissions must coordinate with their Local Child Care Planning Councils (LPC) and the AB 212 local initiatives. Use the top portion of Form 4a to document support of the LPC.

H. Higher Education Access Plan

CARES Programs also may use funding to support activities in their Higher Education Access Plans. Carees Programs are required to develop and implement an annual Higher Education Access Plan through collaboration with Institutions of Higher Education. This collaboration is designed to articulate the needs of participants surrounding such issues as ESL supports and classes in languages other than English, course content, appropriate curriculum and access to an advisor.

These Higher Education Access Plans should include input from the participants, partners and family child care associations to make sure that the specific needs and issues of the program participants are being addressed.

V. PARTICIPANT REQUIREMENTS AND TRACK REQUIREMENTS

A. Target Population

The target population of the CARES Program is early childhood educators including home-based providers, licensed and license-exempt Family Child Care Providers, Family Child Care Assistants and center-based educators in public and private child care programs.

Center-based programs that have teaching and administrative early childhood educators, who directly supervise those working with children and meet the qualifications outlined below, are eligible to participate in the CARES Program, regardless of job title and program type.

B. General Minimum Eligibility Requirements for Participants

The following criteria are for the use of both **state funds** and any **local funds** used to obtain the state match, and apply to all Tracks, except as noted. The first two

requirements do not apply to the FFN Track. Any early childhood educator will be eligible to receive state and local match CARES funds if they meet the following **minimum** requirements⁶ :

1. Has provided child care or worked in an early learning program for pay in a licensed facility, or a facility that is legally exempt from licensure (as determined by the California Department of Social Services/ Community Care Licensing [CDSS/CCL] Division) under the following conditions:
 - a. Minimum of nine months during the year prior to application with demonstration of working a minimum of 15 hours per week during that same period.
 - b. Worked with children ages birth to five in a California-based licensed or license-exempt FCC home state preschool, Head Start, or child care center for at least nine months during the past year.
2. Is a licensed provider, works in a licensed facility, or is legally exempt from licensure. If a participant is not licensed, they must achieve licensure by the second year of participation in the program, with the exception of those providing care in the child's home, those working at a public school-based site, and those employed in a facility exempt from licensure by the CDSS/CCL Division. (These facilities would be exempt from licensure because they are either administered by a tribal council or located on a U.S. military installation.)
3. Provides care in a priority zone.
4. Earns less than \$60,000 annually in child care salary.
5. Is working in only one county in California and is not applying for or receiving AB 212 funds.

C. General Annual Continuation Requirements for Participants in Tracks II- V

(For minimum annual participation requirements for each Track, see Appendix C.) County programs may increase these minimum requirements as long as the program continues to demonstrate, through Progress Reports and the CARES Database Information, participation of early childhood educators from priority zones and FCC Homes. The program also must provide appropriate support services, or demonstrate the availability of these services to help participants meet the standards for continued participation.

⁶The state eligibility requirements are the **minimum** qualifications required for participants in the CARES Program for the state and local match portion of the funds. It is at each county's discretion to increase eligibility requirements to best meet their county's needs while still reflecting the aim of this project as stated in the RFF including reaching priority zones. Counties wishing to have educators participate who do not meet the minimum qualifications must utilize local funds not used to obtain the State Match.

Academic Units

Participants must receive a grade of “C” or better in all unit-based courses. All units must either be applicable to obtaining a child development permit and/or degree, or help a participant gain the necessary skills needed to obtain the permit or degree. This includes:

- a. ESL, linked, study skills classes or unit-based ECE and GE classes.
- b. Courses that allow for participants to build skills needed to take Permit/degree applicable courses.
- c. Non-unit-based ESL courses taken through adult education programs that are based on comparable hours. (Example: 54 hours in a non-unit based course would be equivalent to a 3-unit-based course.)

1. CARES Advisor

All participants must meet annually with a CARES Advisor and submit a completed annual Professional and Educational Development Plan.

2. Professional Development Hours

Professional and Educational Development standards must meet a defined level of quality. All training and unit-based course requirements must meet high quality standards, as well as emphasize the priority areas important to First 5 California (See Appendix E).

3. Program or Environment Assessment Tool

By September, 2009, all second year participants in Tracks III-V must be trained on an observation tool or a program or environment assessment tool and on how to use the tool to conduct a self evaluation.

This self-evaluation must be completed annually and should include an improvement plan. The results of the self-evaluation and improvement plan should become part of the discussion between the participant and his/her CARES Advisor.

Acceptable self-evaluation tools include:

- a. Harms/Clifford Early Childhood Environment Rating Scale.
- b. Program Review Instrument for Service Monitoring (PRISM) (only allowable for participants working in HeadStart programs).
- c. Early Language and Literacy Classroom Observation (ELLCO).
- d. Some other professionally appropriate assessment instrument, aligned with CDE guidelines or learning standards.

If PRISM is used as an assessment tool, it should focus on programmatic questions, i.e. classroom management, facilities, and curriculum; and each individual personally completes the tool. The participants need only undergo official training on program evaluation, self-evaluation or the observation tool once.

D. Track I: Family, Friend, and Neighbor (FFN) Requirements

The CARES FFN Track I must build on other local programs and services available to this population:

1. Collaborate with and expand on local California Department of Education/Child Development Division (CDE/CDD) License Exempt Training Programs, such as the Child Care Initiative Project, (CCIP), and Growing, Learning, and Caring (GLC), both implemented through Child Care Resource & Referral (R&R) Agencies, UC Davis Family Child Care at Its Best, First 5 School Readiness Programs, KCET's programs and training (*A Place of Our Own/ Los Niños en Su Casa*); and other local programs addressing this population. See Appendix D for a description of programs targeting FFN caregivers.
2. Expansion activities and trainings may include, but are not limited to, providing incentives, health and safety training, a playgroup in the park with a child development expert, facilitated discussion sessions, home visits or supports and links to the Child and Adult Care Food Program.⁷

For participant eligibility, annual participation requirements, program supports, stipends and incentives, and maximum time allowed to participate in Track I, see Appendix C.

FFN Track I Exception: A CARES Program does not have to expend additional funding for a FFN Track if the following requirements are met and described fully in the application:

1. Local School Readiness Program has a strong FFN component that serves FFN caregivers in priority zones throughout the county.
2. School Readiness FFN Program meets the CARES RFF Guidelines.
3. School Readiness FFN links to CARES.
4. Information on School Readiness FFN participants is provided to CARES for Progress Reports and CARES Database input and is shared with First 5 California and its database/evaluation designee.

⁷For additional ideas on FFN support services, please refer to documents available at ccfc.ca.gov/ffn. First 5 California, through its FFN Support Project, has focus group findings that highlight what participating FFN caregivers expressed they want and feel most comfortable with in terms of information, materials, and services.

E. Track II: Entry Track

County programs must allow participants with less than six ECE units to participate in the Track II component but may increase the minimum annual participation requirements.⁸ For participant eligibility, annual participation requirements, program supports, stipends and incentives, and maximum time allowed to participate in Track II, see Appendix C.

F. Track III: Permit Track

County CARES Programs can increase the entry requirements for Track III as long as the Entry Track II covers the gap between the two Tracks and allows for participants to gain the units and Permit Level needed to enter the Permit Track III. For participant eligibility, annual participation requirements, program support, stipends and incentives and maximum time allowed to participate in Track III, see Appendix C.

G. Track IV: Degree Track

(Required for Power of Preschool demonstration counties that also have CARES programs but optional for “CARES only” counties)

This Track allows participants to focus on obtaining a degree regardless of their site responsibilities or title. It encourages FCC and classroom level teachers to gain requirements eventually needed to participate in First 5 Power of Preschool demonstration sites. For participant eligibility, annual participation requirements, program supports, stipends and incentives, and maximum time allowed to participate in Track IV, see Appendix C.

H. Track V: Professional Leadership Track (Optional)

A county program may choose to implement one or more of the following: CARES leadership component, a CARES Advisor component, and/or a CARES Mentor component.⁹

This optional Track allows counties to:

1. Move prior participants into another professional role.
2. Encourage leadership among early learning professionals in their communities.

⁸If increasing annual participation requirements, program must provide justification that the program will still be accessible to FCC and a diverse group of early learning educators. If Progress Reports and database information do not demonstrate proportional participation, county program may need to adjust its annual participation requirements.

⁹If a county does not elect to have CARES Advisors through this Track, the county must provide CARES Advisors through another means such as paid educators.

3. Expand the pool of CARES Advisors qualified to provide Professional Development Advising specifically to local CARES participants.
4. Expand the availability of Mentors assigned to work with CARES participants in their county (CARES program to pay stipend).
5. Move participants out of CARES and into another professional system, such as the California Mentor Project, that encourages continued professional development and offers stipends (Mentor Program to offer stipend).

