

I. INTRODUCTION

History of First 5 California

In 1998, California voters passed Proposition 10, the California Children and Families Act, which established the California Children and Families Commission (also known as First 5 California) to promote, support, and improve the early development of children from the prenatal stage through five years of age. Since its inception, First 5 California has launched innovative programs and services designed to help young children grow up healthy and be successful in school and in life. The promise of First 5 California is to continue to invest in services and programs that directly benefit children and families, that build upon past accomplishments and the latest research, and that advocate for a sustainable early childhood system for future generations.

Strategic Plan – Signature Program Development

In 2007, First 5 California adopted its current Strategic Plan, which called for convening a workgroup designed to assess the ongoing viability of its programs and to provide recommendations for Measurable Program Goals (MPGs). In July 2009, the workgroup developed a comprehensive preliminary set of MPGs for consideration. Through a statewide public input process, First 5 California staff shared these preliminary MPGs with the field to solicit feedback. At its October 2009 meeting, the First 5 California Commission approved the resulting MPGs and early learning program concepts. Staff used these as the foundation for developing Signature Programs designed for three specific program recipients: Child, Teacher, and Parent. Each Signature Program builds upon past and present First 5 California programs with proven track records of effectiveness, such as Power of Preschool (PoP), Comprehensive Approaches to Raising Educational Standards (CARES), CARES Plus, School Readiness, Special Needs Project, and Migrant Education Even Start (MEES). First 5 California views the quality enhancement and expansion of PoP as described in this RFA as the Child Signature Program.

Background

Each year, more than half a million babies are born in California. With approximately 2.8 million children under the age of five, California has more children ages 0 to 5 than any other state.¹ California also has the highest number of children in the U.S. living in poverty, contributing to a high number of families with limited access to the resources necessary to help children grow up healthy and ready to succeed. The needs of these families are especially acute as funding for early learning programs has been cut dramatically, which limits access and weakens the quality, infrastructure, and services that families rely upon to raise healthy, well-prepared children.

A growing body of research confirms the importance of quality early learning experiences to effectively prepare young children not only for school, but for life. A

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

recent RAND study² indicates that quality early care and education programs are still lacking throughout California despite First 5 California's unrelenting efforts to increase and improve early learning programs. In addition, the children who need quality programs most often do not have access to them. California's current economic situation increases the likelihood that access to such programs may suffer, especially for at-risk children.

A child who is considered to be "at-risk" and who does not receive quality early care and education faces a life filled with disadvantages. At-risk children are 50 percent more likely to be placed in special-education classes, 25 percent more likely to drop out of school, 70 percent more likely to be arrested for a violent crime, and 40 percent more likely to become a teen parent.³

Conversely, at-risk children who receive high-quality early care and education benefit greatly, often exceeding national averages on measures of school readiness. In fact, when controlling for risk factors such as maternal education, race, and parents' ages, these gains persist. Kindergarteners who spend their early years in high-quality early care and education programs arrive at elementary school ready to learn and on par with their middle-income peers. These children experience the benefits that result from early instruction, which include a focus on language development, literacy, vocabulary growth, and early math skills.⁴ Additionally, children in a high-caliber early learning environment acquire the skills that allow them to develop positive relationships with adults and peers, while they learn to withstand disappointments and other pressures.

First 5 California's continued commitment to improve quality early learning experiences and environments, along with children's optimal physical, emotional and general health, positions it as an effective child development champion through its support and implementation of quality programs for children ages 0 to 5. First 5 California will continue to build on and enhance research-based programs while integrating the best of past First 5 California programs. Through investments in programs such as the Power of Preschool (PoP) and the Comprehensive Approaches to Raising Educational Standards (CARES Plus), First 5 California has helped meet the dire need in our state for making quality early learning programs accessible to children and families of greatest need.

Power of Preschool – Building on Success

From 2005 through 2009, First 5 California created and implemented the Power of Preschool (PoP) program for three- and four-year-olds in low-performing school districts. From its inception as a demonstration project in nine counties, the PoP provided quality enhancement funding to raise the standards for public and private preschool programs. To promote quality preschool experiences, local programs

² Karoly, L.A., GhoshDastidar, B., Zellman, G.L., Perlman, M., & Fernyhough, L (2008). *Prepared to learn: The nature and quality of early care and education for preschool-age children in California*. Santa Monica, CA: RAND Corporation.

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

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

were required to meet criteria in four main categories: 1) program, 2) teaching staff, 3) policy and fiscal characteristics, and 4) family partnerships. Participating counties were expected to align their programs with the California Department of Education *Infant/Toddler and Preschool Learning Foundations* and implement the *California Preschool Curriculum Framework*. The nine original PoP counties (Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura, and Yolo) participated in the program to improve child and teacher outcomes – including strong school readiness levels for children, high-quality learning environments, and well-trained teachers.

As a result of the success of PoP, the State Commission approved continued funding for FYs 2010-11 and 2011-12 to extend the program and expand services to infants and toddlers wherever possible. Of the current eight PoP counties (San Mateo no longer participates) four of them (Merced, San Francisco, Ventura, and Yolo) have expanded services to infant/toddlers. The current program funding authorization ends on June 30, 2012.

Because the PoP was designed as a demonstration program, the significant lessons learned were instrumental in the creation of the Child Signature Program (CSP) and policy development. These lessons included:

- The need to effectively address language barriers
- The importance of serving children with special needs
- The value of including:
 - Documentation
 - Screening
 - Data collection, and
 - Reporting requirements

The design of the CSP reflects the information resulting from several recent evaluations, along with research-based evidence on effective practices to enhance school readiness in early education settings. The 2009 *PoP Program Evaluation Report*⁵ listed 11 recommended criteria and six areas of improvement for use in the design and evaluation of a high quality preschool program. First 5 California has included all of the recommended criteria and areas of improvement in the design of the CSP.

A more recent evaluation of the PoP program (2011) conducted by UCLA found PoP preschool and infant/toddler classrooms to be of high quality and that PoP teachers are well qualified. The evaluation further revealed that despite discrepancies in the methods counties used to calculate their reported Desired Results Developmental Profile (DRDP) scores, the number of children who were at the DRDP developmental level of “Integrating” between the fall and spring assessments showed a 455 to 1,124 percent increase in all four measured areas. Counties successfully engaged parents, provided kindergarten transitions, and supported

⁵ **Power of Preschool** Program Evaluation Report September 2009.

educational opportunities to assess and improve teacher quality. Reported challenges included the coordination of services and agreement on how to provide them, improving services for dual language learners and children with special needs, and engaging school districts and principals struggling to maintain basic school programs.

Recent results from the national Educare model (see Attachment F) also influenced the design of the Child Signature Program. Educare is a promising early childhood education program intervention for infants, toddlers, and preschoolers from low-income families. Educare provides high-quality early care and education within a model that incorporates key indicators of quality derived from best practices and research. These indicators include a well-educated and supported staff; a focus on children's social-emotional development along with language, literacy, and early math skills; reliance on evidence-based practices; and extensive family involvement opportunities and support. Children who enroll in Educare as infants or toddlers enter kindergarten with school readiness and vocabulary scores near the national average—much higher than children from low-income families in other large-scale programs for preschoolers. Early and continued attendance at Educare schools serves to prevent the achievement gap between vulnerable children and advantaged children. Initiatives are underway in California to build Educare schools in Santa Clara and Los Angeles counties. Educare leaders have provided information and training to five PoP county teams over the past two years. Additionally, they have advised First 5 California on the implementation of selected Educare core components as part of the Child Signature Program.

State Commission Authority

California Health and Safety Code (HSC) Section 130105(d)(1)(B) authorizes the expenditure of funds from the California Children and Families Trust Fund to ensure that children are ready to enter school. It also authorizes the development of programs focusing on education, including, but not limited to, the development of educational materials, professional and parent education and training, and technical support for county commissions. HSC Section 130125(i) provides First 5 California the authority to allocate funds to county commissions to carry out the purposes of the California Children and Families Act.

