



# 2a

## Enhanced

### **Power of Preschool (PoP)** Santa Clara County Open Application for Large Family Child Care Enhanced Spaces

Phase **2a** – April 30, 2007

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## Introduction

This Power of Preschool (PoP) Phase 2a Open Application is for the owners of large family child care homes serving children who live within the 95122 and 95127 zip codes and are within the San Jose Unified School District boundaries. Large family child care homes that are awarded contracts under PoP Phase 2a will receive funding and technical assistance to improve the quality of the early education services they provide for preschool children. This application is due June 1, 2007 for review during the July 2007 cycle and due November 1, 2007 for review during the December 2007 cycle.

After reading the full application, there are three ways you can submit questions:

- Email to [powerofpreschool@wested.org](mailto:powerofpreschool@wested.org)
- U.S. Postal Service mail—address an envelope to Power of Preschool Question, E3 Institute, 1550 The Alameda, Suite 100, San Jose, CA, 95126-2323
- Hand deliver to the E3 Institute at the street address above

Answers will be posted on the E3 Institute web site at [www.e3institute.org/pop\\_open\\_app](http://www.e3institute.org/pop_open_app) and emailed or mailed using the U.S. Postal Service back to the person asking the question.

## I. Application Process At-a-Glance

### Step 1 — Open Application

- Download the application from the E3 Institute website: [www.e3institute.org/pop\\_open\\_app](http://www.e3institute.org/pop_open_app) or pick up a printed copy at the E3 Institute: 1550 The Alameda, Suite 100, San Jose, CA 95126.
- The first round of applications will be reviewed in July 2007 for Fall 2007 program implementation, and December 2007 for Spring 2008 program implementation.
- Applications submitted by June 1, 2007 will be reviewed in the July 2007 cycle, and applications submitted by November 1, 2007 will be reviewed in the December 2007 cycle.
- The application period is open during the 2007-08 fiscal year and applications will be reviewed in July 2007 and December 2007 **or** until all enhanced<sup>1</sup> spaces are filled (which ever comes first).
- Submission of an application does not guarantee funding
- After submitted applications are reviewed, programs that meet baseline criteria will be notified and a program site visit will be scheduled.

### Step 2 — Site Visits

- E3 Institute will conduct site visits during **August 2007** for July 2007 cycle. E3 Institute will provide detailed information regarding documents to be reviewed when programs are notified they have been selected for a site visit. The following documents are required at the site visit:
  - A copy of current family child care license issued by California Department of Social Services, Community Care Licensing Division
  - Documentation on any licensing violations or pending investigations, including disputed violations, and improvement/compliance plan
  - A copy of current organization general liability insurance policy with the amount of coverage indicated
  - Current first aid and pediatric cardiopulmonary resuscitation (CPR) certificates
  - A copy of California Criminal Record Clearance
  - Outreach plans to ensure full enrollment of PoP spaces
  - Owner qualifications verification:
    - Transcript of early childhood education courses *OR*
    - Copy of California Child Development Permit *OR*
    - Participation in previous round of Santa Clara Comprehensive Approaches to Raising Educational Standards (CARES)
  - Curriculum-related documents such as recent activity plans and instruction materials
  - Personnel policies, employment records, and employee benefits information
  - Parent handbook and/or parent participation information, including staff and parent meeting schedule
  - Program calendar for 2007-2008
  - Daily program schedule and daily meal plan
  - Program enrollment application packet with tuition information
  - Monthly attendance record for the last six months

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<sup>1</sup> Definition of Enhanced Spaces: Preschool spaces at existing publicly or privately funded early education sites would receive funds to: a) enhance services to increase teacher qualifications, b) improve the program and environment as indicated on environmental rating scales, c) work in coordination with other service providers (e.g., mental health, child welfare, the courts) to provide a continuum of services for children and families

- Current enrolment number of four-year olds, including number of children with special needs
- Most recent financial statements (Statement of Financial Position/Balance Sheet and Statement of Activity/Income Statement)
- Projected annual budget (income and expenses) for the organization
- Most recent federal and state tax returns (see Table 1)

<b>Table 1. Federal tax forms or fiscal statements in four types of organizations</b>	
<b>Organization Type</b>	<b>Federal Tax Form/Fiscal Statement</b>
Sole proprietorship	1040 and 940 or 941
Partnership	1065
Tax exempt (501(c)3)	990
Other	Official budget or financial statements

- For large family child care homes proposing to refurbish, renovate, or add additional space to the current home, the following two documents will also be required.
  - Detailed facilities development plan including budget, timeline, and experience/qualifications
  - Copy of existing property lease or title

**Step 3 — Notification**

- Large family child care homes that are recommended to and approved by the FIRST 5 Santa Clara County Commission will be notified in writing. Sites that are not approved will also be notified in writing.

**Step 4 — Funding Agreements**

- All large family child care homes awarded PoP 2a funding will receive E3 Institute subcontract agreements with scopes of work outlining all aspects of the PoP program.
- Funding agreements will be developed.
- Funding agreements will cover service delivery during the fiscal year—July 1, 2007 to June 30, 2008—and are renewable upon satisfactory performance.

## II. Statement of Purpose

Qualified family child care providers will work with E3 Institute-WestEd, FIRST 5 Santa Clara County, FIRST 5 partners, and other community partners to develop a continuum of services and supports, of which early education is one critical component, for children in the county who face the greatest risk of poor developmental outcomes. These are children with identified cumulative risk factors.<sup>2</sup> The ultimate goal is to create an integrated, coordinated, culturally competent, and responsive countywide approach to promoting the healthy development of young children to ensure they will be ready for success in school and beyond.

The PoP Phase 2a Open Application for Enhanced Spaces in large family child care homes is issued for two primary reasons: a) to ensure that large family child care homes are included in PoP participation, and b) to address the need to promote socialization skills and prepare children for group experiences in kindergarten classrooms. In the design of the PoP Demonstration project<sup>3</sup>, the large family child care homes make visits to PoP 1a center-based programs to share best practices in child development. The parents served by the family child care homes will be invited to participate in parent activities at the center-based programs.

