



# **Funding Terms and Conditions**

**POWER OF PRESCHOOL (PoP) BRIDGE  
JULY 1, 2010 - June 30, 2011**

**April 2010**

**Revised April 29, 2010**

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## Introduction

The Funding Terms and Conditions state the requirements, both programmatically and fiscally, that participating Power of Preschool (PoP) counties must follow in order to be eligible to receive PoP Bridge funding for the continuation of services administered through existing PoP Demonstration projects.

Counties applying to administer the PoP Bridge must comply with the requirements set forth in these Funding Terms and Conditions. The county authorized representative certifies that the county will adhere to these requirements when he/she signs the funding request. In addition, the county representative certifies to continue meeting the program elements stipulated in the county approved PoP application, and any amendments if applicable, along with the Principles on Equity.

## Funding Authority

### **Statutory**

California Health and Safety Code (HSC) Section 130150(B) authorizes the expenditure of funds from the California Children and Families Trust Fund to ensure that children are ready to enter school and for programs related to education, including, but not limited to, the development of educational materials, professional and parent education and training, and technical support for county commissions in the areas described in subparagraph (A) of paragraph (1) of subdivision (b) of Section 13025.

HSC Section 130(i) provides First 5 California the authority to allocate funds to county commissions to carry out the purpose of the California Children and Families Act of 1998.

### **First 5 California Children and Families Commission Authorization**

In January 2010, the First 5 California Children and Families Commission approved the PoP Bridge from July 1, 2010, through June 30, 2011, and allocated up to \$19 million for bridge funding. The \$19 million provides funding for continuation of the PoP Program with expanded services to infants and toddlers, quality support services, and technical assistance opportunities for instructional staff.

## PoP Bridge Performance Period

The period of PoP Bridge performance for the PoP Bridge funding begins July 1, 2010, and ends June 30, 2011. Expenditures prior to and after the period of PoP Bridge performance will not be eligible for reimbursement.

## PoP Bridge Purpose

The PoP Bridge provides quality school readiness experiences for children ages 0 to 5 that will assist them in becoming personally, socially, and physically competent and effective learners who are ready to transition to kindergarten. PoP Bridge serves as a critical strategy in preparing children for school, thus assisting in closing the achievement gap. The PoP Bridge also includes evidence-based, early learning models that have shown to be successful in preparing the most vulnerable children for success in school.

With a focus on developing preschool in areas with low performing schools (schools with Academic Performance Index scores of one through five) and underserved communities, the PoP Bridge seeks to make quality early learning opportunities available for children ages 0 to 5, including children with special needs and dual language learners in existing PoP counties.

## PoP Bridge Requirements

### Quality Program Requirements (Attachment A)

The PoP Bridge quality requirements are outlined in Attachment A in a matrix. The matrix shows the program requirements for: 1) preschool from the 2005 PoP Request for Applications, 2) infant and toddler center-based programs, and 3) infant and toddler family child care home programs. The requirements cover the following topics: target population, diversity, age, parent fees, screening, length of day, curriculum and articulation, teacher/provider to child ratio, group size, food, transition support, teacher/provider qualifications, environmental rating scales, principles on equity, evaluation, budget, families, and connections.

### Teacher/Provider Qualifications and Reimbursements (Attachment A1)

Attachment A1 describes the teacher/provider qualifications for preschool, infant and toddler center-based programs, and infant and toddler family child care home programs for each quality level – entry level, advancing level, and First 5 quality level. The chart also provides the reimbursement schedule for each type of program and each quality level.

### Child Care and Development Income Ceilings (Attachment A2)

For preschool children, the “universal concept” still applies as stipulated in the June and November 2005 Request for Applications. Income eligibility does not apply for this age group. Eligibility was determined on residing in a low performing school attendance area.

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

Consistent with CDE’s income determination methodology, PoP counties must collect documentation of family income and size to make the determination of family income eligibility. Retain this documentation for audit purposes.

#### Data Collection and Evaluation Requirements (Attachment B)

The data collection and evaluation process for the PoP Bridge is similar to the current Web-based PoP reporting system. Attachment B presents the details of the participant reporting and program evaluation procedures called for as a condition of participation in the PoP Bridge. The final due date for submitting this report is November 1, 2011.

#### Mid-Year Participant Report (Attachment B1)

The successes and challenges of the PoP Bridge will provide invaluable data for the development of the First 5 California Child Signature Program. To secure this information earlier, counties are required to submit a mid-year demographic report in the Web-based reporting system. This report also includes a narrative section that requires a brief description of the county’s program. This mid-year report is due February 1, 2011.

#### Principles on Equity (Attachment C)

As required in the original PoP Demonstration Project, PoP Bridge applicants must continue to comply with the Principles on Equity (revised April 2008) as adopted by the State Commission.

