



## **Request for Applications**

**First 5 Preschool  
Demonstration Projects**

**Guidelines and Tools for completing a  
First 5 Preschool Demonstration Project Application**

**November 2005**

**First 5 California  
501 J Street, Suite 530  
Sacramento, CA 95814**

This request for applications may be found at  
<http://www.cafc.ca.gov/rfp.htm>

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First 5 Preschool Demonstration Projects  
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### First 5 Preschool Demonstration Project Timeline

The proposed timeline for the second round of First 5 Preschool Demonstration Project applications, approved at the October 20, 2005 Commission meeting, is as follows:

June 1, 2005:	First 5 Preschool Demonstration Project Request for Applications released.
July 27, 2005:	Application deadline (first round).
<b>October 2005:</b>	<b>Announcement of First 5 Preschool Demonstration Projects (round one). State Commission approves the release of a second round of Preschool Demonstration Project Request for Applications and the awarding of funds for applications that meet the criteria and funding parameters.</b>
<b>October 2005 – February 2006:</b>	<b>First 5 County Commissions complete applications.</b>
<b>November 2005</b>	<b>Revised First 5 Preschool Demonstration Project RFA released.</b>
<b>February 15, 2006:</b>	<b>Applications submitted to First 5 California.</b>
<b>March 2006:</b>	<b>Review process completed and second round of First 5 Preschool Demonstration Projects approved, with funding reimbursable to November 2005. Funding for both first and second rounds of the First 5 Preschool Demonstration Projects ends on June 30, 2010.</b>

## Glossary and Resources for Completing the First 5 Preschool Demonstration Project RFA

### Acronyms:

AIR	American Institutes for Research	LEA	Local Educational Agency
CARES	Comprehensive Approaches to Raising Educational Standards	MOU	Memorandum of Understanding
CCFC	California Children and Families Commission	NAEYC	National Association for the Education of Young Children
CCFP	Child Care Food Program	NAFCC	National Association for Family Child Care
CDE	California Department of Education	PC	Private Child Care
DRDP	Desired Results Developmental Profile	PFA	Preschool For All
ECE	Early Childhood Education	POP	Power of Preschool
ELL	English Language Learners	RFA	Request for Applications
ERS	Environment Rating Scale (e.g., ECERS, FDCRS)	RFF	Request for Funds
FCCH	Family Child Care Home	SNP	Special Needs Project
GC	General Child Care	SP	State Preschool
HS	Head Start	SR	School Readiness
IA	Interagency Agreement	TA	Technical Assistance

### Definitions:

Entry-Level Criteria:	First 5 Quality Criteria #1-5, in addition to the minimum teacher qualifications for beginning Preschool Demonstration Projects as described in Criterion #6; review Attachment A
Improved Preschool Space:	“Publicly funded current and new preschool spaces,” including Head Start, State Preschool, General Child Care, and some Family Child Care Homes.
New Preschool Space:	“Newly publicly funded preschool spaces” in diverse provider systems, including non-subsidized spaces that are made available in an existing publicly funded program, such as Head Start, State Preschool, General Child Care, or in private centers and Family Child Care Homes/networks. These spaces would not be receiving federal or state subsidies for preschool hours in order to be viewed as “newly publicly funded” spaces.

### Resources:

- First 5 CCFC website: [www.cfcf.ca.gov](http://www.cfcf.ca.gov), Preschool for All: <http://www.cfcf.ca.gov/PFA.htm>, including:
  - Overview, Quality Criteria, and Questions and Answers
  - Preschool for All: Step by Step A Planning Guide and Toolkit
  - Toolkit #2: Developing a Local Preschool for All Plan
  - CARES RFF: <http://www.cfcf.ca.gov/rfp.htm>
- Power of Preschool website: <http://www.powerofpreschool.com>
- California Code of Regulations
  - <http://www.calregs.com/>
- California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov), including:
  - Child Development Attendance and Fiscal Reporting and Reimbursement Procedures [www.cde.ca.gov/14902](http://www.cde.ca.gov/14902)
  - California Department of Education – Child Development Division – Laws and Regulations (Audit Guide, CA Code of Regulations, CA Schools Accounting Manual, Education Code, Funding Terms and Conditions) [www.cde.ca.gov/sp/cd](http://www.cde.ca.gov/sp/cd)
  - Desired Results for Children and Families <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
  - Full-Day, Full-Year Early Care and Education Partnerships <http://www.cde.ca.gov/sp/cd/re/documents/edpartnerships.pdf>

## I. First 5 Preschool Demonstration Project Overview

### A. Background

The First 5 California Children and Families Commission (CCFC) approved \$100M for the Preschool Demonstration Projects in July 2003, of which \$90M funds the Preschool Demonstration Projects and \$10M funds quality elements such as technical assistance, monitoring, start-up, and evaluation. Subsequently, the First 5 CCFC approved the Preschool Demonstration Projects' Quality Criteria for selection and timeline for participation in January 2005. The Preschool Demonstration Projects are part of a larger First 5 CCFC Preschool Initiative that includes media and policy efforts, as well as Planning Projects and Technical Assistance Projects for First 5 County Commissions. First 5 Preschool Demonstration Projects will be identified as "Power of Preschool (POP) Demonstration Projects" to correspond with the new First 5 Power of Preschool website ([www.powerofpreschool.com](http://www.powerofpreschool.com)) and public education campaign. This RFA will use the terminology "First 5 Preschool Demonstration Projects" interchangeably with "First 5 Power of Preschool Demonstration Projects."

On October 20, 2005, First 5 CCFC announced seven First 5 County Commissions with applications that met the "Review Criteria." These First 5 County Commissions, together with strong local partners, approved for First 5 Demonstration Project funding are: Merced, San Joaquin, Ventura, San Francisco, San Mateo, Santa Clara, and Yolo.

The Commission also approved a second round of funding for Preschool Demonstration Projects to be awarded early next year using the same 14 Quality Criteria. Since the requested amount of First 5 CCFC funds for the approved Preschool Demonstration Projects totals approximately \$30 million, a balance of approximately \$60 million remains from the original allocation of \$90 million for Preschool Demonstration Projects. The Quality Criteria and funding period (November 2005 to June 2010) will remain the same for both Rounds One and Two.

The First 5 Preschool Demonstration Projects encompass the growing body of research that confirm what many parents, teachers, business leaders, and policy-makers know – when children attend high-quality preschools, they develop better emotional, intellectual, and social skills that benefit them throughout school and their lives. The research includes evidence of improved reading and math skills, less need for special education, fewer grade retentions, higher high school graduation rates, and less involvement in crime. The return on investment of public funds is substantial, between \$2.62 and \$7.00 for every dollar invested in high-quality preschool programs.<sup>1</sup>

Public support for preschool continues to grow since the 2003 First 5 survey that found that 80% of families with young children would send their children to a high-quality preschool program. There is strong support for the importance of preschool in closing the achievement gap of children entering kindergarten, and improving K-12 education. The partnership connects with the California Department of Education (CDE) Preschool Initiative that includes: developing early learning standards, building professional development for preschool teachers, implementing results-based accountability, and creating better transitions to kindergarten while involving stakeholders in all phases.

Policy support has kept pace with the release of the Universal Preschool Task Force Report (1998), the California Master Plan for Education (2002), legislation, private foundations such as the Packard

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<sup>1</sup> "Kids Can't Wait to Learn" Preschool California, 2004 & "The Economics of Investing in Universal Preschool Education in California" Karoly, L. & Bigelow, J. RAND, 2005

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Foundation and the advocacy work of Preschool California, and local initiatives. Examples of First 5 County Commission initiatives include: five counties that have begun implementation, plus the eleven First 5 Preschool Planning Projects awarded in 2003, and the approximately twenty counties participating in technical assistance.

### **B. Purpose and Scope**

First 5 Preschool Demonstration Projects are a voluntary, high-quality, part-day preschool program for all four year-olds (or three and four year-olds) at a system-level (school district(s), city or county) that is designed to implement the preschool recommendation of California's Master Plan for Education. The program will assist children in becoming personally, socially, and physically competent, effective learners, and ready to transition into kindergarten and the elementary grades. The First 5 Quality Criteria were developed through a collaborative process that began in 2003 and included First 5 County Commissions and the stakeholders involved with drafting AB56 (2004).

The First 5 Preschool Demonstration Projects are designed to build on and integrate with the existing public and private providers of preschool programs. At entry, all First 5 Preschool Demonstration Project facilities will be licensed (Title 22) and meet regulatory quality standards for the State Preschool Program (Title 5)<sup>2</sup> and other First 5 entry-level Quality Criteria as described in Criteria #1-5, in addition to the minimum teacher qualifications for beginning sites as described in Criterion #6. The goal is to have the Demonstration Projects meet the First 5 Quality Criteria within 5 years through local policy and fiscal commitments that receive additional support from First 5 CCFC. The expanded version of the First 5 Preschool Demonstration Project Quality Criteria is found in Attachment A.

The purposes of First 5 Preschool Demonstration Projects:

1. Demonstrate the impact of voluntary preschool for all four year-olds (or three- and four- year-olds) on children's readiness for school and schools' readiness for children in a limited number of school districts, cities and counties representing California's language, cultural, and geographic diversity (education reform);
2. Provide a learning 'lab' for coordinated strategies, funding streams (including cost and finance models), and partners to implement high quality preschool programs in diverse settings (models for systems change);
3. Reduce disparities in children's outcomes by effectively addressing the language/cultural diversity of California's children and their families and providing programs inclusive of children with disabilities and other special needs (First 5 CCFC Equity Principles);
4. Inspire public will to expand preschool for all California children and fully implement the California Master Plan for Education preschool recommendation (policy/funding).

The First 5 CCFC will support local policy and fiscal commitments by contributing to quality improvements, such as higher teacher salaries when qualifications are achieved for 'new' and 'improved' preschool spaces. First 5 County Commission applicants will be responsible for the administrative functions for program and fiscal operation of the Preschool Demonstration Project. Administration will include strategies such as: outreach activities to families and providers, parent involvement strategies, interagency agreements with key partners, training to provide inclusive preschool services for children with disabilities

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<sup>2</sup> Title 5, Title 22 and the Education Code are available on line through the CDE web site: [www.cde.ca.gov](http://www.cde.ca.gov). Click on "Specialized Programs" at the top right, then "Child Development" on the left, then scroll down to "Laws, Regulations, and Requirements" and click on that. Refer also to Attachment C: "Guidance on How to Address PFA Quality Criteria".

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and special needs, culturally and linguistically diverse preschool programs, monitoring compliance with applicable regulations and quality criteria, contract activities, and funding preschool providers.

### **C. Target Population**

A First 5 Preschool Demonstration Project must demonstrate a system-wide approach. The population targeted by the First 5 Preschool Demonstration Projects is children who are four year-olds or not yet eligible for Kindergarten. The goal is to phase in over five years to serve either:

- all preschoolers who are not yet eligible for Kindergarten (four year-olds, or three- and four- year-olds) that live in the attendance areas of school district(s) with at least 1000 four year-olds, or
- all four year-olds in a city or in a county with as close to 1000 preschoolers as possible.

It is important to provide a rationale for the projection of the percentage of preschoolers who will access the preschool program. If a county has recently completed a community survey of parent demand for free, high quality preschool, use that percentage as the basis. If a parental survey of preschool has not been completed, use at least 70 percent as the take-up rate. 70 percent has been cited throughout the media and research and reflects the parent demand for preschool in the states of Georgia and Oklahoma. As provided in the technical assistance, 70 percent of the preschool children in the school district(s), city, or county system attendance area is to be the floor and not the ceiling for the number of children to be served in a Preschool Demonstration Project by the fifth year of the five-year project period. Please reference the RFA Questions and Answers document for additional information.

Implementation will begin by focusing on developing preschools in underserved and high-priority communities, including communities with schools that have a current Academic Performance Index score in deciles 1-5. Preschools will appropriately serve children with diverse languages and cultures, as well as provide affirmative inclusion for children with disabilities and other special needs. Children with disabilities or other special needs (using the First 5 Special Needs Project definition) will be served, as appropriate. Implementation strategies are detailed in the “Expanded First 5 Preschool Demonstration Project Quality Criteria” (Attachment A).

### **D. Funding:**

First 5 Preschool Demonstration Projects will provide a common framework for financial and policy commitments and for quality standards with the goal of becoming part of California’s public education system. First 5 CCFC has committed \$90M to contribute to the County Commissions’ Preschool Demonstration Projects over 5 years (approximately November 2005 – June 2010) for funding new and improved preschool spaces in district(s), city, or countywide systems. This RFA addresses the balance of \$60M remaining for Preschool Demonstration Projects. The First 5 CCFC funds will be awarded to First 5 County Commissions and will be reimbursable back to November 2005.

The goal is to expand preschool spaces (approximately 10,000 spaces/year) and improve preschool quality (approximately 20,000 spaces/year) using First 5 CCFC contributions of approximately \$12M/year for new preschool spaces and \$7M/year for improved quality. First 5 CCFC funds will:

1. Contribute to funding preschool spaces when First 5 Quality Criteria are met. Approximately:
  - \$350 for an improved preschool space, defined as “publicly funded current and new preschool spaces,” including Head Start, State Preschool, General Child Care, and some Family Child Care Homes, and
  - \$1200 for a new preschool space, defined as “newly publicly funded preschool spaces” in diverse provider systems. Included in this category are non-subsidized spaces that are made available in an existing publicly funded program, such as Head Start, State Preschool,

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General Child Care, or in private centers and Family Child Care Homes/networks. These spaces would not be receiving federal or state subsidies for preschool hours in order to be viewed as “newly publicly funded” spaces.

2. Contribute to spaces that meet entry-level First 5 Quality Criteria and fund incremental levels of quality improvements that advance towards First 5 Quality Criteria (P-Forms 5, 6, and 7). First 5 CCFC reimbursement may be used to contribute to providers’ salaries and the costs of a Preschool Demonstration Project “system of quality improvements” as the Preschool Demonstration Project ramps up to system-wide full access to high quality preschool spaces. Some publicly funded programs may meet entry-level requirements for First 5 Preschool Demonstration Project minimum reimbursement. The First 5 CCFC contribution could be pooled to support preschool service and quality improvement costs for the Preschool Demonstration Project.

This RFA represents First 5 CCFC’s contribution to voluntary, free, high-quality preschool in local communities at a system-level (district(s), city, or county). If other preschool funding becomes available, First 5 CCFC funds for Preschool Demonstration Projects may be used to provide preschool to three year-olds or for other necessary supports for high quality preschool or for other First 5 CCFC priorities. Should such other preschool funding become available, First 5 CCFC may establish a new application and approval process for redirection of funds.

Approximately \$1M of the First 5 CCFC approval of \$10M for quality enhancements has been allocated for technical assistance for counties at varying stages of planning and implementing preschool. In addition, on October 20, 2005, the First 5 CCFC Commission allocated up to \$3 million total over 5 years for technical assistance from the quality set-aside of \$10 million. A proposal will be developed with the First 5 County Commissions participating as Preschool Demonstration Projects and with partners such as the California Department of Education and the Packard Foundation. Allocation of the remaining \$6M will be determined through input from the selected Preschool Demonstration Projects and First 5 CCFC. Possible investments include evaluation, monitoring, technical assistance, workforce development, and Project start-up costs.

### **E. Expected Project Outcomes and Evaluation**

First 5 CCFC will collaborate with First 5 Preschool Demonstration Projects, other interested First 5 County Commissions, the California Department of Education, and partners to design an evaluation process for Preschool Demonstration Projects that is integrated with the First 5 statewide evaluation system and can also address local program improvement and program effectiveness questions. First 5 CCFC is committed to implementing the new Evaluation Framework that supports sampling, when appropriate, and a longitudinal study of the First 5 Preschool Demonstration Projects in collaboration with First 5 County Commissions and partners. Statewide evaluation of Preschool Demonstration Projects will be included in the First 5 CCFC Evaluation Contract to be awarded early next year. The goal for the First 5 Preschool Demonstration Project evaluation is to demonstrate benefits to young children that are measurable across the 5 domains (as defined by the National Education Goals Panel) of children’s learning and development through the early elementary grades. Results will include: high quality preschool services available to all 4 year-olds; demonstrated progress for participating preschoolers; improved school readiness success indicators (e.g., Kindergarten entry measures); and school success continuing through 3<sup>rd</sup> grade (e.g., retention, 3<sup>rd</sup> grade reading test scores).

