REQUEST FOR APPLICATIONS

DEMONSTRATION SITES
FIRST 5 CALIFORNIA SPECIAL NEEDS PROJECT

July 2004

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

This Request for Applications may be found at www.ccfc.ca.gov/rfp.htm

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I. Introduction

The purpose of this Request for Applications (RFA) is to identify approximately ten existing First 5 School Readiness Initiative Programs to serve as First 5 California Special Needs Project Demonstration Sites. **A Special Needs Demonstration Site is defined as the designated school catchment areas of a First 5 School Readiness Initiative Program that are implementing project goals delineated in this application**. Demonstration Sites will reach out to families and community members and involve them in developing an improved system that provides families access to a spectrum and continuum of services appropriate to meeting their child's individual special needs. Demonstration Sites will identify children with disabilities and special needs at their earliest points of need, enhance the children's health and development through the provision of needed services and/or referral, and support their families in developing nurturing relationships and supportive learning environments for their children. Demonstration Sites will work closely with the Statewide Coordination and Training Contractor, California Institute on Human Services at Sonoma State University (CIHS-SSU), and the Project Evaluator, SRI International.

A. Special Needs Project Overview

The First 5 California Special Needs Project is designed to improve the system, keeping families at the center, to promote strategies that improve practice in early identification of disabilities and other special needs and to promote school readiness for children with disabilities and other special needs. The project will assist families in navigating service systems, becoming advocates for their children, and accessing services. It is also important that young children receive services and supports in inclusive settings. Children who begin their early care and education experience in settings with peers who do not have disabilities are more likely to be included in general education programs throughout their school years. Most importantly, when the family and child are supported through partnerships across various stakeholders, the result is synergy as the groups all move with the family in the same direction, making the "whole greater than the sum of the parts."

The First 5 California Special Needs Project will work with families, caregivers, child care providers – including Head Start and State Preschool programs, educators, health, mental health, and social service providers to support young children with a broad spectrum of special needs in the context of and as an integral part of a community approach, i.e., the First 5 School Readiness Initiative. The First 5 California Special Needs Project starts with a foundation of important concepts:

- If the family is the center, it is critical to model and promote family/service provider collaboration in all aspects and at all levels of the project
- Ongoing involvement of family members and community members will occur only through significant outreach and opportunities to participate meaningfully
- It is crucial to connect what is known to be effective through research and implementation of that knowledge in practice
- Strong interdisciplinary and interagency partnerships are required to ensure a continuous, effective approach to identifying and serving children in need of early intervention
- To sustain change, it is necessary to promote ongoing personal and professional development and capacity building within and among organizations

- This project starts with a strengths-based approach, one that builds on individual, family, program, and community strengths
- Services and activities must be culturally competent and respect the values and cultures represented within the community
- To be accountable and document progress, it is essential to continually evaluate and improve Project work, committing to continuous improvement for the Project participants, Demonstration Sites, and communities.

See Appendix A: Fact Sheet on First 5 California Special Needs Project

B. Project Goals

This project seeks to:

1. Improve school readiness for children with disabilities and other special needs and their families;
2. Promote strategies and practices that improve early identification and intervention for children from diverse backgrounds with disabilities, behavioral/mental health concerns, and other special needs; and, thereby,
3. Strengthen the School Readiness Initiative and other First 5 California programs, including Preschool for All and Health Access for All; and
4. Produce evaluation results for evidence-based practices that will serve as a foundation for future program improvement and advocacy efforts.

C. Target Population

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.

Families whose children are eligible for mandated services such as the Individuals with Disabilities Education Act (IDEA) or California Children's Services (CCS) will benefit from early identification, mandated services, and First 5 California supplemental and community-wide services offered at selected project sites. Families whose children are not eligible for mandated services but who require other services, especially for social/emotional and behavioral issues, may receive services initially funded largely by First 5 California at specific Special Needs Project Sites.

D. Expected Project Outcomes

The First 5 California Special Needs Project will focus on four major emphasis areas to achieve specific project outcomes. Each emphasis area has outcomes for children, families, programs and systems. Addressing these areas will be required for the Demonstration Sites. The four areas are:

1. **Universal access to screening for early identification and referrals for physical and developmental issues, including social, emotional, and behavioral issues.**

Expected project outcomes for this emphasis area:

Child: An increased number of children receive effective comprehensive early and periodic screenings conducted with age appropriate and culturally/ linguistically appropriate tools and children's special needs will be identified at an earlier age. Children receive appropriate pre-referral intervention or referrals and follow up for further interdisciplinary assessment or services. It is anticipated that beginning in the first full fiscal year of the project (July 2005-June 2006) 500 children will be screened at each Demonstration Site annually.

Family: Families and caregivers have an active role in the interactive screening/ assessment process, understand the need and value of early screening, and obtain information that helps them promote optimal development in their children.

Program: Staff members understand and utilize multiple sources and appropriate instruments that take into account a variety of disciplines and skill levels, and assess a spectrum of child/family strengths and needs. The screening/ assessment process is used to design interventions that are responsive to the child's skills, needs and changing abilities. Staff members are trained specifically to understand how to administer screenings for and follow up with children who are dual language learners.

System: An effective, comprehensive, coordinated screening/assessment system is identified and formalized or developed that includes effective outreach to and participation by families, multifaceted screening components, multiple information sources, periodicity, and dual level screening (the child in the context of the preschool/child care and home environment).

Challenge to be addressed:

While multiple resources for screening are available (e.g., health screening in entitlement programs and health insurance plans), universal screening for the early identification and diagnosis of physical, developmental, and social/emotional/behavioral issues, and appropriate referrals and follow up are not consistently provided. Reasons for uneven screening include lack of outreach efforts, non-standardization of tools and screening processes, and insufficient numbers of trained professionals and paraprofessionals to provide the screening and intervention/treatment or make referrals for this. Additionally, only a limited number of screening tools and processes have been demonstrated to be appropriate for children from different cultural and linguistic backgrounds, particularly dual language learners.

Examples of strategies:

a. First 5 Special Needs Project Demonstration Sites will train First 5 School Readiness Initiative staff and partners to perform screening services. Sites will conduct outreach, provide universal access to screening, provide extensive pre-referral intervention, refer for assessments as needed, and follow up with families and providers. The Demonstration Sites will target children who are not currently served by IDEA and also will assist families in accessing services for children who are eligible under IDEA or any other programs (CCS, health insurance, and so forth).

b. Demonstration Sites will provide culturally and linguistically appropriate public awareness/education information, on prevention, early intervention, screening services, and other available resources.

c. Interagency agreements and Memoranda of Understanding (MOUs) will be in place to make use of existing quality screening systems and to facilitate coordination during screening, pre-referral intervention, and referral.

2. **Improved access to and utilization of services and supports through coordination and reallocation of existing resources and building of new resources.**

Expected project outcomes for this emphasis area:

Child: Children receive appropriate, integrated interventions/ services (health/ medical, physical, behavioral, educational, etc.) for their identified special needs (including children with or at risk for chronic emotional or behavioral conditions). Children identified with special needs are transitioned into kindergarten with active Individual Education Plans (if qualified under IDEA) or other individualized transition plans formalized through this project.

Family: Early interventions improve family functioning and enable the family to help their child grow, learn, and develop more fully to reach his/ her maximum potential. Families are effective advocates for their child. Families understand their child's special needs, practice skills in implementing interventions, and are able to navigate the system. Family satisfaction on multiple levels is evident as measured with culturally and linguistically appropriate tools.

Program: Family-centered principles, policies, and practices are identified and implemented by programs. Programs, families, and providers (public and private) participate equally in planning to develop increased access to services and improved service delivery. Programs place focused attention on having trained staff provide extensive pre-referral intervention, tailored as required to meet the needs of dual language learners. Programs/ participants promote children's emotional/ behavioral well-being. Programs respond to family priorities and services are accessible (e.g., culturally and linguistically responsive, varied hours of operation, convenient transportation).

System: An interjurisdictional plan that results in systems change to the service continuum (beginning with screening, followed by extensive pre-referral intervention, assessments as needed, leading to appropriate educational, medical, behavioral, or other therapeutic interventions designed to support the child and family), provides detailed descriptions of program service models, and measures service utilization rates. This linked continuum of services builds on and enhances existing services designed and delivered in a manner that emphasizes child and family priorities and is culturally and linguistically competent. An estimated 75 children and their families annually receive comprehensive and/or supplemental multidisciplinary services at most Demonstration Sites and would be considered "core participants" for evaluation purposes.