## Administrative and Accountability Requirements

### 1. Fund Allocations

#### A. Coordination Funds

A maximum of \$800,000 has been reserved for Coordination Funds for the Bridge extension. Each First 5 county commission may request approval to expend a maximum of \$100,000 for PoP Bridge coordination. First 5 California will reimburse First 5 county commissions for actual expenditures, in arrears, upon receipt and approval of a First 5 California PoP Bridge reimbursement request form. PoP Bridge Coordination Funds disbursements will occur one time in July/August 2011, upon receipt and approval of expenditure information.

Counties that cannot absorb the costs required to implement coordination activities throughout FY 2010/11 may apply for a hardship waiver. To apply for a hardship waiver, the Executive Director of a First 5 county commission must submit with the RFF package a written request on First 5 county commission letterhead that demonstrates the need for a disbursement of Coordination Funds at the beginning of the PoP Bridge performance period (e.g., insufficient cash in accounts, low tax revenues).

Coordination Funds disbursed as a result of an approved waiver that are not expended by the end of the program period authorized in the RFF must be returned to First 5 California consistent with the instructions provided by First 5 California. Each First 5 county commission is responsible for ensuring that Coordination Funds are expended in a manner consistent with the authorized use of those funds.

#### B. Program Reimbursement Funds

The maximum amount of program reimbursement funds available for PoP Bridge is up to \$17.2 million for all participating counties. First 5 California will reimburse First 5 county commissions for actual new and improved spaces up to the maximum rates detailed in the Enrollment Projection form. First 5 California will reimburse counties for PoP Bridge expenditures one time in July/August 2011, upon receipt and approval of a First 5 California PoP Bridge reimbursement request form. First 5 California will post the reimbursement request form at <http://www.cfc.ca.gov/evaluation/reportingtools.asp> approximately sixty (60) days prior to the due date.

## 2. Funding Contingencies

- A. If full funding does not become available, First 5 California will either cancel the PoP Bridge funding and any resulting Local Agreement, or amend the documents to reflect reduced funding and reduced activities.
- B. The Local Agreement is valid and enforceable only if sufficient funds are available in the appropriate account of the California Children and Families Trust Fund to carry out the purposes of the Local Agreements. In addition, the Local Agreement is subject to any additional restrictions, limitations, or conditions enacted by the Legislature, or any statute enacted by the Legislature, that may affect the provisions, terms or funding, or this Local Agreement in any manner.
- C. First 5 county commissions understand and agree that the Local Agreement is subject to the condition that sufficient funds are available in the appropriate account of the California Children and Families Trust Fund. If sufficient funds are not available in the appropriate account of the California Children and Families Trust Fund due to a decrease in projected tax revenue collected pursuant to

California Revenue and Taxation Code section 30131.2, this Agreement shall be invalid and of no further force and effect. In this event, the First 5 California shall have no liability to pay any funds whatsoever to the First 5 county commission or to furnish any other considerations under this Local Agreement, and the county commission shall not be obligated to perform any provisions of this Local Agreement.

### 3. Budget Match

Participation in the PoP Bridge requires evidence of significant current and future financial commitments from the First 5 county commission and any other partner(s).

First 5 California may determine an overpayment has occurred if a First 5 county commission does not secure adequate matching funds.

Overpayment remedies are discussed below.

### 4. Reimbursement Terms

- A. First 5 California funds must supplement, not supplant, existing funds. Funds may **not** be used for capital expenditures, such as facilities costs. (See the Attorney General's advisory on the First 5 California Web site at [http://www.cfc.ca.gov/pdf/annual\\_report\\_pdfs/FM01-04FixedAssets.pdf](http://www.cfc.ca.gov/pdf/annual_report_pdfs/FM01-04FixedAssets.pdf).)
- B. Coordination Funds will be available to assist with the coordination of PoP Bridge. Each First 5 county commission's response to the RFF must include a budget for Coordination Funds. First 5 California shall reimburse expenditures for the following coordination activities:
  1. PoP Bridge Management
    - Staff to monitor local programs
    - Technical assistance, training, and conferences; and
    - Program operations
  2. PoP Bridge Services

Includes activities and services that promote the quality of PoP Bridge (e.g., training and technical assistance).
  3. PoP Bridge Program Evaluation

Analysis of local evaluation data and PoP Bridge-related research, solicitation and analysis of information regarding the status and needs of children ages

0 to 5 and their families, and to subsequently develop and modify programs to better address identified needs.

(NOTE: Funding for PoP Bridge coordination funds must be requested at the time of application. Once PoP Bridge coordination budgets are approved, they may not be increased.