In October 2011, the First 5 California Children and Families Commission approved funding of up to \$45 million per fiscal year for the Child Signature Program, and further authorized unspent funds may be carried over into subsequent fiscal years. This will result in the continuation, increased access, and quality enhancement of the Power of Preschool Program over three fiscal years beginning July 1, 2012.

Period of Program Authority

The period of program authority to operate the Child Signature Program is July 1, 2012, through June 30, 2015. Local expenditures prior to and after the period of program authority will not be eligible for reimbursement.

II. PURPOSE AND GOALS OF THE CHILD SIGNATURE PROGRAM (CSP)

The primary purposes of the Child Signature Program are:

1. To enhance the quality of the current Power of Preschool (PoP) program by implementing three research-based Program Elements:
 - **Instructional Strategies and Teacher-Child Interactions**
 - **Social-Emotional Development**
 - **Parent Involvement and Support**
2. To provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 in identified ECE centers where the educational divide is greatest (i.e., in the catchment areas of elementary schools with API scores in deciles 1-3).

First 5 California has designed the CSP with several key goals targeting children, teachers, and families, including the following:

- Children at greatest risk for school failure will enter school with the skills to be successful.
- Children living in elementary school catchment areas with API scores in deciles 1-3 will have access to quality early learning programs.
- Teacher effectiveness in working with culturally and linguistically diverse children ages 0 to 5 will be optimized.
- Teacher effectiveness in working with special needs children ages 0 to 5 will be optimized.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will have the knowledge and skills to successfully advocate for their child's education.
- All parents with children ages 0 to 5 living in elementary school catchment areas with API scores in deciles 1-3 will be knowledgeable and involved in their child's age-appropriate cognitive and behavioral development.

The design of the CSP integrates proven elements of other First 5 California funded programs, selected core components of Educare, and continues to align with the California Department of Education *Infant/Toddler and Preschool Foundations* and *California Preschool Curriculum Framework*.

III. CSP FUNDING APPLICATIONS

In order to successfully achieve the goals of the Child Signature Program, the various strands of the CSP will be initiated through a series of Requests for Application (RFA):

RFA	Projected Release	Title and Description
#1	February 2012	<p>Quality Enhancement of PoP (this document) Designed to enhance the quality of PoP in the existing eight PoP counties for three years. This RFA requires matching funds from counties. The requirements for RFA #1 are described in this document.</p>
#2	March 2012	<p>Readiness Assessment and Quality Improvement Designed to provide all 58 counties the opportunity to increase quality in early learning programs for children ages 0 to 5 of greatest need. RFA #2 will <u>not</u> require matching funds from counties.</p> <p>RFA #2 focuses on providing quality improvement support to local centers not yet participating in PoP. The RFA will solicit applications from counties willing to participate in center-level readiness assessments and data collection to determine levels of strength and identify areas for improvement. It will fund:</p> <ul style="list-style-type: none"> • A county-level Early Learning Systems Specialist (ELSS) to assist centers with the completion of early learning readiness assessments • Targeted training and support to enhance the quality of services • Initial implementation of improvement activities informed by the Readiness Assessment <p>As with RFA #1, approved participants will have access to a “learning academy” called the Early Education Effectiveness Exchange (E4). The E4 is designed to provide specific training and assistance to facilitate quality improvements in early learning centers across counties.</p> <p>The Readiness Assessment will provide additional information to participating counties about the status of identified centers and classrooms that may have the potential of participating in the Quality Enhancement of PoP in FY 2013-14 (RFA #3) and beyond.</p>

RFA	Projected Release	Title and Description
#3	February 2013	Quality Enhancement of PoP for non-PoP Counties: Designed to allow counties not currently participating in PoP to apply for two years of Quality Enhancement funding for classrooms meeting PoP Bridge FY 2011-12 requirements at the highest level (see Attachment A3). The content of RFA #3 (2013) will be similar to that of RFA #1.

As part of the Child Signature Program (CSP), current PoP counties receiving funding through RFA #1 will receive up to a 25% increase to their current PoP allocation that will require a 1:1 cash match. This augmented funding will be used to implement the three CSP Program Elements and to hire Essential Staff to increase quality (detailed in the RFA). These staff positions include the Local Evaluator (LE), Early Education Expert (EEE), Family Support Specialist(s) (FSS), Mental Health Specialist (MHS) or other mental health resources, and Program Coordinator (PC).

Funding from RFA #1 is intended to enhance quality in all existing PoP Bridge FY 2011-12 sites and classrooms through the implementation of the Quality Enhancements. We recognize, however, that it may not be possible for some counties to implement these Quality Enhancements in all three Program Elements in every current PoP Bridge FY 2011-12 site and classroom and that not every site/classroom may need the additional supports. Counties will likely need to selectively target programs for the additional quality enhancements.

Classrooms implementing Quality Enhancements in all three Program Elements will be referred to as **CSP Quality Enhancement (QE)** sites and centers.

Sites and centers not implementing the new CSP Quality Enhancements will be referred to as **CSP Maintenance of Effort (MOE)** sites and centers. They will be required to maintain existing PoP Bridge 2011-12 standards and criteria at the highest level. (See Attachment A3.)

In the application, counties will identify the classrooms participating in the CSP as either a QE or MOE classroom.

IV. ELIGIBLE APPLICANTS

Only the eight counties currently under contract with First 5 California for PoP FY 2011-12 funding are eligible to apply for RFA #1. If funds allow, existing PoP counties will be able to expand their populations served by possibly bringing in additional classrooms that meet the new criteria of targeted populations (listed below), provided that current PoP classrooms meet all the PoP Bridge 2012 requirements. If a county chooses to include Family Child Care (FCC) in the

application, the county must articulate specifically how it will support and monitor the FCC to meet all the mandatory criteria for participation in the CSP.

V. TARGET POPULATIONS

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

- Infant/toddlers ages 0 to 3 who meet income eligibility based on the Schedule of Income Ceilings used by the California Department of Education, as referenced in Attachment A2
- Live in the catchment areas of schools with API rankings at or below the 3rd decile
- Reside in a home where a language other than English is used as the primary means of communication (Dual Language Learners [DLL])
- Have been identified as having Special Needs (SN)
- Live in a household where a parent is employed as a seasonal migrant worker

Additional Eligibility for Target Population

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

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

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

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

VI. DESCRIPTION OF THE CHILD SIGNATURE PROGRAM

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

A. Quality Enhancements

A body of educational research confirms that outcomes from early learning can be stronger if **quality** in the classroom is improved, particularly around classroom management, instruction, and emotional support. A focus on evidence-based strategies to enhance the Power of Preschool program aligns it with the goals of First 5 California's Teacher Signature Program, CARES Plus. This alignment capitalizes on First 5 California's current investment in improving child outcomes by strengthening the quality of teacher-child interactions and classroom instruction. The program design also draws on First 5 California's current partnership with the Educare quality early learning model which serves children from infancy to kindergarten entry.

The CSP quality enhancements, which are described in greater detail in Part C of this section (Program Elements), will:

- Incorporate core program features informed by evidence to enhance **quality**
- Emphasize **program improvement**, informed by data and feedback
- Use **evaluation** to inform future investments
- Exceed the PoP Bridge 2012 First 5 "Quality Level"

B. Overarching Design Principles of the CSP

In addition to the three Program Elements described in Part C of this Section, there are four overarching principles implemented by specific Essential Staff that must be incorporated into the implementation and operation of the CSP, as outlined below:

1. *The Use of Research-Based Practices*

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

- The collection and use of data for reflective practices that support improvement in child and teacher outcomes
- Agreement to participate in the statewide evaluation of the program (discussed in more detail in Part F of this Section)
- The selection and deployment of a Local Evaluator, whose role will be expanded from the original PoP Bridge role to include the

collection and analysis of data for providing feedback and coaching to teachers as described in Part C of this Section.