For a matrix on participant eligibility, annual participation requirements, program supports, stipends and incentives, and maximum time allowed to participate in Track V, see Appendix C.

Eligibility: Must have a minimum of a Master Teacher Permit or bachelor degree or above. Must meet local CARES requirements for a professional/leadership position (e.g. site with Harms/Clifford Early Childhood Environment Rating Scale score of 4 or above, etc.).¹⁰

Annual Participation Requirements:

1. Must obtain 18 hours of professional development annually in First 5 priority areas.
2. Must provide service to CARES program including but not limited to Leadership, Mentoring, or Advising/Professional Development Plan.
3. CARES Leadership Development: County CARES Programs may develop their own individual plans for leadership development.
4. CARES Mentor/Fellow Development - County CARES Programs choosing to add this portion have two options for this component:
 - Preparing participants to meet requirements so they can apply for and move into the California Mentor Program:
 - Participant has one year in Track V to obtain the qualifications specific to the California Mentor Program (complete a college training program with student teaching class and an Adult Supervision class). Once participant applies to it, she/he would receive a stipend from CARES.
 - CARES program can develop and pay for an Enhanced Mentor Program (as part of the CARES program cost) where Mentors work exclusively with CARES participants at their sites.

¹⁰Programs will be required to provide additional requirements to ensure that participants in Track V are leaders and role models in the field and have the skills and knowledge to provide advising/mentoring.

- Counties can develop a local Mentor/Fellow Component that is specific to CARES:
 - CARES program would finance the stipends and the participant would mentor CARES participants exclusively.
 - This can include, but is not limited to: home/site visits, separate Early Childhood Environment Rating Scale (ECERS) evaluation, helping put theory into practice.

5. CARES Advisor Development - CARES Advisors must provide professional development advising and Professional/Educational Development Plan support to program participants in Tracks II, III and IV.

Participants must attend two tiers of training that include:

- Professional Growth Advisor Training by a community college educator or the Child Development Training Consortium (CDTC).
- Local CARES program training that addresses First 5 California RFF requirements and information on local resources.

Program Supports:

Focus on providing supports, skill building and trainings for the Track V participants to work on issues specific to leadership skills, and advising and/or mentoring of CARES participants.

Maximum Time in Track:

Indefinite, although participants accepted by the California Mentor Program transition out of CARES and into that system.

VI. FISCAL REQUIREMENTS

A. Conditions of Funding

The award of funds will be made contingent upon the availability of funds. If the Legislature takes action to reduce or defer funding upon which funds are based, funding awards will be amended accordingly.

CARES programs shall submit accurate CARES reports in a timely manner. These reports are detailed in Section VII.B. of this RFF.

By September 30, 2008, county commissions receiving funding through this RFF must develop and implement an active CARES Program with required Tracks I-III, as described in Section V, *Participant Requirements and Track Requirements*.

B. Funding Authority

1. Period of Program Authority

All CARES Round 4 Extension programs funded through this RFF will be funded for the period of July 1, 2008 through December 31, 2009, and shall operate on a state fiscal year (July 1 through June 30). The program participant activities will be conducted from July 1, 2008 through June 30, 2009. From the period of July 1, 2009 through December 31, 2009, the project will conclude all administrative tasks, responsibilities and reports.

County commission budgets shall include anticipated expenditures to conclude administrative tasks, responsibilities and reports for the previous program participant activities conducted from July 1, 2007 through June 30, 2008.

2. Determination of Award Amounts

The application will be funded at the level requested in the approved application if funds are available. First 5 California reserves the right to fund applications at a lesser amount if First 5 California funding is not sufficient to fully fund all approved applications. Criteria for adjusting allocations will include: (1) previous CARES program spending patterns, (2) number of components/tracks to be implemented, and (3) population to be served.

3. Funding Level and Match

First 5 California intends to award matching funds to all county commissions that meet the requirements, submit a complete application by the due date, and have up-to-date CARES progress and invoice reports **and have met other First 5 California reporting and other requirements.**

First 5 California has established two groups of state match funding as detailed below:

- Group A Counties are those counties that received \$3 million or more in Fiscal Year 2003/04 from monthly tax revenue disbursements. For Group A, the state match is 1:4. First 5 California will match up to 20 percent of the total eligible local CARES program expenditures.
- Group B Counties are those counties that received less than \$3 million in Fiscal Year 2003/04 from monthly tax revenue disbursements. For Group B, the state match is 1:2. First 5 California will match up to 33.3 percent of the total eligible local CARES program expenditures.

Please refer to Appendix A for a list of Group A and Group B county designations.

Additional leveraging of funds is encouraged. County commissions may combine their funds with a local partner (such as the county, a city or private foundation) for their total cash share to be matched by First 5 California. Local investment funds to be matched may include funds from monthly tax revenue disbursements and other gifts, grants and funds invested by a local partner. In-kind investments cannot be matched. Please note: AB 212 (Chapter 547, Statutes of 2000) funds, and other state funds or HeadStart funds may **not** be included in the local investment for matching. CalWORKS Performance funds and Local Workforce Investment Board (LWIB) funds **may** be used as a local match.

While First 5 California will match leveraged funds, Group A counties must invest **local Proposition 10 funds** in an amount equal to or greater than the state match requested. Group B counties must invest **local Proposition 10 funds** in an amount equal to or greater than one-half of the state match requested.

Counties are required to maintain adequate fiscal records that are auditable and traceable to support the reporting of CARES local funds eligible for state match.

Counties must **annually** utilize their county match funds **in proportion** to the amount of state funds that are utilized.

4. Disbursement of Funds

Funds will be allocated directly to county commissions that comply with the terms and conditions of this RFF and any supplemental agreements or amendments to the RFF upon submission of required CARES Reimbursement Invoice.

Counties will be eligible to receive up to 20 percent for Group A counties and up to 33.3 percent for Group B counties of their total expenditures on this project contingent upon funding available. Unless First 5 California provides prior written approval, county commissions will be expected to expend these funds by December 31, 2009.

Under the current reimbursement system, participating county commissions will invoice the state twice a year for actual expenditures incurred by the program. The first invoice will be submitted to the state in accordance with the Schedule of Required Reports detailed in Section VII.B on page 30.

C. Budget and Budget Amendments

1. Budget

The budget section of the CARES Round 4 Extension RFF requires county commissions currently participating in the CARES Program to submit an 18-month budget that includes the following:

- Revised program expenditures from CARES Round 4 RFF for the period of July 1, 2008 through December 31, 2008.
- Projected program expenditures for the CARES Round 4 Extension RFF for the period of July 1, 2008 through December 31, 2009.

2. Budget Amendment(s)

County commissions must notify First 5 California in advance in writing of any budget changes that exceed the lesser of \$50,000 or 20 percent of an approved budget category and submit a budget amendment on the same budget form on which they submitted their original budget for this RFF.

D. How Funds May Be Used

All funds used to obtain the state match for CARES must adhere to the guidelines and requirements in this RFF and may not be used as local matching funds to draw down other First 5 California Matching Funds dollars (e.g. School Readiness or Power of Preschool). For counties with First 5 California planning funds or demonstration/implementation funds for **Power of Preschool**, the local cash match for workforce development through CARES must be separate from the local contribution for the full cost of **Power of Preschool** spaces. Programs will be required to certify that the local match is unduplicated with other First 5 California matching programs.

All funds received under this matching funds program, **including the local funds used to obtain the state match**, will be expended solely for programs, services and other direct expenses addressing the education/professional development of program participants and retention of early learning educators through incentives/compensation, as described in this RFF.

First 5 California matching funds must supplement, not supplant, existing funds. Funds may **not** be used for out-of-state travel or food. State and local match funds must be used specifically for the educational and professional development and retention strategy described in the county's application, and adhere to state guidelines and requirements. For purposes of this initiative a CARES Program is defined as a program that provides direct compensation and/or incentives to qualified early learning educators and is designed to encourage and support their

professional development and education as well as retention. First 5 California funds may be used for:

- a. Direct compensation/incentives to early learning educators in the five Tracks (targeting participants from priority zones).¹¹
 - Additional incentives/stipends may be provided to support participation by a diverse group or to recognize participants who met professional development milestones, including but not limited to participants who:
 - Speak a language other than English on a regular basis in the performance of his/her employment (with the children).
 - Provide care regularly during non-traditional hours.
 - Provide care in priority zones.
 - Provide care for infants/toddlers or for children with disabilities and other special needs.
 - Attain a Child Development Permit or Degree.
- b. Educational and professional development supports such as CARES Advisors, ECERS training, mentoring, tutoring, etc.
- c. Additional supports and professional development/training opportunities linked to the compensation incentives for individual early learning education participants.
- d. Training costs for CARES Program educators' time dedicated to this program.
- e. Intensive and innovative outreach¹² to all educators, targeted especially to School Readiness communities, Power of Preschool programs, low supply areas, and FFN and FCC providers to encourage diverse participation that is reflective of the local ECE community and population of young children.
- f. Annual Higher Education Access Plan activities.
- g. Collecting and reporting of information in the CARES database and other evaluation activities directly related to this initiative.
- h. Coordinate and administer regional activities.
- i. Hire early childhood educators to carry out CARES Program activities.
- j. Fund CARES activities in districts, counties, colleges, universities, community based organizations (CBOs), and local agencies.