Based on the design of the PoP Demonstration project, E3 Institute only accepts applications from large family child care homes in the designated zip codes. (See Table 2.) The owner<sup>4</sup> of the home must be the applicant to this PoP Phase 2a Open Application and will be accountable for the use of the PoP enhanced funding.

The focus of this open application is **Phase 2a**. During this phase, E3 Institute-WestEd is seeking large family child care homes<sup>5</sup> whose owners are interested in providing enhanced preschool spaces in quality learning environments to a target population of 4-year-old children (and 3-year-old children when spaces remain after all eligible 4-year olds are served) living within San Jose Unified School District catchment area in the zip codes 95122 and 95127.

Table 2. PoP 1a Sites Located in San Jose Unified School District	Zip Codes
<ul style="list-style-type: none"> <li>▪ Grant</li> <li>▪ Family Early Learning Center</li> <li>▪ Olinder</li> <li>▪ Anne Darling</li> <li>▪ Horace Mann</li> </ul>	95122 and 95127

This open application for enhanced spaces is an invitation to large family child care homes (see Table 3 on page 6) to express interest in and demonstrate the qualifications necessary to partner with the E3 Institute-WestEd and FIRST 5 Santa Clara County in launching Phase 2a of the Santa

<sup>2</sup> Cumulative risk: Factors that put a child at risk of intellectual delays and/or mental or physical health problems have a cumulative impact upon development. As the number of risk factors increases, so does the effect. Examples of risk factors include exposure to drugs or toxins before birth, low birth weight, extreme family poverty, living in a high-crime neighborhood, poor nutrition, parental depression or substance abuse, domestic violence in the home, and family unemployment.

<sup>3</sup> See First 5 California Preschool for All Demonstration Projects Request for Applications, 2005, [www.cfc.gov/rfp.htm](http://www.cfc.gov/rfp.htm)

<sup>4</sup> Large family child care homeowner must spend at least 80% of the operating hours actively involved with children

<sup>5</sup> Definitions: Title 22, Division 12, Chapter 3, code: 102352–Family Child Care means regularly provided care, protection, and supervision of children in the caregiver’s own home for periods of less than 24 hours per day, while the parents or authorized representatives are away. Source: California Family Child Care Home Licensing Regulation Highlights, December 2006; for a complete set of licensing standards, see <http://www.cclid.ca.gov>

Clara County *Power of Preschool Master Plan*.<sup>6</sup> Please see the E3 Institute-WestEd PoP website at [www.e3institute.org/pop](http://www.e3institute.org/pop) for a link to the overview of this master plan, which was approved by the FIRST 5 Commission August 2005.

The *Power of Preschool Master Plan*<sup>7</sup> is a multi-year project that will be implemented in phases, and is designed to build on and integrate with the existing public and private early care and education programs to develop a voluntary, high-quality, preschool program for 4-year olds (and 3-year old children when spaces remain after all eligible 4-year olds are served). Building upon California’s Master Plan for Education, PoP is intended to “assist children in becoming personally, socially, and physically competent, effective learners, and ready to transition into kindergarten and the elementary grades.”<sup>8</sup> San Jose Unified School District has been selected to be the early education provider for the center-based California First 5 Demonstration Project Programs in Phase 1a. This aligns with the requirements of the California First 5 Demonstration Grant awarded to Santa Clara County October 2005.

<b>Table 3. Large Family Child Care Home Staffing and Capacity</b> (Defined in Title 22, Division 12, Chapter 3, code: 102416.5)
<p>The maximum number of children cared for when there is an assistant provider in the home, including children under age 10 who live in the home, and the assistant provider’s children under age 10 is:</p> <ul style="list-style-type: none"> <li>• 12 children, no more than 4 years old who may be infants <i>OR</i></li> <li>• Up to 14 children when one child is 6 years old and one child is enrolled in and attending kindergarten or elementary school, and no more than three infants are in care</li> </ul> <p>Source: California Family Child Care Home Licensing Regulation Highlights, 2006 December; for a complete set of licensing standards, see <a href="http://www.cclid.ca.gov">http://www.cclid.ca.gov</a></p>

<b>Table 4. Power of Preschool Implementation Phases</b>		
<b>Phase 1a</b>	September 2006	California First 5 PoP Demonstration Project: This phase includes both new and enhanced center-based preschool spaces for children residing in the San Jose Unified School District’s identified high-risk zip code areas
<b>Phase 1b</b>	December 2006	Includes center-based, enhanced spaces: Organizations have been selected through an open application process and programs have began implementation in early 2007
<b>Phase 1c</b>	Spring 2007	Includes center-based, new spaces: The open application for Phase 1c was released November 24, 2006. Organizations were selected through the open application process and programs began implementation in Spring 2007
<b>Phase 2a</b>	Fall 2008	Includes enhanced spaces in large family child care homes: Phase 2a Open Application release date is April 30, 2007

<sup>6</sup> Note: The name “FIRST 5 Santa Clara County Preschool for All” Initiative was changed on February 27, 2006. The FIRST 5 Santa Clara County Program Committee voted to change Preschool for All (PFA) to Power of Preschool (PoP) to eliminate confusion between Proposition 82 (the preschool ballot measure) and the First 5 California PoP Demonstration Projects.

<sup>7</sup> An overview of the master plan can be seen on the E3 Institute website at [www.santaclaracares.org/rfq/pop\\_mp\\_overview2.pdf](http://www.santaclaracares.org/rfq/pop_mp_overview2.pdf)

<sup>8</sup> See First 5 California Preschool for All Demonstration Projects Request for Applications, 2005, [www.cafc.gov/rfp.htm](http://www.cafc.gov/rfp.htm)

### III. Target Population

The following criteria were used for the selection of target communities in all phases of the *Power of Preschool Master Plan*:<sup>9</sup>

- The presence of multiple risk factors<sup>10</sup>
- Low Academic Performance Index (API) scores
- A low supply of licensed early childhood programs
- Input from partners regarding community assets and needs
- Input from parents citing the need for coordination and integration of services
- The existence of strong FIRST 5 and E3 Institute-WestEd partnerships

The target population for this open application and the initial implementation phases of the *Power of Preschool Master Plan* is 4-year-old children living in the targeted communities (and 3-year-old children when spaces remain after all eligible 4-year olds are served) who:

