

**MARKET SURVEY  
FOR  
ALTERNATIVE COMMUNITY-BASED PRESCHOOL**

**County of Los Angeles  
Department of Children and Family Services  
Contracts Administration Division  
425 Shatto Place, Room 400  
Los Angeles, CA 90020**

**Issued: July 2011**

# **MARKET SURVEY**

## **ALTERNATIVE COMMUNITY-BASED PRESCHOOL**

### **1.0 PURPOSE**

- 1.1 DCFS is interested in submissions from qualified, interested organizations with the capability to implement and administer an Alternative Community-Based Preschool program for County of Los Angeles (COUNTY) Department of Children and Family Services (DCFS). This Market Survey will assist DCFS with identifying potential qualified community-based organizations.
- 1.2 The Alternative Community-Based Preschool (ACBP) program is intended to provide services to eligible DCFS client families with children ages 0 to 5 'at-risk' of abuse or neglect. The eligibility criteria are specified in Part B: Target Population, 1.0, Families Served of Exhibit A, Statement of Work, hereto attached.
- 1.3 The ACBP program will provide a participatory parent-child "model" preschool experience at accessible alternative community locations, increasing the rates of preschool participation and early learning resource utilization by these families. DCFS' goals for children participating in the ACBP program are as follows:
  - 1.3.1 Engage families, and sustain their participation in, early learning experiences. Eligible families are those who meet the criteria of the target population specified herein, and qualify for preschool placement through the California Alternative Payment Program (CAPP);
  - 1.3.2 Build capacity in the communities of eligible families and children for the use of resources and institutions, including, but not limited to, parks, libraries, schools and community centers, as ongoing early learning venues and resources;
  - 1.3.3 Document any measurable gains achieved by participating children in the areas of early cognitive, emotional and social development, as well as literacy and numeracy performance and proficiency;
  - 1.3.4 Document any measurable quantitative and qualitative gains of each parent's engagement with children's learning, including, but not limited to, participation in developmental play, reading play, and other learning-promoting, parent-child activities;
  - 1.3.5 Develop data and evaluation instruments to assess factors as to why these families under utilize free preschool programs made available through CAPP; and
  - 1.3.6 Increase the number of families in the target population transitioning into formal preschool enrollment for their children.
- 1.4 Please refer to Exhibit A, Statement of Work (SOW) for the ACBP program specifics.

## **2.0 BACKGROUND**

- 2.1 A segment of DCFS' client population does not currently utilize early learning and preschool programs available through the CAPP funding stream. Some families of the children who do participate do not always complete these preschool programs. This high under utilization rate (as high as 80% for some populations) has led to the return of unspent state funds, and reductions of available preschool services to high risk children and families in needs of these services.
- 2.2 DCFS receives funding through the CAPP in its capacity as a regional resource and referral agency in the greater Los Angeles region. CAPP supports enrollment in early learning and preschool programs for eligible children and families.

## **3.0 MINIMUM REQUIREMENTS**

The minimum requirements for interested organizations to submit a Statement of Interest in response to this Market Survey are as follows. Interested organizations must:

- a) Have five (5) years experience providing alternative preschool program(s) or similar services to hard-to-reach families; and
- b) Currently operate a program in Los Angeles County similar to ACBP; and
- c) Be organized as a non-profit organization pursuant to section 501(c) (3) of the Internal Revenue Services Code; and
- d) Have a non-profit status issued by the California Franchise Tax Board; and
- e) Have and submit a developed ACBP or similar services course curriculum; and
- f) Submit documentation to support the ability to provide an in-kind contribution of at least 50% of the total cost of the project; and
- g) Have the ability to provide bilingual (English/Spanish) services.

## **4.0 STAFF REQUIREMENTS**

4.1 Interested organizations' staff must meet the following minimum requirements:

- 4.1.1 Criminal Clearances: The interested organization shall ensure that criminal clearances and background checks have been conducted for all its staff and volunteers as well as all sub-contracted staff, prior to the beginning and continuing work under any resulting Contract. The cost of such criminal clearances and background checks is the responsibility of the interested organization regardless if any such staff passes or fails the background and/or criminal clearance investigation. COUNTY, at its sole discretion, may require the interested organization to provide copies of all background information on its staff to appropriate COUNTY personnel.
- 4.1.2 Professional Staff: The interested organization shall obtain written verification of the required degrees and licenses for the professional staff, and shall obtain

written verification for staff with foreign degrees that it is recognized as meeting established standards and requirements of an accrediting agency authorized by the U.S. Secretary of Education.