Challenge to be addressed:

Although there is evidence of an array of educational, health, and developmental resources provided in California, especially to support children with a diagnosis under the Individuals with Disabilities Education Act (IDEA) Parts B and C, these resources for children appear to lack coordination, leaving families to navigate a complex and fragmented system on their own. Furthermore, the state and community-based infrastructures do not provide adequate incentives for service coordination (especially for the preschool-age population), prevention, early identification, and early intervention. There are insufficient resources devoted to pre-referral intervention. Additionally, there are children with social-emotional and behavioral challenges who may not have adequate inclusive service options.

Examples of strategies:

a. Educate and involve families in the planning and provision of interdisciplinary services for their children and in supporting their children in their natural environments. Sites will implement practices in furtherance of First 5 California's Principles on Equity. (*See Appendix B*)

b. Fully train staff from all disciplines and educate parents to provide extensive and early pre-referral intervention.

c. Identify, refer, and monitor the provision of comprehensive, interdisciplinary services to children with delays, disabilities, health problems and/or multiple risk factors, including family conditions. These services would support children, families, and other caregivers in a variety of settings for young children. Sites will assist with critical transition periods (e.g., when the child comes home from the hospital, when the child reaches age three; when the child enters kindergarten).

d. Provide appropriate, evidence-based behavioral health interventions and/or therapeutic mental health interventions (e.g., counseling, support groups, consultation to child care settings, home visitation) to families of children with behavioral challenges, emotional disorders, or mental health problems.

e. Assist the family to establish a 'medical home' for each child to ensure timely and appropriate services to ensure continuity of care and to develop a relationship with a medical team.

f. Integrate supports for families. To accomplish the expected project outcomes, the Demonstration Sites will coordinate with community resources for families to identify and utilize, to the extent possible, existing interdisciplinary resources and to make systems improvements. (Please refer to *Attachment 4* for a list of potential community partners.)

g. Increase use of federal reimbursements and other funding sources to expand and sustain services.

3. **Inclusion of young children with disabilities and other special needs in appropriate, typical child care and development and other community settings with provision of necessary supports to help the child succeed in these environments.**

Expected project outcomes for this emphasis area:

Child: An increased number of children with special needs participate in appropriate inclusive preschool and other child care and development settings with provision of necessary supports to help the child succeed in that environment.

Family: There is a mutuality of engagement between parents and providers that encourages collaboration, support, and negotiation in order to make the inclusive environment a success for the child and family.

Program: Programs use evidence-based, best practice strategies and resources to help the child succeed in community participation/inclusion, including collaborative planning time, materials, equipment, and curriculum.

Program: There is an increase in the rates of inclusion in School Readiness Initiative programs, the degree of child participation in program activities, and the types of supports provided.

System: An adequate supply of trained and qualified (including culturally and linguistically competent) professionals and para-professionals is available to support full participation and inclusive environments in the community. Staff is trained to provide extensive pre-referral intervention, including strategies for dual language learners.

Challenge to be addressed:

An insufficient number and range of early childhood education providers are trained and equipped to serve children with special needs alongside typically developing children. In keeping with the support that First 5 CCFC has given for the increased availability of early childhood development programs and other services through the School Readiness Initiative, there is now a need to ensure that these programs are available for, and inclusive of, all children. Additionally, research has shown that adoption of evidence-based practice can only be sustained when there is support and buy-in from administrators, from superintendents to principals to site directors and the administrators need information and training as well. Financing for additional pre-service training, as well as ongoing professional development will be needed.

Examples of strategies:

a. Use trained local interdisciplinary teams and/or other supports to maximize inclusion of young children with special needs in typical programs and community settings (preschools and child development programs, as well as health clinic services, recreational programs, etc.)

b. Offer appropriate options for inclusion, including full inclusion in an early childhood education program with appropriate supports. Programs may also assist in identifying sources for supports or provide the supports needed.

c. Provide training on disability law, pre-referral early intervention, inclusion practices, and other pertinent issues (e.g., social and emotional development,

child/parent attachment, behavioral issues, relationship building, etc.). This effort would be linked to local training and retention incentive programs.

4. **Evaluation to determine effective practices and to improve programs' capacity to identify and include young children with disabilities and other special needs.**

Expected project outcomes for this emphasis area:

Child: Evaluation measures consider the effects of the project on the core participant children, including appropriate progress in targeted domains by children who have identified special needs, individual child change in behavior or development, and the effectiveness of interventions.

Family: Evaluation measures consider the effects of the project on the capabilities of the family to support the child's positive development, and the quality of interactions between the family and the child, and the relationship between the family and the professional/ provider and service systems.

Program: Evaluation measures consider where and how the project provided best practice implementation in the Demonstration Site community, including strengths and weaknesses, and effectiveness with culturally and linguistically diverse families.

System: Evaluation measures consider the project's evolution from a fragmented infrastructure of categorical programs to a more comprehensive system that supports all children as individuals along a continuum of needs, includes outcomes accountability, replicability, project innovation, and effective financing strategies for sustainability. A longitudinal analysis and projection of cost redirection/ savings addresses project fiscal viability.

Challenge to be addressed:

There is a need to further test the efficacy of promising practices and to disseminate effective program designs particularly for children from diverse backgrounds and with diverse abilities. Evidence-based practice and programs can be powerful tools in supporting policy reforms at the state and local levels. Each Demonstration Site will be evaluated on the quality of program implementation, child and family outcomes, participation in technical assistance, and will be used to compare program models. (See Section V.D. for Evaluation Requirements).

Examples of strategies:

a. Participate in research, quality improvement studies and/or program evaluation to determine child, family, and system outcomes.

b. Provide leadership training regarding implementation of participatory evaluation practices aligned with the School Readiness statewide evaluation, with appropriately disaggregated data.

c. Document experiences and share best practices with other School Readiness Initiative programs, family resource centers, and others.

II. Application Process, Timeline, and Special Instructions

A. General Requirements

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 County Commission application in Microsoft Word format must be received by **5:00 p.m., Monday, October 4, 2004**. (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:

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

   (916) 323-0056

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

   Request for Applications
   First 5 California Special Needs Project Demonstration Sites

   Please note that each review team will need to review complete copies that include both County Commission and program information. Please reproduce copies on white paper; provide sequential page numbers, and 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 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 California.

5. Please follow the order and use the format from Section III.A. of this RFA. The application must demonstrate the ability of the Commission and the First 5 School Readiness Initiative Program to meet all qualifications, requirements, and standards in this RFA.

6. The application cover sheet (*Attachment 1*) must be filled out completely and one copy must include an original signature of the person authorized to enter into contracts for the County Commission. **Please sign in blue ink**. This coversheet lists assurances, agreements, and certifications required.

7. The Participating Schools form (*Attachment 2*) must be completed identifying the First 5 School Readiness Initiative Program and schools that will participate as part of the Demonstration Site. ***Note: The entire catchment area of the schools identified will be the Demonstration Site catchment area for universal access to screening and coordinated services required.***
8. The Program Description is the heart of the application. Use it to explain the School Readiness Initiative program and the proposed Special Needs Project, describe who is served, what results are sought, how it achieves those results, and how it operates. Assume the readers are completely unfamiliar with your program, community, and acronyms. Please be concise and follow the outline as listed in Program Description Outline, using the headings listed. A narrative section of 25 pages or less (*in addition to the Program Elements Form – Attachment 3*) should be sufficient.
9. The Cover Sheet for Agreements with Collaborative Partners form (*Attachment 4*) is to include all organizations that are anticipated to participate as partners with the Demonstration Site. 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, implementation and/or operation of the program is highly desirable. Memoranda of Understanding (MOUs) or other documentation of agreements must be attached that indicate how the collaborating partner will be focused on the specific emphasis areas and what specific resources may be available (the agreement may be contingent on funding).

   If a MOU or agreement already exists with this partner agency, add a page specific to the Demonstration Site. 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 signatures of both parties.
10. The Budget and Matching Funds Certification must be in the format provided in the Sample Budget (*Attachment 5*) and on the forms provided as the Special Needs Program Budget. This budget should show how the site will augment what is already allocated to its School Readiness Initiative program. The budget and all three forms must be provided for the application to be complete.
11. Any addendums to this RFA will be posted on the CCFC's Web site: www.ccfc.ca.gov

B. Timeline and Critical Dates

It is recognized that time is of the essence. All applicants are hereby advised of the following schedule and will be expected to adhere to the required dates and times.