- Are referred from the Child Abuse Hotline
- Are involved in Family Court disputes
- Have successfully reunified after Department of Family and Children's Services (DFCS) involvement, but who may need additional support to maintain stability and to prevent re-entry in the child welfare system
- Are referred from community services other than those listed above because they present similar characteristics of multiple risk factors, including, but not limited to:
  - Difficulties functioning in an early care and education environment
  - Suspected developmental delays and/or serious behavioral concerns
  - Family concerns including but not limited to:
    - Substance abuse
    - Domestic violence
    - Mental health, including maternal depression

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<sup>9</sup> An overview of the master plan can be seen on the E3 Institute website at [www.santaclaracares.org/rfq/pop\\_mp\\_overview2.pdf](http://www.santaclaracares.org/rfq/pop_mp_overview2.pdf)

<sup>10</sup> Data collected across Santa Clara County social, health, and educational systems showed that the greatest number of children under the age of six with the highest rate of risk factors live in specific zip code areas that are contained within four school district boundaries.

#### IV. Application Details

This package contains the forms and instructions for the PoP application for enhanced spaces. This application must be completed fully. As you go through it, if a question arises, please send it by email to [powerofpreschool@wested.org](mailto:powerofpreschool@wested.org). After you read the full application, there are three ways you can submit questions:

- Email to [powerofpreschool@wested.org](mailto:powerofpreschool@wested.org)
- U.S. Postal Service mail—address an envelope to Power of Preschool Question, E3 Institute, 1550 The Alameda, Suite 100, San Jose, CA, 95126-2323
- Hand deliver to the E3 Institute at the street address above

Answers will be posted on the E3 Institute web site at [www.e3institute.org/pop\\_open\\_app](http://www.e3institute.org/pop_open_app) and emailed or mailed (using the U.S. Postal Service) back to the person asking the question.

#### Submission

PoP applications must be completed in full and submitted **in person** to the E3 Institute, 1550 The Alameda, Suite 100, San Jose, CA 95126 by 5:00 pm on the due date. An application receipt will be issued when the application is received at E3 Institute. Applications submitted by June 1, 2007 will be reviewed in the July 2007 cycle, and applications submitted by November 1, 2007 will be reviewed in the December 2007 cycle.

Retain a copy of your PoP application for your own records before you submit it to the E3 Institute. Please include all forms and documents together in one complete application packet.

#### Application Entry Criteria

You must be able to meet the application entry criteria listed on pages 10-11 to qualify for PoP. Do not apply for funding if you do not meet all of the entry criteria. Only those licensed large family child care homes that meet the entry criteria will be considered for funding. You must provide early childhood education services in one of the designated zip codes (See Table 5). A completed application does not guarantee funding.

#### Program Interviews

Programs will receive a site visit before final recommendations are made.

#### Funding

Applicants may apply for one of the three levels of quality for enhanced spaces: ENTRY, ADVANCING or HIGHEST. See Table 6 on the following page for details on levels of quality. E3 Institute will work with each individual program to assess program needs and determine program qualifications for funding amounts.

Table 5. PoP 1a Sites Located in San Jose Unified School District with Target Number of Phase 2a Sites		
San Jose Unified School District 1a Sites	Zip Codes	Target number of 2a Large Family Child Care Homes
<ul style="list-style-type: none"> <li>▪ Grant</li> <li>▪ Family Early Learning Center</li> <li>▪ Olinder</li> <li>▪ Anne Darling</li> <li>▪ Horace Mann</li> </ul>	95122 and 95127	5

The maximum allowable PoP reimbursement rate for any enhanced space at the HIGHEST level is \$6,470 per child/per year. The reimbursement rate for a particular large family child care home is calculated by E3 Institute based on the current per-child per-day cost of the family child care

home and the quality level of the home, as determined by the educational qualifications of the owner. Programs will be reimbursed the full amount only if no other current sources of funding exist to support the program, and the staff meets the qualifications for the HIGHEST level of quality.

PoP will fund large family child care homes to provide a 3-hour program for 175 days for eligible 4-year-old children, plus 5 days for teacher professional development. The actual number of reimbursable operational preschool days for 2007-2008 fiscal period will be determined when E3 Institute staff conduct site visits. (Note: 3-year old children will be included when spaces remain after all eligible 4-year olds are served.)

<b>Table 6. Levels of Quality for Enhanced Spaces<sup>11</sup></b>	
<b>Levels</b>	<b>Owner of the Large Family Child Care</b>
<b>Entry</b>	12 semester units of ECE/CD including CORE courses <sup>12</sup>
<b>Advancing</b>	AA degree (or 60 units) including: ECE/CD units with CORE courses 6 administration units 2 adult supervision units
<b>Highest</b>	BA or higher including: 24 ECE/CD units with CORE courses 6 administration units 2 adult supervision units

### **Ramp-up Funding<sup>13</sup>**

Each large family child care home that meets the application criteria and is contracted by E3 Institute will be awarded \$12,500 per large family child care home for ramp-up funding. Examples of acceptable uses of ramp-up funds include renovation of space, hiring staff, teacher training and outreach for enrollment.

### **Systems of Service**

The rate of reimbursement will be based upon the level of qualifications of the large family child care homeowner at the time of application or the level that can be reached by the end of the fiscal year. Applicants are encouraged to apply at the highest quality level that can be reasonably achieved by June 2008, as rates may only be adjusted annually as part of the development of the budget for the following fiscal year.

<sup>11</sup> Coursework must be completed at an educational institution that is currently accredited by the Accrediting Commission for Community and Junior Colleges or the Accrediting Commission for Senior Colleges and Universities. All coursework must be completed with a grade of "C" or higher. International degrees and transcripts must be translated and evaluated for their U.S. equivalency.

<sup>12</sup> CORE course requirement must include 1 course in each of the 3 core areas: Child, Growth and Development; Child, Family and Community; and Programs and Curriculum. Each course must consist of 3 semester units or 4 quarter units

<sup>13</sup> NON-allowable expenses for ramp-up funds include, but are not limited to, the following: travel expenses; bad debts, including losses arising from uncollectible accounts and any related legal costs; purchase of vehicle or other transportation equipment; fund-raising costs; investment management costs; costs to structure a non-profit corporation such as incorporation fees or consultant fees

## V. Application Entry Criteria

A program must meet the following baseline criteria to qualify for PoP.