- 4.1.3 Language Ability: The interested organization's staff performing the services shall be able to read, write, speak, and understand English in order to conduct business with COUNTY.
- 4.2 The interested organization shall secure and maintain qualified staff in sufficient numbers to provide the required services, as follows:
  - 4.2.1 Program Manager: The minimum requirements for this position are: a Bachelor's degree, three (3) years experience in managing and administering a program identical or similar to ACBP.
  - 4.2.2 Lead Facilitator: The minimum requirements for this position are: Bachelor of Arts degree in Child Development or related major field of study, and at least one (1) year experience directly serving children ages 0-5 and their parents in an early learning environment. Strong Spanish/English bilingual conversational and written aptitudes are highly desirable for this position.
  - 4.2.3 Community Ambassador: The minimum requirements for this position are as indicated for the Lead Facilitator position above. In addition, the incumbent of this position should demonstrate a thorough knowledge of resident associations, community-based organizations, public entities, faith-based organizations, and other sources in the targeted communities in which project outreach recruitment, and supportive services can be negotiated and implemented.

## 5.0 STATEMENT OF INTEREST

- 5.1 DCFS is requesting Statements of Interest (SOI) from qualified, interested organizations in response to this Market Survey.
- 5.2 **TO ENSURE FULL CONSIDERATION BY THE COUNTY**: Interested parties are required to submit a typewritten or word-processed SOI not to exceed a maximum of 10 pages (including all attachments), with the required information and in the format indicated below.
  - 5.2.1 Introduction Letter: The interested organization's introduction letter must be on its letterhead, be brief and concise, and include the following:
    - a) Exact legal business name and organization type (e.g., partnership, corporation etc.);
    - b) Chief Executive Officer's name;
    - c) ACBP Project Director's name;

- d) Name, email address, mailing address, FAX and telephone numbers of two (2) persons authorized to act on its behalf to officially respond to this Market Survey;
- e) Introduction, including its presence in the community and its history; and
- f) Original signature(s) of the two (2) persons authorized to sign on its behalf and bind the interested organization in the event of a contract.

5.2.2 Experience and Capabilities: Interested organizations shall provide information regarding the following:

- a) How it complies with each of minimum qualifications listed above in Section 3.0 of this document;
- b) How it complies with requirements listed above in Section 4.0 of this document;
- c) Its current curriculum to meet ACBP program requirements;
- d) Its timeline for the various phases of implementing the program;
- e) Its implementation plan to administer the ACBP program; and
- f) Its description as to how achievement of the ACBP program goals and outcomes will be documented and reported.

5.2.3 False, misleading, incomplete, deceptively unresponsive statements and/or missing documents/exhibits in connection with an SOI shall be sufficient cause for rejection of an interested organization's SOI.

## 6.0 SUBMISSION DEADLINE

- 6.1 Interested organizations shall submit a typewritten or word-processed SOIs to the address listed below **by 5:00 P.M. on or before July 25, 2011**:
- 6.2 Organizations interested in submitting are solely responsible for submitting its SOI by the submission deadline. Such interested organizations shall bear all risks associated with delays in the U.S. Mail or other courier services. Any SOI received after the submission deadline may be returned to the sender unopened, at the COUNTY's sole discretion.
- 6.3 The SOI and any related information must be delivered or mailed to:

County of Los Angeles  
Department of Children and Family Services  
Contracts Administration Division  
425 Shatto Place, Room 400  
Los Angeles, CA 90020  
ATTN: Armand Montiel, Assistant Division Chief

- 6.4 This Market Survey is issued for information purposes and does not constitute a solicitation. After receipt of the SOI, DCFS may do one (1) or more of the following:
1. Issue a formal solicitation to select one (1) or more qualified providers to administer this program;
  2. Negotiate a contract with one (1) or more qualified providers to administer this program; or
  3. Take no further action.
- 6.5 Should DCFS pursue a contract for ACBP services as a result of this Market Survey, please be aware that any resulting contract requirements and provisions may be different than those described herein. This may be due to the responses received, DCFS' re-evaluation of service needs, and changes in COUNTY policy.

## **7.0 DISCLAIMER**

- 7.1 Nothing in this document shall be construed as obligating the county to issue a formal solicitation or a contract for the *Alternative Community-Based Preschool* program.
- 7.2 This Market Survey is issued solely for the purpose of collecting information and for planning purposes. It does not constitute a solicitation for contracting, and should not be construed as a Request for Proposals (RFP), or a Request for Statement of Qualifications (RFSQ).
- 7.3 All information received in response to this Market Survey shall become the exclusive property of the COUNTY. DCFS reserves the right to incorporate into any future solicitation or contract, information or ideas that are found in the responses to this Market Survey. Moreover, all responses to this Market Survey shall become a matter of public record, and shall be regarded as such. Exceptions will be those elements marked "trade secret," "confidential," or "proprietary" as described in the California Government Code, Section 6250 et. Seq. (Public Records Act).
- 7.4 The COUNTY shall not in any way be liable or responsible for the disclosure of such records, without limitation and including those so marked, if disclosure is required by law, or by an order of a court of competent jurisdiction.