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

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

3. *The Use of Culturally and Linguistically Appropriate Strategies, as described in First 5 California's Principles on Equity*

First 5 California Children and Families Commission adopted the *Principles on Equity* on October 18, 2001 (revised April 2008), with a commitment to meet the diverse needs of the state's children and families. All counties participating in the CSP must comply with the *Principles on Equity*. By implementing the *Principles on Equity*, CSP classrooms will ensure that curricula and instructional strategies, communication, community-based services, and all aspects of the CSP incorporate practices that are culturally and linguistically appropriate for the population served. (See Attachment C for additional information.)

The *Principles on Equity* address four major areas, each of which must be incorporated in the CSP:

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

4. Alignment of CSP Program Elements with California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*

As its foundation, the CSP incorporates three primary Program Elements (described in Part C of this Section). The CSP Program Elements are research-based and have been used in Educare, Head Start, and other recognized early learning programs to enhance quality. The Program Elements also are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. Local program alignment with these key curriculum documents will guide counties' selection of curricula, strategies, and instructional materials, and will align with and support the implementation of the CSP Program Elements.

Essential Staff of the CSP

Implementing the three CSP Program Elements will require new staff positions (or an increase in responsibilities of existing positions), working individually and in teams including staff who will focus specifically on: teacher and classroom quality improvement, parental engagement, and children's social-emotional development. The most effective staff for understanding and addressing the needs of children who are culturally diverse and/or have special needs includes those professionals who have worked in multi-disciplinary environments in the planning and delivery of services to children and families.

As described below and in greater detail in Part C of this Section, the Essential Staff required to implement the program elements of the CSP include:

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

Local Evaluator: This position that was already required in the existing PoP Bridge program, will take on an expanded scope of work in the CSP, including the sharing of data with two new categories of essential positions under the CSP: the Early Education Expert and Family Support Specialist.

Early Education Expert and Family Support Specialist: These positions will use LE-collected data, sharing it with program staff and using the data to inform instruction and shape activities to improve quality.

Mental Health Specialist: This position will address the CSP requirements of the Social-Emotional Development Program Element. The MHS, *per se*, is not a “new” required position in that counties may already have resources for individuals who cover the MHS roles and responsibilities. Nevertheless, whoever assumes this responsibility for this Program Element will also be required to collect/share data with program staff, collaborate and coordinate services, work with the classroom teacher on strategies for addressing the social-emotional needs of children and work with the Local Evaluator.

Program Coordinator: At the local level, the Program Coordinator [previously First 5 County PoP Coordinators] will provide oversight to the essential CSP staff and be responsible for compliance with the overall program requirements. The PC would usually work with or supervise the EEE and the FSS. However, it is possible that the EEE and FSS may work within another agency contracted by the local First 5 commission to deliver the services; in those instances, the staff may receive supervision from someone else in that agency. If that is the case, then the PC needs to assure that the other agency is in agreement with and supportive of the role that the person will play in the CSP program implementation to ensure that they fulfill the responsibilities of the position. The PC is also responsible for ensuring that all participating classrooms meet the minimum PoP Maintenance of Effort (MOE) Quality Program requirements. (See Attachment A3.)

Success of the CSP will depend on the expertise, skills, and effectiveness of the individuals who fulfill the duties of these positions. Recommended job descriptions identifying the minimum required education, knowledge, and skills for the EEE, FSS, and LE are provided as Attachments to this RFA. However, hiring qualified individuals is just the first step to implementing these key roles. Continuous support, professional development, and encouragement throughout the three years are essential for optimal outcomes and success of the program. Assistance and support should be available locally, in addition to that provided statewide through the E4. (See Section III.)

In those counties that receive funding as a result of RFA #2, the PC will be responsible for collaborating with the county Early Learning System Specialist (ELSS). (See Section III.)

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

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

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

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

Below are descriptions of the main goals and activities included in each of the Program Elements, along with the roles and responsibilities of the new staff required to address these goals. (First 5 California will provide support to these individuals through an E4 program as described in Section III.)

1. *Instructional Strategies and Teacher-Child Interactions*

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

Instructional strategies that can be funded in order to address this stronger curricular focus on language/literacy and early math skills include evidence-based developmentally, culturally, and linguistically appropriate curricula; training on those curricula and materials and training for assessments of children, as appropriate. "Developmentally appropriate curricula" are defined as those that are aligned with the California Department of Education *Infant/Toddler Learning and*

Development Foundations, California Preschool Learning Foundations, and California Preschool Curriculum Framework.

Effective strategies and instructional support for teaching Dual Language Learners (DLL) include the purchase of professional development materials, training or mentoring for teaching staff from DLL experts. Funding these activities will support teachers in the education of DLL children ages 0 to 5.

Selection and use of curricula must be articulated in the county application and must be approved by staff at First 5 California. Acceptable curricula include those listed in Attachment J or those that counties can demonstrate are evidence-based and grounded in rigorous scientific research.

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

Influenced by the Educare model and by several studies of “coaching” or “consultation” for quality enhancement, the CSP will enable participating counties to employ EEEs to support and assist teachers of infants, toddlers, and preschoolers to improve their classroom practices, using objectively gathered classroom quality observation data. EEEs must meet minimum qualifications as outlined in Attachment G, carry a caseload of no more than 10 classrooms simultaneously, and must interact regularly with the LE. For optimum effectiveness in working with DLL children, the EEE must possess the cultural competency, background, and knowledge of effective strategies designed for DLL children ages 0 through 5. In situations where this is not possible, use of consultants/experts to support teacher quality with DLL must be employed. The EEE will be responsible for reviewing and understanding the assessment data, observing classrooms, encouraging reflective practices and providing direct feedback and coaching to individual teachers on strategies promoting oral language, vocabulary, early literacy and math. The EEE also will collaborate and coordinate with the FSS and MHS.

Many PoP counties currently employ LEs who provide a range of services. For the CSP, the role of the LE may need to be broadened and/or level of effort increased to ensure the required collaboration

between those who collect the required data and the EEE. The LE must work with the EEE to provide ongoing data collection and analysis designed to identify gaps and show where improvements are needed. In addition to providing reports to the local program, the LE will participate in the statewide evaluation by providing data that can be summarized across participating counties. (See Attachment I for description.)

2. *Social-Emotional Development*

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

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

As in Program Element 1, this Program Element may also be implemented by the employment of EEEs who have the skills and ability to support the professional development of teaching staff in the area of social-emotional development and cognitive and language development. Well-qualified individuals may be able to effectively support teachers in all areas of child development. Alternatively, some communities may already have access to mental health agencies that include specialists in diagnosing and treating, or helping teachers address, issues or delays in the social-emotional development of children ages 0 through 5. Although titles vary, these individuals are sometimes referred to as **Mental Health Specialist (MHS)**.

Contracting with such agencies for MHS support and/or professional development may be a cost-effective and pragmatic approach that can help link early childhood programs more closely with appropriate community resources. Regardless of the personnel who deliver services for this Program Element, the intention is that:

1) screenings and assessments be completed, 2) parents be integral in the process, 3) referrals and follow up for needed services are made,

as appropriate; and 4) work and services are coordinated with CSP Essential Staff.

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

3. **Parent Involvement and Support**

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

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

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

- Educate parents on the dangers of secondhand smoke to children and provide tobacco cessation resources.
 - The FSS will be required to complete the on-line training titled, “Kids and Smoke Don’t Mix...”
 - The FSS will be required annually to review with parents the on-line tobacco training developed for parents.