**Signature at the bottom of this form indicates the program currently meets or will meet the following baseline criteria by July 1, 2007.**

### Program

1. As the owner of this large family child care home, I spend at least 80% of the operating hours actively involved with children.
2. Our large family child care home has had an average of 80% enrollment monthly for the last 6 months.<sup>14</sup>
3. Our licensed large family child care home is in compliance and good standing with California Community Care Licensing.
4. Our large family child care home complies with all applicable local, state, and federal laws and regulations.
5. Our large family child care home can demonstrate financial responsibility and ability to account for contract funds.
6. Our large family child care home carries general liability insurance in the minimum amount of \$1 million per incident.
7. Our large family child care home is open and welcoming of all children, including children with disabilities and other special needs.
8. Our large family child care home can collect information to verify children's residency in specific zip codes and their ages, as needed for eligibility.
9. Our large family child care home will serve children who are residents of the identified zip code areas (95122 and 95127) within the San Jose Unified School District catchment area through the PoP Phase 2a funding.

### Classroom

The large family child care home owner should have at least 12 units in CORE early ECE/CD courses to meet entry-level qualifications, or higher (see Table 6 on page 9).

10. Our large family child care home will make available to families the following curriculum-related documentation:
  - A written statement of philosophy and goals for children
  - A daily schedule (posted)
  - A sample of recent activity plans for children
11. Our large family child care home commits to maintain or develop a parent/family

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<sup>14</sup> 80% of enrollment of a large family child care home is 11 children for a home of 14 children

involvement and support program that includes the following:

- Opportunities for parent/family involvement in program structure including curriculum and evaluation
- Regular opportunities for parent/family feedback
- Regular parent/family meetings
- Connection to educational opportunities for parents/families
- Written/verbal materials and information to assist parents/families with their children at home
- At least two individual conferences with the parent(s) per year

12. Our large family child care home provides 3 hours of preschool experience a day for 175 days, plus 5 days for teacher professional development, for a total of 180 days per year.
13. With support from the E3 Institute, our large family child care home commits to developing the capacity to perform at least one assessment of PoP children's developmental progress using *Desired Results Developmental Profile (DRDP)*, and at least one screening using *Ages and Stages Questionnaire (ASQ)* during year one of PoP 2a funding.
14. With support from the E3 Institute, our large family child care home commits to developing the capacity to conduct at least one *Family Day Care Rating Scale (FDCRS)*<sup>15</sup> assessment of each PoP classroom session during year one of PoP 2a funding.

15. Our large family child care home will meet, at a minimum, all of the components shown in the Table 7 for group size.

<b>Table 7. Family Child Care Home Group Size</b>	
<b>Maximum number of children per home</b>	14
<b>Minimum adult-to-child ratio</b>	2 adults to 14 children <sup>16</sup> (see Table 3, page 6)
<b>Minimum owner qualifications</b>	PoP ENTRY level (see Table 6, page 9)

Name of large family child care home: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<sup>15</sup> Harms, T., Clifford, R., *Family Day Care Rating Scale* (1989), Teachers College Press OR Harms, T., Cryer, D., Clifford, R., *Family Child Care Rating Scale* (2007), Teachers College Press, Teachers College, Columbia University; Rev Ed edition (March 23, 2007)

<sup>16</sup> Family Child Care Large Home Staffing and Capacity: Title 22, Division 12, Chapter 3, code: 102416.5. The maximum number of children cared for when there is an assistant provider in the home, including children under age 10 who live in the home, and the assistant provider's children under age 10 is either:

- 12 children, no more than four of whom may be infants, OR
- Up to 14 children when one child is 6 years and one child is enrolled in and attending kindergarten or elementary school, and no more than three infants are in care. Source: California Family Child Care Home Licensing Regulation Highlights, 2006 December; for a complete set of licensing standards, visit: [www.cclcd.ca.gov](http://www.cclcd.ca.gov)

**Form 1 – Locations of Large Family Child Care Homes** (page 1 of 1)

Funding for Santa Clara County PoP 2007-2008 enhanced spaces for large family child care homes is limited to facilities in the following zip codes within the San Jose Unified School District catchment area.

1. Please check the zip code where the home is located.

Zip Code	School District
<input type="checkbox"/> 95122	San Jose Unified School District
<input type="checkbox"/> 95127	

2. Please fill in only ONE of the following 3 spaces, according the educational qualifications that the owner currently has or will have by June 2008 (refer to Table 6 on page 9).

Number of Spaces at Highest level for which large family child care home is applying: \_\_\_\_\_

Number of Spaces at Advancing level for which large family child care home is applying: \_\_\_\_\_

Number of spaces at Entry level for which large family child care home is applying: \_\_\_\_\_

2. Please identify location of the large family child care home below:

Large family child care home address:	Name of elementary school located closest to your large family child care home:
_____	
_____	

3. Which of the following Power of Preschool 1a demonstration classrooms is closest to your large family child care home? Please check one:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Anne Darling Elementary<br>333 N. 33 <sup>rd</sup> St.<br>San Jose, CA 95133 | <input type="checkbox"/> Olinder Elementary<br>890 E. William St.<br>San Jose, CA 95116               | <input type="checkbox"/> Grant Elementary<br>470 E. Jackson St.<br>San Jose, CA 95112 |
| <input type="checkbox"/> Family Early Learning Center<br>1149 E. Julian St.<br>San Jose, CA 95116     | <input type="checkbox"/> Horace Mann Elementary<br>55 E. 7 <sup>th</sup> Street<br>San Jose, CA 95112 |   |

Name of large family child care home: \_\_\_\_\_

Authorized signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Form 2 – Large Family Child Care Family Home Contact and Background** (page 1 of 2)

Please complete this form in full. Please print or type.