August 2, 2004	Deadline for submission of questions to be answered on the RFA Information Session and Conference Call #1. *
August 10, 2004 9:30 – 11:30 am	RFA Information Session and Conference Call #1: The dial-in number will be 800-857-2747. The pass code is 58049. **
August 24, 2004	Questions and answers from Information Session #1 posted on CCFC website: www.ccfc.ca.gov.
September 2, 2004	Deadline for submission of questions to be answered on the RFA Information Session and Conference Call #2. *
September 9, 2004 9:30– 11:30 am	RFA Information Session and Conference Call #2: The dial-in number will be 800-857-2747. The pass code is 58049. **
September 17, 2004	Final RFA questions and answers posted on website: www.ccfc.ca.gov.
October 4, 2004	**Application deadline. First 5 California must receive applications by 5:00 p.m.**
Between November 1 and November 9, 2004	Site visits to finalist sites will be made as needed. Please have staff available on these dates. Applicants will be notified by October 29, 2004, should a site visit be required.
December 2004	Award letters will be issued to the County Commissions that submitted successful applications.

* Counties are strongly encouraged to submit questions in advance of the information session. Please submit questions to: emiyao@ccfc.ca.gov

** For security reasons, the pass code and the leader's name (Emily Nahat) will be required to join the call. To permit as many callers as possible to join the call, callers within one county should attempt to call in from only one or two sites.

III. Application Content and Requirements

A. Program Description *(25 page maximum narrative, not including completed required forms or the required attachments)*

Please follow the outline and use the numberings and headings listed below as your Program Description Outline. As you develop the narrative, assume the readers are completely unfamiliar with your School Readiness Initiative program, proposed Special Needs Project Demonstration Site, community, and acronyms. Applicants must describe how the Demonstration Site will serve families and children with a broad range of disabilities and other special needs. Applications proposing to focus on a particular type of disability or diagnosis will not be selected for funding.

Throughout the application, applicants must demonstrate their commitment to the CCFC Principles on Equity, interagency collaboration and family support principles including family-centered programming and approaches. Remember to document the role of families in decision-making, as well as other examples of how your program is working with families of children with disabilities and other special needs.

1. **Overview**: Provide a brief overview of your existing First 5 School Readiness Initiative Program.

   Factors to address in the narrative:

   a. Please provide an **updated version** of ***Narrative Description of School Readiness Program*** *(Attachment 3A)* from your original **First 5 School Readiness Initiative Application** (known as Form 3 in the School Readiness Initiative Request for Funding). In the Special Needs Project application narrative briefly summarize what the added value would be with the Special Needs Project.

   b. Using *Program Elements Form (Attachment 3B)* in Column 2 describe the two main strategies your First 5 School Readiness Initiative Program is currently implementing in each of the School Readiness Initiative five essential and coordinated elements. Please be as specific as possible about who provides each strategy.

      In Column 3 specify how many children are currently served in each strategy within each element of the First 5 School Readiness Initiative Program in the top box. Then identify the number of children with disabilities and other needs served currently in each strategy in the bottom box. Where known, disaggregate the number of children served by the PEDS category of disability or special need.

      In Column 4 specifically describe how your School Readiness Initiative Program currently outreaches to, identifies, and serves children with disabilities and other special needs.

      In Column 5 identify gaps that exist for serving children with disabilities and other special needs in each element area.

      In Column 6 identify a specific major goal to be achieved in that element area through the Special Needs Project. Address each Special Needs Project emphasis area: universal access to early and periodic screening; improved access to and utilization of services and supports; inclusion of children into School Readiness Initiative and early childhood programs; evaluation to determine effective practices and to improve

the program. Use specific terms to describe proposed new and enhanced services beyond the current First 5 School Readiness Program, the number of children to receive each new service, and the number of children to receive each enhanced service. To avoid creating a parallel system, Demonstration Sites will be expected to build on and coordinate with existing resources.

In the narrative describe how you are documenting children with disabilities and other special needs, including their specific disabilities or needs. Identify the data collection system you are currently using (Proposition 10 Evaluation Data System – PEDS or other system).

c. Where existing resources are inadequate, describe how new supplemental resources will be built or leveraged. Evidence would include MOUs or Interagency Agreements with community partners and other pertinent local agencies serving children with disabilities and other special needs as summarized on the *Cover Sheet for Agreements with Collaborative Partners (Attachment 4).* The list in Attachment 4 is not exhaustive and does not list the many community-based organizations and private agencies that exist in each community. Please add those agencies and organizations as appropriate.

2. **Universal Access to Screening:** Provide a description of the current and proposed system for universal access to screening in the catchment area.

Factors to address in the narrative:

a. Describe any outreach activities and discuss how these would link with and support Child Find efforts of the local early intervention and special education programs. Specifically address linguistically and culturally competent outreach strategies to reach traditionally unserved/underserved populations (e.g. ethnic groups, immigrants, etc.).

b. Describe successes, resources, barriers, and gaps in the quantity, quality, and linkages of services encountered in providing universal access to screening that addresses behavioral health; physical health and development; cognitive; social/emotional; and language development for early identification/diagnosis. Include the efforts, if known, of any agencies delivering screening or assessment services as required by laws or regulations.

c. Describe the current or proposed resources for screening/assessment strategies that are specifically designed and evaluated for use with culturally and linguistically diverse populations including dual-language learners.

d. Please describe how you will achieve the numbers required for participation. If your catchment area would screen more than 500 children per year, describe how you will support the increased number of children who may require pre-referral intervention or need other services. If your county has a smaller than required number of children available to be screened, you may consider applying as a consortium with one contiguous county. It is anticipated that no more than one consortium application will be selected.

Note: In order to yield compelling data about children and families served by the First 5 Special Needs Project, it is imperative that each Demonstration Site provide early and periodic screening annually for approximately 500 children between the ages of birth to five years. It is anticipated that between 20 and 30 percent of the children screened may warrant pre-referral intervention or referral for further assessment and services. Because funding for this project was determined based on screening approximately 500 children per year, it may not be feasible with the available CCFC and county matching funds to improve access to and utilization of services and supports to a substantially larger number of children.

3. **Improved Access to Services.** Discuss coordination and allocation of existing resources and how new resources and an improved system will be built to specifically help children with disabilities and other special needs meet their full potential and improve their school readiness in all developmental domains.

   Factors to address in the narrative:

   a. Describe the current and proposed community-level efforts to coordinate resources and various funding sources to deliver comprehensive, seamless services for children and their families that include service coordination/case management as appropriate. Include the efforts of any agencies delivering services as required by laws or regulations such as California's Early Start Program (often through the regional center) from birth though 36 months of age (Part C of IDEA) and California's Preschool Special Education Program from age 3 to age 5 (Part B of IDEA). Describe your proposed system and how it would support all children along a continuum of need.

   b. Describe your plan to improve access to or provide services for children (birth to five) and their families, in the area of behavioral/mental health services (prevention, intervention, and treatment).

   c. Provide information about specific efforts underway or planned to ensure that services (including for behavioral/mental health issues) are culturally and linguistically appropriate for a diverse population of young children with special needs and their families.

   d. Describe a plan for enhancing family and community-level capabilities, including education, involvement, and leadership that is inclusive of culturally and linguistically diverse families. Specifically address pre-referral intervention.

   e. Describe current efforts and strategies for working with higher education (including Child Development Permit programs), mental health, infant/toddler developmental services (Early Start/regional center), preK-12 special education, child care and development, health services and health insurance programs, social services, alcohol and drug prevention and treatment agencies, employment, and other relevant family-serving systems. Describe specific partnerships with colleges and institutions of higher education providing preservice and inservice for early childhood teachers, staff and other relevant service providers (medical, dental health, speech therapist, early childhood special educator and so forth) and include those MOUs or agreements with *Attachment 4.*

4. **Inclusion of Children.** Provide information about inclusive programs within the School Readiness Initiative community.

   Factors to address in the narrative:

   a. Describe current strategies and supports for the successful inclusion of children (birth to five) with disabilities and other special needs in various community programs and services, including preschools, childcare and development programs, and other settings. Be sure to address a broad range of disabilities.

   b. Describe steps you have taken or plan to take to develop the skills of early childhood educators/child development providers to provide extensive pre-referral intervention.

   c. Describe how the community addresses the unique needs of culturally and linguistically diverse children with disabilities in inclusive settings, and include current efforts and plans to work directly with culturally and/or linguistically diverse families.

   d. For children (birth to five) with behavioral issues, describe the current and/or proposed system, providers, and other resources for working in natural environments to the maximum extent that is appropriate. Include how the community addresses the unique needs of culturally and linguistically diverse population of young children experiencing social, emotional or behavioral challenges.

   e. Describe strategies that are used to promote a smooth transition of children with disabilities and other special needs from inclusive pre-K programs into the public school system/kindergarten.

5. **Infrastructure**: Administration, Governance, Work with Collaborative Partners, Professional Development, Fiscal Oversight, and Evaluation.

   Factors to address in the narrative:

   a. Administration

      1) Attach the members/positions of the Special Needs Demonstration Site Project Team and identify their qualifications (an organizational chart, brief biographies of lead staff, etc). These attachments are not counted as part of the page limit for the narrative but should not exceed five pages.