¹¹FFN Track I may use non-monetary incentives such as materials, equipment and supplies.

¹²Examples include working with community based organizations (CBOs), using a community liaison, conducting home visits, conducting informal discussions at neighborhood locations such as shopping centers/laundromats/bakeries, placing radio/television and newspaper advertisements, presenting at FCC association meetings, etc.

Counties may request funding in their applications to pay for any modifications necessary to collect additional data and to implement data quality control procedures.

First 5 California will not match programs that are **solely** related to training, financing accreditation or education costs, or projects that do not provide a type of compensation directly to qualified early learning educators. All CARES participants must receive a stipend/benefits package/incentive from the CARES Program (the FFN Track incentive does not need to be monetary).

E. Program Compliance Requirements

CARES funds may only be expended for the purposes detailed in this RFF, and consistent with the approved funding application or subsequent amendments, if any.

1. Retention of Program Expenditure Records

State funds disbursed by First 5 California to county commissions are subject to examination and audit by First 5 California or its designee, or the State Auditor, for a period of three years after final payment of program expenditures. Therefore, records must be retained for this period. First 5 California or the state shall have access to CARES Program sites, upon reasonable notice, during normal business hours for the purpose of interviewing employees and inspecting and copying such books, records, accounts and other material as may be relevant to a matter under investigation for the purpose of determining compliance with the use of CARES Program funds.

Participating counties must account for revenue and expenditures of this project separately (for both the state and local funds) in the annual audit. The county commission will establish internal controls and maintain accounting records tracking the use of program revenue and expenditures.

F. Dispute Resolution

In the event of a dispute, the Executive Director of the First 5 county commission shall notify the First 5 California Chief Deputy Director in writing within thirty (30) calendar days of discovery of the problem. Within thirty (30) calendar days of receiving the county's written dispute, the Chief Deputy Director will review the facts of the dispute, and if deemed necessary, will meet with the County Executive Director or his/her designee for the purpose of resolving the dispute. The Chief Deputy Director will render a decision regarding the dispute within sixty (60) calendar days of receiving the county's notification of the dispute. The decision of the Chief Deputy Director shall be final.

G. Fiscal Reports

County commissions 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 CARES yearly fiscal reports.

Information contained in CARES fiscal reports should be based on verified year-end financial records.

If First 5 California finds a variance between county commission expenditures reported and approved program budgets, First 5 California will instruct the county commission to complete and submit the required budget amendment forms. First 5 California may withhold the processing of a county commission's subsequent CARES disbursement pending the review and approval of the budget change request.

- a. Fiscal Report Timeline
See page 30 for fiscal report timeline

- b. Fiscal Report Form

The CARES fiscal reimbursement forms are available on First 5 California's Web Site at: www.first5eval.com. The CARES forms may be modified or amended during the period of authorized funding. County commission early childhood educators should check the First 5 California web site to ensure use of the most current forms prior to completing the forms.

- c. Financial Management Guide Compliance

First 5 California requests county commissions use the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with First 5 California regarding the CARES Program. The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between State and county commissions when addressing financial matters. The First 5 Financial Management Guide is available on the First 5 California web site at:

www.cafc.ca.gov/commission/fiscal.asp.

- d. Directions for Report Submission

All CARES program and fiscal reports must be received by First 5 California as specified in Item (a) above, and must be submitted in both hard copy and electronic format. Please send reports to:

First 5 California
2389 Gateway Oaks, Suite 260
Sacramento, CA 95833
Attn: First 5 Forms
forms@First5California.ca.gov

VII. REPORTING AND EVALUATION REQUIREMENTS

A. Major Deliverables

1. Periodic Progress Report that provides a summary of the program.
2. Periodic Expenditure Report and Invoices.
3. Database system consisting of data relevant to the project. The database will support the following functions:
 - Expedite applications and process payments.
 - Provide for a system to track recipients and their requirements for receiving program funds.
 - Account for allocations of funds.
 - Support the successful implementation of the county's CARES Program.
 - Evaluate project and results.
 - Track participants' demographics, entry and progress through this project.
 - Track participation from early childhood educators in priority zones including School Readiness and low supply areas.

B. Reporting

Participating county commissions are expected to adhere to the following fiscal and program reporting requirements:

1. Provide reports as stated in the Schedule of Required Reports found on page 30. Account for revenues and expenditures (both state and local) for the CARES program separately in the annual audit. Certify that funds were spent for this purpose and in the state and local proportion as shown on the Budget Form, (Attachment A).
2. Adhere to contract responsibilities:
 - a. Counties may subcontract with another agency to implement the county program.
 - b. The county commission is responsible for the overall performance of the CARES Program and is responsible for expenditure and progress reports as described below, even if the program manager is a subcontractor.
 - c. The county commission is responsible for collecting the necessary data.

Failure to submit evaluation data, fiscal or program reports on any First 5 California Matching Program may result in withholding further payments on this matching project or other First 5 California matches to the county commission.

As a condition of funding, CARES programs shall submit accurate CARES reports in a timely manner. These reports include:

Evaluation Reports

All funded CARES Programs are required to fully participate in the statewide evaluation and any research studies developed by First 5 California.

Progress Reports

Progress reports include, but are not limited to the following information:

1. Number and types of early learning educators accessing the funds.
2. Total Number of Awarded early learning educators serving infants/toddlers, children with disabilities and other special needs, and children speaking diverse languages.
3. Funding factors such as award range and stipend amount by permit level.
4. Prioritization of early childhood educators from priority zones for state match portion of funding.
5. Continuing eligibility requirements and factors.
6. Program supports and professional development opportunities.
7. Number of participants obtaining degrees, Permits, or moving up a Permit level.
8. Demonstration of outreach to and participation of (including numbers served over time): early childhood educators in priority zones, caregivers representing diverse populations; family early care providers; caregivers who provide care to children with disabilities and other special needs; and caregivers who provide care to infants and toddlers.
9. Information on all of the five Tracks.
10. Local evaluation efforts.
11. Collaborative planning process (including Higher Education Access) and any outcomes.

Invoices

Participating counties will invoice First 5 California twice a year for actual expenditures incurred by the Program. The first invoice should be submitted by mail to First 5 California by Friday, February 27, 2009 and will cover Program expenditures incurred during the period of July 1, 2008 through December 31, 2008. The invoice categories will correspond to those found in the attached budget forms.

Schedule of Required Reports:

Reporting Period	Report Type	Due Date
July 1, 2008-December 31, 2008	Invoice	Friday, February 27, 2009
January 1, 2009-June 30, 2009	Invoice	Friday, October 16, 2009
July 1, 2008-June 30, 2009	Progress	Friday, October 16, 2009
July 1, 2009-December 31, 2009	Invoice	Friday, February 26, 2010

C. Evaluation

First 5 California recognizes the value of program evaluation and quality data to assess the progress in meeting program goals and objectives. Previous evaluation efforts have shown the benefits of an educated, trained and stable early learning workforce and have allowed First 5 California to continue funding the CARES Program through 2009.

In an effort to continue learning about the early learning workforce and better serve the 0 to 5 population in California, participating CARES counties agree to **fully participate** in the CARES statewide evaluation by obtaining confidentiality consent forms from all participants, collecting all of the information required for the CARES database, and agreeing to share all program data with First 5 California and its designees.

Scope of Evaluation and County Responsibilities

Continued participation in the evaluation requires counties to:

1. Collect and update required participant information on the application or through subsequent contacts with participants.
2. Use language provided by First 5 California or First 5 California's designees to collect required participant information (in order to insure consistency of data across counties).
3. Enter, collect and update all standardized database fields in the CARES Database (see Appendix I), or another compatible database.
4. Use language provided by First 5 California or First 5 California's designees to request written consent from program applicants to allow transfer of participant information to First 5 California or First 5 California's designees for evaluation purposes.
5. Submit annual data with required participant information in a format specified by First 5 California or First 5 California's designees (and easily derived from the CARES Database or another compatible database).

6. Provide input in the statewide evaluation through annual meetings with representatives of all matching-fund counties.

See Appendix I, detailing the CARES database for descriptions of the standardized database field information, question wording, and written consent language. This will not preclude counties from conducting their own local evaluations.