Name/position of individual filling out form: \_\_\_\_\_

Date: \_\_\_\_\_ Phone \_\_\_\_\_ Email: \_\_\_\_\_

**Large Family Child Care Home Contact Information**

1. Name of large family child care home:		
2. Name of owner:	3. Owner's email:	4. Owner's phone:
5. Name of contact person for PoP site visit scheduling:		6. Phone number of contact person:
7. Family child care home address:		
8. City	9. State:	10. Zip Code:
11. Phone:		12. Fax Number:

**Large Family Child Care Home Background Information**

1. Total number of <u>4-year olds</u> living within the 95122 or 95127 zip codes and within the San Jose Unified School District catchment area you expect to serve beginning fall 2007 with PoP 2a funding: _____	
2. Total number of <u>3 year olds</u> living within the 95122 or 95127 zip codes and within the San Jose Unified School District catchment area you expect to serve beginning fall 2007 with PoP 2a funding: _____	
3. Center License #:	4. Number of children ages 3-4 years for which the site is licensed:
5a. License effective date: 5b. License expiration date:	6. Date of last Community Care Licensing visit to organization: (if applicable)
7. As a result of your last licensing visit, did you receive any Type A, Type B, or Type C violations? <input type="checkbox"/> No <input type="checkbox"/> Yes If YES, what type? _____	

8. Do you have any pending Community Care Licensing Department investigations at this location?  
 No  Yes If yes, please explain. Use a separate sheet of paper if necessary. \_\_\_\_\_

9. What is the amount of your current general liability insurance policy for the large family child care home?

\_\_\_\_\_

Name of the insurance company: \_\_\_\_\_

Expiration date on the policy: \_\_\_\_\_

10. Will this classroom/session receive funding from any of the following (check all that apply):

Parent Fees

Alternative Payment

Respite

Private/Foundation

Corporate

Other: \_\_\_\_\_

Name of large family child care home: \_\_\_\_\_

Authorized Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Form 2:  
Page 2 of 2

**Form 3 – Large Family Child Care Home Details (Page 1 of 1)**

This form asks for information about the large family child care home that is seeking PoP funding.

Please complete the tables below:

Large Family Child Care Home Configuration

<b>Ages of children currently served</b>	<b>Number of Children currently served</b>	<b>Number of children who are part day or full day</b>	
Infant (0-12 mos.)		_____ Part Day	_____ Full Day
Toddler (12-24 mos.)		_____ Part Day	_____ Full Day
Two		_____ Part Day	_____ Full Day
Three		_____ Part Day	_____ Full Day
Four		_____ Part Day	_____ Full Day
Five		_____ Part Day	_____ Full Day
Six		_____ Part Day	_____ Full Day
Older than 6		_____ Part Day	_____ Full Day
Total		_____ Part Day	_____ Full Day

What are the hours of operation of your large family child care home?

\_\_\_\_\_

Please list the names of all the adults who are currently working with children in your large family child care home and check 2 boxes (paid versus unpaid and younger than age 14 versus older than age 14) for each.

<b>Name</b>	<b>Paid vs. unpaid (volunteer)</b>	<b>Age range of children served</b>
	<input type="checkbox"/> Paid   <input type="checkbox"/> Unpaid	<input type="checkbox"/> 14 yrs or less   <input type="checkbox"/> Over 14
	<input type="checkbox"/> Paid   <input type="checkbox"/> Unpaid	<input type="checkbox"/> 14 yrs or less   <input type="checkbox"/> Over 14
	<input type="checkbox"/> Paid   <input type="checkbox"/> Unpaid	<input type="checkbox"/> 14 yrs or less   <input type="checkbox"/> Over 14
	<input type="checkbox"/> Paid   <input type="checkbox"/> Unpaid	<input type="checkbox"/> 14 yrs or less   <input type="checkbox"/> Over 14

Do you currently serve children with special needs (See Item 9 on page 23 in the Appendix for definition)? Yes\_\_\_\_\_ No\_\_\_\_\_

What curriculum is used in this classroom session (if applicable)?\_\_\_\_\_

Date \_\_\_\_\_



**Form 4 – Program Assurances (Page 1 of 3)**

**Applicant must agree to all program assurances**

Name of Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Site: \_\_\_\_\_

**General Administrative and Operational Assurances**

**I agree that:**

1. All information contained within this application, as well as any supporting documentation collected/requested by E3 Institute, is considered public information. This information will be included in the program's permanent file and is subject to open records request(s).
2. E3 Institute will verify compliance with California Community Care Licensing requirements. I agree to full disclosure of my licensing records to E3 Institute review team and I agree to disclose and explain any pending investigation of my family child care home.
3. The large family child care home will not discriminate in the enrollment/registration process on the basis of race, gender, nationality, religion, or sexual orientation.
4. The large family child care home will comply with all applicable local, state and federal laws and regulations.
5. The large family child care home will provide equal opportunities to children with special needs (See Item 9, page 23 in the Appendix for definition).
6. The large family child care home agrees not to engage in any religious teachings and/or activities during PoP program.
7. The large family child care home must welcome children from all faiths.
8. The large family child care home will provide a copy of a 2006 financial audit or most recently completed fiscal year financial audit, if applicable, to demonstrate financial stability.
9. The large family child care home will complete a current (2006-2007) or (2007-2008) per-child-cost worksheet, blank form to be provided by E3 Institute.
10. The large family child care home will be paid only for the number of 4-year-old children (or 3-year-old children when spaces remain after all eligible 4-year olds are served) who are enrolled and meet the minimum attendance requirements at the contracted sites.
11. The large family child care home will adhere to budget and program reporting requirements as defined by E3 Institute during the fiscal year.
12. Each 4-year-old child enrolled in the PoP program must be 4 years old by December 2, 2007
13. I understand that E3 Institute will fund a child for one 3-hour session only, even if a child participates in a full-day program.
14. The large family child care home will provide 3 hours of preschool experience per day for a minimum of 175 school days, and five (5) teacher professional development days (a total of 180 days per year).