      2) Describe how your Demonstration Site will manage oversight of the activities and deliverables of the Special Needs Project (interface with the Coordination and Training Contractor – CIHS-SSU, participation in meetings and deliverables as described in Section V.C).

      3) Describe how the Demonstration Site would be integrated with other First 5 initiatives in your county.

      4) Highlight the experience of members of the School Readiness Initiative staff in leadership roles, participating as visitation/dissemination programs, mentoring other colleagues or providing training.

b. Governance

1) Provide information (membership, roles, etc.) on the School Readiness Initiative's existing advisory, leadership, and steering bodies, how often they meet, and how they would contribute to the Special Needs Project.

2) Describe the School Readiness Initiative's leadership development for inclusive governance, particularly participation of families and other community members in your catchment area.

3) Provide information on representatives from your School Readiness Initiative staff, Commission, governance bodies, and members of the community who were involved in the development of this Special Needs Project Application and their roles.

c. Work with Collaborative Partners

1) Using *Cover Sheet for Agreements with Collaborative Partners (Attachment 4)* identify the partners and strategies already in place (some may be contingent on Special Needs Project funding) to meet the needs (including the cultural and linguistic needs) of the children and families in the School Readiness Initiative's community(ies). This provides a baseline and demonstrates community assets that can be mobilized and focused for the Special Needs Project. Attach MOUs or similar documents specifically describing the relationship, role, and resources from these partners. Provide a summary of these partnerships in the narrative emphasizing the partners' roles in supporting children with special needs and their families and how these partners will specifically support and contribute to the Demonstration Site.

2) It is highly recommended that MOUs or other agreements be included from the local public early childhood and special education agencies, the local regional center, the local Early Start family resource center, the local Head Start agency, Public Health agency, and Mental Health agency. If you do not have an agreement with one of these relevant agencies, please describe past and current efforts to establish agreements **in the narrative**. Also describe how these types of formal agreements will be developed if the applicant is funded.

3) For the partners listed on *Attachment 4*, describe your coordination process to review implementation of the MOUs or other agreements and Demonstration Site progress toward achieving goals and outcomes.

d. Professional Development

1) In the narrative, provide an overview of your professional development plan or use an updated/current School Readiness Initiative professional development plan (from the School Readiness Application) as an attachment. If it is not obvious in the School Readiness Initiative's current plan, please elaborate in the narrative on how you have specifically addressed professional development regarding serving children with disabilities and other special needs. Specifically address training to develop skills in pre-referral intervention.

2) Describe any existing or proposed local resources for training and technical assistance to staff regarding children with disabilities and other special needs. If including colleges or other institutions of higher education, include agreements or

MOUs indicating that they are willing to incorporate new staff training resources, information and research into their ongoing curriculum.

3) Report on any existing or proposed collaborative training or ongoing meetings that provide professional development in the area of children with disabilities and other special needs.

4) Describe any new or enhanced training that is needed or anticipated to be provided through the Special Needs Project.

e. Fiscal Oversight

Please provide information on the *Budget Forms (Attachment 5).* Provide a **budget narrative** that addresses the following:

1) The budget must be commensurate with (a) the importance and scope of each primary emphasis area; and (b) the number or children/families to receive new or enhanced services. Be sure that there is a clear connection between the program and the budget.

2) Your budget must incorporate adequate staffing allocation (level and expertise) for achieving the project outcomes, the evaluation activities, as well as for interface and work with the coordination and training staff from CIHS-SSU.

3) Time and travel for attendance at Special Needs Project-related meetings.

4) Identify any in-kind support committed to the Demonstration Site (in-kind support does not count toward local cash match requirement).

5) Please describe your strategies for sustainability of this project beyond the Demonstration Site funding period (approximately four years).

f. Evaluation

1) Provide information on how you are currently using data to assess, revise, and refine your programs and program model.

2) Describe your current method of evaluation (self-report, use of an internal or external evaluator, a continuous improvement model and/or other method) and how the work with the Special Needs Project would be integrated with this method. Please also indicate what system you are using to report state evaluation data.

B. Budget and Matching Funds Certification

1. Form 5A: CCFC and County Match

a. Provide the amount and sources of required "new" matching funds (new cash match specifically for the Special Needs Project Demonstration Site) from the County Commission (A) and local Funding Partners (B). Calculate the subtotal of the local matching fund commitment for each time period listed. Fiscal years are July 1 through June 30. *Please note: County Commissions and their local partners need to provide at least a 1:1 cash match for funding to a maximum amount of $1 million total CCFC match.*

b. Provide the amount of CCFC funds requested specifically for the Special Needs Project Demonstration Site (C). Calculate the total funding to be provided (A+B+C).

c. To the extent possible, demonstrate increased use of local County Commission and collaborative partner funds to support and sustain the Demonstration Site activities in the School Readiness Program over time. Private funds or in-kind contributions from other agencies demonstrate community support. Additional resources (e.g., facilities, staff, technical assistance, etc.) are important to developing and sustaining the School Readiness Programs but do not count towards the cash 'matching funds' requirement.

2. **Form 5B: CCFC Funds Budget**

   a. Use Form 5B to provide a separate budget identifying the specific use of CCFC funds.

   b. Identify the County Commission and the applicant. Do not complete the 'Control #' (for CCFC use)

   c. For Demonstration Site services/supports provided using CCFC funds, list the amount for each of the four 'Emphasis Areas.' Provide an estimate of the funds allocated to each area; because some services may relate to more than one area, calculate a portion for each of the related emphasis areas.

   d. Provide a total for CCFC funds that should be the same as the amount listed on the "CCFC Funding" line (C) on Form 5A for each period.

3. **Form 5C: Demonstration Site Budget Detail – CCFC Funds**

   a. Use Form 5C to provide detailed and specific information about the use of CCFC funds.

   b. Identify the name of the County Commission.

   c. For the Demonstration Site, identify and briefly describe the items in each of the budget categories and list the amount for each: personnel, program expenses, administrative expenses, and equipment/fixed assets.

   d. Provide an estimated budget for each of the five fiscal periods listed and provide total amounts by budget category and by fiscal year.

IV. Application Review Process and Criteria

To assure a strong foundation for future advocacy efforts and ensure that program designs benefit the range of counties, consideration will be given in the selection process to securing a cross-section of geographic and demographic diversity. It is anticipated that applicants will vary in the degree to which they rely on school-based, medically-based or community-based platforms. Consideration will be given in the selection process to a variety of well-designed models with some components already well-developed.

A. Application Review and Matching Funds Awards Process

The selection process will consist of three sequential stages.

***Step 1* – Screen Applications**

Applications received by First 5 California by 5:00 p.m., October 4, 2004, will be screened to determine if they meet the requirements listed in Section II of this document. Applications that do not meet all the stated requirements will not receive further review and consideration.

***Step 2* – Review and Score Applications**

All qualifying applications will be reviewed and scored in accordance with the scoring criteria outlined in Section IV.B. of this document. To receive further consideration, applications must achieve a score of at least 120 of 150 points possible.

***Step 3* – Determine Awards**

The third level of review will determine which combination of applications achieving scores of 120 and above has the greatest potential to yield information about effective models and practices that can be disseminated in other First 5 School Readiness Initiative Programs and communities. Reviewers will make final recommendations based on the combination of applications scoring 120 or above that offer the optimal geographic balance, variety of well-designed programs, and demographic diversity. **Site visits will be made, if needed, to finalist programs to determine final section.**

B. Review Criteria for Special Needs Demonstration Sites

Refer to Program Description from Section III. A. (150 points possible)

1. **Overview** of existing School Readiness Initiative Program. **(20 points)**

   Review criteria:

   a. Is ***Attachment 3A Narrative Description of School Readiness Program*** (an updated copy of the original Form 3 from the School Readiness Initiative Application) provided? To what extent does the application provide information about the current services, children and families served and the value added by the Special Needs Project?

   b. To what extent has the applicant described current efforts of the local School Readiness Initiative program to identify and serve children with disabilities and other special needs? Specifically, are there current and/or proposed strategies that support CCFC's goal of improving outcomes for children with disabilities and other special needs? To what extent do the goals align with the Special Needs Project intentions and purposes?

   c. To what extent does the applicant describe how new supplemental resources will be built or leveraged?