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

D. CSP FYs 2012-13 through 2014-15 Qualifying Criteria

To receive funding for FYs 2012-13 through 2014-15 of the CSP, the current PoP Bridge counties must meet the following administrative, program, and staff criteria:

1. Administrative:

- 1.1 Provide no less than a 1:1 **cash** match. (See Attachment K for definition.)
- 1.2. Provide continuity and “maintenance of effort” by serving at least 90% of eligible children ages 0 to 5 in the same targeted catchment areas that were enrolled in the PoP Bridge program in FY 2011-12. All existing PoP classrooms within the catchment areas of elementary schools within API deciles 1-5 may be “grandfathered” in to CSP to facilitate compliance with the maintenance of effort criteria.
- 1.3. Assure that any new participating ECE classrooms are in the catchment areas of elementary schools with APIs in deciles 1-3.

2. Staffing:

- 2.1 Hire, redirect, or contract for the Essential Staff positions described in Section VI, Part C above. It is acknowledged that some counties may not have funds sufficient to implement these Quality Enhancement requirements in every current PoP Bridge FY 2011-12 site and classroom.
- 2.2 For those sites where quality enhancements are not possible (i.e., the Maintenance of Effort sites and centers), the county will

be required to maintain existing PoP Bridge 2011-12 standards and criteria. At a minimum, all classrooms that participate in CSP are required to maintain and/or increase the current PoP Bridge FY 2011-12 “Mandatory Quality Program Requirements” and, “Teacher/Provider Qualification Quality Levels ...” at the First 5 Quality Level.

- 2.3 Additionally, all staff participating in a CSP funded classroom must complete the on-line training titled, “Kids and Smoke Don’t Mix ...”

3. Program:

- 3.1 Serve infants and toddlers in high quality environments: Counties must include at least one classroom with no fewer than eight infants/toddlers. The teacher/child maximum ratio is 1:4 infants; 1:4 toddlers (can be 1:6 with toddler license).
- 3.2 Incorporate the three CSP Program Elements (Instructional Strategies and Teacher-child Interactions, Social-Emotional Development, and Parent Involvement and Support), as described in Part C of this Section in as many centers/classrooms as feasible.
- 3.3 Align programs with the major domains articulated for use with infant/toddlers and preschool, as described in the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
- 3.4 Provide nurturing and caring relationships with children.
- 3.5 Develop strong family partnerships.
- 3.6 Provide culturally sensitive care.
- 3.7 Provide environments and materials that enrich learning and development.
- 3.8 Encourage well child visits through age five.
- 3.9 Provide screenings and assessments as described in Attachment B.

4. Target Populations:

4.1 As outlined in Section V, serve children ages 0 to 5 with diverse languages and cultures and abilities:

- Hire knowledgeable staff who are proportionately reflective of the cultural and linguistic diversity of the children in the classroom
- Create a plan that demonstrates continuous outreach and retention of a diverse workforce that reflects the diversity of California's children
- Justify in cases where staff are not available as to why the ratio has not been met in order to receive approval from First 5 California (teacher/child ratio must proportionately represent the diversity of the children served)

4.2 Serve Children with Special Needs in order to:

- Ensure access to all CSP Program Elements and services
- Encourage well child visits through age five
- Ensure access to comprehensive assessments
- Provide other relevant resources and/or services

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

5. Classroom Curriculum

5.1 Use approved "developmentally, culturally, and linguistically appropriate curricula" defined as those aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*. (See Attachment J.)

5.2 Incorporate physical activity in all aspects of the regular curricula (at least 30 minutes per day per ECERS guidelines for half-day programs less than 4 hours per day), and at least 60 minutes per day for programs operating greater than 4 hours per day. (See Attachment A.)

5.3 In at least 90% of continuing PoP classrooms, ensure that:

- Teacher/child ratios are 1:8 or better
- If applicable, infant/toddlers ratio are 1:4 or better
- Center directors have a BA degree or better.

5.4 Ensure that teachers meet the current PoP Bridge First 5 “Quality Level” educational requirements and provide appropriate documentation in the semi-annual reports.

6. Parent Involvement and Support

6.1 Develop and implement a plan to support diverse parent and family partnerships and parent involvement in all aspects of the program, including leadership in program design, participation, implementation, and evaluation. The plan must:

- a. Provide parents with resources and education to facilitate their ability to support their child’s development.
- b. Contain approaches effective in reaching parents of children ages 0 to 5, including children with disabilities and other special needs, Dual Language Learners (DLL), and migrant families.
- c. Assure that parents of all diverse groups, particularly those who have been traditionally underrepresented and underserved, are actively engaged and involved and have an equal voice in defining needs and providing solutions.
- d. Use culturally and linguistically relevant methods of communication and community outreach to locate and serve diverse groups by including community organizations, formal and informal networks, and other communication vehicles.

6.2 Promote and support the development of emerging parent and community leaders.

6.3 Hold a minimum of two individual parent conferences per year that are at least three to four months apart.

6.4 In collaboration with parents, complete an annual Family Partnership Agreement that encourages and promotes positive development outcomes for their child.

- 6.5 Educate parents on the dangers of secondhand smoke to children through the use of parent-focused tobacco trainings and other tobacco cessation resources, and review resources annually.

7. Assessment and Evaluation

- 7.1 Use the CLASS, ECERS, and, if applicable, the ITERS observation tools. Classrooms may use the tools every other year if cost is prohibitive, with no less than one assessment completed per year each fiscal year.
- ECERS/ITERS Tool: Classrooms will be required to submit the ECERS/ITERS results to the State Evaluation contractor for FY 2011-12 (or more recent results) during the CSP 2012-13 FY.
 - CLASS Tool: The CLASS assessment tool will be used first in FY 2012-13, if using both tools in alternating years.
- 7.2 Ensure more than 80% of the continuing PoP classrooms must have achieved a score equal to or greater than:
- 5 on ECERS
 - 5 on CLASS Emotional Support
 - 3 on CLASS Classroom Organization
 - 2.75 on CLASS Instructional Support

For the classrooms with scores below the aforementioned thresholds, the county will be required to submit a plan in the quarterly/semi-annual report detailing the process to bring each classroom up to the required level or better and provide the documentation detailing the change.

- 7.3 Complete an environment rating scale; an annual program self-assessment; the development and implementation of an annual plan for each program provider consistent with Title 5; and participate in the external review process. Also, complete the CDE Desired Results and Developmental Profile 2010 (DRDP 2010) and the DRDP parent survey.

E. Staff Criteria

All required staff and other staff, as appropriate, must:

1. Participate in the training and technical assistance that will be provided by the Early Education Effectiveness Exchange (E4) designed to support the CSP (see Section III). The E4 will conduct meetings to support the Program Coordinators in continuous program improvement, and conduct Webinars or “go-to meetings” on applicable topics.
2. Conduct regular assessments that will identify assets, challenges, and gaps in community resources and systems. The assessment data will aid in identifying needs, designing programs and approaches, and setting benchmarks and goals.
3. Collect classroom data on annual enrollment of children ages 0 to 5, including:
 - Total number of children ages 0 to 5
 - Number of months child was enrolled
 - Number of children in each age group, (i.e., 0-3, 4-5).
 - Primary language of child spoken at home
 - Primary language of family
 - Ethnicity
 - Race
 - Disabilities/special needs
 - Migrant status
 - Socioeconomic status
 - Number of staff by:
 - Race/ethnicity
 - Primary and secondary languages spoken
4. Collect data/information on staff/teacher. Number of teachers, number of teachers with BA, number of teachers with BA+, number of teachers with MA or higher.
5. Conduct or coordinate the administration of child, teacher, and environmental assessments as described in Attachment B.
6. Use expertise and impart knowledge developed over the seven previous years of PoP to serve as mentors and provide technical assistance to non-PoP counties in years two and three of CSP.
7. Complete the on-line training titled “Kids and Smoke Don’t Mix...”