**EXHIBIT A**

**STATEMENT OF WORK**

**ALTERNATIVE COMMUNITY-BASED PRESCHOOL**

**COUNTY OF LOS ANGELES  
DEPARTMENT OF CHILDREN AND FAMILY SERVICES**

**ALTERNATIVE COMMUNITY-BASED PRESCHOOL  
STATEMENT OF WORK  
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## **PART A: INTRODUCTION**

### **1.0 PREAMBLE**

For over a decade, the County has collaborated with its community partners to enhance the capacity of the health and human services system to improve the lives of children and families. These efforts require, as a fundamental expectation, that the County's contracting partners share the County and community's commitment to provide health and human services that support achievement of the County's vision, goals, values, and adopted outcomes. Key to these efforts is the integration of service delivery systems and the adoption of the Customer Service and Satisfaction Standards.

The County of Los Angeles' Vision is to improve the quality of life in the County by providing responsive, efficient, and high quality public services that promote the self-sufficiency, well-being and prosperity of individuals, families, business and communities. This philosophy of teamwork and collaboration is anchored in the shared values of:

- Responsiveness
- Professionalism
- Accountability
- Compassion
- Integrity
- Commitment
- A Can Do Attitude
- Respect for Diversity

These shared values are encompassed in the County Mission to enrich lives through effective and caring service and the County Strategic Plan's eight goals: 1) Service Excellence; 2) Workforce Excellence; 3) Organizational Effectiveness; 4) Fiscal Responsibility; 5) Children and Families' Well-Being; 6) Community Services; 7) Health and Mental Health; and 8) Public Safety. Improving the well-being of children and families requires coordination, collaboration, and integration of services across functional and jurisdictional boundaries, by and between County departments/agencies, and community and contracting partners.

The basic conditions that represent the well-being we seek for all children and families in Los Angeles County are delineated in the following five outcomes, adopted by the Board of Supervisors in January 1993.

- Good Health;
- Economic Well-Being;
- Safety and Survival;
- Emotional and Social Well-Being; and
- Education and Workforce Readiness.

Recognizing no single strategy - in isolation - can achieve the County's outcomes of well-being for children and families, consensus has emerged among County and community leaders that making substantial improvements in integrating the County's health and human services system is necessary to significantly move toward achieving these outcomes. The County has also established the following values and goals for guiding this effort to integrate the health and human services delivery system:

- Families are treated with respect in every encounter they have with the health, educational, and social services systems.
- Families can easily access a broad range of services to address their needs, build on their strengths, and achieve their goals.

- There is no “wrong door”: wherever a family enters the system is the right place.
- Families receive services tailored to their unique situations and needs.
- Service providers and advocates involve families in the process of determining service plans, and proactively provide families with coordinated and comprehensive information, services, and resources.
- The County service system is flexible, able to respond to service demands for both the countywide population and specific population groups.
- The County service system acts to strengthen communities, recognizing that just as individuals live in families, families live in communities.
- In supporting families and communities, County agencies work seamlessly with public and private service providers, community-based organizations, and other community partners.
- County agencies and their partners work together seamlessly to demonstrate substantial progress towards making the system more strength-based, family-focused, culturally-competent, accessible, user-friendly, responsive, cohesive, efficient, professional, and accountable.
- County agencies and their partners focus on administrative and operational enhancements to optimize the sharing of information, resources, and best practices while also protecting the privacy rights of families.
- County agencies and their partners pursue multi-disciplinary service delivery, a single service plan, staff development opportunities, infrastructure enhancements, customer service and satisfaction evaluation, and revenue maximization.
- County agencies and their partners create incentives to reinforce the direction toward service integration and a seamless service delivery system.
- The County human service system embraces a commitment to the disciplined pursuit of results accountability across systems. Specifically, any strategy designed to improve the County human services system for children and families should ultimately be judged by whether it helps achieve the County’s five outcomes for children and families: good health, economic well-being, safety and survival, emotional and social well-being, and education and workforce readiness.

The County, its clients, contracting partners, and the community will continue to work together to develop ways to make County services more accessible, customer friendly, better integrated, and outcome-focused. Several departments have identified shared themes in their strategic plans for achieving these goals including: making an effort to become more consumer/client-focused; valuing community partnerships and collaborations; emphasizing values and integrity; and using a strengths-based and multi-disciplinary team approach. County departments are also working to provide the Board of Supervisors and the community with a better understanding of how resources are being utilized, how well services are being provided, and what are the results of the services: is anyone better off?

The County of Los Angeles health and human service departments and their partners are working together to achieve the following **Customer Service and Satisfaction Standards** in support of improving outcomes for children and families.

### ***Personal Service Delivery***

The service delivery team – staff and volunteers – will treat customers and each other with courtesy, dignity, and respect.

- Introduce themselves by name
- Listen carefully and patiently to customers
- Be responsive to cultural and linguistic needs
- Explain procedures clearly
- Build on the strengths of families and communities

### ***Service Access***

Service providers will work proactively to facilitate customer access to services.