2. **Universal Access to Screening.** Ability of the project to identify and periodically screen approximately 500 children in the target age range beginning in the first fiscal year of the project (July 2005-June 2006) and each following year. **(20 points)**

   Review criteria:

   a. Are existing and proposed outreach activities comprehensive and linked with existing Child Find efforts? To what extent does the applicant address linguistically and culturally competent outreach strategies to reach traditionally unserved/underserved populations?

   b. To what extent does the applicant address the concerns and community resources regarding universal access to screening for early identification and referrals for physical and developmental issues? Is there evidence that the issues surrounding screening young children with behavioral challenges and other special needs are understood? Are agreements/MOUs such that existing screening services are maximized and coordinated? Does the applicant demonstrate a clear understanding of the laws and regulations governing mandated services related to screening?

   c. To what extent does the applicant describe current or proposed resources for screening/assessment strategies for culturally and linguistically diverse populations (including dual-language learners)?

   d. Is the catchment area of sufficient size to expect that this is a reasonable number of children to screen? Will this number constitute "universal" access to screening in this catchment area?

3. **Improved Access to Services.** Coordination and allocation of existing resources and building of new resources. **(20 points)**

   Review criteria:

   a. Does the applicant demonstrate an understanding of existing services/systems that support families and children with disabilities and other special needs? Do MOUs and other agreements demonstrate appropriate formal relationships with such services and systems? Does the applicant demonstrate a clear understanding of the laws and regulations governing mandated services? Do collaborative partners demonstrate the willingness and capacity to meet the needs of increased numbers of children? To what extent does the applicant address current and proposed community-level efforts to coordinate resources and various funding sources to design an improved system to deliver comprehensive, seamless services for families including expanded pre-referral intervention?

   b. Does the applicant plan for new or increased service for children with behavioral, social/emotional or mental health challenges and their families (prevention, intervention, and treatment)?

   c. To what extent does the applicant document efforts about specific efforts in the area of culturally and linguistically appropriate services (including behavioral/mental health issues) for diverse populations of young children with special needs and their families?

d. To what extent does the applicant describe a plan for enhancing family and community-level capabilities including education, involvement, and leadership that is inclusive of culturally and linguistically diverse families?

e. To what extent does the applicant describe current efforts and a strategy for working with higher education (including Child Development Permit programs), mental health, infant/toddler developmental services (Early Start/regional center), preK-12 special education, child care and development, health services and health insurance programs, social services, alcohol and drug prevention and treatment agencies, employment, and other relevant family serving systems?

4. **Inclusion of Children.** Demonstrated commitment to quality inclusion programs. **(20 points)**

Review criteria

a. Does the applicant address current strategies and supports for the successful inclusion of children (birth to five) with special needs in various community programs and services? Does the applicant address a broad range of disabilities? Do the program design and resources maximize inclusion of children with disabilities and special needs and their families into First 5 School Readiness Initiative Program activities, as well as community programs?

b. To what extent has the applicant developed the skills of staff to provide extensive pre-referral intervention?

c. To what extent does the applicant describe how the community addresses the unique needs of culturally and linguistically diverse children with disabilities in inclusive settings, and current efforts and plans to work directly with culturally and linguistically diverse families?

d. For children (birth to five) with behavioral issues to what extent does the applicant delineate and collaborate with providers and other resources for working in natural environments? To what extent does the applicant include how the community addresses the unique needs of culturally and linguistically diverse population groups experiencing social, emotional, or behavioral challenges?

e. To what extent does the applicant describe strategies that are used to promote a smooth transition of children with disabilities and other special needs from pre-K inclusive programs into the public school system/kindergarten?

5. **Infrastructure:** Administration, Governance, Work with Collaborative Partners, Professional Development, Fiscal Oversight and Evaluation.

Review criteria:

a. Administration **(15 points)**

1) Are the qualifications of the Demonstration Site Project Team (level and expertise) commensurate with the importance and scope of each primary emphasis area? Is there evidence of administrative support for the

implementation of the Special Needs Project Demonstration Site and integration of evidence-based practices throughout the system?

2) To what extent will the Demonstration Site Project Team be able to manage oversight of the activities and deliverables of the Special Needs Project?

3) To what extent does the application provide evidence that this project will be integrated with other First 5 initiatives?

4) To what extent does the experience of members of the Demonstration Site Project Team match the need for leadership, participating as visitation/dissemination programs, mentoring other colleagues, or providing training?

b. Governance **(5 points)**

1) Is the governance model appropriate for the Demonstration Site requirements?

2) Has the School Readiness Initiative's leadership development for inclusive governance been successful in promoting inclusive governance?

3) Was there an adequate diversity of roles and members contributing to this application?

c. Work with Collaborative Partners **(15 points)**

1) To what extent are there appropriate community members and agencies available to meet the needs (including the cultural and linguistic needs) of the children and families in the School Readiness Initiative's community(ies) ? To what extent is there information on how those partners will specifically and effectively support and contribute to the Demonstration Project?

2) Are relevant agency MOUs or other agreements included in the Application (the local public early childhood and special education agencies, the local regional center, the local Early Start family resource center, the local Head Start agency, Public Health agency, and Mental Health agency, local college or institution of higher education, any key CBO's)? If not, is there an adequate explanation of the reason?

3) Is there evidence of appropriate interagency collaboration in monitoring implementation of MOUs or other agreements and Demonstration Site progress toward achieving goals and outcomes?

d. Professional Development **(15 points)**

1) To what extent does the School Readiness Initiative's professional development plan address professional development regarding serving children with disabilities and other special needs? To what extent does it address staff's ability to provide extensive pre-referral intervention?

2) Is there evidence of appropriate connections to and commitments from local resources for training and technical assistance to staff regarding children with disabilities and other special needs?

3) Are there existing or planned collaborative training or ongoing meetings that provide professional development in the area of children with disabilities and other special needs?

4) To what extent does the applicant describe any new or enhanced training that is needed or anticipated to be provided through the Special Needs Project?

e. Fiscal Oversight **(10 points)**

1) Is the budget adequate for the size and scope of the project?

2) Is there a clear connection between the program and the budget?

3) Does the budget include the required personnel for evaluation and work with the coordination and training staff from SSU?

4) Does the budget include travel and time for attendance at project-related meetings?

5) Is there a plan for sustainability beyond the Demonstration Site funding?

f. Evaluation **(10 points)**

1) To what extent does the applicant use data to assess, revise, and refine their programs and program model?

2) How does the applicant describe their current method of evaluation and how the work with the Special Needs Project would be integrated with this method? To what extent does the applicant indicate linkage with the statewide evaluation and data collection (PEDS)?

V. General Information

A. Eligibility for Funding

1. Only County Children and Families Commissions are eligible to receive funding under this RFA and only existing First 5 California-funded School Readiness Initiative Programs will be considered as possible Demonstration Sites.
2. **Each County Commission may submit only one application for a single School Readiness Initiative Program or a combination of programs that meets the criteria.** Los Angeles County may submit two applications.
3. Rural/less populated counties may submit an application as a consortium with one contiguous county if necessary to meet the criteria for number of children screened. It is anticipated that no more than one consortium application will be selected. Consortium applications are appropriate only when service agencies work across county borders within the consortium.
4. Submission of an application does not guarantee selection for funding.
5. Because of the connections among the First 5 California matching funds programs, Counties must be current in reporting requirements for all matching funds programs in which they are participating.

B. Available State Funding and County Matching Funds

1. A total amount of $10 million is available from the California Children and Families Commission (CCFC) for all Special Needs Project Demonstration Sites over four years.
   a. County Commissions and their local partners need to provide at least a 1:1 new cash match for funding their Special Needs Project Demonstration Site to a maximum of $1 million total state match over four years.
   b. For every $1 in local new cash match from County Commissions and local partners, First 5 CCFC will provide $1 in State funds.
   c. The local cash match commitment must be met each of the four years of funding.
   d. Local funds used to meet the match requirement for the School Readiness Initiative, Matching Funds for Retention Incentives, Health Access for All Children, Preschool for All, or other First 5 California matching funds programs may not be used as local match for the Special Needs Project Demonstration Site. Furthermore, "over-match" (local funds used as cash match that exceed the program requirements) may not be redirected from other First 5 California matching funds programs unless: (1) an approved budget change request is on file at CCFC; (2) the School Readiness Initiative program or other program with "over-match" will be implemented as described in the application submitted for that program (program components and level of service); and (3) the redirected "over-match" funds are used specifically to implement the Special Needs Project Demonstration Site requirements and action plan to achieve the expected outcomes.
2. 'Matching funds' from County Commissions and their local partners may include new funds or funds allocated in the applicable fiscal year that directly support the Special Needs Project Demonstration Site requirements and action plan to achieve the expected outcomes. For example, local First 5 funds currently expended on activities specifically in support of children with disabilities and other special needs in the defined Special Needs Project Demonstration Site community can be used as match with CCFC funds then used to expand any existing commitments/programs that are consistent with the Project and part of the County Commission's application. Acceptable sources of the local cash match include County Commission funds, new expenditures by school districts and local public agencies in excess of existing local investments that are specifically targeted to one or more elements of the Special Needs Project, and funds from private sources such as foundations and businesses. In-kind contributions (facilities, supplies, services, and so on) do not count toward the local cash match requirement but are encouraged as a means of improving the sustainability of the Special Needs Project activities. State CCFC funds cannot be used to supplant existing local investments.
3. The CCFC funds will be allocated directly to the County Commission. Allocations will be issued as frequently as twice a year upon receipt of appropriate reporting documentation as required by CCFC.
4. CCFC funds are available to County Commissions with selected Demonstration Sites for a maximum of four years. The unspent allocation can be rolled over across fiscal years, but only utilized during the four-year period of its award. Demonstration Sites will be required to fully participate during the entire four-year project.