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_ Position: \_\_\_\_\_

**Form 4 – Program Assurances (pg 2 of 3)**

Name of Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Site: \_\_\_\_\_

**Program Model, Standards, and Quality Assurances**

**I agree that:**

- 10. The large family child care home will participate in all future E3 Institute-sponsored environment rating assessments.
- 16. The large family child care home will ensure 100% of PoP teacher participation in Santa Clara CARES Program by the end of the first 12 months of funding.
- 17. The large family child care home will increase by 25% the percentage of staff holding California Child Development Permits by the end of the first full year of funding.
- 18. The large family child care home will demonstrate continuous improvements as defined by the First 5 PoP quality standards and Family Day Care Environment Rating Scales (FDCRS).
- 19. The large family child care home will participate in all data collection and evaluation efforts as defined by E3 and FIRST 5 Santa Clara County and its agents or subcontractors.
- 20. The large family child care home will place a high priority on having a diverse workforce that reflects the community demographics.
- 21. The large family child care home will respect and value each child's home culture, background, home language, and customs.
- 22. The large family child care home will support parents as their child's first teacher.
- 23. The large family child care home will implement a parent partnership program and ensure the engagement of parents.
- 24. The large family child care home will adhere to the program model as described in the PoP Master Plan.
- 25. The large family child care home will adhere to the curriculum standards as stated in the *Pre-kindergarten Learning and Development Guidelines (2000)* developed by the Child Development Division of the California Department of Education.
- 26. The large family child care home will adhere to any new curriculum standards and guidelines developed through the E3 Institute's PoP development and implementation process.
- 27. The large family child care home will provide developmentally appropriate activities that develop and support children's social, emotional, linguistic, cognitive, and physical (gross and fine motor) skills.
- 28. The large family child care home will place a high priority on early literacy and will participate with the E3 Institute and partners in the development and implementation of any and all materials, education, and training that promote quality early literacy learning.

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_ Position: \_\_\_\_\_

**Form 4 – Program Assurances** (pg 3 of 3)

Name of Organization: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Site: \_\_\_\_\_

**I agree that:**

- 29. The large family child care home will ensure that culturally and developmentally appropriate arts enrichment activities are integrated into the preschool program.
- 30. The large family child care home will participate in the E3 Institute arts Integration activities.
- 31. With support from the E3 Institute, the large family child care home will work with families, community members, other family and center-based early educators, community-based organizations, and local schools to coordinate and integrate a continuum of child and family support services.
- 32. With support from the E3 Institute, the large family child care home will participate as a member of the FIRST 5 Santa Clara County Community Partnership in my identified region.
- 33. The large family child care home will ensure that children are transitioned appropriately both into and out of the preschool program and that a preschool-to-kindergarten transition plan is in place for children in the E3 Institute PoP program.
- 34. The large family child care home will work with all providers to develop transition plans for children who move out of one attendance area and into another.
- 35. The large family child care home will work with FIRST 5 family partners to provide information and referral services for child and family supports.
- 36. The large family child care home will ensure that 10% to 15% of spaces are available for children with Special Needs (See Item 9 on page 23 in the Appendix for definition).
- 37. The large family child care home will ensure culturally responsive and developmentally appropriate inclusion strategies for children with special needs and their families.
- 38. The large family child care home will work closely with E3 Institute staff and FIRST 5 Santa Clara County in the first year to develop a centralized enrollment process and provide enrollment statistics for developing a PoP eligibility/placement system.
- 39. The large family child care home will work to increase parents' and community members' knowledge and awareness of the importance of the first 5 years of a child's development.
- 40. The large family child care home will support the outreach and community engagement efforts of the partnership in order to be successful in reaching the unserved populations within each community.
- 41. The large family child care home will identify training and technical assistance needs in order to improve program quality.
- 42. The large family child care home will participate in all training and technical assistance activities as requested by E3 Institute and FIRST 5.

Authorized Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_ Position: \_\_\_\_\_

# APPENDIX

## A. Overview of the Power of Preschool Model

*FIRST 5 Santa Clara County Power of Preschool  
10-Year Strategic Mission*

*FIRST 5 Santa Clara County's Power of Preschool will create a powerful, sustainable and integrated system of delivery, focusing on preschool and early childhood development (including health, early education, and social and family support services) for children 0 to 5 years of age and their families in our county.*

The FIRST 5 Santa Clara County *Power of Preschool Master Plan* model is grounded in research and best practices and is one critical component of the FIRST 5 Santa Clara County Community Investment Strategy. (See [www.first5kids.com/AboutUs-Finances.html](http://www.first5kids.com/AboutUs-Finances.html).)

As a result of FIRST 5's multidisciplinary research, the comprehensive research and planning for PoP led by E3 Institute-WestEd, and the requirement of First 5 California to begin the development of PoP demonstration sites in underserved and high priority communities, Santa Clara County's PoP plan evolved into a multi-faceted approach. This approach is not just about the provision of preschool spaces for 4-year olds, but the recognition that to successfully impact the lives of these children, the plan must be comprehensive and address all domains of their lives. Therefore, the Santa Clara County PoP plan encompasses the following three essential and related components:

### **1. Programs Will Address All Domains of a Child's Life**

Children do not develop in isolation. They develop within a set of social systems that are interconnected and dynamic. FIRST 5 Santa Clara County has adopted this theory—or ecological model—for all of its programs and initiatives. This model recognizes that a child must be understood within the context of the family environment, and the family must be understood within the context of its community and larger society.

Selected early educators will be required to collaborate with other cross-disciplinary partners to develop and/or implement strategies that help reduce and eliminate barriers such as affordability, availability, and language access, thereby promoting the healthy development of all children and ensuring they:

- Are physically healthy
- Have age and developmentally appropriate cognitive skills
- Demonstrate age and developmentally appropriate social, emotional, and behavioral skills

Through this high level of collaboration, early educators will work with other community partners to provide a three-part model to all 4-year olds in the PoP sites. While the research clearly shows that all children benefit from quality learning opportunities, research on working with children facing cumulative risk states that a three-part model is necessary to successfully impact their lives. This model will include:

- A high-quality early learning environment
- Home visitation with families when needed and appropriate
- Therapeutic interventions and family support

### **2. Programs Will Serve Children With Multiple Risk Factors in High-Priority Communities**

Data collected across social, health, and educational systems showed that the greatest number of children under the age of six with the highest rate of cumulative risk factors live in specific zip code areas that are contained within four school district boundaries. These are the same school districts that have partnered with FIRST 5 in the Early Learning Initiatives as a result of having the lowest Academic Performance Index

(API) scores. Additionally, the data showed three other areas in the county with a high number of children under the age of six also living in neighborhoods with high rates of cumulative risk factors.