- Provide services as promptly as possible
- Provide clear directions and service information
- Outreach to the community and promote available services
- Involve families in service plan development
- Follow-up to ensure appropriate delivery of services

### ***Service Environment***

Service providers will deliver services in a clean, safe, and welcoming environment, which supports the effective delivery of services.

- Ensure a safe environment
- Ensure a professional atmosphere
- Display vision, mission, and values statements
- Provide a clean and comfortable waiting area
- Ensure privacy
- Post complaint and appeals procedures

The basis for all County health and human services contracts is the provision of the highest level of quality services that support improved outcomes for children and families. The County and its contracting partners must work together and share a commitment to achieve a common vision, goals, outcomes, and standards for providing services.

## **2.0 OVERVIEW**

2.1 The Alternative Community-Based Preschool program (ACBP) is a voluntary program for approximately 100 DCFS families residing in Wilmington and Central Long Beach, with children ages 0-5 years. These families are assessed as at-risk of abuse or neglect based on referral to Department of Children and Family Services (DCFS), open DCFS cases, or placed in Family Preservation, relative care, or out-of-home care. The goal of the Alternative Community-Based Preschool program is to provide a participatory, parent-child “model” preschool experience at accessible community sites, leading to increased rates of preschool and early learning resource utilization by these families.

2.2 DCFS’ goals for children participating in the ACBP program are as follows:

2.2.1 Engage families, and sustain their participation in, early learning experiences. Eligible families are those who meet the criteria of the target population specified herein, and qualify for preschool placement through the California Alternative Payment Program (CAPP);

- 2.2.2 Build capacity in the communities of eligible families and children for the use of resources and institutions, including, but not limited to, parks, libraries, schools and community centers, as ongoing early learning venues and resources;
  - 2.2.3 Document any measurable gains achieved by participating children in the areas of early cognitive, emotional and social development, as well as literacy and numeracy performance and proficiency;
  - 2.2.4 Document any measurable quantitative and qualitative gains of each parent's engagement with children's learning, including, but not limited to, participation in developmental play, reading play, and other learning-promoting, parent-child activities;
  - 2.2.5 Develop data and evaluation instruments to assess factors as to why these families under utilize free preschool programs made available through CAPP; and
  - 2.2.6 Increase the number of families in the target population transitioning into formal preschool enrollment for their children.
- 2.3 DCFS has established the following priorities for children:
- 2.3.1 Safety: Safety is defined as freedom from abuse and neglect.
  - 2.3.2 Permanency: Permanency is defined as a safe and stable nurturing relationship achieved through maintaining the child in the home, reunification, adoption, relative guardianship, or other legal guardianship.
  - 2.3.3 Well-Being: This priority refers to a child's educational, emancipation preparation, medical, dental, psychological and psychiatric well-being. The Performance Outcome Summary and Service Tasks addressing this priority are found in Part C.

### **3.0 DEFINITIONS**

- 3.1 "Adult Interaction Scale" - is defined as a method to measure the level and quality of interaction a child has with adults.
- 3.2 "California Alternative Payment Program" (CAPP) - is defined as the source of funding for advocacy and support programs to assist at-risk families. CAPP provides child care subsidies to CalWORKs and working poor families throughout California.
- 3.3 "Protective Factors" - is defined as conditions in families and communities that, when present, increase the health and well-being of children and families. These attributes serve as buffers, helping parents to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.

#### **4.0 PROGRAM MANAGEMENT REQUIREMENTS**

- 4.1 COUNTY shall appoint a COUNTY Program Manager (CPM) who shall be responsible for monitoring CONTRACTOR's activities and providing technical guidance to ensure CONTRACTOR delivers services to meet program objectives and requirements.
- 4.2 The CPM or designated alternate will have full authority to monitor CONTRACTOR's performance in the day-to-day operation of this Contract.
- 4.3 The CPM will provide direction to CONTRACTOR in areas relating to DCFS policy, information and procedural requirements.
- 4.4 The CPM is not authorized to make any changes in the terms and conditions of this Contract and is not authorized to obligate the COUNTY in any way whatsoever beyond the terms of this Contract.
- 4.5 The CPM, responsible for daily management of Contract operation and overseeing monitoring activities.
- 4.6 Overall project coordination between CONTRACTOR and COUNTY shall be through the CPM or designee and the CONTRACTOR.

#### **5.0 CONTRACTOR'S GENERAL RESPONSIBILITIES**

- 5.1 CONTRACTOR shall furnish all staff, office and work space, computer hardware, software, equipment, and supplies required to perform the tasks, and comply with all requirements specified herein.
- 5.2 CONTRACTOR shall determine and represent that any person providing services under this agreement is not the subject of, and does not know of anyone who is the subject of, any proceedings with the Los Angeles COUNTY Department of Children and Family Services.
- 5.3 CONTRACTOR shall immediately notify COUNTY of any difficulty, problem or other potential incident which may impact or delay the progress or completion of work.
- 5.4 CONTRACTOR shall respond within 24 hours to all calls and/or reports regarding CONTRACTOR's performance.
- 5.5 CONTRACTOR shall be available to authorized COUNTY personnel during normal work hours 8:00 A.M. to 5:00 P.M., Monday through Friday, except legal holidays.
- 5.6 CONTRACTOR shall work with the CPM to help resolve any potential areas of difficulty before a problem occurs.