5. CCFC funds must supplement, not supplant, existing funds and may not be used for fixed assets or capital expenditures. (See the Attorney General's advisory on the CCFC website at www.ccfc.ca.gov/PDF/advisoryopinion123.pdf.)

C. Collaboration with Coordination and Training Contract Staff

Each Demonstration Site needs to plan on specific and ongoing collaboration with the CIHS-SSU Coordination and Training Contract Staff, which includes but is not limited to the following:

1. Participate in identifying a process for universal access to screening that includes the following deliverables:
   a. Complete an asset mapping process to identify strengths and gaps in the current community delivery system for screening, referral, assessment, and service coordination (by 2/05).
   b. Identify a plan and the necessary steps, including training, that must be taken to realize universal access to screening for the catchment area (by 3/05).
   c. Participate in training using the Special Needs Project protocol and materials (by 4/05).
   d. Implement screenings using the process and tools recommended by the Special Needs Project Coordination and Training contractor (by 8/05).
2. Contribute to a training resource guide of evidence-based practices that includes the following deliverables:
   a. Participate in an orientation for the Demonstration Sites that describes evidence-based practices and provides a foundation for the training resource guide (by 2/05).
   b. Participate in sharing and exchange sessions with other Demonstration Sites on the strategies/materials in the training resource guide (beginning in Spring, 2005)
   c. Provide a representative group of different early childhood audiences from the Demonstration Site to suggest dissemination strategies/adaptations for their target audience and to prioritize based on the barriers and successes that Demonstration Sites commonly encounter (beginning in Fall, 2005)
   d. Contribute to the training resource guide annually (beginning in January, 2006).
3. Establish and manage local inter-jurisdictional meetings as part of the following deliverables:
   a. Ensure that key disabilities and other special needs providers in the community are represented in all other School Readiness Initiative Program inter-jurisdictional planning efforts (by 3/05).
   b. Use this meeting or a similar process to assess the community assets and needs; determine priorities for systems coordination, integration and improvement; and include these priorities in the Demonstration Site Action Plan (by 4/05).
   c. Determine if all community programs, including special needs providers and other school readiness services, have mechanisms in place for sharing information; becoming knowledgeable about each others' services; developing a shared vision/mission for including children with disabilities and other special needs into the

community; addressing service gaps and duplications; and assuring coordinated services, problem solving, and ongoing continuous improvement (by 3/05).

d. Share effective strategies with other Demonstration Sites and other School Readiness Initiative Programs (beginning Spring, 2005).

4. Develop an annual Action Plan which includes a training and technical assistance (T/TA) plan as part of the following deliverables:

   a. Develop the needs section of the T/TA plan within the Action Plan, basing the T/TA needs on the community mapping and needs/strengths assessment (by 3/05).

   b. Determine which T/TA needs can be met through local resources and which may require other resources (by 3/05).

   c. Participate in T/TA delivered to the individual site, delivered to clusters of Sites or to all Sites (beginning Spring, 2005).

   d. Revise the plan with the Project Development Specialist from CIHS-SSU annually.

5. Commit to the following assurances at the Demonstration Site:

   a. Designate an administrative staff person as primary contact person for regular communication and meetings with the Project Development Specialist from CIHS-SSU (by 12/04).

   b. Be responsible for organizational duties such as scheduling meetings with staff/community; maintaining meeting/training calendars, notification of staff; communication with staff/community; scheduling space, equipment, and other services needed; copying meeting/training materials; communication with other School Readiness Initiative activities. (ongoing).

   c. Provide the Special Needs Project team access to staff, families, and community members for purpose of needs assessment, trainings, and program evaluation (ongoing).

   d. Participate equally with families and community partners in developing increased access to services and improved service delivery (ongoing).

   e. Provide input to the semi-annual report of the Special Needs Project Coordination and Training contractor (October and March).

   f. Provide a copy each year of their annual report submitted to First 5 California and their School Readiness expenditure report, and be willing to work with the contractor on additional reports as required for the Special Needs Project.

   g. Provide resources for site visitation, send representatives to attend designated state-wide and regional trainings and presentations, and document process and strategies. (ongoing).

D. Evaluation

Applicants funded for the Special Needs Project are required to participate in the evaluation of the project being conducted by an independent contractor, SRI International.

The purpose of the evaluation is to:

- Determine the effectiveness of Special Needs Project participants in establishing a comprehensive, collaborative system of outreach, screening, assessment, and referral for children with disabilities and other special needs, including those with behavioral challenges.
- Determine the effectiveness of Special Needs Project participants in the development of programs and program models that result in the inclusion and full participation of children with disabilities and other special needs, including those with behavioral challenges, in local School Readiness Initiative and Special Needs Project programs and activities.
- Document the program practices, activities, models, and system change efforts in order to identify those culturally and linguistically competent practices, etc. that are most effective in achieving Special Needs Project outcomes for diverse families.
- Document the dissemination of effective practices to School Readiness Initiative programs that are not participants in the Special Needs Project, and the system changes resulting from the dissemination of Project models and practices in those School Readiness programs.

1. In order to meet these goals, funded applicants will be expected to participate in the following evaluation activities:

   a. Participation in ongoing data collection/entry using the Proposition 10 Evaluation Data System (PEDS), a web-based data collection system. Funded applicants will use PEDS to collect, manage, and report aggregate and core participant data on the children and families served. The project evaluator and their partners will provide initial and ongoing training, technical assistance, and system support to the participating programs.

      1) Funded program staff will collect intake and follow-up interviews, demographic information and information about services for children and/or families who are intensively served by their programs (core participants). A core participant is defined as an individual (i.e., child age 0 to 5 or the guardian of such a child) being served over time by a funded program (i.e. receives services for multiple sessions and for at least a 3-week time period). Furthermore, a child identified through screening as needing follow-up, pre-referral intervention, or further assessment, as well as any child receiving services through another system such as IDEA or Mental Health, is considered a core participant for the Special Needs Project. Staff will also make every effort to obtain parental consent for all core participants to allow specific data sharing, permission to participate in kindergarten profile data collection, etc.

      2) Funded program staff will collect non-core participant data on children and/or families who are less intensively served by the Special Needs Project. This includes demographic data and information on services received. These children will be assigned an individual identifier.

3) Funded program staff will use a PEDS module for the Special Needs Project that will include data elements unique to this project, such as receipt of pre-referral intervention and other special services.

4) This data will be collected on an ongoing basis and reported to SRI International on a quarterly basis.

b. One or more schools associated with the Special Needs Project and their School Readiness Initiative application may also be required to participate in kindergarten entry profiles (KEP) data collection. These schools will do the following activities:

1) Schools will distribute passive consent forms to parents/guardians of kindergartners.

2) Schools will send to SRI International roster data on all children with parental consent to participate in the evaluation (children's names and parents' names, phone numbers and preferred languages).

3) Teachers will complete a brief developmental profile (the Modified Desired Results Developmental Profile) on all children in their class who have parental consent to participate in the evaluation.

4) The evaluation team will contact the parents/guardians of children in the study for a brief telephone interview.

5) Kindergarten teachers, elementary school principals, and district superintendents will complete surveys about administrative support, systems change, and operations.

c. Submission of documents regarding program activities so that a thorough description of program models may be set forth. These documents may include, but are not limited to, contact information for program staff; program descriptions, policies, and procedures; teacher training activities; curricula; collaborative partnership activities, including contracts and MOUs; and service data.

d. Participation in evaluation site visits. The site visits by the SRI International evaluation team will include:

1) Interviews of parents/guardians (core participants and non-core participants) at the Special Needs Project Demonstration Sites.

2) Interviews of staff at Special Needs Project Demonstration Sites.

3) Direct observation of programs funded by the Special Needs Project.