VIII. CARES RFF APPLICATION FORMS

This section includes the following required application submission forms and attachment:

- Form 1: Abbreviated Application for Round 4 Extension
- Form 2: Full Application Contact Information and Agreement
- Form 3: Funding Partners
- Form 4a: Additional Collaborative Partners (Required)
- Form 4b: Additional Collaborative Partners (Optional)

All applicable information must be complete at the time of application submission.

**First 5 California
Comprehensive Approaches to Raising Educational Standards (CARES)
Abbreviated Application for Round 4 Extension
July 1, 2008 – December 31, 2009**

County Commission Name	County Commission Contact	Telephone No. () -	
Address	City	State CA	Zip

Funds Requested (please attach budget)

Program Changes
Please explain change(s), if any, to the CARES Program and the reason for the change(s). Also, please attach a Higher Education Access Plan for July 1, 2008 – December 31, 2009.

- County commissions acknowledge and agree to use state funds in accordance with the approved comprehensive Approaches to Raising Educational Standards (CARES) application submitted to First 5 California in response to the April 18, 2008 RFF and this application, upon approval.
- County commissions shall adhere to the scope of the project as described in the April 18, 2008 RFF and this application, upon approval.

COUNTY COMMISSION AUTHORIZATION OF CARES APPLICATION

I approve the program changes contained in this CARES application addendum and agree to comply with all requirements as a condition of funding.

Printed Name of County Commission Chair or Authorized Signatory	Title	Telephone No. () -
Signature		Date

For FIRST 5 CALIFORNIA use only

Reviewed and Approved by:	Date
---------------------------	------

**First 5 California
Comprehensive Approaches to Raising Educational Standards (CARES)
Full Application Contact Information and Agreement
July 1, 2008 – December 31, 2009**

County Commission Information: (Complete All Sections of this Form)

Commission Name: _____

County Commission Chair				County Commission Contact Person			
Name:	_____			Name:	_____		
Address:	_____			Address:	_____		
City:	_____	Zip:	_____	City:	_____	Zip:	_____
Phone:	_____			Phone:	_____		
FAX:	_____			FAX:	_____		
E-mail:	_____			E-mail:	_____		
Program Administrator							
Name:	_____						
Phone:	_____			E-mail:	_____		

I certify that:

- First 5 California funds will be used to supplement, not supplant, existing funds.
- Local match is unduplicated with other First 5 Matching Funds programs and all funds will be accounted for separately as CARES program funds (both State and local match) for audit purposes.
- Local match requirements will be met each fiscal year.
- The yearly budget allocations of First 5 California CARES funds will not exceed the amounts approved in this CARES application.
- The county commission has a currently operational retention/compensation program that is funded at least partially by local county commission dollars, as specified in this RFF.
- Tracks I-III will be operational by September 30, 2008. Tracks IV and V will be operational as specified in the county's application.
- The county CARES Program will have released funds/incentives for this funding round to early childhood educators on or before September 30, 2009.

The collaborative agrees to collect and report additional data that will be necessary for the evaluation of CARES, as may be required by First 5 California. The commission also agrees to provide First 5 California and/or its agent access to all participant data by revising the Informed Consent Form to include First 5 California as an agency that may use the data for evaluation.

Failure to submit evaluation data/fiscal or program reports on any First 5 California Matching Programs may result in withholding further payments on this matching project or other First 5 California matches to the county commission.

The county commission Chair submitting the application signs on behalf of all county commissioners in agreement to the terms and conditions for CARES.

Printed or Typed Name

Signature of Authorized Representative (Original)

**First 5 California
Comprehensive Approaches to Raising Educational Standards (CARES)
Funding Partners
July 1, 2008 – December 31, 2009**

In signing this form, I state that my agency is a funding partner with the _____ County First 5 Children and Families Commission in the CARES Program for July 1, 2008 – December 31, 2009 and I understand the audit and statewide evaluation requirements.

Signature of authorized representative **from each funding source** that is participating in the county commission compensation/retention incentive project is **required**:

Funding partners providing local funds for which state match is requested.

Organization Name:				
Address:				
City:		State:		Zip Code:
Name and Title of Authorized Representative:				
Signature of Authorized Representative				

Organization Name:				
Address:				
City:		State:		Zip Code:
Name and Title of Authorized Representative:				
Signature of Authorized Representative				

Organization Name:				
Address:				
City:		State:		Zip Code:
Name and Title of Authorized Representative:				
Signature of Authorized Representative				

Organization Name:				
Address:				
City:		State:		Zip Code:
Name and Title of Authorized Representative:				
Signature of Authorized Representative				

**First 5 California
Comprehensive Approaches to Raising Educational Standards (CARES)
Additional Collaborative Partners (Required)
July 1, 2008 – December 31, 2009**

Local Child Care Planning Council

In signing this form, I state that my Local Child Care Planning Council is coordinating with the county commission from July 1, 2008 – December 31, 2009 on the CARES Project.

Signature of authorized representative from the Local Child Care Planning Council:

Name and Title of LPC Chair:	
Signature of Authorized Representative	

School Readiness Program(s)

In signing this form, I state that the following School Readiness Initiative Program(s) is coordinating with the county commission in July 1, 2008 – December 31, 2009 on the CARES Project.

Signature of First 5 County Commission School Readiness Program Coordinator:

Name and Title of Authorized Representative:	
Signature of Authorized Representative	

Power of Preschool Demonstration Program

In signing this form, I state that the following Power of Preschool Program is coordinating with the county commission in July 1, 2008 – December 31, 2009 on the CARES Project.

Signature of authorized representative from the County Children and Families Commission:

Name and Title of Authorized Representative:	
Signature of Authorized Representative	

**First 5 California
Comprehensive Approaches to Raising Educational Standards (CARES)
Additional Collaborative Partners (Optional)
July 1, 2008 – December 31, 2009**

Other Partners (Community Colleges, R&Rs, CBOs, LWIBs, COEs)

In signing this form, I state that my agency is a collaborative partner with the _____ County Children and Families Commission on the CARES Program.

Organization Name:					
Address:					
City:		State:		Zip Code:	
Name and Title of Authorized Representative:					
Signature of Authorized Representative					

Organization Name:					
Address:					
City:		State:		Zip Code:	
Name and Title of Authorized Representative:					
Signature of Authorized Representative					

Organization Name:					
Address:					
City:		State:		Zip Code:	
Name and Title of Authorized Representative:					
Signature of Authorized Representative					

Organization Name:					
Address:					
City:		State:		Zip Code:	
Name and Title of Authorized Representative:					
Signature of Authorized Representative					

IX. APPENDICES

This section includes the following appendices:

- A. Match Level: Counties by Group
- B. Acronyms Used in RFF
- C. Summary of Key Track Requirements
- D. FFN-Targeted Programs
- E. CARES Professional Development Activities Standards
- F. Principles on Equity
- G. Child Development Permit Matrix
- H. Consent to Participate in the Evaluation of CARES
- I. Standardized Fields for the Statewide Evaluation of the CARES Program

MATCH LEVEL: COUNTIES BY GROUPS

First 5 California will reimburse up to 20% of the local investment for “Group A” counties (those counties receiving \$3,000,000 or more from monthly disbursements in Fiscal Year 03/04). “Group B” counties (those counties receiving less than \$3,000,000 from monthly disbursements in Fiscal Year 2003/04) will be reimbursed at a rate up to 33.3% by First 5 California. That is, five dollars must be supplied locally for every one dollar reimbursed by the State for “Group A” counties; and three dollars must be supplied locally for every one dollar reimbursed for “Group B” counties.

“Group A” counties must invest **local Proposition 10 funds** in an amount equal to or greater than the state match requested. “Group B” counties must invest **local Proposition 10 funds** in an amount equal to or greater than one-half of the state match requested.