The First 5 Preschool Demonstration Projects will participate in the First 5 statewide evaluation, use PEDS (or First 5 CCFC approved system that links directly to PEDS), include the Special Needs Project module adapted for Preschool Demonstration Projects, obtain confidentiality consent forms using First 5

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standardized language for participants, and agree to share preschool data with First 5 CCFC and its designees. Application budgets need to demonstrate that funds and qualified staff will be allocated for evaluation of the project. Both the local and First 5 CCFC funds may be used to support the evaluation. Potential data sources may include the CDE Desired Results system, the Kindergarten Entry Profile, and standardized tests from early elementary school. The First 5 Preschool Demonstration Project evaluation team will identify measures to be used, and every effort will be made to reduce the data collection burden on preschool providers. Data will be disaggregated by age, ethnicity, language, and specific disabilities and other special needs. A chart highlighting the evaluation questions and potential data sources for First 5 Preschool Demonstration Projects, as approved by First 5 CCFC, is included in Attachment B.

First 5 Preschool Demonstration Projects will also participate in the CDE Desired Results system, which includes the child's developmental profile, the parent survey, an environment rating scale, an annual self-assessment, the development and implementation of an annual plan for each provider consistent with Title 5 (Chapter 19, Subchapter 12, Section 18279), and participation in external review processes.

The proposed evaluation questions, as approved by First 5 CCFC in January 2005, are:

### **First 5 Preschool Demonstration Project OUTCOME EVALUATION**

1. Are children who participate in First 5 Preschool Demonstration Project programs better prepared to be successful in Kindergarten and Early Elementary grades?
2. 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?
3. Are more children receiving screening and assessments, provided appropriate services, and effectively included in First 5 Preschool Demonstration Project programs?
4. Are outreach and other efforts effectively including children already identified with disabilities and other special needs in First 5 Preschool Demonstration Project Programs?
5. Do more preschool 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?

### **First 5 Preschool Demonstration Project PROCESS EVALUATION**

1. Are quality criteria effectively implemented in First 5 Preschool Demonstration Project programs?
2. Which Preschool Demonstration Project strategies and services most effectively promote positive outcomes for children, particularly children from diverse cultural and linguistic backgrounds?
3. Which Preschool Demonstration Project strategies and services most effectively promote positive outcomes for children with disabilities and other special needs?
4. What are the most effective Preschool Demonstration Project outreach strategies for parents?
5. Are parents included in, and satisfied with, the First 5 Preschool Demonstration Project programs?

## **F. Linking to First 5 Policies, Projects and Initiatives**

Access to quality preschool is an important strategy in achieving "school readiness." The First 5 projects and initiatives provide opportunities to focus intensive efforts on particular areas and disseminate the information broadly through all First 5 efforts and statewide initiatives. First 5 Preschool Demonstration

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Projects will continue to build on, and connect with, new and existing projects and research. The applications will need to describe the First 5 connections, including:

1. **First 5 Equity Principles (Attachment D):** First 5 Preschool Demonstration Projects will implement the four major components of the First 5 Equity Principles (inclusive governance and participation; access to services; legislative and regulatory mandates; and results-based accountability) by starting in high priority/underserved communities, by providing estimates of the number (or percentage) of children with disabilities and other special needs to be served, and by evaluating the effectiveness of preschool strategies on the achievement of children with diverse languages and cultures and children with disabilities and other special needs.
2. **School Readiness (SR) Initiative:** Ultimately, preschool will be for all children. The First 5 Preschool Demonstration Projects will begin in high-priority communities served by SR Programs to provide supports for preschoolers and their families through the coordinated foundation provided by the First 5 SR Programs. The focused (but limited) First 5 resources invested in Preschool and Special Needs “demonstration projects” will leverage learning about effective strategies and disseminate this information through all SR Programs statewide.
3. **Special Needs (SN) Projects:** Both the First 5 Preschool Demonstration Projects and the SN Projects will build on the platform developed by the SR Programs. This includes utilizing local capacity, resources and expertise to support quality services, as defined in the projects. Promising practices in screening, referral, service provision, and inclusion identified in the SN Projects, are required elements for adoption by First 5 Preschool Demonstration Projects. Some Preschool Demonstration Projects will include SN Projects, creating even stronger connections to system enhancements and promising practices identified by the SN Projects. Strong connections among SR, SN and Preschool Demonstration Projects will support consistent and high quality systems for children with disabilities and other special needs, including those with mental health needs, who may or may not qualify for mandated services.
4. **Comprehensive Approaches to Raising Educational Standards (CARES):** The development of an educated early learning workforce that receives equitable compensation is critically important to the quality of preschools. Based on evaluation findings from the pilot phase, continuation of the project was approved by the State Commission with an additional investment of up to \$30M for July 2005 through January 2009 with several program modifications. First 5 CCFC is working with the California Department of Education (CDE) and the AB 212 guidelines, as well as promoting collaboration with other agencies, colleges, and universities.
5. **Facilities:** The need for facilities is a well-known challenge to the expansion of preschool programs. The First 5 Preschool Demonstration Projects will work with local partners to maximize the use of existing facilities. Also, First 5 CCFC is providing \$3M over three years to Constructing Connections of the ABCD Initiative to expand and improve ECE facilities through technical assistance and local capacity building. Two of the seven first round Preschool Demonstration Projects, Ventura and Merced, are also ABCD demonstration projects. The other eight ABCD demonstration projects are: Amador/Calaveras, Kern, Los Angeles, Orange, Riverside, San Bernardino, Sacramento, and Solano. Discussions are taking place to provide a resource center for counties other than the 10 ABCD demonstration sites, so First 5 Preschool Demonstration Projects will be able to access guidance and expertise as needed. It will be important to continue incentives (e.g., matching funds), support for legislation and related bond measures, and technical assistance on participation in local investment opportunities.

## II. Application Process

### A. Eligibility for Funding

1. Only First 5 County Children and Families Commissions are eligible to receive funding for First 5 Preschool Demonstration Projects under this RFA. First 5 County Commissions and their partners may apply in collaboration with local education agencies (school district(s) or county office of education), a city, a county, or a combination. Demonstration of local policy and fiscal commitments will be needed to demonstrate system-wide implementation throughout an entire school district or districts, or an entire city, or an entire county.
2. Each First 5 County Commission is eligible to be approved for one Preschool Demonstration Project.
3. A First 5 Preschool Demonstration Project applicant may apply for:
  - 3 quality levels (Entry Level, Advancing Level, and First 5 Quality Level), and
  - 3 reimbursement levels of funding for incremental quality levels in “new” preschool spaces and “improved” preschool spaces.

(Please see “Glossary and Resources for Completing the First 5 Preschool Demonstration Preschool RFA” page 5 or 32; and “Quality/Reimbursement Reference Chart” on page 33.)
4. Submission of an application does not guarantee selection for funding.

### B. Application Review Process and Decision Points

#### Review Process

The First 5 Quality Criteria described in the RFA (Section III.C and Attachment A) form the basis for the “Review Criteria.” Each First 5 Preschool Demonstration Project application will be reviewed against the “Review Criteria” and, if the application as a whole demonstrates substantial compliance with the “Review Criteria” and full compliance with minimum criteria, will be eligible for financial contribution from First 5 CCFC for the proposed Preschool Demonstration Project plan. The First 5 CCFC funding level may be adjusted depending on the level of interest from all applying counties. It is the intent of the First 5 CCFC to provide a financial contribution to County Commissions that meet the requirements and represent California’s linguistic, cultural and geographic diversity, submit a completed application by the due date, and whose other First 5 CCFC reports are current at time of funding.

The Applications do not compete against one another, but against the common standard that reflects First 5 CCFC Preschool Quality Criteria. Regardless of whether a project is provided a State Commission contribution, First 5 CCFC supports the development of a statewide Preschool Demonstration Project network that serves to promote the importance of high quality preschool experiences for all four year-olds. In addition, technical assistance is available to more counties than will receive First 5 CCFC Preschool Demonstration Project funding.

First 5 CCFC staff and partners will review each Preschool Demonstration Project application to ensure that a plan to meet First 5 Quality Criteria is articulated. A site visit or interview may be requested during this review process.

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### **Decision Points**

After reviewing the application, readers will provide a 'decision point' for each First 5 Preschool Demonstration Project application. These are the three possible decision points:

**Decision Point 1.** Your Preschool Demonstration Project application demonstrates ability to meet the "Review Criteria" and is approved for a First 5 CCFC financial contribution.

**Decision Point 2.** Your Preschool Demonstration Project application substantially meets the "Review Criteria" and is approved. First 5 CCFC financial contribution is not available at this time. The project is considered a part of the statewide network of First 5 Preschool Demonstration Projects that promotes high quality preschool programs for all four year-olds.

**Decision Point 3.** Your Preschool Demonstration Project application was determined either to not satisfactorily meet one or more of the "Review Criteria" or to be insufficient in scope or description to merit funding. The comments and recommendations from reviewers are provided to assist further program development.

### **C. Available State Funding**

A total amount of \$90M is available from First 5 CCFC for all Preschool Demonstration Projects over five years. This RFA addresses the balance of \$60M remaining after the first round of applications.

1. First 5 County Commissions and their local partners will demonstrate a strong local investment for their preschool efforts.
2. First 5 CCFC funds will:
  - a. Contribute to funding preschool spaces through a system-level approach (district(s), city, or county) when First 5 Quality Criteria are met.
  - b. Contribute to preschool spaces that meet entry-level standards by funding incremental levels of quality improvements that advance towards First 5 Quality Criteria (e.g., salary/benefit schedule). Reference P-Forms 5 and 6.
  - c. Contribute to the total cost of new and improved preschool spaces, including administrative, evaluation and other program costs. The exception is capital expenditures, such as facilities costs that cannot be funded with First 5 CCFC monies. (See the Attorney General's advisory: <http://www.cfc.ca.gov/PDF/Fiscal/FM01-06CapitalImprovements.pdf>.)
  - d. The contribution level is set for the duration of the First 5 Preschool Demonstration Projects and will not include cost of living adjustments.
  - e. A preschool space needs to be operational to be eligible for reimbursement.
  - f. Reimbursements will be based on: "Quality/Reimbursement Reference Chart" (pg.33).
3. First 5 CCFC funding will be reimbursable back to November 2005. Reimbursement claims will be reimbursed directly to the First 5 County Commission responsible for the Preschool Demonstration Project. Reimbursements will be issued as frequently as twice a year, upon receipt of appropriate reporting documentation as required by First 5 CCFC.
4. First 5 County Commissions and their local partners will identify funds allocated in the applicable fiscal years that directly support the Preschool Demonstration Project requirements and action plan to achieve the expected outcomes.
5. First 5 CCFC funds are available to First 5 County Commissions with selected Preschool Demonstration Projects through June 2010.

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6. First 5 Preschool Demonstration Projects will be required to fully participate during the 5-year project.
7. First 5 CCFC funds must supplement, not supplant, existing funds. (See the Attorney General's advisory on the First 5 CCFC web site at [www.ccfc.ca.gov/PDF/advisoryopinion123.pdf](http://www.ccfc.ca.gov/PDF/advisoryopinion123.pdf).)
8. All funds used to obtain First 5 CCFC Preschool Demonstration Project contribution must adhere to the guidelines in this RFA. The local cash match for workforce development through CARES must be separate from the local contribution for the full cost of preschool spaces.
9. If First 5 CCFC funds allocated to an approved Preschool Demonstration Project are not needed or cannot be used, funds may be redistributed to other Preschool Demonstration Projects in subsequent years.

### **D. Terms and Requirements**

#### **Selected Terms and Conditions**

1. All funds received from First 5 CCFC under the Preschool Demonstration Project will be expended solely for preschool services, management, evaluation, and other direct expenses addressing the new and improved preschool spaces provided through the First 5 Preschool Demonstration Project.
2. Counties will adhere to the scope of the project as described in the 2005-2010 First 5 Preschool Demonstration Project RFA.
3. Counties will develop a system-level approach (school district(s), city or county) for their First 5 Preschool Demonstration Project, starting in high-priority and underserved communities.
4. Counties must participate fully in a formal evaluation and data collection process administered by the State Commission and its designee.
5. Please note that First 5 Preschool Demonstration Projects are learning opportunities with the potential for State and County staff encountering obstacles in implementing stated policies. This may result in State Commission funds being withheld while policy issues are being resolved.

#### **Reporting**

Participating First 5 County Commissions are expected to adhere to the following fiscal and program reporting requirements:

- a. Provides progress and expenditure reports, reimbursement requests, and evaluation reports as requested;
- b. Accounts for revenues and expenditures (both State and local) of the First 5 Preschool Demonstration Projects separately in the annual audit. Certifies that funds were spent for new and improved preschool spaces as shown on P-Forms 4, 5 and 6.
- c. Declares any unexpended funds (both State and local);
- d. Adheres to contract responsibilities:
  - First 5 County Commissions can subcontract with another agency to implement the Preschool Demonstration Project as an intermediary;
  - The First 5 County Commission is responsible for the overall performance of the Preschool Demonstration Project 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.
- e. Failure to submit evaluation data/fiscal or program reports on any First 5 CCFC program or initiative may result in withholding further payments on this project or other First 5 CCFC program and initiative funding to the First 5 County Commission.

## **First 5 Preschool Demonstration Project RFA - November 2005**

### **Progress Reports**

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

1. Number and types of preschool spaces provided in the First 5 Preschool Demonstration Project;
2. Total number of children with disabilities and other special needs, and children speaking diverse languages;
3. Demonstration of progress on advancing the quality of preschool spaces (e.g., from 'entry level' to 'advancing level' to 'First 5 quality level'), and the number of preschool spaces;
4. Program supports and professional development opportunities;
5. Demonstration of outreach to and participation of a variety of preschool providers: high-priority and underserved areas, preschools that serve more children with disabilities and other special needs;
6. Program evaluation efforts/progress.

### **Expenditure Reports and Invoices**

First 5 County Commissions will be required to provide updates on local preschool funding sources and expenditures. Expenditure reports will include categories similar to those in the First 5 Preschool Demonstration Project RFA Budget Forms (P-Forms 3-7). These categories may be modified to reflect the final products from the First 5 Financial Management Workgroup and Government Finance Officers Association. County Commissions must account for revenues and expenditures and program performance in the annual audit and First 5 CCFC annual report.

Under the First 5 Preschool Demonstration Project reimbursement system, participating First 5 County Commissions will invoice First 5 CCFC once (and in the future, possibly twice) a year for actual number of children served in new and improved preschool spaces. The first invoice should be sent in July 2006 and cover program expenditures during the period of November 1, 2005 through June 30, 2006. The invoice categories will correspond to those found in the attached budget forms.

### **Records Maintenance**

The County Commission will establish internal controls and maintain accounting records to track expenditures and the use of project revenue. Records will be kept available by the First 5 County Commission for audit review and inspection by the State and CCFC during the projects' timeframe and for five years after final payment. First 5 CCFC funding and all associated records will be included in the county's annual audit.

### III. Application Content and Requirements

#### General Requirements

First 5 County Commissions submitting an application must comply with the instructions, format, and content requirements detailed in this section.