- 5.7 CONTRACTOR shall not perform services hereunder while under the influence of any alcoholic beverage, medication, narcotic, or other substance, which might impair the CONTRACTOR's physical or mental performance.
- 5.8 CONTRACTOR agrees that any work performed outside the scope of this Contract shall be deemed a gratuitous act on the part of CONTRACTOR and, therefore, CONTRACTOR shall have no claim against COUNTY.
- 5.9 CONTRACTOR shall not schedule or conduct any meetings or negotiations under this Contract on behalf of the COUNTY or DCFS.

## **6.0 CONTRACTOR STAFF REQUIREMENTS**

- 6.1 The CONTRACTOR'S staff shall meet the following minimum requirements:
  - 6.1.1 Criminal Clearances: The CONTRACTOR shall ensure that criminal clearances and background checks have been conducted for all CONTRACTOR'S' staff and volunteers as well as all sub-contractor staff, prior to the beginning and continuing work under any resulting Contract. The cost of such criminal clearances and background checks is the responsibility of the CONTRACTOR regardless if the CONTRACTOR'S or subcontractor's staff passes or fails the background and/or criminal clearance investigation.
  - 6.1.2 Professional Staff: The CONTRACTOR shall obtain written verification of the required degrees and licenses for the professional staff. The CONTRACTOR shall obtain written verification for staff with foreign degrees that it is recognized as meeting established standards and requirements of an accrediting agency authorized by the U.S. Secretary of Education.
  - 6.1.3 Language Ability: The CONTRACTOR'S personnel who are performing services under this Contract shall be able to read, write, speak, and understand English in order to conduct business with County.
- 6.2 The CONTRACTOR shall secure and maintain qualified staff in sufficient numbers to provide the services required in the Statement of Work (SOW) for the following positions:
  - 6.2.1 Project Manager: The minimum requirements for this position are: a Bachelor's degree, three (3) years experience in managing and administering a program identical or similar to ACBP.
  - 6.2.2 Lead Facilitator: The minimum requirements for this position are: Bachelor of Arts degree in a Child Development or related major field of study, and at least one year experience directly serving children ages 0-5 and their parents in an early learning environment. Strong Spanish/English bilingual conversational and written aptitudes are highly desirable for this position.

6.2.3 Community Ambassador: The minimum requirements for this position are as indicated for the Lead Facilitator position above. In addition, the incumbent of this position should demonstrate a thorough knowledge of resident associations, community-based organizations, public entities, faith-based organizations, and other sources in the targeted communities in which project outreach recruitment, and supportive services can be negotiated and implemented.

**7.0 SERVICE DELIVERY SITES**

7.1 CONTRACTOR shall provide services described herein at the following locations:

Facility Name	Facility Address	Subcontractor	
		Yes	No

7.2 CONTRACTOR shall request approval from CPM in writing a minimum of 30 days before terminating services at any of the following location(s) and/or before commencing services at any other location(s) not previously approved in writing by the CPM.

## PART B: TARGET POPULATION

### 1.0 FAMILIES SERVED

- 1.1 The Alternative Community-Based Preschool program will provide services to approximately 100 DCFS families in SPA 8 with children ages 0-5 years old. These families will have been assessed as at-risk of abuse and/or neglect based on referral to DCFS, open DCFS cases, or placement of children in Family Preservation, relative care, or out-of-home care.
- 1.2 DCFS currently has the capacity to provide preschool enrollment and payments on behalf of these families through funds provided by the CAPP. However, large numbers of these families do not utilize the early learning and preschool programs available through the CAPP program, or exit these programs through short-term attrition. Alternative Community-Based Preschool represents an initial small-scale pilot and evaluation initiative to determine the feasibility of alternate models for providing early learning services to these children and families that will reduce the high no-show/attrition rate (as high as 80% for some populations).
- 1.3 Alternative Community-Based Preschool will have the capacity to provide ongoing services to these families (i.e., services over the course of a full program year), residing in SPA 8 and divided approximately evenly between Wilmington and Central Long Beach.