Group A (\$3 million or more)

Alameda
 Contra Costa
 Fresno
 Kern
 Los Angeles
 Merced
 Monterey
 Orange
 Riverside
 Sacramento
 San Bernardino
 San Diego
 San Francisco
 San Joaquin
 San Mateo
 Santa Barbara
 Santa Clara
 Solano
 Sonoma
 Stanislaus
 Tulare
 Ventura

Group B (less than \$3 million)

Alpine	Mono
Amador	Napa
Butte	Nevada
Calaveras	Placer
Colusa	Plumas
Del Norte	San Benito
El Dorado	San Luis Obispo
Glenn	Santa Cruz
Humboldt	Shasta
Imperial	Sierra
Inyo	Siskiyou
Kings	Sutter
Lake	Tehama
Lassen	Trinity
Madera	Tuolumne
Marin	Yolo
Mariposa	Yuba
Mendocino	
Modoc	

APPENDIX B

ACRONYMS USED IN THIS REQUEST FOR FUNDS

AA	Associate in Arts
BA	Bachelor of Arts
CARES	Comprehensive Approaches to Raising Educational Standards
First 5 California	California Children and Families Commission
CBO	Community Based Organization
CCIP	Child Care Initiative Project
CD	Child Development
CDD	Child Development Division
CDE	California Department of Education
CLASS	Classroom Assessment Scoring System
COE	County Office of Education
DSS	Department of Social Services
ECE	Early Childhood Education
ECERS	Harms-Clifford Early Childhood Environment Rating Scale
ELLCO	Early Language and Literacy Classroom Observation
ESL	English as a Second Language
FCC	Family Child Care
FFN	Family, Friend and Neighbor
FY	Fiscal Year
GE	General Education
LPC	Local Child Care Planning Council
LWIB	Local Workforce Investment Board
PoP	Power of Preschool
PITC	Program for Infant/Toddler Caregivers
PRISM	Program Review Instrument for Service Monitoring
R&R	Resource and Referral
RFF	Request for Funds
SR	School Readiness

ATTACHMENT C

**CARES PROGRAM
Summary of Key Track Requirements**

<p>TRACK I FFN (Required)</p>	<p>Non-licensed FFN caregivers providing care for at least one child other than their own that is birth to five for a minimum of 15 hours per week.</p>	<p>Participate in training or activity specified by local CARES program.</p>	<p>Supports for FFN participants to attend training and supports and links to licensing for interested caregivers, although caregivers are not required to become licensed.</p>	<p>Materials, equipment, licensing fees, or monetary incentives such as a certificate/gift card not to exceed \$150 per year (based on hours of training required). Materials and supplies are not included in the monetary cap; only gift cards or direct monetary incentives are included in the cap.</p>	<p>Indefinitely. However, caregivers interested in pursuing education, becoming an early childhood professional, and receiving a higher monetary reward can move into the Entry Track (Track II).</p>
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Track	Participants	Annual Requirements		Program Supports	Stipend/ Incentive	Maximum Time in Track	
TRACK II ENTRY (Required)	Licensed and license-exempt FCC and center-based early childhood educators with less than the 6 ECE units required to apply for permit and to participate in the Permit Track.	<ul style="list-style-type: none"> All units must be ESL, linked, study skills class, or ECE that either are applicable toward the Child Development Permit or help a participant gain skills that enable her/him to take Permit applicable ECE classes. All units must be grade “C” or better and need to be degree and/or Permit applicable (or allow for participants to build skills needed to take Permit/degree applicable courses). FCC participants not comfortable with college credit courses may choose to do professional development hours that meet First 5 standards and quality criteria (may include working towards accreditation). Meet annually with a CARES Advisor and complete and submit an annual Professional Development Plan. Professional Development Hours must meet defined level of quality and standards. 		Focus on ESL, ECE, study skills, tutorial assistance, and interpreters. Help applicants apply for Assistant Level of Permit at end.	Stipend or Benefits Package that is unique to each Track and can be flat or graduated based on Permit level/degree.	Once reach 6 ECE units, move into Permit Track (Track III) or no longer eligible to participate in CARES.	
		Center Early Childhood Educators	FCC			Center Early Childhood Educators	FCC
		Three units/year	a. Yr One – 1 unit or 18 hrs professional development b. Yr Two – 2 units or 36 hrs (or combination) c. Yr Three – 2 units or 36 hrs (or combination) d. Yr Four – 3 units or 54 hrs (or combination)			3 years	4 yrs.

Track	Participants	Annual Requirements	Program Supports	Stipend/ Incentive	Maximum Time in Track
TRACK III PERMIT (Required)	FCC and center early childhood educators with a minimum of 6 ECE units. Must have proof that participant has or is eligible and applied for Assistant Level or higher Permit to qualify. For continuing CARES programs, proof of Permit application for all participants in Permit Track is required starting 7/1/06.	<ol style="list-style-type: none"> 1. Three units/year (all units must be ESL, study skills class, unit-bearing ECE and GE classes either applicable toward the Child Development Permit or that help a participant gain skills that enable her/him to take Permit applicable ECE classes); 2. All units must be grade "C" or better and need to be degree and/or Permit applicable (or allowing for participants to build skills needed to take Permit/degree applicable ECE classes); 3. Meet annually with a CARES Advisor and complete and annually submit a Professional Development Plan; 4. Professional Development Hours must meet defined level of quality and standards; and 5. Within the first two years in program, must learn and annually complete a program/self-evaluation tool along with an improvement plan. 	Focus on support to get Permit and move up Matrix.	Stipend or Benefits Package that is unique to each Track and can be flat or graduated based on Permit level/degree.	10 years and must continue to advance up Permit Matrix or move into Degree Track IV or Professional Track V to remain in CARES program.

Track	Participants	Annual Requirements	Program Supports	Stipend/ Incentive	Maximum Time in Track
TRACK IV DEGREE (Required for Power of Preschool demonstration counties participating in CARES; optional for others)	AA or equivalent, or minimum of Teacher Level Permit	<ol style="list-style-type: none"> 1. Minimum of 6 units/yr with a “C” or better of classes required for BA (GE and ECE) or for Masters/Credential; 2. Degree related to ECE/CD and can have a focus on ECE special needs; 3. Credential must be Early Education credential (new) or Multiple Subject elementary school credential. 4. Meet annually with a CARES Advisor and complete and annually submit a Professional Development Plan; and 5. Within the first two years in program, must learn and annually complete a program/self-evaluation tool along with an improvement plan. 	Focus on - <ol style="list-style-type: none"> 1. GE, BA and credential 2. Articulation between community colleges and four year-institutions 3. Help finding financing and reimbursing for course expenses 	Stipend or Benefits Package that is unique to each Track and can be flat or graduated based on Permit level/degree.	10 years

Track	Participants	Annual Requirements		Program Supports	Stipend/ Incentive	Maximum Time in Track
TRACK V LEADERSHIP PROFESSIONAL (Optional)	Must have a minimum of a Master Teacher Permit or bachelor degree or above. Must meet local CARES requirements for a professional/ leadership position (e.g. site with Harms/Clifford Early Childhood Environment Rating Scale score of 4 or above, etc.).	<ol style="list-style-type: none"> 1. Professional Development Hours must meet defined level of quality and standards. 2. Must obtain 18 hours of professional development annually in First 5 priority areas. 3. Attendance at group meetings and trainings for the Leaders/Advisors/Mentors to work on issues specific to leadership skills and advising/mentoring of CARES participants. 4. Provide mentoring/advising/Professional Development Plan support to program participants in the Tracks. 5. Within the second year in program, must learn and annually complete a program/self-evaluation tool along with an improvement plan. 		Focus on providing group meetings and trainings for the Leaders/ Advisors/ Mentors to work on issues specific to leadership skills and advising/ mentoring of CARES participants	Reimbursement/ stipend is to be commensurate with hours worked or participants served in professional role.	Indefinitely. Participants accepted by California Mentor Program would move out of CARES and into that system.
		CARES ADVISOR	CARES FELLOW/MENTOR			
		<ol style="list-style-type: none"> a. Attend two tiers of training. b. Provide Professional Development advising and PD Plan support to program participants in Tracks II, III, and IV that includes professional growth plan support for the Permit, specific CARES requirements at both the local and state level, and degree information. 	Two options: <ol style="list-style-type: none"> a. California Mentor Program with goal of preparing participants to meet requirements so they apply for and move into the California Mentor Program. b. Develop a local Mentor/Fellow Component specific to CARES. 			

FFN TARGETED PROGRAMS

[A Place of Our Own and Los Niños en Su Casa](#)

KCET's *A Place of Our Own*, and its Spanish-language companion series *Los Niños en Su Casa* premiered on September 13, 2004 on PBS stations statewide, and went national in January of 2007. These are daily television series, accompanied by web sites in English and Spanish and extensive outreach materials, devoted to the unique needs of people who care for young children, including family, friends, and neighbors. Each program has at least one Family, Friend, or Neighbor (FFN) child provider as a panelist. In a lively talk show format, each series shares ways to help children acquire the skills they need to be ready for kindergarten and offers encouraging tips to providers on how to enhance their lives as caregivers.

In *A Place of Our Own*, local and state resources for child care providers and the children in their care are highlighted. The series also responds to the needs and workplace realities of people who spend their days caring for children by including topics such as building partnerships with families, reducing stress, and completing paperwork. *A Place of Our Own's* support for child care providers recognizes the importance of their roles in the way children learn and develop. By supporting these important people and providing them with the resources they need, we better help our children prepare for school.

Web Sites

In addition to representing the series content online, at www.aplaceofourown.org or www.losninosensucasa.org, and including activities for young children, the sites also offer numerous useful links to local, state and national organizations in their extensive database-driven Resources section - from R&Rs to the National Association for the Education of Young Children (NAEYC), from Fresno Public Television's series "0 to 5 in 30 Minutes" to the Council for Exceptional Children (CEC). Last year the web sites were expanded to support the Outreach/Training activities across the State, including up-to-date listings of the Outreach Workshops as they roll out across the State.