- C. First 5 county commissions may only expend PoP Bridge funds for the purposes detailed in the original Request for Application, this Request for Funding (RFF), and consistent with the approved funding application or subsequent amendments, if any.
- D. First 5 county commissions may only expend PoP Bridge funds received from First 5 California for PoP Bridge for services, management, evaluation, and other direct expenses addressing the new and improved preschool spaces for preschool, infants and toddlers (center-based), and infants and toddlers (family child care homes).
- E. Reimbursement of expenditures for family day care homes may not include the following:
  - Material and supplies. First 5 county commissions may purchase materials and supplies for use by family child care providers, but must retain ownership of and account for the materials and supplies.
  - Consumables (e.g., food and diapers)
- F. First 5 county commissions will adhere to the scope of the project as described in their approved application, which is incorporated into this application by reference, and the PoP Bridge RFF.
- G. First 5 county commissions will develop a system-level approach (school district, city, or county) for its PoP Bridge Program, starting in high-priority and underserved communities.
- H. First 5 county commissions must participate fully in a formal evaluation and data collection process administered by the State Commission and its designee.

## 5. Invoices

Under the PoP Bridge reimbursement system, participating First 5 county commissions will invoice First 5 California one time for Coordination Funds and for expenditures, based on the actual number of children served in new and improved preschool spaces. This invoice is due to First 5 California by July 30, 2011, and

covers children served during the period of July 1, 2010, through June 30, 2011. The invoice categories will correspond to those found in the approved budget.

## 6. Reporting

Participating First 5 county commissions must adhere to the following fiscal and program reporting requirements:

- a. Provide progress and expenditure reports, reimbursement requests, and evaluation reports as requested by First 5 California.
- b. Account for revenues and expenditures (both State and local) of PoP Bridge funds separately in the annual audit.
- c. Certify that PoP Bridge funds were spent for new and improved preschool, infant, and toddler spaces on the First 5 California PoP Bridge reimbursement request form.
- d. Declare any unexpended State funds.
- e. Adhere to contract responsibilities:
  - The First 5 county commission can subcontract with another agency to implement the PoP Bridge as an intermediary.
  - The First 5 county commission must adhere to the State of California's contracting requirement of three competitive bids, unless local county regulations differ.
  - The First 5 county commission is responsible for the overall performance of the PoP Bridge and is responsible for expenditure and progress reports as described below, even if administered through an intermediary.
  - The First 5 county commission is responsible for collecting the necessary data.

## 7. When Reporting Requirements Are Not Met

First 5 California may withhold PoP Bridge payments or other First 5 California program and initiative funding if a First 5 county commission fails to submit timely and accurate PoP Bridge evaluation data, fiscal data, and progress and annual reports as requested by First 5 California. Serious delays in fiscal report submission may result in a written request by First 5 California for an accounting of expenditures or special review of fiscal and program activity. First 5 California may reduce or terminate program participation if First 5 California determines that a First 5 county

commission has failed to adhere to the terms and conditions of the RFF and/or its approved application, including any amendments to the application.

8. Performance

First 5 California may reduce the First 5 county commissions fiscal authority and issue an amended Local Agreement that reflects the reduced level of operation if it is determined that the First 5 county commission is not operating a program at the budgetary levels indicated in their approved application.

9. Administrative Costs

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

10. Carryover Funds

Carryover of funds from prior PoP funding authority is not allowed. First 5 county commissions must return unexpended funds to First 5 California within sixty (60) days after the program authority ends.

11. Payments

First 5 California will issue PoP Bridge payments for Coordination Funds and expenditures on a reimbursement basis.

First 5 California will withhold PoP Bridge payments to First 5 county commissions if reporting requirements are not met, until which time the reports have been filed.

12. Overpayment

An overpayment is an amount disbursed by First 5 California to a First 5 county commission that exceeds the approved reimbursement amount for services performed or budget authority. First 5 California will seek recovery immediately upon discovery of overpayment by (a) invoice to the First 5 county commission for a refund of the overpayment amount within thirty (30) days after receipt of notice.

### 13. Fiscal Management Guide Compliance

First 5 county commissions must use the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with First 5 California regarding the PoP Bridge 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:

<http://www.cafc.ca.gov/commission/fiscal.asp>

### 14. Retention of Program Expenditure Records

State funds disbursed by First 5 California to First 5 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, First 5 county commissions must retain records for this period. First 5 California shall have access to First 5 county commission offices and/or the PoP Bridge sites, upon reasonable notice, during normal business hours for the purpose of interviewing employees and inspecting and copying books, records, accounts and other material that may be relevant to a matter under investigation and for the purpose of determining compliance with the allowable uses of the PoP Bridge funds. First 5 California funding and all associated records will be included in the county's annual audit.

### 15. Annual Audit

All participating First 5 county commissions that receive and expend PoP Bridge funds must undergo an annual fiscal audit and keep adequate, accurate records for PoP Bridge operations. First 5 county commissions must ensure the audit is conducted and records are maintained in accordance with Government Auditing Standards (GAS). The First 5 county commission, serving as the fiscal agent, is required to maintain auditable records, which must be made available, upon request, to representatives of the First 5 California or its designee, or the State Auditor for on-site monitoring, reviews, and audits. Records must be maintained for a period of three years after final payment of program expenditures. However, in cases where an audit has been requested by a state agency that remains unresolved, records must be maintained until the audit is resolved. The funded program shall abide by generally accepted auditing standards and record-keeping requirements.