1. The **original** and **five (5) additional complete copies** of the application and a **disk or CD** transmitting the First 5 County Commission application in Microsoft Word format must be received by **5:00 p.m., Wednesday, February 15, 2006**. (Note: If attachments, such as MOUs, are not available electronically, these pages may be provided as part of the hard copies only.) Applications received after this time will **not** be accepted. Fax copies will **not** be accepted. Please mail to:

**Roberta Peck  
First 5 California  
501 J Street, Suite 530  
Sacramento, CA 95814**

All applications must be clearly labeled on the outside of the envelope with the application title:

**Request for Applications  
First 5 California Preschool Demonstration Projects**

Please note that each review team will need to review complete copies that include both First 5 County Commission (if applicable) and Preschool Demonstration Project information. Please reproduce copies on white paper and provide sequential page numbers with a table of contents for the entire application.

2. The application must be typed and legible. **Please use a reader-friendly, 12-point font size that does not exceed six lines per inch, with a one-inch margin on all sides.** Applications considered illegible by the application review team may be disqualified.
3. Staple (or use large clips) to hold the application together for submission. Do not use binders, covers, flat folders, sleeves, or include brochures or any other presentation aides.
4. Submission of an application constitutes a release of information and waiver of the agency's right to privacy with regard to information provided in response to the RFA. Ideas and format presented will become the property of First 5 CCFC.
5. Please follow the order and use the format as described in this RFA. The application must demonstrate the ability of the First 5 County Commission to meet all qualifications, requirements, and standards in this RFA.
6. The application **Cover Sheet** must be filled out completely and one copy must include an original signature of the person authorized to enter into contracts for the First 5 County Commission. Please sign in blue ink. This Cover Sheet lists assurances, agreements, and certifications required.
7. The **Summary** and **Narrative** describing the Preschool Demonstration Project is the heart of the application. Use it to explain the proposed Preschool Demonstration Project, describe who is served, what results are sought, how it achieves those results, and how it operates. Please be concise and use the "Guidance for Describing Operational Plan for First 5 Preschool Demonstration Project Quality Criteria" to describe how the proposed Preschool Demonstration Project meets the 14 Quality Criteria." Assume the readers are completely unfamiliar with your program, community, and acronyms. A Summary of one to two (1-2) pages and a Narrative section of approximately thirty (30) pages, not including attachments and Memoranda of

## First 5 Preschool Demonstration Project RFA - November 2005

Understanding, should be sufficient. The narrative must reference information that is included in attachments and MOUs and/or IAs, when appropriate.

8. The **Workplan** complements the Narrative plan by charting what will be done, by whom, and when. A one-year Workplan is required, that will be updated each year throughout the five-year Preschool Demonstration Project period.
9. The **seven** P-Forms must be completed according to the instructions. Expand if needed. Please reference the “Glossary and Resources for Completing the First 5 Preschool Demonstration Project RFA” (pages 5 or 32) and the “Quality/Reimbursement Reference Chart” (page 33). Please note the following:
  - P-Form 1 identifies the targeted area(s), the number of preschool spaces currently available, and the number of preschool spaces to be part of the Preschool Demonstration Project. A sample is included as reference.
  - P-Form 3 includes **four** (4) separate forms for calculating the cost of each type of preschool space per-child, per-year (newly publicly funded, Head Start, State Preschool, and General Child Care). Organize forms as needed. Please see *Developing Local Preschool Plans* and the *Preschool-for-All Toolkit* for additional assistance on how to complete these templates.
10. Attachments, including Memoranda of Understanding, contracts and letters of support, should include the name(s), job title(s), and phone number(s) of the person(s) from the collaborative partner who will serve an active role in the planning and funding of the Preschool Demonstration Project. Indicate how the collaborating partner will focus on specific emphasis areas and what specific resources may be available (the agreement may be contingent on funding). When appropriate, reference MOUs and/or IAs in the narrative; please see Attachment E.
11. If a MOU or agreement already exists with this partner agency, add a page specific to the Preschool Demonstration Project. MOUs or agreements typically contain a scope of work, term of agreement, specific description of services (including quantity/frequency), delineation of responsibilities, work plan and/or timeline, budget and/or funding to be provided, and signatures of both parties.
12. Any amendments to this RFA will be posted on the First 5 CCFC web site: [www.cfc.ca.gov/](http://www.cfc.ca.gov/)

### **First 5 Preschool Demonstration Project Application Guidance**

The First 5 Preschool Demonstration Project Guidance will be used in the review of Preschool Demonstration Project applications. There are several important points to consider:

- Regardless of an application’s selection for First 5 CCFC financial contribution, Preschool Demonstration Projects are encouraged to work towards First 5 Quality Criteria and to network as a statewide system of high quality Preschool Demonstration Projects.
- The “Review Criteria” apply to a systems approach to preschool, whether it is at a district level or citywide or countywide.
- A Preschool Demonstration Project can be considered eligible for First 5 CCFC financial contribution if it demonstrates ability to meet the 14 First 5 Preschool Demonstration Project Quality Criteria, as described below in the “Guidance for Describing Operational Plan for First 5 Preschool Demonstration Project Quality Criteria” and in the “Expanded First 5 Preschool Demonstration Project Quality Criteria” (Attachment A).
- Providers and administrators within Preschool Demonstration Projects are expected to agree to items that are referenced as assurances and provide documentation upon request. Provide assurances that include the responsible person and/or entity.

## First 5 Preschool Demonstration Project RFA - November 2005

- Attach, and reference in the narrative, Memoranda of Understanding/Interagency Agreements, contracts and/or letters of support that further illustrate how First 5 Quality Criteria are, or will be, met.
- Cross-reference any local quality criteria with the First 5 Preschool Demonstration Project Quality Criteria.

### Please complete the following:

**Cover Sheet** (see form on page 18)

**Summary** (1-2 pages)

**Narrative** (approximately 30 pages not including Memoranda of Understanding and Interagency Agreements)

- Addresses the 14 First 5 Preschool Demonstration Project Quality Criteria as identified by First 5 CCFC. The “First 5 Preschool Demonstration Project Application Guidance” is necessary to assure that the applicant is eligible and able to administer a Preschool Demonstration Project in their community. When appropriate, the narrative must reference MOUs and/or IAs when information pertinent to specific First 5 Quality Criteria is addressed; please see Attachment E.

**Workplan** (Year One) with assurances that updates will be provided for 2006-2010 (see sample format on page 28).

### P-Forms

Please refer to “Glossary and Resources for Completing the First 5 Preschool Demonstration Project RFA” (pages 5 or 32) and the “Quality/Reimbursement Reference Chart” (page 33).

- P-Form 1: Need for New and Improved Preschool Spaces (includes SAMPLE)
- P-Form 2: Phase-In of Preschool Spaces to First 5 Quality Criteria Over Five Years
- P-Forms 3:
  - P-Form 3(a): Projected Per-Child, Per-Year Cost of New Preschool Space
  - P-Form 3(b): Projected Per-Child, Per-Year Cost of Improving State Preschool to First 5 Quality Criteria
  - P-Form 3(c): Projected Per-Child, Per-Year Cost of Improving Head Start to First 5 Quality Criteria
  - P-Form 3(d): Projected Per-Child, Per-Year Cost of Improving General Child Care to First 5 Quality Criteria
- P-Form 4: First 5 County Reimbursement Rates for Preschool Spaces
- P-Form 5: Projected Number of Preschool Spaces at Three Quality Levels (2005-10)
- P-Form 6: Proposed First 5 CCFC Reimbursement for Preschool Spaces
- P-Form 7: Total Investment

**First 5 Preschool Demonstration Project RFA - November 2005**

**Cover Sheet**

**First 5 Preschool Demonstration Project Application**

**Return to:**  
 CA Children and Families Commission (CCFC)  
 501 J St., Ste. 530  
 Sacramento, CA 95814  
 ATTN: Roberta Peck

**Due: February 15, 2005**

**Part I: Application Information**

	Amount of CCFC Contribution Requested for First Year	Total Amount of CCFC Contribution Requested (11/05 - 6/10):
For First 5 CCFC Use	\$	\$

**Name of County Commission:**

Executive Director:		Contact Person:	
Address:		Address:	
City:	Zip Code:	City:	Zip Code:
Phone:	FAX:	Phone:	FAX:

**Part II: County Commission Signature** (Signature needs to be original)

**Agreements and Certifications:**

I certify that all First 5 CCFC and County Commission Prop. 10 funds will be used only to supplement existing levels of service and not to fund existing levels of service. No moneys shall be used to supplant state or local General Fund money for any purpose, pursuant to Revenue and Taxation Code section 30131.4. The First 5 CCFC issued an Advisory Opinion (November 15, 2001) defining “supplantation and supplementation” that is available at the CCFC website (<http://www.cfc.ca.gov/>).

I certify that First 5 County Commission will be responsible for the program and fiscal operation of the Preschool Demonstration Project, including any work provided through an intermediary. Management activities will include outreach activities to families and providers, interagency agreements with key partners, monitoring compliance with applicable laws (Title 5 and Title 22) and First 5 Quality Criteria, contract activities, and funding preschool providers.

The County Commission agrees to collect and report additional information and data that will be necessary for the evaluation of, and ongoing reporting on, the First 5 Preschool Demonstration Project.

Failure to submit evaluation data/fiscal or program reports on any First 5 California Matching Programs may result in withholding Preschool Demonstration Project reimbursement or other First 5 California match funding to the County Commission.

I certify that funds will be used as described in this Application.

\_\_\_\_\_  
 First 5 County Commission Chair’s Name

\_\_\_\_\_  
 First 5 County Commission Chair’s Signature

## First 5 Preschool Demonstration Project RFA - November 2005

### **Directions for Summary (1-2 pages):**

- a. Areas (school district(s), city, county) targeted as the First 5 Preschool Demonstration Project system with description and eligibility rationale.
- b. Goals and mission (including supply and demand for preschool, quality standards of current preschools, ramp-up plan).
- c. Source(s) and amount of local preschool investments.
- d. Amount of First 5 CCFC funds requested (annual and 5-year total).

### **Guidance for Describing Operational Plan for First 5 Preschool Demonstration Project Quality Criteria**

Please refer to “Expanded First 5 Preschool Demonstration Project Quality Criteria” in Attachment A and resources available in the Preschool Toolkits ([www.cfc.ca.gov](http://www.cfc.ca.gov) - under PFA).

**Please organize your application narrative (approximately 30 pages) according to the points listed below, labeling and addressing each point. Include program information according to the groupings of First 5 Quality Criteria described below.**

**When appropriate, the narrative must reference MOUs and/or IAs when information pertinent to specific Quality Criteria is addressed; please see Attachment E.**

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### **Program Criteria (1-5)**

- 1. Offer Universal, Voluntary, and Free Preschool Programs.**
- 2. Coordinate Accessible and High Quality Facilities through expansion and upgrades so all 4 year-olds in the designated district(s), city, or county have access to preschool.**
- 3. Start in Underserved and High Priority Communities.**
  - a. Provide assurances that preschool programs will be free and voluntary for all families within the selected “system” (school district(s), city, county).
  - b. Identify the targeted area(s) to serve as the First 5 Preschool Demonstration Project system (school district(s), city, county). Please describe the selection process, membership, timeframe, and other factors.
  - c. Provide data that assures phase in over five years to serve either:
    - All preschoolers who are not yet eligible for Kindergarten (four year-olds, or three- and four- year-olds) that live in the attendance areas of school districts with at least 1000 four year-olds, or
    - All four year-olds in a city or in a county with as close to 1000 preschoolers as possible.

Within the targeted system, explain the rationale and methodology used to describe the following:

- Potential demand for preschool spaces;

## First 5 Preschool Demonstration Project RFA - November 2005

- Available supply of qualified preschool providers, including number, type and quality level;
  - Percentage of preschoolers currently enrolled and the projected preschool take-up in First 5 Preschool Demonstration Projects;
  - 5-year plan for providing preschool spaces that meet quality criteria for both current First 5 Preschool Demonstration Project providers and for new providers to meet projected preschool enrollment. Describe how waiting lists will be handled.
- d. Explain how preschool will be offered at least one-half day during the regular school year based on the State Preschool time base of 3 hours per day program operating for a 175-day school year (or an equivalent plan).
- e. Describe how implementation will begin in underserved and high-priority communities, including schools with a current Academic Performance Index score in deciles 1-5 and communities with a very low supply of preschools (i.e., limited capacity).<sup>3</sup>
- f. Describe how the Preschool Demonstration Project is integrated with School Readiness Program sites and services.
- g. Describe how the Preschool Demonstration Project will ensure that providers use appropriate facilities that are clean, safe, accessible, inclusive, licensed, meet regulatory quality standards, and are well equipped with sufficient, appropriate materials and toys. Specifically, assure that at entry, and throughout the Preschool Demonstration Project, the enrolled preschool providers are licensed (Title 22) and meet regulatory quality standards for the State Preschool Program (Title 5; Chapter 19, Subchapter 12). Please describe the process for reviewing licensing records and providing required site monitoring visits (Title 5; Chapter 19; Subchapter 12, Section 18281).
- h. Describe the review instruments that are used to assess preschool providers, including NAEYC accreditation, and others such as ELLCO (Early Language and Literacy Classroom Observation). First 5 Entry-level Quality Criteria require providers to achieve a score of '5' or better on the Early Childhood Environment Rating Scale (ECERS) or Family Day Care Rating Scale (FDCRS) within the time period for which First 5 CCFC reimbursement funding is first requested (e.g., 6 or 12 months). A score may be determined by one of the following:
- CDE-CDD reviewer within last four years, or
  - Coordinated Compliance Review (CCR) or
  - Externally validated scorer (e.g., for NAEYC accreditation or Head Start).
- i. Provide assurances that Preschool Demonstration Project provider facilities and playgrounds meet the requirements of the Americans with Disabilities Act (ADA) and the California Building Standards Code.
- j. Describe the process used to assess, analyze, and maximize unused capacity within current public and private preschool programs/facilities.

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<sup>3</sup> The Geographic Information System (GIS) on the CCFC website ([www.cfc.ca.gov](http://www.cfc.ca.gov)) identifies School Readiness communities and the California Child Care Resource & Referral Network's website ([www.rnetwork.org](http://www.rnetwork.org)), under 'Our Research' identifies areas of low supply of licensed child care through supply maps.

## First 5 Preschool Demonstration Project RFA - November 2005

- k. Describe efforts for expansion of preschool facilities (such as Title 1, parcel tax, property tax, bond measures, the ABCD/Packard Partnership, LEA and Head Start and other ECE funding).
- 4. Serve Diverse Populations, including children with disabilities/special needs and children who are English language learners (Title 5, Chapter 19, Subchapter 12, Section 18273).**
  - 5. Develop Preschool Programs that meet First 5 Preschool Demonstration Project Quality Criteria using the 5-year timeframe (beginning with the baseline Title 5, Chapter 19, and Title 22).**
    - a. Provide assurance that preschool providers will understand and comply with the requirements of the State and federal Civil Rights laws. Provide an analysis of the preschool providers' current enrollment of children with diverse languages and cultures. Describe training activities to prepare preschool staff to serve children and families with diverse languages and cultures. Describe staffing patterns that will encourage participation by children and families with diverse languages and cultures. Estimate the targeted number (or percentage) of children with diverse languages and cultures that will be served.
    - b. Describe the periodic comprehensive screenings and developmental assessments to be provided through the Preschool Demonstration Project, including appropriate identification, treatment (intervention), and supportive services to be available for children enrolled in the preschool program. Who will perform these screenings and assessments? How often will screenings and assessments be provided? Where will children receive services if needed? Attach MOUs/IAs if applicable for providers. Estimate a targeted number (or percentage) of children with disabilities and other special needs to be served (at a minimum, consistent with current federal regulations, such as Head Start).
    - c. Provide evidence of agreements with Special Education Local Plan Area (SELPA), County Office of Education or School District, Regional Center (RC), and other agencies that cover implementation of the Individuals with Disabilities Act including search and serve, referral process, the Individualized Education Program (IEP) or Individual Program Plan (IPP) process and provision of special education and related services when appropriate.
    - d. Describe linkages with the First 5 Special Needs Project (SNP), including a local SNP demonstration site if applicable, and willingness to use protocols and resources to be developed through the First 5 SNP. Updated information and deliverables for the SNP can be found on the Project's website: <http://www.first5caspecialneeds.org/>
    - e. Provide assurance that preschool providers will comply with the requirements of the Americans with Disabilities Act. Provide an overall analysis of the preschool providers' current inclusion for children with disabilities and other special needs. Describe current and proposed training activities and staffing patterns to enable preschool staff to provide full inclusion of children with disabilities and other special needs, including children with IEPs.