4) Funded program directors and collaborative partners will complete surveys about administrative support, systems change, and operations.

e. Correction, clarification, and elaboration of the documents produced as part of their case study.

f. Confidential assessments of the performance of the technical assistance provided by the Special Needs Project Coordination and Training contractor. This may include, but not be limited to providing ratings of specific trainings and the completion of questionnaires about overall technical assistance quality.

g. Program quality improvement activities using incoming data as a basis for improving program practices and outcomes over the course of program funding. This may include, but is not limited to, participation in one to three face-to-face meetings involving leadership of the funded applicants and their collaborative partners, and submission of revised program plans in line with data-based recommendations and consensual agreement.

2. The degree of applicant participation in evaluation activities and their success in generating and making use of data for program improvement will be a specific aspect of the evaluation of their overall performance in implementing their local Special Needs Project. The application must document the willingness of the County Commission and the School Readiness Initiative Program and their collaborative partners to participate fully in the evaluation. To be successful, applicants must:

   a. Demonstrate a commitment to the importance of accountability for program implementation and achievement of program goals and outcomes through a description of past First 5 and/or School Readiness accountability practices and plans for Special Needs Project accountability practices.

   b. Include participation in evaluation activities as part of their program description and budget. This is to include a minimum .5 FTE position devoted to evaluation activities. These activities are to include, but not be limited to: participating in PEDS trainings, arranging PEDS trainings for collaborating programs, overseeing data collection in PEDS, reporting PEDS data, providing program documents, and arranging the site visits. Applicants will fund their staff members' participation in interviews (approximately 5-10 hours per year) and face-to-face program improvement meetings (2 to 4 hours for applicant and collaborative partner's management members) as part of their regular duties. The County Commission must indicate their agreement to devote the necessary resources and to work with the Special Needs Project evaluator to ensure that evaluation efforts to identify effective practices and improve programs are supported.

   c. Possess the following hardware and software (or be willing to acquire it):

      1) Access requirements: PEDS can be accessed using a dedicated connection via LAN, Cable Modem, DSL, Frame Relay, or T1.

      2) Hardware requirements (Commission and funded program level users will need to access PEDS over the Internet):

         a) A Pentium® 266 MHz or higher computer with 32 MB or greater of memory

         b) 100–300 MB of available hard disk space and

         c) A color monitor that supports a minimum of 800x600 dpi screen resolution with a minimum of 256 colors.

      3) End-user software requirements to access PEDS are:

         a) Windows 98 ®, Windows NT 4.0 ®, Windows 2000 ®, or Windows XP ® operating system; Microsoft Office ® 97 (SR-2), 2000, or XP

         b) Microsoft Internet Explorer ® 5.0 or greater with 128-bit encryption.

   d. Include plans for using data to assess, revise, and refine their program.

VI. Appendices

A. Special Needs Project Fact Sheet

Fact Sheet for the

First 5 California Special Needs Project

Goal: To strengthen the School Readiness Initiative and other First 5 California programs, including Preschool for All and Health Access for All, serving all children by demonstrating and disseminating effective practices for programs and systems serving young children with disabilities and other special needs. This includes improved program standards, advocacy and effective funding platforms.

Special Needs Project emphasis areas include:

1. Universal access to screening for early identification/diagnosis and referrals for physical and developmental issues (including social/emotional/behavioral).
2. Improved access to and utilization of services and supports through coordination and reallocation of existing resources and building of new supplemental resources.
3. Inclusion of young children with disabilities and other special needs in appropriate, typical preschools, child care and development and other community settings with provision of necessary supports to help the child succeed in these environments.
4. Evaluation to identify effective practices and to improve programs.

Background:
In March 2003, the First 5 California Children and Families Commission approved a total of $20 million over five years to support the First 5 California Special Needs Project that addresses two areas: 1) Children with Disabilities and Other Special Needs and 2) Mental Health. The combination of these two areas was considered with significant input and discussion. It was determined that merging the two areas would be beneficial to maximize early identification of conditions that are often overlooked or difficult to diagnose, improve connections to services for children with existing disabilities, and provide services to children in need of supports, particularly in the area of behavioral/mental health, but who have no current diagnosis or eligibility for an existing categorical program. The First 5 California Special Needs Project will be implemented through Demonstration Sites and a Statewide Coordination and Training contract. The Infant, Preschool and Family Mental Health Program also received funding.

Funding levels ($18 million has been designated as of February 2004):

- Statewide Coordination and Training Contract: Approximately $5 million over five years.
- Demonstration Sites: Up to $10 million total over four years. There is a local match of equal value.
- Evaluation: Up to $1.5 million total is available for an independent evaluation of the Demonstration Site programs. That evaluation will be added on to the responsibilities of the statewide evaluator of the School Readiness Initiative.
- Infant, Preschool and Family Mental Health Program: $1.5 million over two years to continue the local projects one year and disseminate effective practice information.

Project Status as of February 2004

Demonstration Sites:

The Demonstration Sites will implement and model effective strategies and systems improvements that will provide the basis for future First 5 program standards and advocacy efforts. The Request for Funding for the Demonstration Sites will be developed with input from First 5 CCFC, the Special Needs Project advisory group and Statewide Coordination and Training contractor.

1. The Special Needs Project will fund approximately ten Demonstration Sites based in county School Readiness Initiative programs.
2. These Demonstration Sites will test a reconfigured service delivery approach that provides families access to a spectrum and continuum of services appropriate to their child's individual special needs.
3. Demonstration site selection will occur in late 2004.

Statewide Coordination and Training Contractor:

Through a competitive bid process, the contract for the Coordination and Training component of the Special Needs Project was awarded to Sonoma State University/California Institute on Human Services (CIHS). The statewide entity will coordinate and support the First 5 California Special Needs Project Demonstration Sites by:

1. Developing recommended selection criteria for the Demonstration Sites;
2. Evaluating and recommending screening/assessment tools and processes;
3. Coordinating a network of the Demonstration Sites selected by CCFC to support implementation of Special Needs work plans to meet expected project outcomes;
4. Developing a training curriculum for/with Demonstration Sites and for wider dissemination;
5. Providing direct training and technical assistance to each of the Demonstration Sites including the development and implementation of culturally and linguistically appropriate strategies and approaches;
6. Providing training and other resources to Demonstration Sites to enable children with special needs to participate successfully with typically developing peers in appropriate preschools, child care and development programs, and other community settings.
7. Coordinating and supporting selected statewide training and leadership activities to disseminate promising practices from the Demonstration Sites (this activity will begin in 2005). Statewide training and technical assistance will include: regional training on effective practices and development of products such as a training curriculum and a screening and assessment guidebook. The education and training programs and services of this project will be offered in local, regional and statewide settings as well as through on-line resources.

Infant, Preschool and Family Mental Health (IPFMH) Program:

Over the next two years, the IPFMH Program, which is conducted by the California Department of Mental Health in partnership with WestEd and the California Institute for Mental Health, will complete the work that began in 2001 by:

1. Supporting the 8 local assistance projects for one additional year.
2. Disseminating the project's promising practices through four major deliverables: Clinical Services Study, Financing Strategies Manual, Screening and Evaluation Compendium, and Triage and Referral Findings.
3. Providing technical assistance and training to the School Readiness programs and their mental health partners to better address the socio-emotional, behavioral and mental health needs of young children and their families.

For more information about this project:

Emily Nahat, Deputy Director, Program Management Division
E-mail Address: enahat@ccfc.ca.gov

B. Principles on Equity

Principles on Equity
ADVISORY COMMITTEE ON DIVERSITY
CALIFORNIA CHILDREN & FAMILIES COMMISSION
(Approved by the State Commission on October 18, 2001)

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 prenatally 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 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;
- 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;
- 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 VI 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;
- 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.

VII. Attachments

Attachment 1: Cover Sheet

First 5 California Special Needs Project Demonstration Site Application for Funding

Return to: First 5 CCFC 501 J St., Ste. 530 Sacramento, CA 95814 ATTN: Erik Miyao		**Due:** October 4, 2004

Part I: Application Information

For State CCFC Use	Amount of CCFC Matching Funds Requested for December 2004 - June 2006:	Total Amount of State CCFC Matching Funds Requested (four years):
	$	$

Name of County Commission:			
Executive Director:		Contact Person:	
Address:		Address:	
City:	Zip Code:	City:	Zip Code:
Phone:	FAX:	Phone:	FAX:

Part II: Agreements, Assurances and Certifications (Signature needs to be original, use blue ink.)

The County Commission agrees to:

1. Implement the Special Needs Project and commit resources to work toward meeting each of the expected project outcomes.
2. Collect and report additional information and data that will be necessary for the evaluation of, and ongoing reporting on, the Demonstration Site as described in Section V.D. of the RFA.
3. Provide resources to support the School Readiness Initiative staff in carrying out activities of the Demonstration Site as developed with the Sonoma State University Coordination and Training Staff for the Special Needs Project as described in Section V.C of the RFA.
4. Collaborate with partner agencies as described in the attached MOUs or other agreements.