16. Dispute Resolution

In the event of a dispute, the Executive Director of the First 5 county commission, designated as the PoP Program Administrator, 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 purposes 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.

## First 5 California Power of Preschool (PoP) Bridge Quality Program Requirements

REQUIREMENT	PRESCHOOL (from 2005 RFA)	INFANT/TODDLER – CENTER-BASED	INFANT/TODDLER – Family Child Care Homes (FCCH)
Target Population	Universal in API 1-5 attendance areas	Economically disadvantaged (State preschool definition - Attachment G) in API 1-5 attendance areas	Economically disadvantaged (State preschool definition - Attachment G) in API 1-5 attendance areas
Diversity	Serve diverse populations, including children with disabilities/special needs and English language learners	Serve diverse populations, including children with disabilities/special needs and English language learners	Serve diverse populations, including children with disabilities/special needs and English language learners
Age	4 year olds have priority but may serve 3 year olds	Infant: use ELQIS when available Toddler: use ELQIS when available	Infant: use ELQIS when available Toddler: use ELQIS when available
Parent Fees	None	Continue pre-existing fees	Continue pre-existing fees
Screening	Periodic health/developmental screenings	Periodic health/developmental screenings	Periodic health/developmental screenings
Length of Day	Preschool equivalent to 3 hours/day	Full-day (6 or more hours)	Full-day (6 or more hours)
Curriculum and Articulation	Preschool content and performance standards and curriculum articulated with Kindergarten through third grade standards	Developmentally appropriate and articulated with preschool standards	Developmentally appropriate and articulated with preschool standards
Teacher/Provider: child ratio	3:24 or 2:20 with appropriate teacher qualifications	Infant: 3:1 (Title 5) or 4:1 (EHS) Toddler: 4:1	Infant: use ELQIS when available Toddler: use ELQIS when available
Group size	Sufficient size to prepare children for Kindergarten classroom experiences	Infant: 8 or 12 (EHS) Toddler: 12	Infant: use ELQIS when available Toddler: use ELQIS when available
Food	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards
Transition Support	For children entering preschool and preschoolers entering Kindergarten	For children entering preschool	For children entering preschool
Teacher/Provider Qualifications	See Attachment A1	See Attachment A1	See Attachment A1
Additional Teacher/Provider	Staff will participate in professional development to educate children	Staff will participate in professional development to educate children	Staff will participate in professional development to educate children

**ATTACHMENT A**

<b>REQUIREMENT</b>	<b>PRESCHOOL (from 2005 RFA)</b>	<b>INFANT/TODDLER – CENTER-BASED</b>	<b>INFANT/TODDLER – Family Child Care Homes (FCCH)</b>
Requirement	with varied language and cultures, and children with disabilities and other special needs	with varied language and cultures, and children with disabilities and other special needs	with varied language and cultures, and children with disabilities and other special needs
Environmental Rating Scales	Entry level: ECERS 4.0, obtained by averaging the indicators For programs continuing from PoP Demonstration only: within 24 months, score of 5, obtained by averaging the indicators	ITERS-R 4.0, obtained by averaging the indicators	ITERS-R 4.0, obtained by averaging the indicators
Principles on Equity	County commission and partners' commitment to First 5 California Principles on Equity	County commission and partners' commitment to First 5 California Principles on Equity	County commission and partners' commitment to First 5 California Principles on Equity
Evaluation	See Attachment B	See Attachment B	See Attachment B
Budget	Submit one-year budget projections in support of quality enhancement	Submit one-year budget projections in support of quality enhancement	Submit one-year budget projections in support of quality enhancement
Families	Implement family outreach and involvement	Implement family outreach and involvement	Implement family outreach and involvement
Connections	Connect with wrap around child care and other family supports as needed	Connect with family supports as needed	Connect with family supports as needed

**NEW REQUIREMENTS SINCE 2005 RFA HIGHLIGHTED IN GREEN**

**PENDING DECISIONS HIGHLIGHTED IN YELLOW**

**First 5 California Power of Preschool (PoP) Bridge  
Teacher/Provider Qualification Quality Levels and Reimbursement  
for Preschool (Pre-K) and Infant Toddlers (I/T) – Center-Based and Family Child Care Homes (FCCH)**