F. Evaluation

For FY 2012-13, the data collection and evaluation process for the CSP will be similar to the current First 5 California Annual Report Web-based PoP reporting system, with some additional level of detail required. However, with the ongoing development of the First 5 California database, referred to as Practice, Research, and Outcomes 0 to Five (PROOF), all funded counties will be required to enter CSP data into that system in the future.

CSP classrooms will agree to:

- Participate fully in the statewide evaluation and any research studies developed by First 5 California to demonstrate program outcomes.
- Develop and submit a plan that demonstrates coordination between the LE and EEE regarding collection and analysis of classroom data for continuous classroom improvement.

Attachment B provides an overview of the data collection and evaluation requirements for the CSP. The final due date for submitting the data is November 1 of each year, beginning in 2013.

G. Technical Assistance and Support

First 5 California plans to contract with a separate entity to provide training and technical assistance to support the CSP. This training and technical assistance infrastructure will henceforth be referred to as the Early Education Effectiveness Exchange (E4). Counties interested in participating in the E4 must be awardees of any one of the three CSP RFAs.

H. Improvement Plan

Any classrooms currently served through PoP Bridge FY 2011-12 that will continue to receive funding through this RFA that do not meet all the Quality Program Requirements (see Attachment A3) must submit, at the time of application, a detailed improvement plan. The plan must identify, by classroom, the current status of each area not meeting the minimum criteria, incremental steps to be taken to meet criteria, method of evaluating progress, and respective timeline for achieving full compliance with the requirements. Counties will be required to report on the status of the improvement plan in the county's quarterly and semi-annual reports.

I. CSP Reports

In addition to the evaluation and assessment reports described in Section VI, Part D.7 and Attachment B, and the Annual Report due November 1 of each year, CSP counties funded through this RFA are required to submit the following reports:

FY 2012-13 (First Year of Program Operation Only)

Quarterly CSP Progress Reports: Counties will submit quarterly progress reports during year one of the CSP for approval by First 5 California. The progress reports should demonstrate continuous classroom improvement toward achieving CSP program goals. These reports will summarize program implementation strategies, documented actions to improve quality in classrooms, local trainings provided and attended, strengths and challenges, and actions taken to correct those challenges. Additionally, counties must report changes to the Staff Plan as part of the 3rd Quarter Progress Report. The Quarterly CSP Progress Reports schedule follows:

<u>Period</u>	<u>Due Date</u>
July – September	October 31, 2012
October – December	January 31, 2013
January – March	April 30, 2013
April – June	July 31, 2013

Site/Classroom Profile Updates: Counties are required to submit at the time of application Site/Classroom Profiles using First 5 California's Web-based reporting system and update the demographic information semi-annually. Attachment L shows the Web-based reporting data fields that counties will be required to complete and submit as one of the requirements of the application. The Site/Classroom Profile Updates schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

Claim for Reimbursement: Counties are required to submit a semi-annual Claim for Reimbursement for allowable expenditures. The Claim for Reimbursement schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2013
January - June	July 31, 2013

FYs 2013-14 and 2014-15

Semi-Annual Program Progress Reports: All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. The Semi-Annual Program Progress Report schedule follows:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Site/Classroom Profile Updates: The Site/Classroom Profiles will be established at the time of application and updated semi-annually in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

Reimbursement Claim Forms Due: Counties may request reimbursement for allowable expenditures in accordance with the following schedule:

<u>Period</u>	<u>Due Date</u>
July - December	January 31, 2014
January - June	July 31, 2014
July - December	January 31, 2015
January - June	July 31, 2015

First 5 California will provide templates for all reports.

VII. FUNDING TERMS AND CONDITIONS

A. Fund Allocations

Table 1 on the following page shows the maximum funding allocation amounts reserved for each county applying to participate in CSP in FYs 2012-13 through 2014-15. The funding amounts in this Table reflect the original funding level for Coordination Funds authorized for PoP Bridge in FY 2011-12 and a 25% increase over the Program Funds authorized in PoP Bridge FY 2011-12.

TABLE 1

County Commission Name	Fund type	FY 2012-13 Funds	FY 2013-14 Funds	FY 2014-15 Funds	Total CSP Funds
First 5 Los Angeles	Program	\$9,655,687.00	\$9,655,687.00	\$9,655,687.00	\$28,967,061.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Merced	Program	\$425,125.00	\$425,125.00	\$425,125.00	\$1,275,375.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Diego	Program	\$3,254,625.00	\$3,254,625.00	\$3,254,625.00	\$9,763,875.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Francisco	Program	\$4,544,313.00	\$4,544,313.00	\$4,544,313.00	\$13,632,939.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 San Joaquin	Program	\$1,025,750.00	\$1,025,750.00	\$1,025,750.00	\$3,077,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Santa Clara	Program	\$956,500.00	\$956,500.00	\$956,500.00	\$2,869,500.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Ventura	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
First 5 Yolo	Program	\$523,750.00	\$523,750.00	\$523,750.00	\$1,571,250.00
	Coordination	\$100,000.00	\$100,000.00	\$100,000.00	\$300,000.00
Total Allocation	Program	\$20,909,500.00	\$20,909,500.00	\$20,909,500.00	\$62,728,500.00
	Coordination	\$800,000.00	\$800,000.00	\$800,000.00	\$2,400,000.00

A.1 Coordination Funds

The maximum amount of funds for CSP coordination activities available each fiscal year (in arrears), beginning in FY 2012-13 and ending with FY 2014-15, is up to \$100,000 per year. Coordination Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contractor compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Program Coordinator position
- Other program coordination staff
- Training and technical assistance

Operating Costs: Expenditures for CSP coordination activities must be related to the performance of the program and may be used only for the following expenditures:

- Audits and related services
- Data collection and storage
- Communications
- Equipment and other capital expenditures under \$5,000
- Materials and supplies
- Meetings and conferences
- Publication and printing costs
- Training specifically related to the program including professional development and technical skill development
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy

Each First 5 county commission is responsible for ensuring that Coordination Funds are expended consistent with the authorized use of those funds.

First 5 California will reimburse counties in arrears for allowable Coordination Fund expenditures upon receipt and approval of a First 5 California CSP claim for reimbursement for the previous fiscal year. Any unexpended funds from a current fiscal year may, upon prior approval by First 5 California, be rolled over to the subsequent fiscal year during the authorized performance period.

Counties that cannot absorb the costs required to implement coordination activities for any approved fiscal year may apply for a hardship waiver to receive coordination funds at the beginning of the fiscal year. To apply for a hardship waiver for FY 2012-13, the Executive Director of a First 5 county commission must submit, with its RFA application, a written request on First 5 county commission letterhead that justifies the need for a disbursement of Coordination Funds beginning in FY 2012-13. In subsequent years, a hardship waiver request must be received by First 5 California by June 1 for the following fiscal year.

Additionally, county commissions must place advanced Coordination Funds in an interest bearing account and the interest bearing account shall be a separate account or a subaccount from the county commission's general account. The Executive Director of a First 5 county commission must identify the designated account in the hardship waiver request where the advanced funds will be deposited.

County commissions may not use interest earnings for coordination or program expenditures. County commissions must report annually the amount of interest earned in each fiscal year to First 5 California within 90 days of the end of the fiscal year. First 5 California will annually invoice county commissions for the interest revenue, and those funds

must be remitted to First 5 California within 30 days of receipt of the invoice.

Coordination Funds disbursed as a result of an approved waiver that are not expended by the end of each fiscal year during the program period authorized in the RFA must be returned to First 5 California consistent with instructions to be provided by First 5 California.