Outreach Workshops

Nine modules of workshops for child care providers have been developed based upon content and materials from *A Place of Our Own* and *Los Niños en Su Casa*: Print-Rich Environment Storytelling, Conflict Resolution, Play and Creativity, Preventing Obesity, Working with Children with Special Needs, Using Media, Babies & Infants, and Diversity Appreciation. The bilingual provider workshops began statewide in January, 2005 and continue nationally.

Two Train-the-Trainer workshops will be hosted in April, 2008. KCET will work with specific organizations and First 5 county commissions who were unable to send a trainer, but are interested in having a workshop in their community. In addition to KCET,

six other PBS stations will be hosting workshops and must hold a minimum of six workshops. The markets they cover are Redding, Eureka, Sacramento, San Francisco, Fresno and San Diego.

KCET will be supplying partnering organizations/trainers with all the materials they need to host their own workshops, as well as a \$100 stipend per workshop, to offset transportation or other costs incurred by the trainer. In order to qualify for the stipend, trainers must prove that they specifically recruited FFN caregivers to attend the workshops. Participants of the workshop will leave with a "Caregiver Activity Kit." Each Kit will contain a children's book, a DVD of two episodes of either *A Place of Our Own* or *Los Niños en Su Casa*, activity cards, and tip sheets. County commissions and Resource and Referral Agencies will each receive one set of kits.

Professional Development

KCET has developed certificates for participants at the Outreach Workshops that can be used to document providers' professional growth hours. KCET has explored the opportunity to work with colleges on providing college credit through the series that would count towards a degree in Early Childhood Education or a teaching Credential. So far there have been working dialogs with three community colleges in the Los Angeles area (East LA City College, LA Valley College, and Long Beach City College) to meet this project's professional development objectives. There is high interest in using the series to enhance lectures and existing classes. Long Beach Community College is currently offering an online ECE course that uses clips from the programs.

California Child Care Initiative Project (CCIP)

The California Child Care Initiative Project (CCIP) is designed to increase the supply of licensed, quality child care. Developed by BankAmerica Foundation, and funded by a statewide and local public-private partnership, the program recruits and trains family child care providers to help meet the great demand for child care services. The Initiative works through existing nonprofit community-based child care Resource and Referral agencies (R&Rs).

Since 1992, CCIP has targeted its recruitment and training to meet the changing child care needs of the parents served by the R&Rs. Specifically, CCIP funds and supports projects that are increasing the supply of child care for non-English speaking families. Many of the CCIP project sites recruit and train providers who speak Spanish, Vietnamese, Chinese, Russian, Hmong, Farsi and other languages.

A new funding source for CCIP projects was implemented in 1997. Using federal dollars from the Child Care Developmental Block Grant, the California Department of Education, Child Development Division (CDE/CDD) provides grants to counties to develop family child care homes to care for infants and toddlers and to train family child care providers to care for infants and toddlers. The CCIP program does not require counties to raise local matching funds. For many Resource and Referral programs, particularly those located in rural and underserved areas, this funding has allowed them

(for the first time) to implement a CCIP project, license new homes, and train new and existing family child care providers.

In the 2002-2003 fiscal year, the project was expanded to serve every county in California. Each local R&R now has a contract. This represents significant growth from 28 projects in 2001 to 71 projects in 2003. The CCIP project is now in its fifth round of funding.

In addition, in 2002/03 the State Budget included a one-time allocation of \$9.8 million from the federal Child Care and Development Fund to the CDE for a License-Exempt Provider Training Project. The majority of this funding is planned to support the R&Rs in an expansion of CCIP to license-exempt providers. Please contact your local R&R for further information on CCIP and its expansion.

California Exempt Care Training (CECT) or Growing Learning & Caring (GLC)

California Exempt Care Training was the first large scale nationwide voluntary License-Exempt or Family Friend and Neighbor project in the nation. The Department of Finance (DOF) originally had interest in reform issues presented by the governor, including tiered reimbursement for child care providers, and a plan to connect training to an incentive system that rewards quality in child care.

The Project plan was developed with a workgroup comprised of CDE/CDD Quality Improvement administrators, early childhood educators, and network administrators and educators. One-time funding in the amount of \$9,804,000 was made available for the primary purpose of outreach to all exempt providers for the purposes of providing training in Prekindergarten Learning and Development Guidelines developed pursuant to section 8203.3 of the Education Code. Training modules include topics parallel to the Pre-K Guidelines: The Vital Role of the Caring Provider; Safety, Health and Nutrition, Discipline, Guidance and Family Support, Playing is Learning; Cognitive Development, and Family Literacy.

Additional funding for health and safety training was also to be allocated after a plan had been approved by the DOF, including augmentation of funding for Trustline registration workload for exempt family members.

The project expands the continuum of services that R&Rs provide by supporting License-Exempt providers in an effort to provide quality environments for children. Some providers express the desire to become licensed, but most have not (which does not, however, imply that these providers do not want to provide the best for the children in their care). Local R&R's must participate in Network LEP training orientation, start-up, a minimum of two regional trainings, a year-end training, and site visits as scheduled.

Family Child Care at Its Best

Funded by the Child Development Division of the California Department of Education, the Family Child Care at Its Best program delivers university-based continuing education to licensed and license-exempt providers. Offered statewide, this series of

classes helps providers improve their knowledge, skills and quality of care. Training sessions are scheduled mainly during the evenings and weekends and is offered free of charge to participants. Options for both academic credit and continuing education units are available. Participants receive a certificate of completion documenting the hours attended.

The series of workshops emphasize the needs of children from birth to age three. The series aims to:

- Enhance the quality and safety of licensed family child care homes.
- Increase retention of existing family child care homes.
- Provide state and local agencies data about training and technical assistance to meet the needs of licensed family child care homes.
- Expand links between family child care providers, Resource and Referral agencies, county welfare departments, and child care associations.

First 5 School Readiness Program

First 5 California's School Readiness (SR) Program is accomplished through the joint efforts of First 5 California and all 58 county commissions. School Readiness Programs improve the transition from early care settings to elementary school and increase the schools' and communities' capacity to promote the success of young children. School readiness efforts focus on communities with high priority schools as measured by the California Department of Education's Academic Performance Index (API) and can be based at schools or in school-linked settings. Every dollar allocated to the counties requires a cash match of 1:1 from the local county commission and/or its partners. Each county commission has a fixed school readiness allocation.

The School Readiness Program engages families, community members, and educators in the important work of preparing children, birth to age five, for elementary school. This Initiative adopted the definition of school readiness developed by the National Education Goals Panel (NEGP) which covers three aspects of a child's life: children's readiness for school, schools' readiness for children, family and community supports, and services that contribute to children's readiness for school success.

For more information, please view the First 5 California Web site at: www.cffc.ca.gov

CARES PROFESSIONAL DEVELOPMENT ACTIVITIES STANDARDS

Training Standards will be implemented so that training and unit-based courses that meet the participation requirements meet quality standards and emphasize First 5 priority areas. All professional development trainings/activities must be focused on working with children birth to five. **Participants must meet with an official CARES Advisor and complete a plan before counting these activities.**

Participants must submit an official dated certificate signed by the instructor or a signed letter from the sponsoring agency showing the number of professional development hours for each workshop/training attended.

CARES programs may use the official Professional Growth Activities form (available on California Training Consortium Web site) but must add to it the following:

1. The date(s) the activity took place.
2. A checklist of acceptable areas (literacy, diversity, etc) from which to indicate the training/course topic.
3. An area to allow participants to: "Describe how this activity contributes to your professional development" in order to help them think about how an activity/goal contributes to their "competence, performance, or effectiveness as an educator; to the overall improvement of your work setting; or to education as a profession." (p. 6, Professional Growth Manual).

Quality Sponsors/Trainers:

Class/Training needs to meet other standards set forth below and local CARES Programs may enforce higher standards based on local needs.

1. Units: Provider must be accredited by Western Association of Schools and Colleges (WASC) in California and regionally for other states.
2. Trainings sponsored through First 5 California or local First 5 contracts including School Readiness, Special Needs, and KCET/KCED "*A Place of Our Own*" "*Los Ninos en Su Casa*."
3. State agency sponsored, including Family Child Care at Its Best, The Program for Infant/Toddler Care, Child Care Initiative Project, Foster Care Training Programs and California Preschool Instructional Network (CPIN).
4. First 5 CARES program Local Child Care Planning Councils, Resource and Referral agencies and Foster Care Training Programs.

5. National and State early learning associations (e.g. NAEYC, CAEYC, Family Child Care).

Activities That Count

The content of professional development training must be directly related to creating quality environments that encourage healthy development and learning; to teaching strategies that support children's ability to be successful in school; or to leadership/advising/mentoring skills of the participant.