Quality Level	Criteria for Preschool and Infant/Toddler (Center-Based)	Criteria for Infant/Toddler ** (FCCH)	Annual Per Child Rate for NEW space		Annual Per Child Rate for IMPROVED space	
			Pre-K	I/T	Pre-K	I/T
Entry Level	<b>Master Teacher:</b> 24 units of college-level work in early childhood education (ECE), including designated core courses and 16 general education units*	State licensing requirements and: 6 units of college-level work in ECE	\$800	Center \$1,200	\$250	Center \$1,000
	<b>Assistant Teacher:</b> 6 units of college-level work in ECE			FCCH \$600		FCCH \$500
Advancing Level	<b>Master Teacher:</b> 60 units of college-level work (or AA) with 24 units of college-level work in ECE, including designated core courses and 16 general education units*	State licensing requirements and: 12 units of college level work in ECE (recommend 30 units of college-level work)	\$1,000	Center \$2,500	\$300	Center \$2,000
	<b>Assistant Teacher:</b> 12 units of college level work in ECE (recommend 30 units of college-level work)			FCCH \$1,250		FCCH \$1,000
First 5 Quality Level	<b>Master Teacher:</b> BA plus 24 ECE units (including core*), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director	State licensing requirements and: Associate's degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)	\$1,200	Center \$5,000	\$350	Center \$3,000
	<b>Assistant Teacher:</b> Associate's degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)			FCCH \$2,500		FCCH \$1,500

\* Core courses & general education units as defined for the Child Development Permit (<http://www.ctc.ca.gov/>)

\*\* Option One follows FCCH criteria & rates as stated above; Option Two requires FCCH provider to meet Master Teacher criteria for I/T Center-based rates. Refer to 4-29-10 e-mail from Sarah Neville-Morgan for more information.

**Schedule of Income Ceilings  
for  
Child Care and Development Programs**

<b>Family Size</b>	<b>Family Monthly Income</b>	<b>Family Yearly Income</b>
1 – 2	\$3,518	\$42,216
3	\$3,769	\$45,228
4	\$4,188	\$50,256
5	\$4,858	\$58,296
6	\$5,528	\$66,336
7	\$5,653	\$67,836
8	\$5,779	\$69,348
9	\$5,904	\$70,848
10	\$6,030	\$72,360
11	\$6,156	\$73,872
12	\$6,281	\$75,372

Source: <http://www.cde.ca.gov/sp/cd/ci/mb0713.asp>

**Management Bulletin 07-13**

**Child Development Division**

<b>Subject:</b> Updated Child Development Income Ceilings	<b>Number:</b> 07-13
<b>Authority:</b> California <i>Education Code</i> sections 8263(f) and 8447(e)	<b>Date:</b> October 2007
	<b>Expires:</b> When Superseded

## First 5 California PoP Bridge

### Data Collection and Evaluation Requirements

In alignment with the PoP Bridge Quality Criteria, PoP programs agree to participate in all statewide evaluation processes to demonstrate the benefits of program participation for young children. The evaluation results will demonstrate the:

- change in quality services available.
- change in teacher quality.
- developmental progress of participants.

PoP Bridge are required to use the First 5 California Web-based reporting form to report the required data and evaluation results. This includes:

Data collection	<p>At the end of the program year, report demographic information, including the number of participants served, ethnicity/race, and counts of special needs and English learner children. Report infants and toddlers separate from preschoolers.</p> <p>(Mid-year, an additional demographic report is required that includes a description of challenges/successes, etc. Refer to Attachment B1 of the PoP Bridge Program Request for Funding.)</p>
Desired Results Developmental Profile-Revised (DRDP-R)	<p>At the end of the program year, report the age-appropriate DRDP-R results. The DRDP-R is a comprehensive assessment tool used to measure the developmental progress of PoP participants.</p>
Early Childhood Environment Rating Scale-Revised (ECERS-R)	<p>At the end of the program year, report the ECERS-R results. The ECERS-R is an assessment tool used to measure process quality in the preschool program environment.</p>
Infant and Toddler Environment Rating Scale- Revised (ITERS-R)	<p>At the end of the program year, report the ITERS-R results. The ITERS-R is an assessment tool used to measure process quality in the program environment of children through 30-months old.</p>
Evaluation questions	<p>At the end of the program year, respond to the required evaluation questions. The required questions are included in the following evaluation plan along with potential data sources.</p> <p>Respond to evaluation questions separately for infants and toddlers programs.</p>
Local evaluations	<p>Submit copies of local PoP evaluations at year-end.</p>

**First 5 California Commission for Children and Families**  
**Evaluation Questions and Data Collection Plan for Fiscal Year 2010-2011 Power of Preschool Bridge Sites**