<u>Community</u>	<u>Projected Families Served</u>	<u>Projected Children Served</u>
Wilmington	50	60
Central Long Beach	50	60

**PART C: SERVICE TASKS TO ACHIEVE PROGRAM OUTCOME GOALS**

<b>PROGRAM OUTCOME SUMMARY - WELL-BEING</b>		
<b>TARGET POPULATION:</b> Families Receiving Alternative Community-Based Preschool Services.		
<b>PROGRAM OUTCOME GOALS:</b> Provide a participatory parent-child “model” preschool experience at accessible community sites, leading to increased rates of preschool and early learning resource utilization by participating families; build capacity in targeted communities for residents' use of community resources and institutions (parks, libraries, schools and community centers) as ongoing early learning resources; document measurable gains in early cognitive, emotional and social development, and in literacy and numeracy behaviors and skills for participating children; document measurable gains in parents' engagement with children's learning (including participation in developmental play, reading play, and other learning-promoting parent-child activities); develop data and evaluation instruments to assess factors contributing to these families' current low rate of utilization of free preschool programs made available through CAPP; and increase the number of families in the target population transitioning into formal preschool enrollment for their children.		
<b><u>OUTCOME INDICATORS</u></b>	<b><u>PERFORMANCE TARGETS</u></b>	<b><u>DATA COLLECTION METHODS*</u></b>
Developmental gains (motor skills, letter and number recognition, positive play and socialization, as appropriate by age) among participating children.	Comparable levels of developmental asset and skills gains when compared with median gains for formal preschool programs.	<ul style="list-style-type: none"> <li>• CONTRACTOR to develop evaluation instrument, subject to DCFS approval.</li> <li>• CONTRACTOR to develop evaluation instrument including teacher interviews, standardized kindergarten assessments, and other measures to be determined.</li> </ul>
School readiness among children exiting the 3 1/2-5 year old program component.	As above.	
Child physical health.	Improved physical health as measured against non-preschool enrolled age cohort comparison group.	<ul style="list-style-type: none"> <li>• CONTRACTOR to develop assessment instrument.</li> <li>• CONTRACTOR to develop assessment instrument based on Adult Interaction Scale or other similar assessments.</li> </ul>
Parent and/or adult caregiver positive developmental behaviors, knowledge of early learning resources and programs, and knowledge and increased use of community learning and development resources.	Measurable increase in incidence of positive developmental behaviors when compared to pre-enrollment baseline.	<ul style="list-style-type: none"> <li>• Post-exit survey administered by CONTRACTOR</li> </ul>
Formal preschool enrollment.	Measurable increase in formal preschool enrollment among families completing at least one full school semester of ACBP, as compared with utilization rates for the target population as reported by DCFS in pre-program planning.	<ul style="list-style-type: none"> <li>• One or more methods may apply to each Outcome Indicator.</li> </ul>

## 1.0 SERVICE TASKS

- 1.1 Data-sharing: Within ten (10) business days from the Contract start date, CONTRACTOR shall meet with the CPM and DCFS staff to review initial data relevant to implementation of the ACBP program. Data shall include “mapping” of neighborhoods in Wilmington and Central Long Beach with high concentrations of families meeting the target population criteria as specified in Part B above.
- 1.1.1 CONTRACTOR shall use this targeted mapping as a starting point to conduct outreach, assessment and intake of families meeting criteria for enrollment.
- 1.1.2 CONTRACTOR understands and agrees that client confidentiality requirements may preclude individual identification of families.
- 1.1.3 Other data to be reviewed by DCFS and CONTRACTOR shall include:
- a) Current levels of non-utilization/per-school-semester attrition for families in the target population receiving CAPP-funded preschool through DCFS, to be used as a baseline for assessing CONTRACTOR's program effectiveness;
  - b) Data on median levels of developmental gain demonstrated by children in DCFS families within the target population enrolled in formal preschool, and on median levels of gains in positive parenting behaviors where available; and
  - c) Geographical data on the presence of community organizing groups adjacent or in proximity to the identified areas where clusters of target families reside.
- 1.2 Program Planning: CONTRACTOR shall meet with the CPM and DCFS staff to review and plan on the following elements of the program based on service needs:
- 1.2.1 Outreach and recruitment strategy, including targeted neighborhoods, and distribution of project participants by neighborhoods and by child age group.
- 1.2.2 Curricula and locations for the infant, 1-3 year old, and 3 1/2-4 year old components of the program (see below for further detail).
- 1.2.3 Design of data and evaluation tools to be used by the project to assess both baseline data and any changes in child cognitive, social, and emotional development; parent engagement in early learning; continued parent utilization of community early learning resources; and rates of transfer to, and enrollment in, formal preschool programs.
- 1.3 Outreach and Recruitment: CONTRACTOR shall develop and implement an intensive outreach and recruitment component.