A.2 *Program Funds*

First 5 California will approve the reimbursement of expenditures that promote and support each of the following program elements:

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

Program Funds may be used only for the following allowable expenditures:

Personnel: Employee or Contract compensation (salaries and benefits) for the time devoted and identified specifically to the performance of the program for the following services:

- Early Education Expert (EEE)
- Family Support Specialist (FSS)
- Local Evaluator (LE)
- Mental Health Specialist or other mental health resource staff
- Program administration and support positions
- Teacher
- Teacher Aid
- Teacher Assistant

Many current PoP counties may already employ persons with similar job responsibilities as those of the Essential Staff. Counties may use CSP funds to augment position(s) to meet the additional CSP staff responsibilities either by expanding the job responsibilities and effort, or by hiring additional staff.

Operating Costs: Expenditures for program activities must be related to the performance of the program and include the following:

- Activities and services that support the quality of CSP curriculum design, implementation and evaluation
- Audit and related costs
- Equipment and other capital expenditures under \$5,000

- Evaluation: assessments, data collection, storage, and analysis of local evaluation data and related research; solicitation and analysis of information regarding the status and needs of children ages 0 through 5 and their families, and to subsequently develop and modify programs to better address identified needs.
- Food to enhance USDA meal programs or to enhance program curriculum for children participating in the program
- Materials including developmentally appropriate curricula and assessment tools (for both child and teacher)
- Meetings and conferences
- Supplies, books, tools, and other high quality materials to support the classroom
- Training, professional development, and learning support, not provided by E4, to develop skills and knowledge for the following:
 - Three Program Elements
 - Dual Language Learners
 - Children identified with special needs
 - Improved teacher interactions and instruction with children (PITC, etc.)
- Travel specifically related to the program reimbursed at the rates and terms established by county commission policy.

Expenses must be directly related to the program elements, with a justification provided, and must be traceable and auditable.

B. Funding Contingencies for Local Area Agreements

B.1. Any entity that enters into a Local Area Agreement (LAA) with First 5 California understands and agrees that the LAA is valid and enforceable only if sufficient funds are available in the appropriate account(s) of the California Children and Families Trust Fund to carry out the purposes of the Agreement. This Agreement shall be invalid and of no further force and effect if sufficient funds are not available in the appropriate account of the California Children and Families Trust Fund due to:

- A decrease in projected tax revenue collected pursuant to the Revenue and Taxation Code section 30131.2
- Any additional restrictions, limitations, or conditions enacted by the legislature
- Any statute enacted by the Legislature that may affect the provisions, terms, or funding for the Agreement in any manner

- B.2. In the event that there are insufficient funds in the appropriate account(s) of the California Children and Families Trust Fund any of the aforementioned reasons stated in B.1, the State of California and/or First 5 California shall have no liability to pay any funds whatsoever to the First 5 county commission or to furnish any other considerations under the LAA, and the First 5 county commission shall not be obligated to perform any provisions of the LAA.
- B.3. If full funding does not become available, First 5 California will amend the LAA to reflect program and related reduced funding and/or reduced activities.

C. Cash Match

A cash match is a commitment of funds provided by organizations or individuals for which documentation can be provided of a cash transaction by the applicant, project sponsors, or partners. Documentation of a cash match is typically confirmed in a formal engagement agreement or cash agreement.

Allowable cash match funds may include, but are not limited to, the following:

- Proposition 10 county tax revenue
- Federal (i.e., Early Head Start, Head Start, Race to the Top, etc.)
- Local Workforce Investment Board
- Local government
- Non-profit organization
- Private foundation
- Grants
- Other gifts

There is no cash match requirement for Coordination Funds.

The county commission is required to commit to a minimum annual 1:1 cash match for state funds for the funding amount requested in the application, which cannot exceed the maximum program allocation. (Reference Table 1 on Page 26.)

First 5 California may determine an overpayment has occurred if a First 5 county commission does not secure adequate matching funds. Overpayment remedies are covered later in this section.

D. Claims for Reimbursement

To receive reimbursement for program expenditures, participating First 5 county commissions will submit a Claim for Reimbursement consistent with the following schedule:

- Coordination Funds will be reimbursed annually. Claims for Reimbursement for Coordination Funds are due to First 5 California by August 30 of each year.
- Program Funds: will be reimbursed on a semi-annual basis. Claims for Reimbursement of Program Funds are due to First 5 California by February 28 and August 30 of each year. The Claims for Reimbursement must be submitted on the form provided by First 5 California and correspond to those expenditure categories found in the approved budget. In addition, each Claim for Reimbursement must demonstrate the required minimum 1:1 cash match.

E. Administrative Costs

First 5 California will not reimburse administrative and/or indirect costs for Coordination activities and/or services.

Administrative costs shall not exceed 15% of the total annual reimbursable costs (expended amounts) for state program funds. It is the responsibility of the First 5 county commission to ensure that not less than 85% of annual state expenditures are used for direct services to participants.

Administrative costs are shaped by the familiar concept of “overhead” or “centralized” services and are distinguished from program administration or management expenditures that qualify as direct program costs. Rather, administrative costs are incurred for common objectives that benefit programs administered by the lead agency and, as such, are not readily assignable to a particular program funding stream. Administrative costs are related to the general management of the lead agency, such as accounting, budgeting, personnel, procurement, and legal services.

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

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

F. Budget Amendment

A **budget amendment** changes the current approved total program funding authority identified on the Local Area Agreement for the period of program performance. Program Budgets are set during the initial application approval process for the full funding period. A budget amendment request must be submitted and approved by First 5 California to use unallocated authority.

Upon approval of a budget amendment, counties will receive a revised funding letter with the approved supporting budget detail documents. Budget amendment requests must be submitted prior to or during the year for which expenditures will occur.

G. Budget Revision

A **budget revision** is an adjustment of a total or line item amounts within the approved funding authority period.

A budget revision should be submitted to First 5 California as soon as the change is identified and in advance of completing the fiscal report forms.

The First 5 county commission shall expend funds in the manner described in the budget of the approved application. The allocation of funds for Personnel and Direct Program Cost categories in the budget may vary by as much as fifteen percent (15%) without approval by First 5 California. Any difference of more than fifteen percent (15%) must be requested in advance, in writing, and approved by the First 5 California Program Coordinator.

First 5 California may withhold payment for changes in particular budget items which exceed the amount allocated in the approved budget by more than fifteen percent (15%) and which have not received the approval required above.

H. Annual Financial Audit

Each First 5 county commission receiving and expending CSP funds must report audited financial information for funds received for CSP utilizing a supplemental schedule provided by First 5 California.

The supplemental schedule must be a component of the county commission's annual financial audit performed by an independent third party. The first audit is due to First 5 California by November 1, 2013, and annually by November 1 thereafter.

The First 5 county commission is required to maintain auditable records, which must be made available, upon request, to representatives of First 5

California or its designee, or the State Auditor for on-site monitoring, reviews, and audits.

I. Program Compliance Review

The purposes of a CSP compliance review are:

- Review and analyze the administration of the CSP at the county and site levels for participating entities.
- Through interviews and reviews of records, confirm internal controls and required record keeping is consistent with program requirements. These controls help safeguard the operational and fiscal integrity of the CSP.
- To provide information and feedback to County commission staff to assist them in taking corrective action, if necessary.

CSP compliance reviews will take place at intervals not more frequently than annually. County commissions will be required to participate and produce records on request by First 5 California or the state.

J. Capital Outlay Expenditures

First 5 California funds may **not** be used for capital expenditures as defined by the First 5 Financial Management Guide and the additional guidance in Fiscal Memorandums No. 01-04 and No. 01-06 found on the First 5 California web site at:

1. http://www.cafc.ca.gov/pdf/annual_report_pdfs/FM_01-04FixedAssets.pdf
2. http://www.cafc.ca.gov/pdf/annual_report_pdfs/FM01-06CapitalImprovements.pdf.

K. Carryover Funds

Carryover funds are unobligated, unspent balances from a previous year's approved budget that are transferred to the current year's budget, and are available to spend in addition to the current year's allocation. Carryover funds must be requested by the County Commission through the Budget Revision process.