First 5 CA Evaluation Question	Core Measures	Optional Measures	Data Sources	Data Collection Strategy
<p>1. What are the most effective outreach strategies for parents?</p>	<ul style="list-style-type: none"> <li>• Describe outreach strategies used to enroll <b>programs/providers</b>. If your approaches have changed over time, describe why. (E.g., "we initially sent out flyers but found that community workshops were much more effective.")</li> <li>• #/% of provider types enrolled (Head Start, state preschool, school-based, private nonprofit, private for-profit, family child care homes)</li> <li>• Describe outreach strategies used to enroll <b>families</b> (if applicable). If not applicable, describe why. (E.g., "Our policy is to leave enrollment of families up to individual program sites." Or, "For this first year, we focused solely on enrolling programs.")</li> <li>• Total # of POP spaces planned for Year 1 (based on proposal to First 5 CA)</li> <li>• # of POP spaces enrolled as of October 31, 2010</li> <li>• # of POP spaces not enrolled as of October 31, 2010</li> <li>• Describe reasons for any disparities between # of spaces planned and # enrolled (e.g., no toilets)</li> </ul> <p><b>IF APPLICABLE:</b></p> <ul style="list-style-type: none"> <li>• How did PoP <b>applicants</b> hear about the program? (#/% of applicants hearing about the program via each method described) Consider all applicants to the program from July 1, 2010 – June 30, 2011.</li> <li>• How did PoP <b>enrollees</b> hear about the program? (#/% of enrollees hearing about the program via each method described: overall and by race/ethnicity; ELL; special needs status of children). Consider all enrollees to the program from July 1, 2010 – June 30, 2011.</li> </ul>	<ul style="list-style-type: none"> <li>• # of children on waiting list for POP spaces as of October 31, 2010</li> <li>• % of children in target catchment area enrolled in POP programs as of October 31, 2011</li> <li>• How did PoP <b>applicants</b> hear about the program? (Optional to report this information for subgroups: by race/ethnicity; ELL; special needs status of children)</li> </ul>	<p>Program administrative and accountability data</p> <p>Narrative (for description of outreach efforts)</p>	<p>POP child/family application and enrollment data collected</p> <p>Program Director Survey or interviews for info re: waiting lists, list of outreach strategies used</p>

**First 5 California Commission for Children and Families**  
**Evaluation Questions and Data Collection Plan for Fiscal Year 2010-2011 Power of Preschool Bridge Sites**

First 5 CA Evaluation Question	Core Measures	Optional Measures	Data Sources	Data Collection Strategy
<p>2. Are outreach and other efforts effectively including children already identified with disabilities and other special needs in First 5 POP programs?</p>	<ul style="list-style-type: none"> <li>• #/% of children enrolled in POP programs who had special needs upon enrollment</li> <li>• #/% of children enrolled in POP programs who had special needs as of June 30, 2010 [in other words, were id'd during the year]</li> <li>• Describe any special outreach efforts made to encourage children with special needs to enroll.</li> </ul>	<ul style="list-style-type: none"> <li>• How many children applied and were turned down and/or did not enroll? Describe the children who applied and were turned down and/or did not enroll. Why were they turned down? Why didn't they enroll?</li> <li>• Describe the range of disabilities among the children with special needs who were enrolled from July 1, 2010 – June 30, 2011.</li> </ul>	<p>Program administrative data</p>	<p>POP child/family application and enrollment data collected</p> <p>Program Director Survey or interviews</p>

**First 5 California Commission for Children and Families  
Evaluation Questions and Data Collection Plan for Fiscal Year 2010-2011 Power of Preschool Bridge Sites**

First 5 CA Evaluation Question	Core Measures	Optional Measures	Data Sources	Data Collection Strategy
<p><b>3.</b> Are more children receiving screening and assessments, provided appropriate services, and effectively included in First 5 PoP Bridge programs?</p>	<ul style="list-style-type: none"> <li>• What screening tools are being used?</li> <li>• For each tool: For which children is this tool used? When is it administered? Who administers it? [descriptive information]</li> </ul> <p>[Note: assumption is that all sites are using the ASQ as a screening tool. If this is not correct, make sure to identify the tool(s) being used.]</p> <ul style="list-style-type: none"> <li>• For each screening tool used: From July 1, 2010 - June 30, 2011, how many children were screened in the past year?</li> </ul> <p>For each of the following, report for whole group and also report by ethnic/race and ELL breakdowns:</p> <ul style="list-style-type: none"> <li>• From July 1, 2010- June 30, 2011, #/% of children screened who were referred for assessment in the past year</li> <li>• What inclusion practices (if any) are being implemented within POP programs? [descriptive]</li> </ul>	<ul style="list-style-type: none"> <li>• #/% of children referred to what types of additional services over the course of the year</li> <li>• From July 1, 2010 – June 30, 2011, of children referred for assessment, #/% of children that received services</li> </ul>	<p>Program administrative and accountability data</p> <p>Narrative (for description of inclusion practices)</p>	<p>Director survey/interview</p> <p>Administrative data collection from programs</p>

**First 5 California Commission for Children and Families**  
**Evaluation Questions and Data Collection Plan for Fiscal Year 2010-2011 Power of Preschool Bridge Sites**