- 1.3.1 CONTRACTOR shall structure the design the outreach and recruitment component to include a full time Community Ambassador to assist with the reducing the rate of non-participation, no-show families, and attrition.
- 1.3.2 CONTRACTOR'S Community Ambassador shall present the outreach and recruitment component and educate community members on the benefits of early learning through outreach materials and in-person presentations at community centers, DCFS service locations, and in collaboration with other community-based organizations in the two targeted neighborhoods.
  - 1.3.2.1 CONTRACTOR'S Community Ambassador shall conduct individualized outreach, contacting potential enrollees directly and through contacts facilitated by CONTRACTOR's network of resident associations in the two (2) targeted communities.
- 1.4 Assessment and Intake: CONTRACTOR shall ensure that participating families will complete assessments, as specified in section 1.2 above, to establish baseline data in areas including, but not limited to, child developmental indicators, parent engagement in and support for early learning, and use/non-use of other preschool and early learning options.
  - 1.4.1 CONTRACTOR shall ensure that Families are assigned to one or more developmentally-appropriate ACBP groups according to the ages and developmental needs of their children, and the geographical accessibility of appropriate groups.
- 1.5 Referrals for Additional Support Services: CONTRACTOR shall ensure that all assessments, referrals, and support services are provided to participating families and that its outreach staff is certified and/or receive adequate training to perform the tasks listed in this section 1.5.
  - 1.5.1 CONTRACTOR shall ensure that participating families' needs are assessed for additional supportive services including, but not limited to, individual and family counseling, transportation and housing assistance, referral to legal and/or protective services, or placement in career and economic development initiatives.
    - 1.5.1.1 CONTRACTOR shall provide the required services to the families either directly, or through DCFS-approved network of community partner organizations, the cost of which shall be the responsibility of the CONTRACTOR via in-kind funds or other funding sources, and at no cost to the COUNTY.
  - 1.5.2 CONTRACTOR shall ensure that parents or adult caregivers are referred to participate in community organizing projects where locally-accessible resident associations have been established.

- 1.5.3 CONTRACTOR shall ensure that participating parents contribute toward recruiting residents into Neighborhood Action Councils (NACs), which are relationship-based community organizing models.
- 1.5.3.1 The relationship-based community organizing model is a multi-year process in which community residents are identified, recruited, supported in the formation of group relationships; develop group-level core value and mission statements; develop and implement neighborhood-level projects; and begin to participate in cross-neighborhood, SPA-wide, and county-wide projects and organizing initiatives focused on child and family health, education, and safety.
- 1.5.4 CONTRACTOR shall ensure that independent evaluations are able to determine if ACBP leads to increases in key Protective Factors supporting improved outcomes for parenting, early learning, child health and safety, and family function. Recruiting current-year and ongoing members of the NACs from groups of parents participating in ACBP will help to build a continuum of parent engagement around early learning and development, and build capacity to support these priorities by maximizing the assets of residents and communities themselves.
- 1.5.4.1 CONTRACTOR shall ensure that the child development and early learning strategy of the NACs serve the overall goal by assisting neighborhood residents in moving from social isolation to community engagement, self-efficacy, and shared knowledge of skills, services, and resources supporting their families.
- 1.5.4.2 CONTRACTOR shall ensure increased access to additional supportive services via participation in the NACs and shall implement seamless referral mechanisms for parents and families participating in the components of our early learning strategy.
- 1.5.4.3 CONTRACTOR'S staff shall be certified and/or trained to perform screenings for maternal depression, family mental health need indicators, indicators of economic need, and other factors, and shall refer families for appropriate services.
- 1.5.5 CONTRACTOR shall engage parents and families in such relationship-based community organizing and capacity-building strategies.
- 1.6 Community Sessions: CONTRACTOR shall develop and implement within 60 days from the Contract start date, a sequential, progressive, community-based early learning experience operating on a year-round basis.
- 1.6.1 CONTRACTOR'S curriculum and structure for the early learning sequence of activities shall be designed with the following emphases:

- a) Parents and/or adult caregivers shall participate in all activities with children, and gain skills to support early learning and healthy development;
- b) A distinct set of sessions shall be established in each location for families with infants and early toddlers (4-6 months up to 1 year of age), meeting in weekly sessions of three (3) hours each in groups of ten (10) families per session;
- c) A distinct set of sessions shall be established in each location for families with children in toddler and early childhood age ranges (2-3 years old), meeting in weekly sessions of three (3) hours each in groups of 20 families per session. The wider age range in these groups shall be addressed by incorporating developmentally-appropriate activities in which older children can pursue more advanced skills development, and in which a “scaffolding” approach can be utilized to help children at varying developmental stages support each other's learning;
- d) A distinct set of sessions shall be established in each location for families with children ages 3 ½ to 4, meeting in twice-weekly sessions of three (3) hours in groups of 20 families per session.

1.6.2 CONTRACTOR shall develop and implement an infant and early toddler component in community centers or churches in Long Beach and Wilmington to focus on developmental play, motor and cognitive skills development, parent-child bonding, early socialization, modeling of literacy behaviors (e.g., parents reading to children, incorporation of books into play activities), and child health and nutrition.