Unit Based for Permit/Degree

Units in any of the following categories with a grade C or better:

1. Early Childhood Education (ECE).
2. Child Development (CD).
3. General Education (GE) that qualifies for graduation requirements, transfer to a four-year institution of higher education, or the Permit requirements (English, Math/Science, Social Science, Humanities).
4. English as a Second Language (ESL).
5. English or Math prerequisites for GE-level courses.
6. Courses related to education (e.g., Educational Psychology, Special Education).
7. Courses that allow participants to build skills needed to take Permit/degree applicable courses.

Non-Unit Based for Permit and Professional Development Hours

1. Other local CARES requirements (e.g. ECERS training and completion of self-evaluation and self-evaluation plan, CARES meeting, Professional Development Plan and meeting with CARES Professional Development Expert).
2. Workshops, institutes, academies, symposia, conference sessions, or other trainings related to ECE/child development (*Meal time and registration are not included*).
3. Non-unit bearing ESL courses taken through Adult Education programs.
4. Professional Growth Plan advising time (if participant is a Professional Growth Advisor and is not getting paid for providing the service).
5. Workshops and conferences related to health and safety that are not required for licensing.

6. Meetings and community activities related to leadership with training content (e.g., Family Day Care Associations, Child Care Providers Associations, local CAEYC chapters, Child Care Planning Councils).
7. Professional ECE conferences including CAEYC and local affiliate related trainings and conferences.
8. Formal professional association session for information sharing (program improvement), planning or problem solving (recruiting diverse educators).
9. Early childhood educators or in-service meetings only when they include a specific training topic and are not required by employer.

Activities that WILL NOT meet eligibility requirements

1. Work related activities such as:
 - a. Time spent developing curriculum and lesson plans.
 - b. Attending or conducting parent meetings, attending or conducting case management or case consultation meetings for the children in participant's center or family child care site.
 - c. Attending or conducting transition meetings for the children in participant's center or family child care site.
 - d. Attending or conducting holiday or social activities for the children and families in participant's center or family child care (e.g., open house, winter holiday celebration, field trips).
 - e. Required early childhood educator meetings.
 - f. Trainings, workshops, meetings, and activities required by participant's employer.
 - g. Training required for participant's job such as Desired Results or program specific training.
2. Classes that do not focus on early childhood education/child development or a degree in early childhood education/child development.
3. Non-completed unit-bearing classes or classes with less than a grade C.
4. Workshops or assistance with completing the CARES application.
5. Required CPR/First Aid or 15 hour Health certificate.
6. Volunteer work, community service including community/committee meetings (such as advisory or board meetings) not related to early learning for children birth to five.

Approved Content Areas for Unit Based Classes and Non-Unit Trainings

1. Core class on the Child Development Permit Matrix or classes for the GE requirement.
2. Working with children with disabilities and other special needs (including what constitutes an IEP/IFSP).
3. Diversity/cultural competence and Anti-Bias Curriculum.
4. Fostering early literacy and dual language acquisition.
5. Development and Caregiving: Infant and Toddler, Preschoolers, Individual Child Learning Plans for Transition to Kindergarten, Working with Multi-Aged Groups of Children, Social and Emotional, Cognitive, Physical, Positive Discipline of Children.
6. Programs: Curriculum (e.g. Math and Science, or Arts and Music), Assessment and Observation of Children, Early Childhood Environmental Rating Scales (Harms/Clifford), Communication Methods (Children, educators, Parents/ Caregivers), Accreditation.
7. California Department of Education Pre-K Guidelines, Desired Results and Infant/Toddler and Preschool Foundations (when not required for participant's job).
8. Children's Health, Nutrition and Physical Activity.
9. Children's Safety: Child Abuse Prevention and Family Violence.
10. Administrative/Teaching Skills: business courses (e.g., computer skills, budgeting, small business practices) for Administrators and Family Child Care owners, developing skills as a teacher/provider/supervisor/director.

PRINCIPLES ON EQUITY

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

The Principles on Equity address four major areas:

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

Inclusive Governance and Participation

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. Prop 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 Development Permit Matrix - with Alternative Qualification Options Indicated

Permit Title	Education Requirement (Option 1 for all permits)	Experience Requirement (Applies to Option 1 Only)	Alternative Qualifications (with option numbers indicated)	Authorization	Five Year Renewal
Assistant (Optional)	Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)	None	Option 2: Accredited HERO program (including ROP)	Assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher or above.	105 hours of professional growth*****
Associate Teacher	Option 1: 12 units ECE/CD including core courses**	50 days of 3+ hours per day within 2 years	Option 2: Child Development Associate (CDA) Credential. CDA Credential must be earned in California	May provide service in the care, development and instruction of children in a child care and development program; and supervise an Assistant Permit holder and an Aide.	Must complete 15 additional units toward a Teacher Permit. Must meet Teacher requirements within 10 years.
Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	175 days of 3+ hours per day within 4 years	Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above.	105 hours of professional growth*****
Master Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	350 days of 3+ hours per day within 4 years	Option 2: BA or higher with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May provide service in the care, development and instruction of children in a child care and development program, and supervise all above. Also may serve as a coordinator of curriculum and staff development in a child care and development program.	105 hours of professional growth*****
Site Supervisor	Option 1: AA (or 60 units) including: • 24 ECE/CD units with core courses** • 16 GE units* • 6 administration units • 2 adult supervision units	350 days of 3+ hours per day within 4 years including at least 100 days of supervising adults	Option 2: BA or higher with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Admin. credential ***with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	May supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****
Program Director	Option 1: BA or higher including: • 24 ECE/CD units with core courses** • 6 administration units • 2 adult supervision units	Site Supervisor status and one program year of Site Supervisor experience	Option 2: Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; or Option 4: Master's Degree in ECE/CD or Child/Human Development	May supervise a child care and development program operated in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth*****

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better. Spanish & Chinese translations available.

* One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.

** Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas child/human growth & development and child/family/community.

*** Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.

**** A valid Multiple Subject or a Single Subject in Home Economics.

***** Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.

**Consent to Participate in the Evaluation of First 5 California's
Comprehensive Approaches to Raising Educational Standards (CARES)
for the Early Learning Workforce**

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2389 Gateway Oaks Drive, Suite 260
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(916) 263-1050*

Introduction

First 5 California supports programs to help all children in California enter kindergarten physically and emotionally healthy and ready to succeed in school, which includes support to the early learning workforce. The information collected in this study will help First 5 California learn which programs are successful and help us improve all programs. You are invited to participate in this study because you are engaged in training and education as part of the CARES program. Your participation is not mandatory. If you do not wish to be part of the study, you may still participate in CARES.

Procedures

If you agree to be in the study, we will examine the data you provide in the attached application, as well as information about your education and training activities. If you have previously participated in CARES, we may examine data you provided at that time. We will not ask questions about alcohol/drug use or any arrests or convictions. If you continue in CARES, and you agree, we will follow up with similar data collection, as needed, to determine CARES effectiveness in training, retention and education of participants.

Benefits

There are no direct benefits to you for being in the study. However, your information may help us improve future First 5 programs.

Risks

There is a very small risk for you to be in the study. Someone could learn that you are in the study. But, First 5 has very strict requirements on keeping what you tell us private. Only authorized persons will have access to what you tell us. Your name and personal information will never be used in reports. The exception is if you tell us something that indicates that you may be harmed, we must take action so that this will not happen.

Questions

If you have questions regarding the CARES evaluation, you may contact Gretchen Williams at (916) 263-1051, via e-mail at gwilliams@ccfc.ca.gov or at the above mailing address. If you have any questions about your rights as a research subject, you may contact the Committee for the Protection of Human Subjects at (916) 653-0176.

Voluntary Participation

You can still participate in CARES if you don't want to be in the study. You can stop being in the study at any time and still participate in CARES. You can fill out a form asking that you stop being in the study and your data will not be used. The same CARES early childhood educators who provided your CARES application can provide you with the form to withdraw from the study.

Research Subjects Bill of Rights

You have rights as research subjects. Attached is a copy of the Research Subjects' Bill of Rights for you to keep.

I certify that I am at least 18 years of age, and agree to participate in the above study. I have had my questions answered about participating in the CARES evaluation.

Participant Signature :

_____ Date

Participant Name (Please Print Clearly):

_____ Date

If you have any questions about your rights or this form, please contact Gretchen Williams at (916) 263-1051.