## First 5 Preschool Demonstration Project RFA - November 2005

- f. The CDE Desired Results system, which includes the child's developmental profile, the parent survey, an environment rating scale, an annual self-assessment, the development and implementation of an annual plan for each provider consistent with Title 5 (Chapter 19, Subchapter 12, Section 18279), and participation in an external review process. Describe use of, and alignment with, CDE "Desired Results System for Children and Families" as it is revised to reflect the preschool early learning standards, including:
- Describe how the Preschool Demonstration Project will use the new CDE early learning standards and Pre-Kindergarten Curriculum Guide (when available) that are articulated with California's Kindergarten through third grade standards. Provide assurances for continued participation over the 5-year period.
  - Describe how staff to child and teacher to child ratios meet, or improve upon, State Preschool requirements (3:24) or a research-based alternative (e.g., 2:20).
  - Provide developmentally and experientially appropriate activities that develop and support children's social-emotional, linguistic, cognitive, and physical (gross and fine motor) skills. This includes:
    - Accommodating the many individual learning styles and abilities of children by providing appropriate content that offers interesting and meaningful choices and experiences.
    - Involving children regularly in initiating, planning, and implementing activities and then reflect on what they have learned.
    - Creating a developmentally appropriate classroom-like setting for children in large enough peer group size that prepares them socially and educationally for kindergarten. Groups need to be of sufficient size to promote socialization skills and prepare children for experiences in Kindergarten classrooms.
    - Establishing appropriate blocks of time throughout the day that allow teacher-group (large and small) instruction, individual child-teacher interaction, child-initiated experiences, leisurely exploration of activities, and alternating periods of active and quiet activities.
- g. Describe nutritious meals and snacks to be served. Provide assurances that USDA Child Care Food Program resources will be used whenever possible.
- h. Describe Transition Support for children entering the preschool programs and for preschoolers entering Kindergarten. Provide MOUs if applicable.
- 

### Teaching Staff Criteria (6-7)

- 6. Commit to a Qualified, Diverse Workforce with a 5-Year Timeframe to Reach Quality Standards. Preschool teachers and staff will be qualified and compensated using, as a minimum, State Preschool Program standards and rates in the area, and moving to parity with K/Elementary teacher salaries when qualifications are met.**
- a. Describe and provide assurances that preschool teaching staff will achieve quality standards. Complete P-Forms 5 and 6 that demonstrate how the following quality standards for teaching staff will be achieved within 5 years for the Preschool Demonstration Project:
- Master teachers - Bachelor's degree with 24 ECE credits, with the goal of all preschool master teachers having a Bachelor's degree and an Early Education

## **First 5 Preschool Demonstration Project RFA - November 2005**

Credential (proposed new credential) or Multiple Subject Elementary School Credential within 10 years.

- Assistant teachers - Associate's degree with appropriate ECE credits.
- Describe professional development requirements and activities.
- Provide assurances that State Preschool Program Title 5, Chapter 19 standards and rates in the area are used as a minimum, and rates move to parity with K/Elementary teachers when qualifications are achieved (i.e., salary/benefits schedule).
- Describe how preschool teaching staff members are compensated according to their educational qualifications. State Preschool Program Title 5 standards and rates in the area are used as a minimum, and rates move to parity with K/Elementary teachers when qualifications are achieved. Please identify teachers' salary/benefits schedule using P-Form 5.

### **7. Implement Strategies to Recruit, Support, and Train a Diverse and Qualified Workforce with local colleges and universities using a 5-year timeframe.**

- a. Estimate the current supply of early childhood educators and their education levels and their work setting within the Preschool Demonstration Project.
- b. Describe how the number and qualifications of preschool teaching staff will be increased to meet the demand for preschool teaching staff within the Preschool Demonstration Project. Describe outreach/retention of a diverse workforce that reflects the language and cultural diversity of California's children.
- c. Describe the current capacity, and plans to increase capacity, of college and university systems and community-based training venues to provide professional development and support for preschool teaching staff in their work with children and families with diverse languages and cultures, and children with disabilities and other special needs and their families.
- d. Describe how teacher training for preschool will be increased and integrated with the college and university systems, and include community-based training venues. Acknowledge any barriers in obtaining culturally and linguistically appropriate access to higher education. Describe proposed solutions. Provide MOUs/IAs. Provide assurances that the teacher competencies, course of study, credentials, and other policies to be developed through CDE P-16 Council, proposed early learning workforce Blue Ribbon Committee, and related efforts will be integrated with the Preschool Demonstration Project.
- e. Describe how the First 5 Preschool Demonstration Project will be coordinated with CARES programs and related efforts.<sup>4</sup> Provide assurances and describe focused recruitment and education supports (including tutoring, linked ESL and ECE classes, tuition and book reimbursements, etc.) to sustain and enhance the diversity of ECE teachers, staff, and administrators. Provide assurances that costs related to education supports will be provided through CARES or related efforts.

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<sup>4</sup> The Degree Track is required for First 5 Preschool Planning and Demonstration counties that choose to participate in CARES. Preschool Planning counties with a separate system besides or in addition to CARES for raising the educational standards of First 5 Preschool Demonstration Project participants must demonstrate how the programs will link and collaborate. CARES RFF available: <http://www.cfc.ca.gov/rfp.htm>

**Policy and Fiscal Criteria (8-11 and 14)**

**8. Show Evidence of Policy Commitments by First 5 County Commission and partners, including the Equity Principles and connecting with other First 5 Programs.**

- a. Describe and provide evidence of significant policy commitments by First 5 County Commission and/or LEA (County Office of Education or School District School Board and/or Superintendent) and/or Elected Governance Body (County Board of Supervisors, City Council/Mayor) through letter of commitment or MOU, resolution/actions, ballot measures, Strategic Plan - County Commission and others.
- b. Describe management of the proposed First 5 Preschool Demonstration Project. Include criteria for the managing entity responsible for monitoring subcontracts for public and private centers or family child care homes participating in the Preschool Demonstration Project. Discuss how the lead agency will report its progress via the County Commission to First 5 CCFC, annually or more frequently if needed. Discuss how any financial, legal or management challenges will be identified and reported. Describe anticipated challenges and/or resolutions. Provide MOUs/IAs.
  - If applicable, describe the role and responsibilities of the Preschool Demonstration Project Intermediary, using Expanded Criterion #14 (outlined below).
- c. Provide assurances that the Preschool Demonstration Project will participate in building a statewide system of quality preschool in accord with California's Master Plan for Education.
- d. Provide assurances of a commitment to full implementation of the First 5 Equity Principles.

**9. Commit to Participate in First 5 CCFC Process and Outcome Evaluation**

- a. Describe plan for assuring that preschool providers will fully participate in First 5 statewide evaluation processes in order to demonstrate benefits to young children that are measurable across the 5 domains.
- b. Provide assurances for use of PEDS and the Special Needs Project module as adapted for the Preschool Demonstration Projects (or First 5 CCFC approved system that links directly to PEDS).
- c. Results and measures will include:
  - High quality preschool services available to all 4 year-olds using the CDE Desired Results system, and other measures such as the ELLCO;
    - The CDE Desired Results system includes the child's developmental profile, the parent survey, an environment rating scale, an annual self-assessment, the development and implementation of an annual plan for each provider consistent with Title 5 (Chapter 19, Subchapter 12, Section 18279), and participation in external review processes.

## **First 5 Preschool Demonstration Project RFA - November 2005**

- Demonstrated progress for participating 4 year-olds using the Desired Results Developmental Profile and other assessments;
  - Improved school readiness success indicators (Kindergarten measures such as the Kindergarten Entry Profile); and
  - School success continuing through 3<sup>rd</sup> grade.
- d. Describe plan for implementing First 5 statewide evaluation including funds allocated for evaluation, qualified staff and measures used to assess above results.
- e. Describe plan for self-evaluation according to Title 5, Chapter 19, Subchapter 12, Section 18279. Describe the local Preschool Demonstration Project evaluation plan and opportunities to provide results that support the benefits of quality preschool.

### **10. Develop a Diverse Preschool Provider System**

- a. Describe outreach and enrollment activities to engage public and private preschool providers.
- b. Describe the variety of public and private preschool providers that meet First 5 Preschool Demonstration Project Quality Criteria, and provide data on the current and/or projected enrollment of preschool providers that meet required quality standards. Attachments A and C provide additional information concerning entry-level criteria required of Title 5.
- c. Describe activities to increase and/or sustain the diversity of preschool providers and the quality of preschool services provided.
- d. Describe how FCCH providers are included and how the First 5 Quality Criteria are addressed, particularly regarding preschool group size that promotes socialization skills and prepares children for experiences in Kindergarten classrooms.
- e. Describe process for termination of contracts when preschool providers do not meet minimum First 5 Quality Criteria during the life of the Preschool Demonstration Project.
- f. Describe funding process for preschool services through: 1) First 5 County Commission contracts with local education agencies that function as the fiscal agent; 2) First 5 County Commission contract(s) with a city, county, or nonprofit organization in partnership with, and with the approval of, a local education agency or agencies (public agency or LEA acts as the fiscal agent); or 3) other option when there is demonstrated commitment to change as necessary to become part of California's public education system.

## **First 5 Preschool Demonstration Project RFA - November 2005**

### **11. Show Evidence of Fiscal Commitments and Provide 5-Year Budgets that identify: a) the funds and funding source(s), b) the number of new and of improved preschool spaces for each community. Based on these numbers, First 5 CCFC funds will: 1) contribute to funding preschool spaces when First 5 Quality Criteria are met; and 2) contribute to spaces that meet entry-level standards by funding incremental levels of quality improvements that advance towards First 5 Quality Criteria.**

Refer to attached Enrollment and Budget Forms. Provide clarification, as needed, in this narrative section.

- a. Show evidence of significant current and future financial commitments from First 5 County Commission and other partner(s).
- b. Provide annual budgets for at least 5 years that identify: a) the funds and funding source(s), b) the number of new preschool spaces and the number of improved preschool spaces for each targeted area in the Preschool Demonstration Projects, c) ramp-up to serve all 4 year-olds in the Preschool Demonstration Project.
- c. Show the expected costs of newly publicly funded preschool spaces (e.g., non-subsidized spaces in publicly funded preschool programs, private Family Child Care Homes, and Private Centers)? What are the expected costs of improving publicly funded current and new preschool spaces (e.g., Head Start, State Preschool, General Child Care, and some Family Child Care Homes)?
- d. What are the reimbursement rates for newly publicly funded preschool spaces? What are the Preschool Demonstration Project reimbursement rates for improving publicly funded current and future preschool spaces?
- e. What are the expected infrastructure costs, including evaluation, administration, and quality/regulation monitoring? What are the staffing plans and cost for an intermediary (lead agency), if applicable?

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### **Family Partnership Criteria (12-13)**

### **12. Implement Family Outreach and Involvement**

- a. Describe outreach activities designed to inform families with young children about the benefits of preschool and the availability/projected availability of preschool in the First 5 Preschool Demonstration Project.
- b. Describe the process and procedures to enroll families in the First 5 Preschool Demonstration Project.
- c. Describe plan to invite and support parent and family partnership and involvement in all aspects of the program, including leadership in program design, implementation, and evaluation.
- d. Provide assurances that parent advisory groups will include parents/families with preschool-aged children who represent the languages/cultures of the children and children with disabilities and other special needs.
- e. Describe a plan for at least two (2) individual conferences with the parent(s) per year. (Title 5 Section 18275)

## **First 5 Preschool Demonstration Project RFA - November 2005**

- f. Describe type, frequency, and outreach for parent feedback and recommendations, using the Desired Results parent survey and other measures.

### **13. Connect with Wrap Around Child Care and other Family Supports as needed**

- a. Describe assessment of need for wrap-around child care and other family supports.
- b. Describe strategies to provide connections to full day, full year childcare services and other family supports when needed. Describe and provide assurances that a variety of public and private funding mechanisms will be available, including a description of fees if applicable, to support wrap-around childcare.
- c. Describe connections with First 5 Health Access, Oral Health Project, and other First 5 Programs, including aspects of the connections with School Readiness Programs not covered in previous sections to provide needed family supports.

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### **14. When an intermediary is used for the program and fiscal operations of the First 5 Preschool Demonstration Project, the following criteria need to be met.**

The narrative must include a discussion of each criterion and provide assurances that each criterion will be met by either the First 5 County Commission or by the intermediary. Clearly delineate the areas of responsibility for the intermediary in managing, monitoring and/or evaluating the program. As necessary, to determine responsibility, refer back to the previous 13 First 5 Preschool Criteria.

## First 5 Preschool Demonstration Project RFA - November 2005

### **Identify Proposed First 5 Preschool Demonstration Project Intermediary or Lead Agency (If Applicable):**

<b>Agency:</b>
Name:
Address:
Phone and Email:
Contact Person (name and title for Superintendent, Executive Director, or equivalent):

### **Expanded Criteria for an Effective First 5 Preschool Demonstration Project Intermediary for First 5 County Commissions:**

- a. A track record of working on issues with the 0-5 populations.
- b. Experience in funding community-wide or district-wide educational initiatives and pre-K programs.
- c. Consistent, accountable and formalized audits using General Accounting Principles.
- d. A clear, state aligned, maximum overhead/administrative infrastructure (10% or CDE approved level whichever is less).
- e. An organizational culture that demonstrates flexibility and competency in working with multiple education and community partners.
- f. Demonstrated experience and willingness in maintaining and leveraging state, federal and private resources to maximize financial investment in the 0-5 populations.
- g. Demonstrated experience in providing direct developmentally appropriate services to the 3-5 year old population.
- h. Openness and willingness to change current system delivery structure. (As an expectation for participation, information on the current system and what is working/not working, what changes would be necessary, your vision, and the partners you bring.)
- i. Experience in serving as lead actuary and /or fiscal account with multiple community partners with formalized assessments between all partners.
- j. Demonstrated history and formalized practice (i.e., diversity of staff at all levels) of working with children and families from diverse backgrounds and special needs.
- k. Experience in maintaining and evaluating contractors (i.e., monitoring, evaluation, financial evaluation, child and system monitoring.
- l. Demonstrated practice of including parents and others carefully in all aspects of program design, implementation and evaluation.
- m. Formal board action to participate (Local Education Agencies need to include the Superintendent's participation) and recognition of all the standards and criteria.

### **Highly Desirable:**

- a. Experience partnering with a First 5 Commission
- b. Experience in effective outreach models that work with informal/kin providers, family home care and center-based providers
- c. Experience in supporting and implementing professional development for child care providers and increasing salary and education levels to that of kindergarten/elementary teachers
- d. Experience in articulation between preschool environments (i.e. informal care, family home care, centers, etc.) and kindergarten programs county wide
- e. Experience in aligning pre-K activities with the K-3 curriculum
- f. Staff dedicated to this project (not supplanted) with background and education in child development and early elementary education

**First 5 Preschool Demonstration Project RFA - November 2005**

**First 5 Preschool Demonstration Project Workplan (FY 2005-2006)**

This one-year Workplan (November 2005 – June 2006) complements the Narrative plan by charting what will be done, by whom, and when. Please highlight several activities under each category in implementing the First 5 Preschool Demonstration Project. Expand as needed, but remain concise.

Preschool Demonstration Projects that are provided First 5 CCFC reimbursement will provide updated Workplans and progress reports each fiscal year throughout the five-year period.