The purpose of targeting geographic areas to launch the PoP initiative is to serve children who are at greatest risk of poor developmental outcomes. These children are known to be at risk because of their exposure to risk factors. Being at risk means the child is more likely to experience poor outcomes—it does not mean the child will have developmental delays or have other special needs. That can only be determined through individual screening and assessment. By ensuring high-quality preschool in these targeted areas, PoP is providing the opportunities and the supports for children who may be less likely to attend a high-quality preschool program. Care will be taken not to aggregate large numbers of children with identified special needs in one classroom or site. However, a primary goal of the initiative is to provide inclusion opportunities for children with special needs. This will require close coordination among early educators and other service providers (e.g., mental health specialists, public health nurses) to ensure the child and families' needs are met and the providers have the supports they need to serve the child.

### **3. Programs Will Be of the Highest Quality**

Based upon recommendations from the PoP planning committees, the Santa Clara County PoP plan calls for the development of early learning environments that are of the highest quality. To achieve this, early educators involved in the implementation of this plan will be required to commit to working in partnership with E3 Institute-WestEd and other partners contracted through E3 Institute and FIRST 5 to ensure these quality standards are attained. This will involve addressing many critical program elements.

The FIRST 5 Santa Clara Commission adopted a set of essential service elements that were derived from research findings, task force reports, and published reports from foundations and associations committed to quality early childhood development/education. These elements are intended to set the standards for high-quality early childhood development and learning environments throughout Santa Clara County:

- A well-educated workforce at the BA Degree level
- A workforce compensation schedule based on qualifications
- Low adult/child ratios and group size based on staff qualification
- Length of day, length of year, and linkage to full-day services
- Facilities and environment to be of highest quality as measured by environment and program rating tools
- Developmentally, culturally, and linguistically appropriate curriculum content and activities with specific learning objectives
- Developmental screening, assessments, and referral services
- Inclusion of children with special needs
- Integration of in-home support services and child and family supportive interventions in partnership with early educators
- Family engagement and education
- PoP/High-Risk Design longitudinal evaluation
- Monitoring and technical assistance
- Commitments with community resources and partners
- Transition plans for children and families from pre-kindergarten to K-3<sup>rd</sup> grade (part of a longitudinal study)

## **B. Early Education Program Requirements**

The quality of a preschool program is, first and foremost, dependent upon the education and experience of the adults who work closely with young children. To ensure high-quality programs, early education programs that participate in PoP must meet the following program requirements:

### **1. Licensing**

Programs at all levels should be licensed with no current violations and in good standing with the Title 22 California Regulations Department of Social Services-Community Care Licensing Standards and/or California Code of Regulations Department of Education-Child Care and Development Standards.

### **2. Program Quality**

It is recommended that programs use a self-assessment tool such as an Environment Rating Scale (ERS). ERS is a program for continuous improvement and will serve to determine technical assistance needs. These assessment tools measure the quality of interactions among individuals in the preschool classroom, interactions between children and materials, and the space, schedule, and materials supporting these interactions.<sup>17</sup> Use of these quality scales is currently a contract requirement for all California Department of Education-Child Development Division Title 5 programs and for all First 5 California School Readiness Initiative programs. It is anticipated that there will be a future PoP requirement involving ERS and E3 Institute will develop a system to validate the self-assessment. For family child care homes, the tool, Family Day Care Rating Scale (FDCRS) or Family Child Care Rating Scales (2007) will be used to determine program improvement needs.

The E3 Institute is committed to working closely with owners of large family child care homes by offering technical assistance and opportunities to:

- Meet with technical advisor to determine areas of program improvement
- Develop a quality improvement plan to address improvement needs
- Implement quality improvement plan with assistance of the technical advisor

### **3. Program Locations**

Large family child care home enhanced spaces serviced in the priority zip code areas (see Table 2, page 5). Sites must be located in one of these priority zip codes areas to be eligible to participate. If necessary, E3 Institute-WestEd reserves the right to fund early education sites that are located just outside of the zip code boundaries in order to appropriately serve large numbers of children who are eligible for the PoP program and live within these zip code areas.

### **4. Teacher Qualifications and Workforce Development**

Participation in Santa Clara CARES (Comprehensive Approaches to Raising Educational Standards) provides early educators with a plan to proceed with their education and thus improve the overall level of quality of care and education for young children. For this reason, Santa Clara CARES is an integral part of workforce development, and serves as the basis for, teacher qualifications for Santa Clara County's PoP.

PoP is committed to ensuring that early educators have expanded access to educational opportunities to meet the teacher qualifications required by First 5 California and to training a diverse workforce to reflect our diverse community. As a first step, the E3 Institute-WestEd with its CARES Roundtable of advisors has identified both community college and California State University pathways and supports needed for current teachers with Associate Degrees in Early Childhood Education. Completion of a Bachelor's Degree typically requires eight part-time or four full-time semesters. However, a new model that is being piloted at San Jose Unified School District has modified the model by using a "session" structure to better meet the needs of early educators who are already working in the field. Fees and costs must be analyzed to determine the feasibility of working with groups or cohorts in defined areas of study. In addition, the consideration of other

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<sup>17</sup> Muenchow, S., *Preschool for All: Step by Step* (Palo Alto, CA: American Institutes for Research, December 2004), p. 144; available at [www.ccfca.gov/PDF/SRI/Toolkit%201-2-04.pdf](http://www.ccfca.gov/PDF/SRI/Toolkit%201-2-04.pdf)

supports such as transportation, child care costs, release time, and language supports will be further studied and analyzed.

### **Professional Development Education Plan**

The E3 Institute-WestEd, together with its college partners, has developed and implemented an instrument to assist early educators track their educational accomplishments, and to identify the coursework needed to complete a degree at the 2-year college or 4-year university level.

The completion of a Professional Development and Education Plan (PDEP) is required of all CARES participants after they complete one round of CARES, and will be required of early educators working in the PoP Demonstration Site zip codes after the first full year of funding. The PDEP will provide each early educator with the opportunity to work individually with a college advisor to plan his/her educational path.