1.6.3 CONTRACTOR shall develop and implement a toddler and early childhood program in community locations with the goal of helping parents “activate” institutions and spaces for early learning within their communities. Sessions in each location shall emphasize both a developmentally-targeted curriculum for parent-child learning, and the development of family capacity to use the community space to advance early learning. Enrollment in this component of the program is open to multiple children per family within the targeted age range, allowing for additional developmental asset-building around modalities of scaffolding, older peer and older sibling modeling and leadership. Community locations shall include:

- a) Parks: The curriculum for the component of the 2-3 year old program meeting in community parks will focus on exploration of the sensory, motor, social, and academic (science, ecology, etc.) learning resources available in the park, helping to improve parents' capacity to use this learning resource to support their children's development and progress toward school readiness.
- b) Home and neighborhood: This program component shall meet in homes or “home-like” locations. The curriculum will help parents

explore with their children the learning and developmental resources of home, block, and supermarket, with focus on food and nutrition, neighborhood play and socialization, etc.

- c) Libraries: The library program will hold its sessions in public and/or school libraries. Curriculum will focus on learning and development resources in these locations, and will emphasize storytelling, parent-child reading, educational use of media resources, etc.

1.6.4 CONTRACTOR shall develop and implement a transition-age component of ACBP in schools located in the targeted communities.

1.6.4.1 CONTRACTOR'S transition-age component shall be designed to transition children from preschool into kindergarten and shall operate on a school-year cycle, explicitly emphasizing children's readiness to enter and succeed in kindergarten.

1.6.4.2 CONTRACTOR'S transition-age component shall expand or evolve into a more integrated support program should California and counties expand the role of transitional kindergarten programs.

1.6.4.3 CONTRACTOR shall structure early learning activities to promote linkages between parents and teachers, administrators and school support staff in preparation for kindergarten transition.

1.6.5 CONTRACTOR shall implement the program components specified in this section 1.0 on a year-round schedule:

- a) The infant and school readiness programs shall be structured as a year-long continuum.
- b) The program for 2-3 year old children shall be divided into 15-week segments, allowing families the choice to remain in one (1) location with their children for a full year, or to "cycle" through community locations in 15-week increments.

1.6.6 CONTRACTOR shall provide a child enrichment component, as available, to families participating in one (1) of the age-specific components of ACBP and who have children in other age ranges.

- a) CONTRACTOR's child enrichment component may be a childcare option for participating parents while ensuring that their other young children have access to early learning activities at the same time.
- b) The child enrichment component shall include a developmental activity kit for preschool-age children, allowing parents to participate in age-specific child development activities (e.g., the infant/toddler

component of ACBP), and adult-focused counseling, health, and family support services.

1.6.7 CONTRACTOR shall make multiple enrollments per family accessible wherever possible, e.g., a family with an infant and a 4 year old could enroll in both the infant program and the school readiness program.

1.7 Participant Engagement and Retention: The CONTRACTOR's Community Ambassador shall promote retention and ongoing participation by families, by means including:

1.7.1 Home visits and telephone reminders

1.7.2 Arranging transportation (including transit vouchers and in some cases providing rides for families to and from sessions)

1.7.3 Ongoing weekly contact with each of the families engaged in the project

1.8 Data, Outcomes, and Evaluation: CONTRACTOR shall develop baseline data to determine the factors contributing to parent disengagement and barriers to access with respect to early learning programs.

1.8.1 CONTRACTOR shall segment data to capture specific indicators for the general population and specific subsets of participating families.

1.8.2 CONTRACTOR'S shall employ a data team to refine and expand the ACBP program's intake forms to capture relevant developmental and educational information on parents, children and families, as well as other demographic and socio-economic data captured on such forms.

1.8.3 CONTRACTOR'S data team shall be responsible for all data management tasks for the ACBP program.

1.8.4 CONTRACTOR shall develop and utilize measurement instruments approved by the CPM. CONTRACTOR shall design data collection and analysis tools to assess the effectiveness of ACBP as an engagement strategy for families.

1.8.5 Outcomes targeted by the program and included in the evaluation shall include, but not be limited to the following:

a) Outcomes for Participating Children:

- Developmental gains (motor skills, letter and number recognition, positive play and socialization, as appropriate by age).
- Improved school readiness against non-preschool-enrolled age cohort comparison group, as measured by teacher interviews,

standardized kindergarten assessments, and possibly other measures to be determined.

- Improved physical health against non-preschool-enrolled age cohort comparison group.

b) Outcomes for Participating Parents:

- Increase in positive developmental behaviors, including parent-child reading, parent-child play, and overall parent engagement measured by Adult Interaction Scale or other similar assessments.
- Number of parents demonstrating increased knowledge on formal early learning resources and programs.
- Number of parents enrolling their children in formal early learning programs.
- Number of parents demonstrating increased knowledge and increased use with their children of community learning and development resources in parks, home and neighborhood, libraries, and schools.

c) Engagement Outcomes:

- Effectiveness will be assessed in terms of transition to formal early learning programs or continued engagement in the ACBP program, and will be segmented into child age, family type and socio-economic status, and other key demographic areas.
- Parent surveys and interviews will also be used in order to capture indicators of which program components may be most effective in sustaining participation and engagement, and which require further development and/or redesign.