L. Dispute Resolution

The First 5 county commission shall attempt to resolve disputes at the first staff level within First 5 California. If the dispute is not resolved at the first staff level, the Executive Director of the First 5 county commission, designated as the CSP administrator, may appeal the decision. Such an appeal can be

made by submitting a written description of the issues and the basis for the dispute to the Chief Deputy Director of First 5 California within thirty (30) calendar days of receiving an initial response from the first-level determination of the dispute.

Within thirty (30) calendar days of receiving the First 5 county commission's written dispute, the Chief Deputy Director will review the facts of the dispute, and if deemed necessary, will meet with the First 5 county commission executive director or designee for purposes of resolving the dispute. The Chief Deputy Director shall make a determination and shall send written notification of the decision to the First 5 county commission, together with the reasons for the decision, within sixty (60) calendar days of the receipt of the First 5 county commission's notification of the dispute. The decision of the Chief Deputy Director shall be final.

M. Financial Management Compliance

First 5 county commissions must use the First 5 Financial Management Guide (Guide) terms and definitions when reporting to or communicating with First 5 California. The guidelines and glossary contained in the Guide provide a common frame of reference and language for use between State and county commissions when addressing financial matters. The First 5 Financial Management Guide is available on the First 5 California Web site at: <http://www.cfc.ca.gov/commission/fiscal.asp>.

N. Direct and Indirect Costs

Direct costs are those costs that can be identified specifically with the CSP program or that can be directly assigned relatively easily with a high degree of accuracy. County commissions must identify the projected direct costs in the budget and provide a written budget narrative justifying those costs.

Indirect costs, also referred to as facilities and administrative costs, are costs that are incurred for common or joint objectives, and therefore, cannot be identified readily and specifically with a particular sponsored program or project. For the purpose of this RFA, indirect cost limits are considered part of the administrative costs limit. The two costs (indirect and administrative) combined cannot exceed 15% for the state approved costs detailed in the CSP RFA budget. Indirect cost rates must be substantiated for the appropriate fiscal year.

O. Overpayment

If it is determined that the First 5 county commission received an overpayment of First 5 California funds, First 5 California will seek recovery immediately upon discovery of overpayment by an invoice to the First 5

county commission for a refund of the overpayment amount within thirty (30) days after receipt of the invoice.

P. Reimbursement Terms

First 5 California will reimburse county commissions for actual and allowable costs that are reasonable and consistent with the authorizing RFA, the corresponding approved budget, and signed Local Area Agreement. Actual and allowable costs are those costs for which the county commission has supporting documentation at the time of claim submission. All data reported on the Claim for Reimbursement must be actual and allowable costs.

Non-reimbursable costs include:

Non-Reimbursable State Costs
<p>Program Costs</p> <ul style="list-style-type: none"> • Current year agreement funds to pay prior or future year obligations • Promotional Items and memorabilia including gifts and souvenirs
<p>Family Child Care Homes</p> <ul style="list-style-type: none"> • Consumables (e.g., food and diapers) • Materials and supplies
<p>Facilities</p> <ul style="list-style-type: none"> • Capital expenditures for general-purpose equipment, buildings, and land (items with a unit cost greater than \$5,000) • Facilities renovation and repairs • Fixed or Capital Assets or Capital Improvements (see Fiscal Memorandums 01-04 and 01-06) • Idle facilities or idle capacity except to the extent that they are 1) necessary to meet fluctuations in workload, or 2) necessary when acquired and are now idle because of changes in program requirements, efforts to achieve more economical operations, reorganization, termination, or other causes which could not have been reasonably foreseen
<p>Travel</p> <ul style="list-style-type: none"> • Out-of-State, without prior approval
<p>Other</p> <ul style="list-style-type: none"> • Alcoholic beverages • Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs, and related legal costs • Costs of advertising and public relations designed solely to promote the governmental unit, lead agency, or partners • Entertainment, including amusement, diversion, and social activities and any expenses directly associated with such costs • Goods or services for personal use of the First 5 county commission and partners employees • Legal costs incurred in defense of any civil or criminal fraud proceeding; legal expenses for prosecution of claims against the State of California • Lobbying costs • Organized fund raising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions

Reimbursement payments will be made only to the First 5 county commission holding the Local Area Agreement.

Q. Compliance Requirements

The First 5 county commission must adhere to the following fiscal and program requirements:

1. Participate fully in a formal evaluation and data collection process administered by First 5 California and/or its designee.
2. Provide all progress reports, reimbursement requests, and evaluation reports as requested by First 5 California.
3. Account for revenues and expenditures (both State and local) for the CSP funds separately in the annual financial audit, supplemental schedule.
4. Declare any unexpended State funds.
5. Sign required certifications that attest to the accuracy of any program data submitted and claims for reimbursement requested.
6. Adhere to contractor responsibilities:
 - The First 5 county commission can subcontract with another agency to implement the CSP as an intermediary; however, the First 5 county commission is responsible for the overall performance of the CSP and is responsible for expenditure and progress reports as described above and below, even if administered through an intermediary.
 - The First 5 county commission must adhere to the State of California's contracting requirement of three competitive bids, unless local county regulations or policies differ.
 - The First 5 county commission is responsible for collection of necessary data.

R. Payment Withholds

Failure to submit timely and accurate fiscal, evaluation, and annual reports as required by First 5 California may result in the withholding of a disbursement of funds, until which time the required reports and/or data have been received. Serious delays in fiscal report submission may result in a written request by First 5 California for an accounting of expenditures or special review of fiscal and program activity. First 5 California may reduce or terminate program participation if First 5 California determines that a First 5 county commission has failed to adhere to the terms and conditions of the

RFA and/or its approved Agreement, including any amendments to the Agreement.

S. Retention of Program Records

State funds disbursed by First 5 California to the First 5 county commission are subject to examination and audit by First 5 California or its designee, or the State Auditor, for a period of five (5) years after final payment of program expenditures. Therefore, adequate and accurate records must be retained for this period. First 5 California shall have access to the First 5 county commission's offices and/or the CSP sites, upon reasonable notice, during normal business hours, for the purpose of interviewing employees and inspecting and copying books, records, accounts, and other material that may be relevant to a matter under investigation, and for the purpose of determining compliance with the allowable uses of the CSP funds.

If an employee is multi-funded on a time accounting basis, then the employee's timesheet must indicate the actual amount of time spent in each program per day. The First 5 county commission must maintain accurate and verifiable financial data, in accordance with generally accepted accounting principles and standards for governmental entities

T. Supplement not Supplant

The CSP funds shall be expended only for the purposes expressed in the RFA and may be used only to supplement existing levels of service. No monies from the California Children and Families Trust Fund shall be used to supplant state or local general fund money for any purpose.

U. Termination of Agreement

First 5 California retains the option to terminate this Agreement without cause at its discretion, provided that written notice has been delivered to the First 5 county commission at least thirty (30) days prior to such termination date. If First 5 California terminates this Agreement at its discretion, the First 5 county commission will be entitled to compensation upon submission of an invoice and proper proof of claim, in that proportion which its services and products were satisfactorily rendered or provided and its expenses necessarily incurred pursuant to this Agreement, up to the date when notice of termination is received by the First 5 county commission ("the notice date"). The First 5 county commission will not be entitled to reimbursement for any expenses incurred for services and deliverables pursuant to First 5 California Request for Funding.

VIII. LIST OF ATTACHMENTS

The following attachments are included in this RFA as resources for applicants to develop, implement, and monitor the CSP.