The E3 Institute is committed to working closely with early educators in PoP programs by offering technical assistance and opportunities to:

- Engage one-on-one with a college advisor
- Establish educational goals
- Prepare a Professional Development and Education Plan
- Participate in leadership and advocacy activities
- Become knowledgeable about assessment tools such as Environment Rating Scales (ERS)
- Receive an annual financial stipend based on continued educational achievement

### **5. Curriculum Guidelines**

An effective curriculum is critical to the quality of early care and education programs. PoP curricula must (at a minimum) follow the standards as stated in the Curriculum Section (Chapter 6) of the *Pre-kindergarten Learning and Development Guidelines (2000)* developed by the Child Development Division of the California Department of Education.

To ensure that children have access to programs that meet their needs and prepare them for kindergarten, each PoP provider must do the following:

- Develop a written statement of philosophy and goals for children
- Conduct outcomes assessments of each child
- Offer a curriculum based on sound child development principles about how children grow and learn

Specifically, all PoP programs shall conduct periodic, observation-based child outcome assessments of each child. These assessments identify the child's skills, information, strengths, and needs. The assessment process will incorporate multiple sources of information on all aspects of each child's development and behavior, including input from families, teachers, and other relevant staff who are familiar with the child. Children enrolled in sites will be screened and assessed to determine participation with the three-part model (early education, home visitation, and therapeutic services) by a multi-disciplinary team of professionals. The early educators in these sites will be critical members of these multi-disciplinary teams.

Ongoing child assessments accomplish the following:

- Help support staff in communicating and working with parents and families
- Planning and tailoring learning experiences (or individualizing the curriculum)
- Identifying other relevant services that may be needed
- Working in partnership with other E3 Institute and FIRST 5-funded agencies

### **6. Culturally, Linguistically, and Developmentally Appropriate Programs, Activities, and Curriculum**

One of the fundamental guiding principles of this model is that all PoP partners will ensure that practices be implemented and designed to ensure cultural, linguistic, and developmental appropriateness. Early educators will use *Pre-kindergarten Learning and Development Guidelines (2000)* developed by the Child

Development Division of the California Department of Education in designing the core curriculum areas as well as other programmatic services. As other standards are developed and adopted by E3 Institute-WestEd and FIRST 5, programs will incorporate the new standards. At a minimum all programs must demonstrate that they provide:

- At least one adult in each classroom with second language proficiencies (in the language the children are speaking) when the majority of the children speak that language
- Bilingual family specialists who are conduits for support to children and families
- Parents' support and engagement activities and workshops
- Assessments conducted in the child's primary language, when possible
- Communication with children that is culturally consistent with family's home language
- Programs, activities, and curriculum that are tailored to meet the needs of the child's developmental level based upon the results of screening, assessment, observation, and consultation
- Early educators' education and training in first- and second-language development as approved by the California Department of Education, Child Development Division
- Transition plans that will support a smooth transition from the preschool environment into kindergarten, or the next most appropriate environment

### **7. Early Literacy**

E3 Institute-WestEd recognizes the importance of academic and professional development staff training in early literacy to support all children in developing language skills. For this reason, PoP partners are strongly encouraged to participate in training offered by the California Department of Education: Child Development Division in partnership with WestEd.<sup>18</sup> The training program, *Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning*, emphasizes the importance of developmentally and culturally appropriate teaching strategies, materials, and environment. The training emphasizes the recognition of preschool English Learners as curious, active learners who live and learn in multiple, dynamic settings.

### **8. Arts Integration**

PoP partners will demonstrate how to integrate arts into the core curriculum of the child's daily experience. Children must be allowed to create, perform, and respond to experiences that will build creativity, self-confidence, and critical thinking skills central to success in school, and exhibit an increase in academic performance and cultural awareness.

Selected early educators will be offered the opportunity to participate in arts integration based upon an assigned rating determined by the environment rating scale assessment completed at their site.

### **9. Inclusion of Children with Special Needs: 10-15%**

Inclusion must be defined as the full and active participation of children with disabilities or other special needs in community activities, services, and programs designed for typically developing children. PoP early educators agree that serving children with special needs is a high priority. To accomplish this, programs agree to give priority placement to children with special needs in 10-15% of available spaces. The First 5 California School Readiness definition of children with special needs is:

*Children who are 1) protected by the American with Disabilities Act (ADA); or 2) have or are at risk for a chronic condition whether physical, developmental, behavioral, or emotional and who also require educational, developmental, health, behavioral/mental health, and related services and/or supports of a type or amount beyond that required generally.*

### **10. Transition to Kindergarten**

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<sup>18</sup> The *English Learning for Preschoolers Project* is funded by the California Department of Education, Child Development Division (CDE/CDD) with Federal Child Development Funds for Quality Improvement Initiatives and is conducted by WestEd, Center for Child and Family Studies (CCFS). Training locations and schedule can be found at [www.Preschoolenglishlearners.org](http://www.Preschoolenglishlearners.org)

PoP early educators will support children and their families in making smooth transitions when entering the program and when going on to kindergarten or other programs. Educators will work with families and other early education and elementary school programs to ensure that all children enrolled in PoP programs have a transition plan that ensures a smooth transition to the most appropriate level and setting. Parents will be involved in the development of this plan.

#### **11. Parent and Community Involvement and Support Guidelines**

Santa Clara County PoP programs will build upon current successful models of parent and community involvement such as those in the FIRST 5 Santa Clara County Early Learning Initiative and Head Start's Policy Council. Parent and community involvement and participation is an essential element and, at a minimum, must include:

- Parent participation that occurs at preschool and school site
- Parents who are supported to be knowledgeable leaders for their children
- Parents who are inspired to continue to support academic success for their children from school to home

#### **12. FIRST 5 Santa Clara County Community of Learning Institute**

The purpose of the FIRST 5 Santa Clara County Community of Learning Institute will be to facilitate cross-disciplinary learning, to establish common language, best practices, coordinated service delivery system, and a thorough understanding of typical and atypical early child development in order to promote the healthy development of children 0-5 years of age.

Qualified programs selected through this open application process will be required to participate in training and system development activities. Training will also coordinate with community colleges and universities as appropriate. This will be an ongoing and integral component of the PoP implementation plan with all partners committing to continued participation on a scheduled basis throughout the contract year.