First 5 CA Evaluation Question	Core Measures	Optional Measures	Data Sources	Data Collection Strategy
<p><b>4. Are quality criteria effectively implemented in the programs?</b></p> <p><b>Note:</b> An “outside rater” is defined as an individual or team that is not a current or former employee (within the past 12 months) of the program/provider being rated. Such individuals should have demonstrated inter-rater reliability.</p>	<ul style="list-style-type: none"> <li>• Average global ECERS-R/ITERS scores of participating centers, as measured by an outside rater. Report every two years, indicating when the ECERS-R/ITERS was administered, and by whom.</li> <li>• Average global FDCRS (FCCERS) scores of participating family child care homes, as measured by an outside rater. Report every two years, indicating when the FDCRS (FCCERS) was administered and by whom.</li> <li>• Report separately for master teachers and for assistant teachers: As of July 1, 2010 (or beginning of the site’s school year), #/% of POP master/assistant teachers who:               <ul style="list-style-type: none"> <li>○ Have a CDA, AA, BA, MA in ECE or relevant field (report highest degree)</li> <li>○ Are entry, advancing, First 5 quality [i.e., Level]</li> <li>○ By highest permit level held [i.e., assistant teacher, associate teacher, teacher, master teacher, program director]</li> </ul> </li> <li>• As of 6/30/10, #/% of POP master teachers/assistant teachers who:               <ul style="list-style-type: none"> <li>○ Have a CDA, AA, BA, MA in ECE or relevant field (report highest degree)</li> <li>○ Are entry, advancing, First 5 quality [i.e., Level]</li> <li>○ By permit level</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Annual ratings of ECERS-R/FDCRS (FCCERS)</li> <li>• Mean ratings of classroom quality on any other measures (e.g., ELLCO, SELA, CLASS, etc.)</li> <li>• Structural quality measures (e.g., child to staff ratio, physical environment, health and safety, etc.)</li> <li>• Match of teacher ethnicity/race/language with student population</li> <li>• As of [date], number and type of trainings/professional development opportunities during the year</li> <li>• As of date, number of staff who attended trainings/professional development opportunities during the year</li> <li>• Type of personal education planning/supports provided to teachers</li> <li>• For each of the 13 quality standards: define it and monitor presence/absence</li> <li>• Retention</li> <li>• From 7/1/10 - 6/30/11, average # of degree-related/permit-related units completed by POP master teachers; by PoP assistant teachers</li> <li>• Subgroup data: #/% of POP master/assistant teachers by degree, by level, by permit level AND by ethnicity/race and language(s) of instruction</li> </ul>	<p>ECERS-R/ITERS and FDCRS (FCCERS)</p> <p>Program administrative and accountability data</p>	<p>Classroom observations</p> <p>Program director survey/interview</p> <p>Administrative data collection</p> <p>Teacher survey</p>

**First 5 California Commission for Children and Families**  
**Evaluation Questions and Data Collection Plan for Fiscal Year 2010-2011 Power of Preschool Bridge Sites**

First 5 CA Evaluation Question	Core Measures	Optional Measures	Data Sources	Data Collection Strategy
<p><b>5.</b> Do more teachers and administrators have the expertise to include and effectively support children with disabilities and other special needs, and children who are English language learners?</p>	<ul style="list-style-type: none"> <li>• Describe courses/trainings provided through PoP to help teachers gain skills in working with ELLs or children with special needs.</li> <li>• As of June 30, 2011, #/% of teachers trained through PoP funds to work with ELLs</li> <li>• As of June 30, 2011, #/% of teachers trained through PoP funds to work with children with special needs</li> <li>• As of June 30, 2011, #/% of administrators trained through PoP funds to work with ELLs</li> <li>• As of June 30, 2011, #/% of administrators trained through PoP funds to work with children with special needs</li> <li>• If additional training is available through funds that have been leveraged by PoP funding, describe the training provided and numbers of individuals served (if available).</li> </ul>	<ul style="list-style-type: none"> <li>• % of teachers reflecting children's cultural/linguistic background</li> <li>• As of June 30, 2011, #/% of teachers who have special degree and/or certification to work with ELLs</li> <li>• As of June 30, 2011, #/% of administrators who have special degree and/or certification to work with ELLs</li> <li>• As of June 30, 2011, #/% of teachers who have special degree and/or certification to work with children with special needs</li> <li>• As of June 30, 2011, #/% of administrators who have special degree and/or certification to work with children with special needs</li> </ul>	<p>Child development permit data from the California Department of Education</p> <p>Program-level personnel data</p> <p>Program administrative and accountability data</p>	<p>Teacher survey/interviews</p> <p>Program Director survey/interviews</p>
<p><b>6.</b> Are parents included in, and satisfied with, the PoP Bridge programs?</p>	<ul style="list-style-type: none"> <li>• What strategies are used to include parents in POP programs? (descriptive)</li> <li>• Scores on DRDP parent survey (describe when it was administered). If possible, use the measurement in February 2011 (or closest to that date). If that is not available, then use the last measurement of the school year. Report aggregate scores for items 1-6 (not the open-ended responses), including the number of parents responding to each item.</li> </ul>		<p>Desired Results Parent Survey</p> <p>Narrative (for description of strategies to include parents)</p>	<p>Family interviews</p>

**First 5 California Commission for Children and Families**  
**Evaluation Questions and Data Collection Plan for Fiscal Year 2010-2011 Power of Preschool Bridge Sites**