I certify that all 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 monies shall be used to supplant state or local General Fund money for any purpose, pursuant to Revenue and Taxation Code section 30131.4. The State Commission issued an Advisory Opinion (November 15, 2001) defining "supplantation and supplementation" that is available at the CCFC website (www.ccfc.ca.gov).

I certify that the local, required cash match will be provided as described in this Application.

County Commission Chair's Name	Date
County Commission Chair's Signature	

Attachment 2: Participating Schools Form (Attach extra sheets if necessary.)

1. Using the chart below (or a similar chart), please indicate the elementary school(s) served by your School Readiness Initiative Program that will participate in the Special Needs Project and provide the requested information:

School Name and Address	Kindergarten Enrollment*	Preschool Classes Currently on Campus? If Yes, Describe	Early Childhood Special Education Currently on Campus? Describe
	Fall 2001		
	Fall 2002		
	Fall 2003		
	Fall 2004		
School Name and Address	**Kindergarten Enrollment***	**Preschool Classes Currently on Campus? If Yes, Describe**	**Early Childhood Special Education Currently on Campus? Describe**
	Fall 2001		
	Fall 2002		
	Fall 2003		
	Fall 2004		

* This information will be used to project the number of children in the catchment area. If you have data that suggests a different number than would be projected, please provide it.

2. List school(s) served by this School Readiness Initiative Program that will NOT participate in the Special Needs Project.

Narrative Description of School Readiness Program

A "description" that addresses the questions listed in this section is needed for: **a) each School Readiness Program in the county application, and/or b) a district or countywide system with unique school/community descriptors for each participating school (questions 1.b. and c. and 2.c. below)** that deliver the 5 'Essential and Coordinated Elements' and that meet fiscal and quality requirements. Each participating County Commission may submit one combined application that includes program narratives and budgets for the proposed School Readiness Programs. *Consult the "Guidelines and Tools for Completing a School Readiness Program Application" for full instructions on how to prepare your program narrative.*

1. **PROGRAM DESCRIPTION**
   a. ***Provide an overview of the School Readiness Program, including communities to be served and the process used by the County Commission to develop, review, and select this School Readiness Program.***

   b. ***What are the strengths and needs of the families and communities served by the targeted schools?***

   c. ***What results are expected for children and families?***

2. **SERVICES AND PARTNERS**
   a. ***What strategies and partners are currently in place that address the 5 "Essential and Coordinated Elements"?***

   b. ***What new strategies and partners will be implemented to further address or expand/enhance the 5 "Essential and Coordinated Elements"?***

   c. ***What are the specific roles and commitments provided by the participating schools?***

   d. ***How will coordination/integration of current and new services and resources for this School Readiness Program be addressed and supported?***

3. **OPERATIONS**
   a. ***How has/will collaborative planning and decision making be accomplished?***

   b. ***How does your staffing and professional development support the results and strategies for the 5 "Essential and Coordinated Elements" for the children and families to be served?***

   c. ***Provide an explanation for your proposed budget. Explain how your budget represents appropriate costs and a cost-effective use of funds for children birth to 5 and their families; reflects both current and new local resources; and shows the integration of County Commission, education, and other partnership funding.***

Attachment 3B: Program Element Form (Attach extra sheets if necessary.)

For each of the five essential and coordinated elements in Column 1, please list the two main strategies (e.g. home visits, parent-participation classes, early childhood classes, community health clinic, family education meetings, etc.) your site is using for each element in *Column 2*. If partner agencies provide the activity, please indicate this below the specific strategy in Column 2. In *Column 3*, indicate the total number of children served in each strategy/activity and how many children with disabilities and special needs are currently served in that strategy. For *Column 4*, list your current efforts for outreach, identification and service for each program element. In *Column 5*, list the gaps you have identified for this program element. Use *Column 6* to indicate at least one specific major goal to be achieved in that element area through the Special Needs Project if awarded the demonstration site funding. See page 13 for more detailed instructions.

1	2	3	4	5	6
Program Element	**Strategies & Lead Agency Conducting Strategies**	**# total children in the activity / # of children w/disabilities and special needs served**	**Current Methods of Outreaching to, Identifying, and Serving Children with Disabilities and Other Special Needs**	**Recognized Gaps in Outreach, Identification and Service**	**Specific Programmatic Goal You will Commit to Accomplishing through this Project to Improve Outreach, Identification and Service**
Early Childhood Education					
Parenting and Family Support					
Health and Social Services					
School Capacity					
Program Infra-structure					

Attachment 4: Cover Sheet for Agreements with Collaborative Partners

1. Please check partners and attach the existing MOU or similar instrument that specifically describes the relationship, role and resources from each partner.

Public Special Education Program	**Pertinent Local and County Programs**	**Health Agencies and Programs**
☐ County Office of Education ☐ SELPA (Special Education Local Plan Area) ☐ School District **Early Childhood Education (ECE) Programs** ☐ State-Funded ECE Programs ☐ Head Start/Early Head Start ☐ Private Programs (including Family Child Care Associations) ☐ Local Child Care Planning Councils ☐ Child Care Resource and Referral Agencies	☐ Regional Center (Early Start Intake and Service Coordination as well as service coordination for eligible children over age 3) ☐ Early Start Vendor Program ☐ Temporary Assistance to Needy Families (TANF) ☐ Children's Services Bureau (CSB/CPS) ☐ Early Start Family Resource Center ☐ Family Empowerment Centers ☐ Parent Training and Information Centers ☐ Community Based Organizations ☐ Community Colleges & Universities	☐ Primary Health Practitioner ☐ Hospital or Medical Clinic Services ☐ Child Health & Disability Prevention (CHDP) & Early Periodic Screening, Diagnosis & Treatment (EPSDT) (Note: In many counties this is contracted through the public health department) ☐ Public Health Nursing (PHN) ☐ Women-Infants-Children (WIC) ☐ California Children Services (CCS) ☐ Mental Health ☐ Alcohol & Drug Prevention and Treatment ☐ Private Therapists
Other First 5 Funded Programs (List)	Other agencies or entities not listed above (Please List)	

2. Please identify the agencies, individuals or entities that assist you in meeting the cultural or linguistic needs of your community. In the attached MOU or a similar instrument specifically describe the relationship, role and resources from each partner that address these needs.

Form 5A

Demonstration Site Estimated Program Budget
CCFC & County Funding Match

Applicant County:

Name of Special Needs Project Demonstration Site:

"Match" Funding Organization	**12/01/04-6/30/05**	**7/1/05-6/30/06**	**7/1/05-6/30/06**	**7/1/05-6/30/06**	**7/1/08-11/30/08**	**Total**
A. County Commission						
B. Funding Partners:						
Total Local Funding for Match						
C. Requested CCFC Funding*						*
Total Special Needs Project Demonstration Site Funding (A+B+C)						

The local match requirement is 1:1 ($1.00 local cash match for every $1.00 of First 5 CCFC funds).

* The total may not exceed $1 million total over four years.

Form 5B

Attachment 5: Special Needs Project Demonstration Site Estimated Program Budget
First 5 CCFC FUNDS Only
(Broken down by the four major Emphasis Areas)

Applicant County:

Name of Special Needs Project Demonstration Site:

Control # *(First 5 CCFC use)*: _____

	Description	12/01/04-6/30/05	7/1/05-6/30/06	7/1/05-6/30/06	7/1/05-6/30/06	7/1/08-11/30/08
1	**Universal access to early and periodic screening**					
2	**Improved access to and utilization of services and supports**					
3	**Inclusion of children into SR Initiative & early childhood programs**					
4	**Evaluation to determine effective practices and to improve program**					
	TOTAL*					

* Total of all fiscal year budgets should equal total CCFC funding request, Attachment 5A, Row C

CCFC

Form 5C

Attachment 5: Demonstration Site Budget Detail – First 5 CCFC Funds

Applicant County: _____ **Special Needs Project Demonstration Site:** _____

	CCFC FUNDS - Amount Budgeted					
	12/01/04-6/30/05	7/1/05-6/30/06	7/1/05-6/30/06	7/1/05-6/30/06	7/1/08-11/30/08	Totals
PERSONNEL (describe)* SUBTOTAL						
PROGRAM EXPENSES SUBTOTAL						
ADMINISTRATIVE EXPENSES SUBTOTAL						
EQUIPMENT & FIXED ASSETS SUBTOTAL						
ANNUAL TOTALS						
PROGRAM TOTAL						

* Include and specify a position (at least .5 full time equivalent) devoted to evaluation activities as described in Section V.D.