<b>Required Criteria:</b>	<b>Activity Proposed to Meet Required Criteria</b>	<b>Who is Responsible</b>	<b>Timeframe</b>	<b>Evidence</b>
<b>Program Criteria:</b>				
<b>Teaching Staff Criteria:</b>				
<b>Policy and Fiscal Criteria:</b>				
<b>Family Partnership Criteria:</b>				
<b>Additional Local Criteria:</b>				

# **First 5 Preschool Demonstration Project Forms For Preschool Spaces and Budgets**

**Including Glossary and  
Quality/Reimbursement Reference Chart**

## First 5 Preschool Demonstration Project RFA - November 2005

# Glossary and Resources for Completing the First 5 Preschool Demonstration Project RFA

### Acronyms:

AIR	American Institutes for Research	IA	Interagency Agreement
CARES	Comprehensive Approaches to Raising Educational Standards	LEA	Local Educational Agency
CCFC	California Children and Families Commission	MOU	Memorandum of Understanding
CCFP	Child Care Food Program	NAEYC	National Association for the Education of Young Children
CDE	California Department of Education	NAFCC	National Association for Family Child Care
DRDP	Desired Results Developmental Profile	PC	Private Child Care
ECE	Early Childhood Education	PFA	Preschool For All
ELL	English Language Learners	POP	Power of Preschool
ERS	Environment Rating Scale (e.g., ECERS, FDCRS)	RFA	Request for Applications
FCCH	Family Child Care Home	RFF	Request for Funds
GC	General Child Care	SNP	Special Needs Project
HS	Head Start	SP	State Preschool
		SR	School Readiness
		TA	Technical Assistance

### Definitions:

Entry-Level Criteria:	First 5 Quality Criteria #1-5, in addition to the minimum teacher qualifications for beginning Preschool Demonstration Projects as described in Criteria #6; review Attachment A
Improved Preschool Space:	“Publicly funded current and new preschool spaces,” including Head Start, State Preschool, General Child Care, and some Family Child Care Homes.
New Preschool Space:	“Newly publicly funded preschool spaces” in diverse provider systems, including non-subsidized spaces that are made available in an existing publicly funded program, such as Head Start, State Preschool, General Child Care, or in private centers and Family Child Care Homes/networks. These spaces would not be receiving federal or state subsidies for preschool hours in order to be viewed as “newly publicly funded” spaces.

### Resources:

- First 5 CCFC website: [www.cfcf.ca.gov](http://www.cfcf.ca.gov), Preschool for All: <http://www.cfcf.ca.gov/PFA.htm>, including:
  - Overview, Quality Criteria, and Questions and Answers
  - Preschool for All: Step by Step A Planning Guide and Toolkit
  - Toolkit #2: Developing a Local Preschool for All Plan
  - CARES RFF: <http://www.cfcf.ca.gov/rfp.htm>
  - Power of Preschool website: <http://www.powerofpreschool.com>
- California Code of Regulations
  - <http://www.calregs.com/>
- California Department of Education: [www.cde.ca.gov](http://www.cde.ca.gov), including:
  - Child Development Attendance and Fiscal Reporting and Reimbursement Procedures [www.cde.ca.gov/14902](http://www.cde.ca.gov/14902)
  - California Department of Education – Child Development Division – Laws and Regulations (Audit Guide, CA Code of Regulations, CA Schools Accounting Manual, Education Code, Funding Terms and Conditions) [www.cde.ca.gov/sp/cd](http://www.cde.ca.gov/sp/cd)
  - Desired Results for Children and Families <http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>
  - Full-Day, Full-Year Early Care and Education Partnerships <http://www.cde.ca.gov/sp/cd/re/documents/edpartnerships.pdf>

## First 5 Preschool Demonstration Project RFA - November 2005

**Please use as a Reference for P-Forms 4-7.**

### **Quality/Reimbursement Reference Chart**

First 5 CCFC will provide reimbursements on a per-child basis, as often as semi-annually, based on the First 5 Quality Criteria listed below (also see Expanded Criteria in Attachment A). This reference outlines: 1) quality levels for use in categorizing local reimbursement levels (P-Form 4) and determining Preschool Demonstration Project number of spaces (P-Form 5); and 2) reimbursement available from First 5 CCFC for both new and improved preschool spaces for use in First 5 CCFC budget development (P-Forms 6 and 7).

<b>First 5 CCFC</b>	<b>First 5 Quality Criteria *</b>	<b>New Preschool Space (Annual Per Child Reimbursement Rate)</b>	<b>Improved Preschool Space (Annual Per Child Reimbursement Rate)</b>
<b>Entry Level to First 5 Quality Criteria (Title 5 Requirements)</b>	<b>Master Teacher:</b> 24 units of college-level work in early childhood education (ECE), including designated core courses and 16 general education units**	\$800	\$250
	<b>Assistant Teacher:</b> 6 units of college-level work in ECE		
	Pre-K spaces must meet First 5 Quality Criteria 1-5 to start, and need to have an ERS of 5 or better within the time period for which First 5 CCFC funding is first requested (e.g., 6 or 12 months).		
<b>Advancing Level to First 5 Quality Criteria</b>	<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**	\$1000	\$300
	<b>Assistant Teacher:</b> 12 units of college level work in ECE (recommend 30 units of college-level work)		
	Pre-K spaces must meet First 5 Quality Criteria 1-5 to start, and need to have an ERS of 5 or better within the time period for which First 5 CCFC funding is first requested (e.g., 6 or 12 months).		
<b>First 5 Level of Quality Criteria</b>	<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	\$1200	\$350
	<b>Assistant Teacher:</b> Associate's degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)		
	Pre-K spaces must meet First 5 Quality Criteria 1-5 to start, and need to have an ERS of 5 or better within the time period for which First 5 CCFC funding is first requested (e.g., 6 or 12 months).		

\* First 5 CCFC will consider quality levels developed by First 5 County Commissions that closely approximate the quality levels described.

\*\* Core courses and general education units are defined in the Child Development Permit Matrix: <http://www.childdevelopment.org/images/matrix.pdf>

**First 5 Preschool Demonstration Project RFA - November 2005**

**P-Form 1:**

**Need for New and Improved Spaces In the Target Area (School District(s), City or County)**

In each target area, provide the target population of four year-olds to be served (include three year-olds if applicable) based on local assessment data, including supply and demand studies (e.g., 70 percent or more). Based on the number of children who would access quality preschool, estimate the number of improved and new preschool spaces needed, differentiated by type of space (State Preschool, Head Start, General Child Care, Private Child Care, Family Child Care Home). Expand form as needed to reflect additional target areas. Refer to the SAMPLE form provided below.

**NOTE:** Provide data for number of children currently served who are English Language Learners (ELL) or who have Special Needs (SN) as defined in the “Expanded First 5 Preschool Demonstration Project Quality Criteria” (Attachment A – Criterion #4), To claim reimbursement, reports on number of children will be required each year.

Target Area: \_\_\_\_\_

Target Area [School(s), District(s), City, County]	Target Population of 4-year-olds (Please add separate info on 3 year-olds, if applicable)	Number of 4-year-olds currently served (by program)	Include # SN	Include # ELL	Estimated Number of Preschool Spaces that Meet Title 5 Standards and/or are Expected to Participate		Number of New Preschool Spaces Needed
		SP			SP		
		GC			GC		
		HS			HS		
		PC			PC		
		FCCH			FCCH		
		Other			Other		
<b>TOTAL</b>							

**SAMPLE: P-Form I: Need for New and Improved Spaces for Four-Year-Olds in a Large School District in an Urban County**

Target Area [School(s), District(s), City, County]	Target Population – 70% of 4-year-olds	Number of 4-year-olds currently served (by program)	Include # SN	Include # ELL	Estimated Number of Preschool Spaces that Meet Title 5 Standards and/or Are Expected to Participate		Number of New Preschool Spaces Needed
Super Duper School District	(6,855 X 70%) = 4,799	SP = 479	50	200	SP	(479 X 100%) = 479	<b>(4,799- 2,139) = 2,660</b>
		GC – 46	5	20	GC	(46 X 100%) = 46	
		HS = 704	70	400	HS	(704 X 100%) = 704	
		PC = 1,027	100	450	PC	(1,027 X 75%) = 770	
		FCCH* = 186	18	100	FCCH*	(186 X 75%) = 140	
		Other	-	-	Other	-	
<b>TOTAL</b>	<b>4,799</b>	<b>2,442</b>	<b>243</b>	<b>1170</b>	<b>2,139</b>		

\*Note: Estimated number of FCCH in networks for this sample.

**First 5 Preschool Demonstration Project RFA - November 2005**

**P-Form 2**

**Phase-In of Preschool Spaces to Quality Criteria Over Five Years**

The following chart is used to illustrate the ramp-up of improved and new preschool spaces, and to prepare for annual and 5-year total budget projections. Provide a projection of the number of preschool spaces, differentiated by appropriate settings, for the first year. For subsequent years, it is only necessary to estimate the total improved publicly funded spaces (Head Start, State Preschool, General Child Care) and the total newly publicly funded spaces (Private Centers, Family Child Care Homes, and Publicly Funded Programs\*), unless information is otherwise available. To claim reimbursement, reports on setting will be required each year. At a minimum, please complete the non-shaded spaces.

<b>Phase-In of Preschool Spaces to First 5 Quality Criteria</b>						
<b>Improved Preschool Spaces</b>						
	<b>FY 2005-2006</b>	<b>FY 2006-2007</b>	<b>FY 2007-2008</b>	<b>FY 2008-2009</b>	<b>FY 2009-2010</b>	<b>TOTAL</b>
<b>Head Start</b>						
<b>State Preschool</b>						
<b>General Child Care</b>						
<b>Subtotal</b>						
<b>New Preschool Spaces (Newly Publicly Funded)</b>						
	<b>FY 2005-2006</b>	<b>FY 2006-2007</b>	<b>FY 2007-2008</b>	<b>FY 2008-2009</b>	<b>FY 2009-2010</b>	<b>TOTAL</b>
<b>Private Centers</b>						
<b>Family Child Care Homes</b>						
<b>Publicly Funded Programs*</b>						
<b>Subtotal</b>						
<b>TOTAL (improved &amp; new spaces)</b>						

\*Included in this category are non-subsidized spaces that are made available in an existing publicly funded program, such as Head Start, State Preschool, General Child Care, or some Family Child Care Homes/networks. These spaces would not be receiving federal or state subsidies for preschool hours in order to be viewed as “newly publicly funded” spaces.

**First 5 Preschool Demonstration Project RFA - November 2005**

**New Preschool Space**

**P-Form 3(a) - Projected Per-Child, Per-Year Cost of Newly Publicly Funded Preschool Space**

Complete the line items that are applicable. Additional items may be included to provide more specific information. Please see *Developing Local Preschool Plans* and the *Preschool-for-All Toolkit* ([www.cfc.ca.gov](http://www.cfc.ca.gov)) for additional assistance on how to complete these templates.

Budget Item	Total Cost Per Year
<b>PERSONNEL (please indicate FTE)</b>	
<i>Salaries</i>	
<i>Mandatory Benefits</i>	
<i>Other Benefits</i>	
<b>NON-PERSONNEL</b>	
<i>Occupancy</i>	
<i>Equipment</i>	
<i>Supplies</i>	
<i>Contractual</i>	
<i>Evaluation</i>	
<i>Indirect</i>	
<i>Other</i>	
<b>TOTAL</b>	

**Improved Preschool Space**

**P-Form 3(b) - Projected Per-Child, Per-Year Cost of Improving State Preschool to First 5 Quality Criteria**

Complete the line items that are applicable. Additional items may be included to provide more specific information. Please see *Developing Local Preschool Plans* and the *Preschool-for-All Toolkit* for additional assistance on how to complete these templates. In the narrative, please explain how First 5 Preschool Demonstration Project funds are used to enhance the quality of the preschool program (and not supplant existing service levels).

Budget Item	Current Cost Per Year	Cost Per Year Achieving Quality Criteria
<b>PERSONNEL (please indicate FTE)</b>		
<i>Salaries</i>		
<i>Mandatory Benefits</i>		
<i>Other Benefits</i>		
<b>NON-PERSONNEL</b>		
<i>Occupancy</i>		
<i>Equipment</i>		
<i>Supplies</i>		
<i>Contractual</i>		
<i>Evaluation</i>		
<i>Indirect</i>		
<i>Other</i>		
<b>TOTAL</b>		
<i>Cost per child per year</i>		
<i>Cost difference between State Preschool &amp; First 5 Quality Criteria</i>		

**First 5 Preschool Demonstration Project RFA - November 2005**

**Improved Preschool Space**

**P-Form 3(c) - Projected Per-Child, Per-Year Cost of Improving Head Start to First 5 Quality Criteria (Add P-Form 3(c) for Migrant Head Start, if applicable.)**

Complete the line items that are applicable. Additional items may be included to provide more specific information. Please see *Developing Local Preschool Plans* and the *Preschool-for-All Toolkit* for additional assistance on how to complete these templates. In the narrative, please explain how First 5 Preschool Demonstration Project funds are used to enhance the quality of the preschool program (and not supplant existing service levels). Also, First 5 Preschool Demonstration Project funds cannot cover the cost of comprehensive health and social services associated with Head Start.

Budget Item	Current Cost Per Year	Cost Per Year Achieving Quality Criteria
<b>PERSONNEL (please indicate FTE)</b>		
<i>Salaries</i>		
<i>Mandatory Benefits</i>		
<i>Other Benefits</i>		
<b>NON-PERSONNEL</b>		
<i>Occupancy</i>		
<i>Equipment</i>		
<i>Supplies</i>		
<i>Contractual</i>		
<i>Evaluation</i>		
<i>Indirect</i>		
<i>Other</i>		
<b>TOTAL</b>		
<i>Cost per child per year</i>		
<i>Cost difference between Head Start &amp; First 5 Quality Criteria</i>		

**Improved Preschool Space**

**P-Form 3(d) - Projected Per-Child, Per-Year Cost of Improving General Child Care to First 5 Quality Criteria**

Complete the line items that are applicable. Additional items may be included to provide more specific information. Please see *Developing Local Preschool Plans* and the *Preschool-for-All Toolkit* for additional assistance on how to complete these templates. In the narrative, please explain how First 5 Preschool Demonstration Project funds are used to enhance the quality of the preschool program (and not supplant existing service levels).

Budget Item	Current Cost Per Year	Cost Per Year Achieving Quality Criteria
<b>PERSONNEL (please indicate FTE)</b>		
<i>Salaries</i>		
<i>Mandatory Benefits</i>		
<i>Other Benefits</i>		
<b>NON-PERSONNEL</b>		
<i>Occupancy</i>		
<i>Equipment</i>		
<i>Supplies</i>		
<i>Contractual</i>		
<i>Evaluation</i>		
<i>Indirect</i>		
<i>Other</i>		
<b>TOTAL</b>		
<i>Cost per child per year</i>		
<i>Cost difference between State Preschool &amp; First 5 Quality Criteria</i>		

**First 5 Preschool Demonstration Project RFA - November 2005**

**P-Form 4**

**First 5 County Reimbursement Rates (Current and Future) for Preschool Spaces**

At each of the three quality levels (defined by First 5 Quality Criteria #1-5 and the educational attainment of both the Master and Assistant preschool classroom teachers), provide the annual per child reimbursement rate to be funded by the First 5 **County Commission**. Quality levels are defined in the Quality/Reimbursement Reference Chart. Differentiate by newly publicly funded (current and future) and improved publicly funded spaces. Please also submit a Salary Scale to justify annual per child reimbursement rate.

<b>COUNTY First 5</b>	<b>Newly Publicly Funded Annual Per Child Reimbursement Rate</b>	<b>Improved Publicly Funded (Current and Future) Annual Per Child Reimbursement Rate</b>
<b>Entry Level to First 5 Quality Criteria (Title 5 Requirements)</b>		
<b>Advancing Level to Phase-In of First 5 Quality Criteria</b>		
<b>First 5 Level of Quality</b>		

**First 5 Preschool Demonstration Project RFA - November 2005**

**P-Form 5**

**Projected Number of Preschool Spaces at Three Quality Levels (2005-10)**

Estimate the number of preschool spaces, differentiated by level of quality (entry, advancing, First 5 quality), over the proposed five-year Preschool Demonstration Project. Quality levels are defined in the Quality/Reimbursement Reference Chart. Differentiate by new (newly publicly funded) and improved (current and new publicly funded preschool spaces). For FY 2005-06 differentiate by location of space (Head Start, State Preschool, and General Child Care) as in P-Form 2. Use fiscal years (July 1 – June 30) as listed in the chart. Please provide estimated totals.