First 5 CA Evaluation Question	Core Measures	Optional Measures	Data Sources	Data Collection Strategy
<p>7. Are children who participate in First 5 PoP Bridge programs better prepared to be successful in Kindergarten and Early Elementary grades?</p> <p>8. Are we closing the “achievement gap” experienced by the diverse populations of California’s youngest children, including those with disabilities and other special needs and English language learners?</p> <p>9. Which strategies and services most effectively promote positive outcomes for children, particularly children from diverse cultural and linguistic backgrounds?</p> <p>10. Which strategies and services most effectively promote positive outcomes for children with disabilities and other special needs?</p>	<ul style="list-style-type: none"> <li>• DRDP (revised)* scores for overall scale and for any subscales at beginning of preK year. (At the individual indicator level: Aggregate scores for all children/all programs in the demonstration site, along with the number of children included in the report.)</li> <li>• DRDP (revised)* scores for overall scale and for any subscales at end of preK year. (At the individual indicator level: Aggregate scores for all children/all programs in the demonstration site, along with the number of children included in the report.)</li> </ul> <p>This would permit statements such as the following:            “At the beginning of the preK year, only xx% of children across all PoP sites were at the integrating level in language. By the end of the year, yy% of children were at the integrating level.”  <b>OR:</b> “At the beginning of the preK year, xx% of children were just beginning to explore literacy. By the end of the year, just yy% of children were still at the beginning exploration level.”  <b>OR:</b> “Across the reporting PoP demonstration sites, children showed the most progress in desired results related to becoming effective learners. They showed less progress in areas related to personal and social competence. This suggests that programs might want to focus more attention on areas related to personal and social competence.”</p>	<ul style="list-style-type: none"> <li>• Results of any kindergarten entry screening tests (e.g., San Mateo/ San Francisco/Santa Clara approach)</li> <li>• Report aggregate scores by the following sub-groups:               <ul style="list-style-type: none"> <li>○ Special needs</li> <li>○ ELLs</li> <li>○ Ethnicity/race</li> <li>○ Program setting:                   <ul style="list-style-type: none"> <li>• Head Start</li> <li>• State preK</li> <li>• General child care</li> <li>• Private child care center</li> <li>• Family child care home</li> </ul> </li> <li>○ Curriculum</li> <li>○ Attendance data</li> <li>○ Gender</li> <li>○ Date of assessment</li> <li>○ Age of child at assessment</li> <li>○ Hours of instruction</li> <li>○ Quality of setting (e.g., ECERS-R or FDCRS/FCCERS scores)</li> </ul> </li> </ul>	<p>Program administrative data</p> <p>Pre-/post DRDP (revised)* scores</p>	<p>DRDP (revised)* as per recommended approach</p> <p>Kindergarten entry data: surveys of K teachers, parents; direct observation/testing of children</p>

\*First 5 California is committed to using and reporting data from the DRDP appropriately and responsibly. All reports including DRDP data will also include a brief description of the instrument and its appropriate uses.

**First 5 California Power of Preschool Bridge  
Mid-Year Participant Report**

	Preschool	Infant/Toddler
<b>A. Total Number of Participants Served to Date</b>	<input type="text"/>	<input type="text"/>

	Preschool Count	Infant/Toddler Count
<b>B. Participant Ethnicity/Race</b>		
1 Alaska Native/American Indian	<input type="text"/>	<input type="text"/>
2 Asian	<input type="text"/>	<input type="text"/>
3 Black/African American	<input type="text"/>	<input type="text"/>
4 Hispanic/Latino	<input type="text"/>	<input type="text"/>
5 Pacific Islander	<input type="text"/>	<input type="text"/>
6 White	<input type="text"/>	<input type="text"/>
7 Multiracial	<input type="text"/>	<input type="text"/>
8 Other	<input type="text"/>	<input type="text"/>
9 Unknown	<input type="text"/>	<input type="text"/>
<b>10 Total Count Ethnicities/Race</b>	0	0

<b>C. Disabled and Other Special Needs Participant Counts</b>		
1 Disabled/Special Needs	<input type="text"/>	<input type="text"/>
2 Not Disabled/Special Needs	<input type="text"/>	<input type="text"/>
3 Unknown	<input type="text"/>	<input type="text"/>

<b>D. English Language Learner (ELL) Participant Count</b>	<input type="text"/>	<input type="text"/>
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<b>E. Number Screened and Referred for Assessment</b>	<input type="text"/>	<input type="text"/>
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**F. Additional Information**  
Please use this space to record additional information about your PoP Bridge, such as PoP courses/training, changes in teacher quality, successes and challenges, etc.

## **PoP Bridge Principles on Equity**

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

The Principles on Equity address four major areas:

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

### **Inclusive Governance and Participation**

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

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

## Access to Services

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

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

## **Legislative and Regulatory Mandates**

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