APPENDIX I

Standardized Fields for the CARES Program Evaluation
FY 08/09

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Application Date	DATE			✓	
Last Name				✓	✓
First Name				✓	✓
Middle Initial				✓	✓
SSN/Identifier				✓	
Date of Birth				✓	Birth Year only
Home Address			Include street address, unit #, city, state, zip	✓	✓
Phone Number				✓	✓
Sex				✓	✓
Race/Ethnicity	<ul style="list-style-type: none"> • Alaska Native/American Indian • Asian • Black/African American • Hispanic/Latino • Pacific Islander • White • Other 	What is your race/ethnicity? Please check all apply.		✓	✓
Language	<ul style="list-style-type: none"> • Chinese • English • Japanese • Korean • Spanish • Tagalog • Vietnamese • Other 	What is your primary language spoken at home? Please check more than one if you are multilingual.	Counties will have capability to add more categories onto application and database	✓	✓

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Language with Child	<ul style="list-style-type: none"> • Chinese • English • Japanese • Korean • Spanish • Tagalog • Vietnamese • Other 	What are the primary languages you speak with children and families in your workplace? Please check all that apply.	Counties will have capability to add more categories onto application and database	✓	✓
Length of Time in Field	# YEARS	How many years have you been in the field or early child care and education?			
Type of Care Provided	# YEARS By Setting <ul style="list-style-type: none"> • Center • FCC • License-exempt 	How many years have you provided child care in each of these settings?			
Annual Salary	###,###		Applicable only to child care position		
Hourly Wage	\$.##		Applicable only to child care position		
Hours per Week	##	What is the average number of hours you worked per week in this position over the last 9 months?	Applicable only to child care position	✓	
Work Name					
Work Address					
Work Phone					
Director/Operator Last Name					
Director Operator First Name					

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Start Date at Current Place of Employment					
Length of Time in Current Employment	# MONTHS	How many months have you been employed by this provider?			
Setting Type	<ul style="list-style-type: none"> Center FCC 		N/A to FFN		
Center Type	<ul style="list-style-type: none"> Private, for profit Private, non-profit Public 				
Licensing Status	<ul style="list-style-type: none"> Licensed License-exempt 	For Centers and FCC, employers asked to report their licensing status. For FFN providers, "Check here if licensed."	Creates new variable for cleaner data to be asked of FFN providers in addition to Center and FCC	✓	
Program Type	<ul style="list-style-type: none"> Head Start/Early Head Start State Preschool CDE General Child Care Private/Other Local Subsidy (city, county) Private/Non-Subsidized Public School Military Base Child Care Other 	Which best describes your child care program? Check all that apply, to the best of your knowledge.	Replaces "Provider Type"		
Priority Zone Status	<ul style="list-style-type: none"> Low API SRI area Low Child Care Supply 	Does your program provide child care in a low API, school readiness, or low child care supply area? Please select the areas that apply to your site.	Zones to be defined and identified by local commissions		

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Hours of Operation	<ul style="list-style-type: none"> • After 6 pm • Between midnight and 5 am • Before 7am • Weekends 	If your program provides care during non-traditional hours, please select all categories that apply.			
Months of Operation	# months	How many months is your program open?	All programs that identify 11 or 12 will be considered year-round, in case respondents exclude vacations in their calculation.		
Highest Level of Education	<ul style="list-style-type: none"> • No formal schooling • Less than high school diploma/GED • High school diploma/GED • Some college • AA in non-ECE/CD • AA in ECE/CD • BA in non-ECE/CD • BA in ECE/CD • Some graduate school • Graduate degree in non-ECE/CD • Graduate degree in ECE/CD 	What is the highest level of education that you have completed?	Category list longer but provides information about background in ECE/CD for degreed providers.	✓	✓
Foreign Education	<ul style="list-style-type: none"> • Yes • No 	If you received a BA or higher, did you receive the degree in a foreign country?		✓	
Teaching Credential	<ul style="list-style-type: none"> • Yes, from California • Yes, out of state/country • No 	Do you have a teaching credential?		✓	

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Teaching Credential Type	<ul style="list-style-type: none"> • Single Subject • Multiple Subject • Education Specialist (Disabilities and Other Special Needs) • Early Childhood Special Education • Reading Specialist • Administrative • Pupil Personnel Services • Clinical/Rehabilitative Services • School Nurse Services • Library Media Services • Other Health Services • Bilingual Specialist • Reading Certificate • Other _____ 	If you have a California teaching credential, what type/s? Check all that apply.		✓	
ECE/CD Units Prior to Entry	# UNITS	How many ECE/CD units have you completed prior to entry into the CARES program?	Only need to collect for new applicants since you should already have this data for returning applicants.	✓	
Professional Growth Hours Prior to Entry	# HOURS	How many professional growth hours have you completed prior to entry into the CARES program?	Only need to collect for new applicants since you should already have this data for returning applicants.	✓	

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Number of Children Served	# CHILDREN Age groups: <ul style="list-style-type: none"> • Birth to 23 months • 2 years to 2 years, 11 months • 3 years to 5 years • Kindergarten and School-age 	Please report the number of children you serve in each age group in your classroom (for center based) or home (for FCC or FFN)		✓	✓
Relation to Children in Care	# CHILDREN	Of the children in your care, how many are related to you?	Asked only of FCC and FFN participants.	✓	✓
Number of Children with Special Needs	# CHILDREN	Of the children 5 and under in your care, how many have a special need?	Use modified definition (see endnote). ⁱ	✓	
Sources of Incentives	<ul style="list-style-type: none"> • First 5 • AB 212 • Local • Other 		Used to be called Funding Sources, refers to source of stipend/incentive/reward	✓	
Type of Incentive	<ul style="list-style-type: none"> • Materials/Equipment • Gift Card • Benefits Package • Stipend 	What type of incentive did participant receive?		✓	

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Stipend Amount	\$#,###	Annual Value of stipend, if received.	This field will be LINKED with funding source, so that if you provide stipends through blended funds, or a reward package using multiple funding sources, can identify how much money is attributed to each funding source.		
Application Track	<ul style="list-style-type: none"> • FFN • Entry • Permit • Degree • Professional 		To be determined by program.		
Permits Acquired	<ul style="list-style-type: none"> • Do not have a permit • Assistant • Associate Teacher • Teacher • Master Teacher • Site Supervisor • Program Director 	What kind of permit do you have? Or Please select the permit you currently have.	Eliminates children's center permit, Montessori, college ECE certificate, and elementary teaching credential.		
Date Permit Acquired	ENTER DATE				
Permits Applied For	<ul style="list-style-type: none"> • Have not applied • Assistant • Associate Teacher • Teacher • Master Teacher • Site Supervisor • Program Director 	Please select the permit that you have most recently applied for.	Eliminates children's center permit, Montessori, college ECE certificate, and elementary teaching credential		
Date Permit Applied For	ENTER DATE				

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Coursework Type	<ul style="list-style-type: none"> • General Education (GE) which qualifies for graduation requirements, transfer to 4-yr or meets permit requirements (e.g. English, Math/Science, Social Science, Humanities) • English or Math pre-requisites • ECE • CD • ESL • Courses related to Education (Psych, Spec Ed) 		For unit bearing classes, will need transcript or other official grade report for proof of completion and grade received.		
Coursework Units	# UNITS PER COURSE		Must report units earned BY COURSE and not aggregated across courses (.5 unit increments).		
Professional Growth Type	<ul style="list-style-type: none"> • Disabilities/Special Needs¹ • Diversity • Literacy • Development and Caregiving • Curriculum • Assessment (Child and Environment) • Accreditation • CDE pre-K Guidelines, preschool standards, and Desired Results • Children's Nutrition and Health • Child and Family Safety • Family/Community Partnerships • Administration • Others 		For non-unit bearing trainings.		
Professional Growth Hours	# HOURS PER ACTIVITY		Must report units earned BY ACTIVITY and not aggregated across activities.		

Variable	Value	Sample Question	Notes	FFN Track Required Previous	FFN Track Required FY 07/08, FY 08/09 and FY 09/10
Unit-Based Provider	<ul style="list-style-type: none"> • R&R/CBO/LPC • Community College • CSU/UC • UC Extension/CSU Extended Learning classes • Local/State First 5 • Other State Agency • Private College • School District/COE • NAEYC, CAEYC • Other 	Who provided the COURSE?	Interested in knowing the different types of providers for educational units.		
Unit-Based Location	<ul style="list-style-type: none"> • R&R/CBO/LPC • Community College • CSU/UC • UC Extension/CSU Extended Learning classes • Local/State First 5 • Other State Agency • Private College • School District/COE • NAEYC, CAEYC • Distance Learning (ONLINE) • Other 	Where did the COURSE take place?	Interested in knowing WHERE participants receive education.		

¹ For the purposes of the First 5 California CARES program, 'children with disabilities and other special needs' refers to those children who: 1) are protected by the Americans with Disabilities Act (ADA); or 2) have or are at risk for a chronic condition whether physical, developmental, behavioral, or emotional and who also require educational, developmental, health, behavioral/mental health, and related services and/or supports of a type or amount beyond that required generally.