	Newly Publicly Funded Spaces (2005-06)	Improved Publicly Funded Spaces (2005-06)			TOTAL (2005-2006)		(Newly Publicly Funded Spaces 2006-07)	Improved Publicly Funded Spaces (2006-07)	TOTAL (2006-2007)
Entry Level to First 5 Quality Criteria Title 5 Requirements		<u>HS</u>	<u>SP</u>	<u>GC</u>					
Advancing Level to First 5 Quality Criteria		<u>HS</u>	<u>SP</u>	<u>GC</u>					
First 5 Quality Criteria		<u>HS</u>	<u>SP</u>	<u>GC</u>					
<b>TOTAL</b>									

	Newly Publicly Funded Spaces (2007-08)	Improved Publicly Funded Spaces (2007-08)	TOTAL (2007-2008)		Newly Publicly Funded Spaces (2008-09)	Improved Publicly Funded Spaces (2008-09)	TOTAL (2008-2009)		Newly Publicly Funded Spaces (2009-10)	Improved Publicly Funded Spaces (2009-10)	TOTAL (2009-2010)
Entry Level to First 5 Quality Criteria <u>Title 5 Requirements</u>											
Advancing Level to First 5 Quality Criteria											
First 5 Quality Criteria											
<b>TOTAL</b>											

**First 5 Preschool Demonstration Project RFA - November 2005**

**P-Form 6**

**Proposed First 5 CCFC Reimbursement For Preschool Spaces**

Using the projected number of preschool spaces identified in P-Form 5, estimate the amount of CCFC contribution at each of the three quality levels. Quality levels are defined in the Quality/Reimbursement Reference Chart. Subtotal the number of spaces and CCFC contribution by fiscal year and by each level of quality for both newly publicly funded and improved publicly funded preschool spaces. Use fiscal years (July 1-June 30).

	Number of Preschool Spaces by Fiscal Year (Reference P-Form 5)					CCFC Contribution	Estimated CCFC Contribution by Fiscal Year					<b>TOTAL</b>
	05/06	06/07	07/08	08/09	09/10		05/06	06/07	07/08	08/09	09/10	
<b>Newly Publicly Funded Spaces</b>												
<b>Entry Level:</b>						<b>X \$800</b>						
<b>Advancing Level:</b>						<b>X \$1000</b>						
<b>First 5 Quality Level:</b>						<b>X \$1200</b>						
<b>SUBTOTAL</b>												
<b>Improved Publicly Funded Preschool Spaces (current and future)</b>												
<b>Entry Level:</b>						<b>X \$250</b>						
<b>Advancing Level:</b>						<b>X\$300</b>						
<b>First 5 Quality Level:</b>						<b>X \$350</b>						
<b>SUBTOTAL</b>												
<b>TOTAL</b>												

**First 5 Preschool Demonstration Project RFA - November 2005**

**P-Form 7**

**Total -Investment**

Provide the funding amount committed by the First 5 County Commission, other federal and state programs, and local partners for each year. Combine amount with the proposed CCFC contribution. Use fiscal years (July 1 – June 30). Please round total costs to the nearest dollar. Expand if needed.

	<b>Budget Allocation</b>					
	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>TOTAL</b>
<b>First 5 County Commission</b>						
<b>Head Start</b>						
<b>State Title 5 Programs</b> (State Preschool, General Child Care)						
<b>Child Care Food Program (CCFP)</b>						
<b>Local Preschool Demonstration Project Partners (list below)</b>						
<b>Subtotal of Partners</b>						
<b>TOTAL Local Investment</b>						
<b>First 5 CCFC Estimated Contribution</b>						
<b>TOTAL Resources</b>						

Attachment A

**Expanded First 5 Preschool Demonstration Project Quality Criteria  
(Arranged by 13 Criteria)  
Approved by First 5 CCFC in January 2005**

Please note that language in this attached document reflects the First 5 Quality Criteria as approved January 2005. The references to “Preschool For All” (PFA) remain, but have been adjusted in the remainder of this Request for Applications to reflect the recent name change to “First 5 Power of Preschool (POP) Demonstration Projects.”

**Program Criteria:**

**1. Offer Universal, Voluntary, and Free Preschool Programs**

Preschool will be free to all and voluntary. Preschool will be offered for at least one-half day during the regular school year. The PFA Demonstration Projects will receive funding based on the State Preschool time base of a 3 hours per day program operating for a 175-day school year (or an equivalent plan that provides 525 hours over a full year, e.g., 2 ½ hours per day for 210 days). Preschool will build on programs provided through a variety of public and private settings that meet quality standards.

Establish a 5-7-year roll-out timeframe for providing preschool services that meet quality standards and criteria for all 4yos in the identified district(s) or city (with at least 1000 4yos) or countywide, and plan for long-term sustainability. Agree to, and explain roll-out process and timeframe, for PFA Demonstration Projects ‘Expanded Criteria for First 5 PFA Programs, including connection with the SR Programs, SN Projects, CARES programs, and others as available and appropriate.

**2. Coordinate Accessible and High Quality Facilities through expansion and upgrades so all 4 year olds in the designated district(s), city, or county have access to preschool**

Preschools will be provided in appropriate facilities that are clean, safe, accessible, inclusive, licensed, meet regulatory quality standards, and are well-equipped with sufficient, appropriate materials and toys. The facilities are licensed (Title 22) and meet regulatory quality standards for the State Preschool Program (Title 5). Programs will use accepted external review instruments such as, Early Childhood Environment Rating Scale- ECERS or Family Day Care Rating Scale – FDCRS (acceptable scores of ‘5’ or better). Facilities and playgrounds shall meet the requirements of the Americans with Disabilities Act (ADA) and the California Building Standards Code, and address best practices for accessible facilities.

Assess, analyze, and develop plans that maximize unused capacity within current public and private preschool programs/facilities district or citywide or countywide; and coordinate planning for the development, upgrading, and expansion of preschool facilities, using bond measures, the ABCD/Packard Partnership, LEA and Head Start and other ECE funding for facilities, local funds, and other opportunities.

**3. Plan to Start in Underserved and High Priority Communities**

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Include a mix of achievement levels in participating district(s), city, or county. Begin implementation by focusing on developing PFA in underserved and high-priority communities, including schools with an Academic Performance Index score in deciles 1-5.

Achieve a 'systems' level for testing a variety of PFA configurations by selecting districts to participate that include a mix of achievement levels (including high-priority schools API 1-5) and use a school district-level approach for implementation (e.g., a medium sized district or consortium of several small districts), or a city or county-level approach. Begin implementation by focusing on developing PFA in underserved and high-priority communities as part of 'system' of PFA Project (beginning with implementation in high-priority schools API 1-5). Additionally commit to giving priority to low-income communities with a very low supply of preschools (i.e., limited capacity). As PFA is school-based or school-linked, strong evidence of commitment and partnership with local education agencies is necessary. This partnership structure will further the ultimate goal of public education funding, including parity in teachers' salaries.

#### 4. Serve Diverse Populations, including children with disabilities/special needs and children who are English language learners

Preschools will appropriately serve children with diverse languages and cultures, as well as provide affirmative inclusion for children with disabilities and other special needs. Provide periodic developmental assessments and screenings, including appropriate identification, treatment (intervention), and supportive services.

Using the First 5 Special Needs Project's definition, all children with disabilities or other special needs will be served. This definition states:

*The target population is children birth to five years of age who live in communities served by the School Readiness Initiative and who are: 1. Protected by the Americans with Disabilities Act (ADA); or 2. Have or are at risk for a chronic physical, developmental, behavioral, or emotional condition and who require developmental, health, mental health, and related services and/or supports of a type or amount beyond that usually required." (Special Needs Project RFA, Section I.C. page 4)*

Evidence of how programs serve this population includes:

- Each PFA Demonstration Project will use available local data to estimate a targeted number (or percentage) of children with disabilities and other special needs to be served. The number of children served who have a disability or other special need should be consistent with, and advance, current federal regulations, such as Head Start. This target number will be part of the PFA Plans being developed and will be a criterion for PFA Demonstration Project funding.
- Evidence in agreements with Local Education Agency (LEA = County Office of Education or School District), Regional Center (RC), and County Commission that cover implementation of the Individuals with Disabilities Act including search and serve, referral process, the Individualized Education Program (IEP) or Individual Program Plan (IPP) process and provision of special education and related services when appropriate.
- Evaluation, including self-assessment and data collection, by PFA Demonstration Projects working with partners including the LEA or the RC. Data to be collected may

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include the IEP (LEA) or IPP (RC) information systems to ensure programs are meeting requirements and providing effective early intervention.

- Training for providers to ensure full inclusion/neverstreaming.
- All facilities are compliant with the Americans with Disabilities Act (ADA) requirements.
- Coordination and expansion of services with partners (e.g., Head Start).
- Use products to be developed by the SN Projects such as:
  - Definition of disability categories
  - Evidence-based screening tools and protocol
  - Assessment and referral protocol
  - Effective family outreach
  - Teacher/staff training.

### 5. Develop Preschool Programs that meet First 5 PFA standards:

- a. **Provide periodic health/developmental screenings**, assessments, follow up
- b. **Provide Preschool equivalent to 3 Hours/Day for the School Year in a variety of Public and Private Settings that meet quality standards**
- c. **Use Content, Performance, and Program Standards** aligned with CDE “Desired Results System for Children and Families” including:
  - Preschool early learning standards and Pre-Kindergarten Curriculum Guide (when available) that are articulated with California’s Kindergarten through third grade standards.
  - Staff to child and teacher to child ratios meet, or improve upon, State Preschool requirements (3:24) or a research-based alternative (e.g., 2:20).
  - Groups need to be of sufficient size to prepare children for experiences in Kindergarten classrooms.
  - Nutritious meals and snacks.
  - **Provide Transition Support** for children entering the preschool programs and for preschoolers entering Kindergarten.

Preschool will reflect research-based, high quality standards. Implementation of First 5 PFA Demonstration Projects will be based on the existing State Preschool Program, with appropriate modifications and incremental improvements, supported by the California Department of Education (CDE)/Child Development Division (CDD) “Desired Results System for Children and Families.” The Desired Results System includes establishing content, performance and program standards; completion of the child’s developmental profile and family survey; and on-site program review processes. The quality characteristics for the PFA Demonstration Projects will include the following criteria:

- There are positive relationships between teachers and children, and teachers use strategies to bolster emotional wellness. Communication occurs throughout the day with mutual listening, talking-responding, and encouragement to use reasoning and problem-solving.
- The CDE/CDD early learning standards and Pre-Kindergarten Curriculum Guide (when available) are aligned and articulated with California’s Kindergarten through third grade standards.
- The CDE/CDD early learning standards and Pre-Kindergarten Curriculum Guide (when available) are used in the design of curriculum and learning activities. Opportunities are

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provided daily for early literacy, visual and performing arts, science, math, physical activity, health/nutrition, social skills/relationship building, and group activities.

- Provide developmentally and experientially appropriate activities that develop and support children's social-emotional, linguistic, cognitive, and physical (gross and fine motor) skills. This includes:
  - Accommodating the many individual learning styles and abilities of children by providing appropriate content that offers interesting and meaningful choices and experiences.
  - Involving children regularly in initiating, planning, and implementing activities and then reflect on what they have learned.
  - Creating a developmentally appropriate classroom-like setting for children in large enough peer group size that prepares them socially and educationally for kindergarten. Groups need to be of sufficient size to promote socialization skills and prepare children for experiences in Kindergarten classrooms.
  - Establishing appropriate blocks of time throughout the day that allow teacher-group (large and small) instruction, individual child-teacher interaction, child-initiated experiences, leisurely exploration of activities, and alternating periods of active and quiet activities.
- Nutritious meals and snack are provided daily using USDA Childcare Food Program standards and reimbursement (whenever possible).
- There are materials and activities to promote understanding and acceptance of diversity by children, families, and staff. The First 5 CCFC 'Equity Principles' are implemented and assessed.
- Staff to child and teacher to child ratios do not exceed State Preschool requirements (3:24) or a research-based alternative (e.g., 2:20 with a master teacher who has a bachelor's degree in an ECE-related field and credential, a teacher with an associate degree, and additional staff and volunteers including parents to lower the adult to child ratios). Group sizes implement the 'school readiness' recommendations of the CA's Master Plan for Education (2002) and the Universal Preschool Task Force Report (1998).
- Preschools will provide for transitions for children entering the preschool programs and for preschoolers entering Kindergarten. Preschools will be part of an integrated infrastructure (workforce, facilities, etc.) spanning birth through school-age programs, which is part of California's free public education system in order to implement the PFA recommendations of California's Master Plan for Education.

### Teaching Staff Criteria:

6. **Commit to a Qualified, Diverse Workforce with a 5-10 Year Timeframe to Reach Quality Standards. Preschool teachers and staff will be qualified and compensated using, as a minimum, State Preschool Program standards and rates in the area, and moving to parity with K/Elementary teacher salaries when qualifications are met. Within 5 years:**
  - Master teachers - Bachelor's degree with 24 ECE credits, with the goal of all preschool master teachers having a Bachelor's degree and an Early Education Credential (proposed new credential) or Multiple Subject Elementary School Credential within 10 years.
  - Assistant teachers - Associate's degree with appropriate ECE credits.

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- Staff will participate in professional development to educate children with varied languages and cultures, and children with disabilities and other special needs

Teachers and staff are qualified and compensated accordingly. State Preschool Program Title 5 standards and rates in the area are used as a minimum, and rates move to parity with K/Elementary teachers when qualifications are achieved (i.e., salary/benefits schedule). There is a plan for all preschool lead/master teachers to have a Bachelor's degree with 24 credits in early childhood education/child development using criteria listed in the Universal Preschool Task Force Report (1998) within 5 years, with the goal of all preschool master teachers having a Bachelor's degree and an Early Education credential (new) or Multiple Subject elementary school credential within 10 years. There is a plan for assistant teachers to have an Associate's degree with appropriate credits in early childhood education/child development within 5 years. All staff are supervised and evaluated, and have opportunities for professional development as demonstrated by documented progress on the Child Development Permit Matrix as required by the State Preschool Program. There are focused recruitment and education supports (including tutoring, linked ESL and ECE classes, tuition and book reimbursements, etc.) to sustain and enhance the diversity of ECE teachers, staff, and administrators.

### **7. Implement Strategies to Recruit, Support, and Train a Diverse and Qualified Workforce with local colleges and universities**

Expand planning and implementation of workforce development strategies to: a) increase the number of qualified early childhood educators, as stated in the 'Expanded Criteria for PFA Programs, b) provide outreach/retention of a diverse workforce that reflects the language and cultural diversity of California's children, and c) enhances training for full inclusion of children with disabilities and other special needs. Teacher training for preschool will be integrated with the college and university systems for high quality teacher training and include community-based training venues. Workforce development strategies are coordinated with CARES programs and related efforts.

### **Policy and Fiscal Criteria:**

#### **8. Show Evidence of Policy Commitments by First 5 County Commission and partners, including the Equity Principles and connecting with other First 5 Programs**

Formally approved by the First 5 County Commission with:

- a. Evidence of significant policy commitments by First 5 County Commission and/or LEA (County Office of Education or School District School Board and/or Superintendent) and/or Elected Governance Body (County Board of Supervisors, City Council/Mayor) through letter of commitment or MOU, resolution/actions, Ballot measures, Strategic Plan - County Commission and others.
- b. Agreement to implement PFA models that build a statewide system of PFA in accord with California's Master Plan for Education.