- Attachment A Mandatory CSP Quality Enhancement (QE) Program Requirements
- Attachment A1 Teacher/Provider Qualifications Quality Levels for Preschool and Infant Toddlers – Center-Based and Family Child Care Homes
- Attachment A2 Child Care and Development Family Income Ceilings
- Attachment A3 CSP PoP Maintenance of Effort (MOE) Quality Program Requirements
- Attachment B Data Collection and Evaluation Requirements for CSP Counties
- Attachment C CSP Principles on Equity
- Attachment D CSP Program Glossary
- Attachment E Acronyms Used in CSP RFA #1
- Attachment F EDUCARE (Program Description)
- Attachment G CSP Job Description for the Early Education Expert (EEE)
- Attachment H CSP Job Description for the Family Support Specialist (FSS)
- Attachment I CSP Job Description for the Local Evaluator (LE)
- Attachment J Recommended Curricula for the CSP
- Attachment K CSP Fiscal Glossary
- Attachment L Site/Classroom Profile Data Fields

IX. HOW TO APPLY FOR FUNDING

A. Request for Application (RFA) Information Session

One CSP RFA Information Session/Conference Call will be held via conference call to review the content of this RFA with potential applicants and to address questions. This call will provide the opportunity to ask questions and receive information regarding the content of this RFA. The date, time, and location for the session are listed below.

Any county/agency submitting an application is encouraged to participate in this RFA Information Session/Conference Call.

Information Session/Conference Call

Date: February 29, 2012

Time: 10:00 am – 12:00 pm

Dial-in number: 1 (888) 469-0935

Passcode: 65420

Questions regarding this RFA will be answered during the information session/conference call. Additional questions regarding this RFA will be accepted **by e-mail, in writing, or by fax through Friday, March 16, 2012.** Please use “CSP RFA Question” as the subject heading and send all questions to First 5 California:

E-mail: csp@ccfc.ca.gov

or

Fax: (916) 263-1360

B. Application Eligibility Period

The funding period covers July 1, 2012, through June 30, 2015, and shall operate on a state fiscal-year basis (July 1 through June 30).

C. Application Procedures and Processes

Applications must be developed and submitted in accordance with the terms described herein.

1. Application Due Date:

First 5 California must receive the CSP RFA #1 Application package by **April 16, 2012, by 5:00 p.m.** Application packages received later than April 16, 2012, will not be accepted or reviewed.

2. Application Submission Requirements

The Application package must be submitted as follows:

- One original signed application;
- Three copies of the original application (total of four hard copies); and
- An electronic version of the application sent to csp@ccfc.ca.gov with the title “XX County CSP Application” as the Subject Header.

Applications must be complete when submitted. First 5 California holds no responsibility for the receipt or handling of applications that are not hand-delivered or received by the deadline. Applicants are encouraged to use express, certified, or registered mail, return receipt requested to confirm the date First 5 California receives the application.

Mail or hand-deliver applications to:

First 5 California
CSP RFA-1 Application
2389 Gateway Oaks Drive, Suite 260
Sacramento, CA 95833

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

- The original application shall include an original signature in **blue** ink.
- The application must be in 12-point Arial or Times New Roman, with one-inch margins on standard, white 8 ½ x 11-inch paper.
- Applications must be stapled in the upper left-hand corner. Do not use binders, covers, folders, or sleeves.
- The program narrative section is not to exceed 20 pages. First 5 California request that information in the application be thorough, yet as concise as possible. Do not attach additional pages or information not requested in the application.
- Required Site/Classroom Profile data must be entered through the First 5 California online Web page and copies included with the application. These documents are not part of the 20 page limit.
- Complete a Coordination Funds Budget (Forms 5a, 5b, 5c, and 5d) and Coordination Budget Narrative (Form 5e) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures.
- Complete a Program Funds Budget (Forms 6a, 6b, 6c, 6d, and 6e) and Program Budget Narrative (Form 6f) for the entire funding period of the program. The budget narrative should present detailed justification of all expenditures and indicate any describe any additional funding sources and amounts that will contribute to the program.

D. Sequence of Application Components

Each application must be assembled in the order outlined below and number responses accordingly. Each component must be present for the application to be considered complete. Please use the Application Checklist (Form 2) to guide the assembly of the completed application.

All new Program Elements of the CSP should be in place and fully implemented by the end of the first fiscal year of the program (June 30, 2013). Reporting for years 2 and 3 will consist of maintenance of effort activities. Reports must be submitted January 31 and July 31 for fiscal years 2013-14, and 2014-15.

Form 1: Application Checklist

The completed Application Checklist assists counties in the correct organization and sequencing of the application response. Completion of the checklist is optional and not a required part of the application response. However, completion of this Checklist will support compliance with the application submission requirements.

Form 2: Application Cover Sheet

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

Form 3: CSP Coordination Funds Budget

Form 3a: Coordination Funds Budget (All Years)

Form 3b: Coordination Funds FY 2012-13

Form 3c: Coordination Funds FY 2013-14

Form 3d: Coordination Funds FY 2014-15

Form 3e: Coordination Funds Budget Narrative (1-page maximum)

These forms follow Form 1, Application Cover Page, in the application and are presented in alphabetical order (i.e., 3a, 3b, etc.). These forms detail the proposed FY 2012-13, FY 2013-14, and FY 2014-15 CSP Coordination Funds budgets.

On Form 3e, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Coordination Funds Budget, including any proposed subcontract relationships.

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

Form 4 CSP Program Funds Budget
Form 4a: Program Funds Budget (All Years)
Form 4b: Program Funds Budget FY 2012-13
Form 4c: Program Funds Budget FY 2013-14
Form 4d: Program Funds Budget FY 2014-15
Form 4e: Program Funds Staffing Plan FY 2012-13
Form 4f: Program Funds Budget Narrative (3-page maximum)

These forms follow Form 3e, Coordination Funds Narrative, in the application and are presented in alphabetical order (i.e., 4a, 4b, etc.) and detail the proposed three fiscal year Program Funds budgets.

On Form 4f, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and provide a narrative description that explains the expenditures proposed in the Program Funds Budget, including any proposed subcontract relationships.

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

Form 5: CSP Cash Match Certification

This form follows Form 4f, Program Funds Budget Narrative, in the application and provides descriptive information and certifications from the county commission and other funding partners to confirm compliance with the cash match requirement for the CSP.

Form 6: Program Narrative and Description (20-page maximum)

The Program Narrative and Description section is limited to 20 pages and follows Form 5, CSP Cash Match Certification in the Application.

In preparation of the narrative section of this Application, please refer to Section VI, Part C of this RFA.

On Form 6, Applicants must insert the First 5 County Commission's name in the location indicated in the page header and organize the response in the sequence listed on the following page:

Section A: Program Design and Objectives

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

1. Specify the total number of classrooms participating in the CSP. Identify the number of classrooms that will be designated QE and the number of classrooms that will be designated MOE.
2. If a county is not able to apply all the QE requirements to every site and classroom, describe the criteria used to determine the classroom designations.
3. Describe how the county will comply with the requirement that a minimum of one class of infants and toddlers are served.
4. Describe how the county will implement the quality requirements in all CSP classrooms.
5. Identify three to five measurable objectives to demonstrate the following:
 - a. How local objectives will be aligned with the state objectives
 - b. How the local program design supports and integrates the three Program Elements into the local CSP

Section B: Instructional Strategies and Teacher-Child Interactions

The Applicant must include in the response to Section B, for both QE and MOE classrooms, the following:

1. Name the curriculum that will be used in the CSP: If using a curricula other than the curricula recommendations on Attachment J, provide the following additional information:
 - Describe how the curricula are aligned with the California Department of Education *Infant/Toddler Learning and Development Foundations*, *California Preschool Learning Foundations*, and *California Preschool Curriculum Framework*.
 - Describe how the curricula are research or evidence based.
2. Describe how the curricula improves the development of language/literacy and early math skills in children ages 0 to 5.

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

Section C: Social-Emotional Development

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

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

Section D: Parent Involvement and Support

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

1. Describe how the CSP will create and distribute information to parents about:

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

Section E: Professional Development

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

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

Section F: Target Population and Principles on Equity

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

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

Section G: Local and State Evaluation

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

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

E. Review of Applications

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

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