Commit to full implementation of the First 5 Equity Principles.

#### **9. Commit to Participate in First 5 CCFC Process and Outcome Evaluation**

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Commitment to participate in First 5 PFA statewide process and outcome evaluation. Preschools will fully participate in First 5 statewide evaluation processes in order to demonstrate benefits to young children that are measurable across the 5 domains (National Education Goals Panel) of children's learning and development through the early elementary grades. Results will include: high quality preschool services available to all 4 year olds (or 3 and 4 year olds); demonstrated progress for participating 4 year olds (or 3 and 4 year olds); improved school readiness success indicators (Kindergarten measures); and school success continuing through 3<sup>rd</sup> grade. Initial priority for enrollment of children in a PFA program shall be given to children four years of age. During phase-in of the program, children three years of age may participate to meet an enrollment target or fill a PFA classroom.

### **10. Develop a Diverse Preschool Provider System**

For Family Child Care Homes (FCCHs), participation will be based on large FCCHs where the majority of children are preschool age, in small FCCHs that are part of a network, or in another experimental model approved on a case-by-case basis. In all FCCHs there is a qualified teacher (same qualifications required for PFA staff in a center- or school-based program) available exclusively to the preschool children during the core preschool program. The group of preschool children served needs to be of sufficient size to prepare children socially and educationally for a classroom experience in kindergarten.

Provide preschool services through formal agreements between local education agencies and a variety of public and private providers that meet required quality standards and include strong evidence of commitment and partnership with local education agencies. Demonstrate integration with available preschool programs and related services and local partnerships for PFA

Fund preschool services through First 5 County Commission contracts with local education agencies that function as the fiscal agent (e.g., funds flow from County Commissions to local education agencies via contracts; or funds flow from the County Commission to the county office of education to a countywide agency); or fund preschool services through County Commission contracts with a city, county, or nonprofit organization in partnership with, and with the approval of, a local education agency or agencies (The public agency or local education agency partners acts as the fiscal agent - public agency means a county board of supervisors or city council when the city is incorporated or has a charter.); or other option to be determined when there is demonstrated commitment to change as necessary to become part of California's public education system.

### **11. Show Evidence of Fiscal Commitments and Provide 5-Year Budgets that identify: a) the funds and funding source(s), b) the number of new and of improved preschool spaces for each community. Based on these numbers, First 5 CCFC funds will: 1) contribute to funding preschool spaces when PFA quality standards are met; and 2) contribute to spaces that meet entry-level standards by funding incremental levels of quality improvements that advance towards PFA quality standards.**

Evidence of significant current and future financial commitments from First 5 County commission and other partner(s) (e.g., Commission Budgets, Partner Budgets, PFA Budget with Multiple Sources, projected/actual revenues from taxes, fees, bonds, etc.) to develop and sustain the PFA Demonstration Project.

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Provide annual budgets for at least 5 years that identify: a) the funds and funding source(s), b) the number of new preschool spaces and the number of enhanced preschool spaces for each community in the PFA Demonstration Projects. First 5 CCFC funds will: 1) contribute to funding preschool spaces when PFA quality standards are met; and 2) contribute to spaces that meet entry-level standards by funding incremental levels of quality improvements that advance towards PFA quality standards (e.g., salary/benefit schedule).

Plan to serve at least 1000 4 year olds by identifying the school district(s) or city, or identify the number to be served in a countywide PFA Demonstration Project. The goal is to expand preschool spaces (approximately 10,000 spaces/year) and improve preschool quality (approximately 20,000 spaces/year) using First 5 CCFC contributions of \$12M/year for new preschool spaces and \$7M/year for improved quality. The First 5 CCFC will support local quality improvements from an agreed-upon 'menu' of quality enhancements such as higher teacher salaries when qualifications are achieved.

Preschool rates will increase incrementally based on improvements in teacher education (and compensation) to reach parity with Kindergarten revenue limits and teacher compensation levels (average revenue limit or annual amount paid per student). The County Commission plan needs to demonstrate local capacity to approach the stretch goal of increasing both the number and quality of preschool spaces. The First 5 CA level of support provides an average of \$350/child/year to improve the quality of currently licensed spaces, and \$1200/child/year to add new high quality preschool spaces. This level of First 5 CCFC support is intended to encourage local efforts to build and sustain preschool services after the one-time investment of First 5 CCFC funds.

### **Family Partnership Criteria:**

#### **12. Implement Family Outreach and Involvement**

Preschools will invite and support parent and family partnership and involvement in all aspects of the program, including leadership in program design, implementation, and evaluation. Parent advisory groups will include parents/families with preschool-aged children who represent the languages/cultures of the children and children with disabilities and other special needs.

#### **13. Connect with Wrap Around Child Care and other Family Supports as needed**

Preschool will be a viable option for all families by providing connections to full day, full year child care services when needed. The wrap-around child care services will be integrated with current high quality child care providers with minimal transitions for children and families. A variety of public and private funding mechanisms, including fees, will be used to support wrap-around child care. Options could include: ½ day preschool program with public/First 5 funding in a full-day preschool; a ½ day preschool with public/First 5 funding with wrap around childcare that has a sliding fee scale for parents and/or subsidized childcare; ½ day preschool program with public/First 5 funding with licensed childcare at the same program/site or in neighborhood locations such as family childcare homes and child care centers; ½ day preschool with public/First 5 funding with 'wrap around' parental or informal care; and other options that meet the stated criteria.

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### 14. When an intermediary is used for the program and for fiscal operations of the FA Demonstration Project, the following criteria need to be met

#### Expanded Criteria for an Effective PFA Intermediary for First 5 County Commissions:

1. A track record of working on issues with the 0-5 population.
2. Experience in funding community-wide or district-wide educational initiatives and preK programs.
3. Consistent, accountable and formalized audits using General Accounting Principles.
4. A clear, state aligned, maximum overhead/administrative infrastructure (10% or CDE approved level whichever is less).
5. An organizational culture that demonstrates flexibility and competency in working with multiple education and community partners.
6. Demonstrated experience and willingness in maintaining and leveraging state, federal and private resources to maximize financial investment in the 0-5 population.
7. Demonstrated experience in providing direct developmentally appropriate services to the 3-5 year old population.
8. Openness and willingness to change current system delivery structure. (As an expectation for participation, information on the current system and what is working/not working, what changes would be necessary, your vision, and the partners you bring.)
9. Experience in serving as lead actuary and /or fiscal account with multiple community partners with formalized assessments between all partners.
10. Demonstrated history and formalized practice (i.e., diversity of staff at all levels) of working with children and families from diverse backgrounds and special needs.
11. Experience in maintaining and evaluating contractors (i.e., monitoring, evaluation, financial evaluation, child and system monitoring).
12. Demonstrated practice of including parents and others carefully in all aspects of program design, implementation and evaluation.
13. Formal board action to participate (Local Education Agencies need to include the Superintendent's participation) and recognition of all the standards and criteria.

#### **Highly Desirable:**

- Experience partnering with a First 5 Commission
- Experience in effective outreach models that work with informal/kin providers, family home care and center-based providers
- Experience in supporting and implementing professional development for child care providers and increasing salary and education levels to that of kindergarten/elementary teachers
- Experience in articulation between preschool environments (i.e. informal care, family home care, centers, etc.) and kindergarten programs county wide
- Experience in aligning preK activities with the K-3 curriculum
- Staff dedicated to this project (not supplanted) with background and education in child development and early elementary education

**Attachment B**

**Evaluation Questions and Potential Data Sources for First 5 Preschool  
Demonstration Projects  
Draft 6/24/04 (discussed with County Commissions)**

From the Expanded First 5 Preschool Demonstration Project Quality Criteria (Attachment A) Preschool Demonstration Projects will participate in statewide evaluation processes, use PEDS (or First 5 CCFC approved system that links directly to PEDS) for data collection, and demonstrate benefits to young children that are measurable across the 5 domains (NEGP) of children’s learning and development through the early elementary grades. Results will include:

- An increase in high quality preschool services available to all 4 year olds;
- Demonstrated developmental progress for participating 4 year olds;
- Improved school readiness success indicators (K measures); and
- School success continuing through 3<sup>rd</sup> grade.

Listed below are the Preschool Demonstration Project Outcome and Process Evaluation Questions aligned with potential data sources for child and family, and process outcomes.

<b>OUTCOME Evaluation Questions</b>	<b>Child and Family Outcomes – Potential Data Sources</b>	<b>Process Outcomes – Potential Data Sources</b>
1. Are children who participate in First 5 Preschool Demonstration Project programs better prepared to be successful in: a. Kindergarten? b. Early elementary grades? <i>* also SR, SN</i>	* Early identification on Desired Results and/or health assessments * KEP results or K assessments ----- * Standardized test scores (2 <sup>nd</sup> and/ or 3 <sup>rd</sup> grade) disaggregated by language, ethnicity, and disabilities/special needs * Decreased Special Education referrals and placements * Retention rates * Participant level data	* # Quality preschool spaces * Use of new PreK Early Learning Standards and PreK Curriculum Guide (when available); alignment with K-3 standards * Screening process implemented * Use of transition activities and ongoing support services using research-based practices adapted for children of various cultures, languages, and with disabilities, other special needs
2. 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 in: a. Kindergarten? b. Early elementary grades? <i>* also SR, SN</i>	* Early identification on Desired Results assessments * KEP results or K assessments ----- * Standardized test scores (2 <sup>nd</sup> and 3 <sup>rd</sup> grade) disaggregated by language, ethnicity, and disabilities/special needs * Decreased Special Education referrals and placements * Retention rates * Participant level data	* # Quality preschool spaces * Use of new PreK Early Learning Standards and PreK Curriculum Guide (when available); alignment with K-3 standards * Screening process implemented * Use of transition activities and research-based practices adapted for children of various cultures, languages, and with disabilities, other special needs
3. Are more children receiving screening and assessments, provided appropriate services, and effectively included in First 5 Preschool Demonstration Project programs? <i>* also SN</i>	* # of children with special needs in preschool * # of children with disabilities and other special needs receiving services (medical, social, behavioral, education) * Parent involvement in development of IEP or IFSP process	* # of screenings and assessments (also % of PreK population) * # health and ECE providers and others serving children with disabilities; # trained * # and type of program adaptations

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<b>PROCESS Evaluation Questions</b>	<b>Child and Family Outcomes – Potential Data Sources</b>	<b>Process Outcomes – Potential Data Sources</b>
4. Are quality criteria effectively implemented in First 5 Preschool Demonstration Project programs?		<ul style="list-style-type: none"> <li>* Free, voluntary for equivalent of 3hrs/day x 175 days</li> <li>* BA teachers with certification; plus AA teacher</li> <li>* 20:2 ratio or better</li> <li>* Documented professional development (dual language, cultural training, disabilities/special needs)</li> <li>* ECERS score of 5+</li> <li>* Meet licensing standards</li> <li>* Progress to quality criteria</li> <li>* Child Nutrition Program</li> <li>* CDE/CDD ‘Desired Results System for Children and Families’ approval</li> <li>* Implement Equity Principles</li> <li>* Connect to SR &amp; other First 5 Programs; MOUs</li> </ul>
5. Which Preschool Demonstration Project strategies most effectively promote positive outcomes for: all children, children from diverse cultural and linguistic backgrounds, and children with disabilities and other special needs?	Analyzing Preschool Demonstration Project strategies by: <ul style="list-style-type: none"> <li>* Demonstrated progress on Desired Results assessments</li> <li>* KEP results or K assessments</li> <li>* Standardized test scores (2<sup>nd</sup> and 3<sup>rd</sup> grade) disaggregated by language, ethnicity, and disabilities &amp; other special needs</li> <li>* Decreased Special Education referrals and placements</li> <li>* Retention rates</li> </ul>	<ul style="list-style-type: none"> <li>* Use of new PreK Early Learning Standards; alignment with K-3 standards</li> <li>* Use of PreK Guidelines and PreK Curriculum Guide (when available);</li> <li>* Use of research-based practices adapted for children of various cultures, languages, and with disabilities, other special needs</li> </ul>
6. Are parents satisfied with the First 5 Preschool Demonstration Project programs?	<ul style="list-style-type: none"> <li>* Increased awareness of the importance of SR developmental milestones and domains</li> <li>* Demand for preschool (e.g., waiting lists, PreK participation)</li> <li>* Parent surveys (DR, KEP)</li> </ul>	<ul style="list-style-type: none"> <li>* Parenting information</li> <li>* Parent advisory groups</li> </ul>

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**Attachment C**

**Selected Title 5 Chapter 19 Child Care and Development Requirements**

Meeting Title 5 and Title 22 requirements, in addition to meeting First 5 Quality Criterion #1-5, and the minimum teacher qualifications for beginning First 5 Preschool Demonstration Projects as described in Criteria #6, are entry-level criteria for First 5 Preschool Demonstration Projects.

First 5 CA seeks to assist in the development of a diverse preschool provider system that includes public and private providers that meet required quality standards. A family child care network is technically a cluster of licensed providers working under the supervision of a central administering agency that contracts with the state of California to provide subsidized child care and development services in home care settings. They must meet the same Title 5 requirements, as do center-based programs. Other network models, such as those administered by Head Start, will also meet Title 5 requirements.

**Selected Title 5 Chapter 19 Child Care and Development Requirements**

<p><b>Materials</b> developed with First 5 Preschool Demonstration Project funding (Subchapter 2, Article I, General provisions, Section 18016).</p>	<p>The use of income, received from materials developed with contract funds, is restricted to the child development program.</p>
<p><b>Prohibition against religious instruction or worship.</b> (Subchapter 2, Article 1, Section 18017)</p>	<p>The contractor shall not provide nor be reimbursed for child care and development services that include religious instruction or worship.</p>
<p><b>Compliance with Title 22 California Code of Regulations.</b> (Subchapter 2, Article 1, Section 18020)</p>	<p>Providers which are exempt by statute or otherwise exempt from licensure shall comply with health and safety regulations for day care centers and family child care homes as specified in Title 22 California Code of Regulations, Community Care licensing Standards in order to qualify for child care and development program contract funds.</p>
<p><b>Monitoring and Technical Assistance:</b> Compliance reviews of First 5 Preschool Demonstration Project providers (Subchapter 2, Article 1, Section 18023).</p>	<p>To the extent that these providers are also CDE contractors they will participate in the compliance review process.</p>
<p><b>Termination of or by the provider:</b> (Subchapter 2, Article 1, Section 18024)</p>	<p>The contractor (preschool provider) may terminate the contract for any reason during the contract term. The contractor (preschool provider) must notify at least 90 days prior to the date the contractor intends to terminate the contract. Transfer to another agency to provide spaces when providers leave the First 5 Preschool Demonstration Project system.</p>
<p><b>Cost standards</b> (Article 3, Section 18033 to 18041).</p>	<p>Contractors will be reimbursed for actual costs that are reasonable to the performance of the contract. Local cost standards and use of subsidized parent fees.</p>
<p><b>Determination of reimbursement</b> (Article 4, Section 18054 to 18057)</p>	<p>This provides guidance on the determination of reimbursable amounts. The administrators of First 5 Preschool Demonstration Project providers should be</p>

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	aware of these requirements. Example the minimum days of operation.
<b>Accounting and Reporting Requirements</b> (Subchapter 2. Article 5. Section 18064 through 18073).	Includes enrollment and attendance accounting; verification of excused absences; general record keeping requirements; audits and auditors.
<b>Utilization of the Regional Market Rate Ceiling</b> (Subchapter 2.5 Article 1 Sections 18074 – 18076.3)	Includes application of regional market rate ceilings; establishment of reimbursement rate; reimbursement rate categories. Adjustment for Children with Exceptional Needs (18075)
<b>General Child Care Programs:</b> (Subchapter 3 S. 18077 to 18095)	Includes a number of documents that are necessary for providers to keep in data files. The documentation of training and a child’s special needs are key. There are also some parental notices of action when child care is approved or denied.
<b>Enrollment:</b> (Article 3. Sections 18100 to 18104)	Child care enrollment and need issues.
<b>Admission policies and procedures:</b> (Article 4. Sections 18105 through 18107)	Includes Admission priorities, waiting lists and residency requirements.
<b>Parent Fees:</b> (Article 5. Sections 18108 –18117)	Includes Fee schedule; explanation to parents; exceptions; receipts; notices; confidentiality.

**Attachment D**

**First 5 CCFC Principles on Equity**

Recognizing significant gaps and disparities in the provision of services for children and their families and as observed in educational, health and other outcomes, the State Commissioners adopted a resolution in November, 1999, demonstrating its commitment and leadership towards taking proactive steps to ensure that California children and their families from diverse populations, including children with disabilities and other special needs, are an integral part of the planning and implementation of Proposition 10. By the following summer (July 2000), the State Commissioners had established the Advisory Committee on Diversity to serve as their policy advisors on issues related to diversity and equity. For Prop 10, diversity has been defined to be inclusive of children prenatal to five years of age, regardless of immigration status, who:

- Are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or other historically or currently under-served communities; or
- Have disabilities and other special needs.

The Advisory Committee on Diversity is responsible for advising the State Commission in fulfilling its mission to adopt policies and practices that equitably provide California's children (prenatal to 5) from diverse backgrounds and abilities with accessible, family-friendly, culturally competent, quality early childhood services and programs designed to help them reach their full potential and prepare them for positive educational and life experiences. To achieve this vision, it is critical that parents and other caregivers of children from diverse backgrounds and with diverse abilities have meaningful roles in the planning, delivery and evaluation of Prop 10 initiatives. When historically marginalized groups have a voice in shaping the systems that affect the lives of their children, we can expect cutting-edge and powerful changes. The Advisory Committee on Diversity is confident that only through this increased level of involvement and system improvements will equity be achieved.

The Advisory Committee on Diversity determined at its second meeting (November 2000) that its work must begin with the development of Equity Principles, which were originally referred to as Diversity Principles. The State Commission is the primary audience for these Equity Principles; the principles will be used to guide their policy work and funding decisions. Additionally, the Equity Principles are intended for use by the CCFC staff and contractors. Although the Principles are not mandates, they can serve as guidelines to ensure that the programs and services established and supported by Prop 10 funds are both culturally and linguistically competent and inclusive in serving children with disabilities and other special needs.

The Committee also developed these Equity Principles with the local audience in mind and in response to the County Commissions' requests for support in this area. The Advisory Committee on Diversity feels strongly that the Equity Principles will be beneficial to the children and families served through local programs funded by the County Commissioners.

The Advisory Committee on Diversity firmly believes that through assuring improved programs and access for children and their families from diverse backgrounds and with diverse abilities, the services for all children in California will be better served. We offer these Principles to assist

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the State Commission in fulfilling its commitment to all children and hope that others throughout California will also adopt them. There are four major components to the Diversity Principles:

1. Inclusive Governance and Participation
2. Access to Services
3. Legislative and Regulatory Mandates
4. Results-based Accountability

The Advisory Committee approved the Equity Principles on June 29, 2001. It is anticipated that the Committee will periodically review and update the Principles.

### **Inclusive Governance and Participation**

Prop 10 recognizes that children develop within the context of their families and communities, and as such, it is essential that Prop 10 programs secure and obtain meaningful participation and input of the families and other caregivers of children from diverse backgrounds and with diverse abilities throughout all program development and implementation phases. Prop 10 programs should:

- Use culturally- and linguistically-appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs and parents who themselves may have disabilities;
- Assure that all diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved so that they can have an equal voice in defining their needs and finding solutions;
- Use community organizations, both formal and informal networks, and other communication vehicles that have been effective in reaching out to and serving diverse groups;
- Promote and support the development of emerging parent and community leaders; and
- Assure that families representing diverse groups participate equitably in the planning, delivery and evaluation of initiatives, which includes the grant criteria process, advisory groups and other committees.

### **Access to Services**

To assure that children from diverse backgrounds and with diverse abilities have access to high quality and culturally competent early care and education/development opportunities as a critical means for achieving equity, Prop 10 funded programs should:

- Set measurable goals and objectives for increasing access and achieving equity;
- Use culturally and linguistically relevant methods of communication and community outreach, which include engaging respected community persons to promote messages;
- Assure that programs provide access to information, resources and support regarding their child's development, including strengths and needs for all families;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze disaggregated community demographic data (ethnicity, disabilities, language, age, socio-economic status, literacy levels, underinsured/uninsured rates, etc.). Use these assessment and data to establish priority desired results and to design program that will remove disparities and attain desired results;

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- Provide information and support through culturally and linguistically responsive service providers and service providers who are knowledgeable about children with disabilities and other special needs and their families;
- Promote collaboration across disciplines, service delivery systems and communities. This includes implementation of a coordinated service delivery approach to young children, especially children with disabilities and other special needs and their families who are often served by a variety of agencies, programs, and service providers;
- 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 (e.g., Braille, closed captioning);
- Schedule services in accordance with family needs and situations (work schedules, time of the year, language, transportation, etc.);
- Support programs that are individualized to address the cultural and linguistic diversity, as well as the range of ability levels and behavioral and learning styles that are 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. Individualization of services and supports for all families are critical to actively support a child's learning experiences in natural environments to the maximum extent appropriate;
- Demonstrate awareness of, and referrals to, services, resources and other supports available for children with disabilities and other special needs and their families;
- Demonstrate a commitment to promote a workforce that has skills, knowledge of, and reflective of the children and families being served, and a workforce that is knowledgeable about and supportive of children with disabilities and other special needs and their families;
- Demonstrate that staff who work with or on behalf of children and their families display a positive attitude about working with children with disabilities and special needs as well as children from culturally and linguistically diverse backgrounds; and
- Promote policies to assure training and technical assistance necessary to improve knowledge, attitudes and skills of all involved with the Commission and build their capacity to work within culturally and linguistically diverse communities, and serve as well as to work more effectively in serving the range of abilities, behavioral and learning styles that are representative of California's children.

### **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 should:

- Embrace the spirit of the law;
- Demonstrate leadership in assuring that all staff receive training, are knowledgeable about pertinent legislative and legal mandates and have the skills and resources necessary to implement required modifications or enhancements to services or facilities;

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- Inform parents of their rights and responsibilities as well as those of their children;
- Offer its services to all children and their families regardless of immigration status (California Children and Families Commission Resolution –June 24, 1999); and
- Be held accountable for their compliance with key laws and other related mandates, for example:
  - Title 6 of the Civil Rights Act of 1964: requires linguistic access via qualified interpreters and translated materials at no cost to the individual;
  - Americans with Disabilities Act 1990 (ADA): prohibits discrimination on the basis of disability and promotes equal access, building modifications, hiring practices for persons with disabilities;
  - Language Access Laws i.e., Dymally-Alatorre Bilingual Services Act (CA); imposes direct obligations state/local governmental agencies to provide appropriate translation services for languages spoken by 5% or more of population served;
  - Individuals with Disabilities Education Act (IDEA) establishes special education and coordinated, family centered service delivery systems for children with disabilities from birth through age 5 through several programs e.g., California’s Early Start Program, California Department of Education’s Preschool Special Education Program; and
  - Executive Order 13166: issued on August 11, 2000 to provide meaningful access to Limited English Proficient (LEP) individuals to federally assisted and federally conducted programs and activities.

### **Results-based Accountability**

Prop 10 programs will have well defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities and thus should:

- 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 who are knowledgeable about children’s differing abilities, and who are culturally competent in regards to the population(s) served in developing effective assessment and evaluation tools and methods;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze community demographics (ethnicity, disabilities, language, age, socio-economic status, etc.);
- Assess regularly its inclusive governance process and provide updates on the extent of the family involvement and engagement throughout all phases of program development (planning, implementation and evaluation);
- Use culturally and linguistically appropriate questions, instruments and other research methods to collect relevant data from the populations and communities served;
- Include questions on disabilities and other related issues in surveys and other evaluation and research tools/instruments;

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- Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socio-economic status, etc.) describing children and families served and the achievement of access, equity and desired child/family results;
- Recognize that accountability and results are crucial to ongoing advocacy and sustainability; and
- Disseminate best practices and promising practices for the benefit of all children and their service providers throughout California.

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**Attachment E**

**Chart Outlining Requirements for MOUs, IAs, and Assurances in Support of First 5 Preschool Demonstration Projects**

Language reflects the prompts in: “Guidance for Describing Operational Plan for First 5 Preschool Demonstration Project Quality Criteria”

<b>First 5 Quality Criteria</b>	<b><u>Memorandum of Understanding (MOU) or Interagency Agreement (IA)</u></b> MOUs and/or IAs typically contain a scope of work, term of agreement, specific description of services (including quantity/frequency), delineation of responsibilities, work plan and/or timeline, budget and/or funding to be provided, and signatures of both parties. MOUs and/or IAs should include the name(s), job title(s), and phone number(s) of the person(s) from the collaborative partner who will serve an active role in the planning and funding of the Preschool Demonstration Project. Indicate how the collaborating partner will focus on specific emphasis areas and what specific resources may be available (the agreement may be contingent on funding). If a MOU and/or IA already exists with this partner agency, add a page specific to the First 5 Preschool Demonstration Project.		<b><u>Assurances</u></b>  A First 5 Preschool Demonstration Project application must address these Quality Criteria and commit to implementing them throughout the duration of the project.
	<b>Threshold for First 5 Preschool Demonstration Project Eligibility</b> MOUs and/or IAs must be in place to be considered for funding (Decision Point 1)	<b>Agreements in Development</b> MOUs and/or IAs may currently be in place, and if not, should be in development for support of the First 5 Preschool Demonstration Project.	
<b>#1 - #3</b>			<p>Provide assurances that First 5 Preschool Demonstration Projects will be free and voluntary for all families within the selected “system” (school district(s), city, or county).</p> <p>Provide assurances that First 5 Preschool Demonstration Projects will serve either all preschoolers who are not yet eligible for Kindergarten (four year-olds, or three- and four-year-olds) that live in the attendance areas of school districts with at least 1000 four year-olds, or all four year-olds in a city or in a county with as close to 1000 preschoolers as possible.</p> <p>Specifically, assure that at entry, and throughout the Preschool Demonstration Project, the enrolled preschool providers are licensed (Title 22) and meet regulatory quality standards for the State Preschool Program (Title 5; Chapter 19, Subchapter 12).</p> <p>Entry-level standards require providers to achieve a</p>

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			<p>score of ‘5’ or better on the Early Childhood Environment Rating Scale (ECERS) or Family Day Care Rating Scale (FDCRS) within the time period for which First 5 CCFC reimbursement funding is first requested (e.g., 6 or 12 months).</p> <p>Provide assurances that provider facilities and playgrounds meet the requirements of the Americans with Disabilities Act (ADA) and the California Building Standards Code.</p>
<b>#4</b>	<p>Describe the periodic comprehensive screenings and developmental assessments to be provided through the First 5 Preschool Demonstration Project, including appropriate identification, treatment (intervention), and supportive services to be available for children enrolled in the Preschool Demonstration Project program. Who will perform these screenings and assessments? How often will screenings and assessments be provided? Where will children receive services if needed? Attach MOUs/IAs if applicable for providers.</p> <p>Provide evidence of agreements with Special Education Local Plan Area (SELPA), County Office of Education or School District, Regional Center (RC), and other agencies that cover implementation of the Individuals with Disabilities Act including search and serve, referral process, the Individualized Education Program (IEP) or Individual Program Plan (IPP) process and provision of special education and related services when appropriate.</p>		<p>Provide assurance that First 5 Preschool Demonstration Project providers will understand and comply with the requirements of the State and federal Civil Rights laws.</p> <p>Provide assurance that First 5 Preschool Demonstration Project providers will comply with the requirements of the Americans with Disabilities Act.</p>
<b>#5</b>		<p>Describe transition support for children entering the preschool programs and for preschoolers entering Kindergarten. Provide MOUs if applicable.</p>	<p>Describe how the First 5 Preschool Demonstration Project will use the new CDE early learning standards and Pre-Kindergarten Curriculum Guide (when available) that are articulated with California’s Kindergarten through third grade standards. Provide assurances for continued</p>

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			<p>participation over the 5-year period. Provide assurances that USDA Child Care Food Program resources will be used whenever possible.</p>
<b>#6</b>			<p>Describe and provide assurances that First 5 Preschool Demonstration Project teaching staff will achieve quality standards.</p> <p>Provide assurances that State Preschool Program Title 5, Chapter 19 standards and rates in the area are used as a minimum, and rates move to parity with K/Elementary teachers when qualifications are achieved (i.e., salary/benefits schedule).</p>
<b>#7</b>		<p>Describe how teacher training for preschool will be increased and integrated with the college and university systems, and include community-based training venues. Acknowledge any barriers in obtaining culturally and linguistically appropriate access to higher education. Describe proposed solutions. Provide MOUs/IAs.</p>	<p>Provide assurances that the teacher competencies, course of study, credentials, and other policies to be developed through CDE P-16 Council, proposed early learning workforce Blue Ribbon Committee, and related efforts will be integrated with the First 5 Preschool Demonstration Project.</p> <p>Provide assurances and describe focused recruitment and education supports (including tutoring, linked ESL and ECE classes, tuition and book reimbursements, etc.) to sustain and enhance the diversity of ECE teachers, staff, and administrators. Provide assurances that costs related to education supports will be provided through CARES or related efforts.</p>
<b>#8</b>	<p>Describe and provide evidence of significant policy commitments by First 5 County Commission and/or LEA (County Office of Education or School District School Board and/or Superintendent) and/or Elected Governance Body (County Board of Supervisors, City Council/Mayor) through letter of commitment or MOU, resolution/actions, ballot measures, Strategic Plan - County Commission and others.</p>	<p>Describe management of the proposed First 5 Preschool Demonstration Project. Include criteria for the managing entity responsible for monitoring subcontracts for public and private centers or family child care homes participating in the Preschool Demonstration Project. Discuss how the lead agency will report its progress via the County Commission to First 5 CCFC, annually or more frequently if needed. Discuss how any financial, legal or management challenges will be identified and reported. Describe anticipated challenges and/or</p>	<p>Provide assurances that the First 5 Preschool Demonstration Project will participate in building a statewide system of quality preschool in accord with California's Master Plan for Education.</p> <p>Provide assurances of a commitment to full implementation of the First 5 Equity Principles.</p>

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		resolutions. Provide MOUs/IAs if applicable.  If applicable, describe the role and responsibilities of the Intermediary, using Expanded Criterion #14.	
<b>#9</b>			Describe plan for assuring that preschool providers will fully participate in First 5 statewide evaluation processes in order to demonstrate benefits to young children that are measurable across the 5 domains.  Provide assurances for use of PEDS and the Special Needs Project module as adapted for the First 5 Preschool Demonstration Projects (or First 5 CCFC approved system that links directly to PEDS).
<b>#10</b>	NOT APPLICABLE		
<b>#11</b>	Show evidence of significant current and future financial commitments from First 5 County Commission and other partner(s).		
<b>#12</b>			Provide assurances that parent advisory groups will include parents/families with preschool-aged children who represent the languages/cultures of the children and children with disabilities and other special needs.
<b>#13</b>			Describe and provide assurances that a variety of public and private funding mechanisms will be available, including a description of fees if applicable, to support wrap-around childcare.
<b>#14</b> (If Applicable)		Provide MOUs and/or IAs if applicable (refer also to Quality Criterion #8).	When an intermediary is used for the program and fiscal operations of the First 5 Preschool Demonstration Project, the narrative must include a discussion of each criterion and provide assurances that each criterion will be met by either the First 5 County Commission or by the intermediary. Clearly delineate the areas of responsibility for the intermediary in managing, monitoring and/or evaluating the program. As necessary, to determine responsibility, refer back to the previous 13 First 5 Quality Criteria.