



# **CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) QUALITY RATING AND IMPROVEMENT SYSTEM (QRIS) BLOCK GRANT**

---

Request for Application (RFA)  
Guidance Webinar  
June 2, 2015  
Presented by  
Early Education and Support Division  
California Department of Education



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Purpose of Webinar

- To review the 2015–16 CSPP QRIS Block Grant application posted as a Request for Applications (RFA).  
Topics will include:
  - RFA
  - Attachments

<http://www.cde.ca.gov/fg/fo/r2/csppqris1516rfa.asp>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Outline

- Table of Contents Review
- RFA Overview
- Eligibility and Priorities
- Critical Dates
- Funding
- Application and Attachments
- Scoring



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# RFA Overview

## A. Purpose:

To award \$50 million in CSPP QRIS Block Grants to local consortia

## B. Background:

Utilization of the existing Quality Continuum Framework, Hybrid Rating Matrix, and Implementation Guide

## C. Funding:

Prop 98 funding through 9/30/16



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# General Eligibility

- Be a local consortium that is:
  - Using the Quality Continuum Framework
  - Utilizing a Tiered Rating Matrix that includes the 3 Common Tiers
  - Operating a QRIS on or before 6/1/2015 (rating early care and educational programs)
  - Inclusive of stakeholders



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Priority IA Applicants

Have an existing approved Action Plan at the EESD as of 6/1/2014

1. Be a local consortium
2. Set ambitious, yet achievable targets for CSPPs
3. Describe how the QRIS Block Grant funds will be used to increase the number of sites achieving the highest common tier and to directly support classrooms that have achieved the highest common tier
4. Describe how no more than 20 percent of the funds will be used for Assessment and Access Projects
5. Complete a budget narrative and budget spreadsheet that corresponds to the applicant's 2015-2016 projected allocations

# Priority IB Applicants



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Have an existing approved Action Plan at the EESD as of 3/10/2015

1. Be a local consortium
2. Set ambitious, yet achievable targets for CSPPs
3. Describe how the QRIS Block Grant funds will be used to increase the number of sites achieving the highest common tier and to directly support classrooms that have achieved the highest common tier
4. Describe how no more than 20 percent of the funds will be used for Assessment and Access Projects
5. Complete a budget narrative and budget spreadsheet that corresponds to the applicant's 2015-2016 projected allocations

\* All Priority IB applicants have the opportunity to update their local QRIS plan <sub>7</sub>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Priority II Applicants

- Must be able to meet/demonstrate the qualifying Priority IA and IB criteria 1 through 5 above, as well as:
  - Submit a description of their local QRIS plan to the CDE EESD in response to this RFA
  - Demonstrate its local QRIS was operational before the release date of this RFA by confirming that at least one of its participating programs has been formally rated in accordance with the Implementation Guide

# Pause for Questions?



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Please note that if your question is not responded to during this live webinar, the answer to your question may already be found on our Frequently Asked Questions website. New and unanswered questions gathered throughout this webinar will be compiled and added to our existing FAQs.

<http://www.cde.ca.gov/sp/cd/op/csppqrisbgfaq.asp>



# Table of Priority IA, IB and Priority II Action Plan Elements



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

CSPP QRIS Block Grant Plan Elements	Priority IA	Priority IB	Priority II
I.	Consortium Participants	Consortium Participants	Consortium Participants
II.	Action Plan currently on file	QRIS Plan on file	Consortium's QRIS
III.	CSPP Participation Data Tables	CSPP Participation Data Tables	CSPP Participation Data Tables
IV.	Local QRIS Block Grants for CSPP sites rated at Tiers 4 and 5	Local QRIS Block Grants for CSPP sites rated at Tiers 4 and 5	Local QRIS Block Grants for CSPP sites rated at Tiers 4 and 5
V.	Quality Improvement Process for CSPPs not yet at Tier 4	Quality Improvement Process for CSPPs not yet at Tier 4	Quality Improvement Process for CSPPs not yet at Tier 4
VI.	Assessment and Access Projects	Assessment and Access Projects	Assessment and Access Projects
VII.	Budget Narrative	Budget Narrative	Budget Narrative
VIII.	Budget Spreadsheet	Budget Spreadsheet	Budget Spreadsheet

# Critical Dates Priority IA and IB



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Priority IA and IB	
Dates	Critical Events
June 2, 2015	The RFA is available on the CDE Web page at <a href="http://www.cde.ca.gov/fg/fo/r2/csppqris1516rfa.asp">http://www.cde.ca.gov/fg/fo/r2/csppqris1516rfa.asp</a>
June 2, 2015	Webinar to address grant questions and the application process.
June 11, 2015	Letter of Intent due to EESD <b>by midnight</b>
July 6, 2015	<b>Submission date</b> for the grant application for those who qualify for <b>Priority IA and IB</b> . Due to the EESD <b>by 5:00 p.m.</b>  <b>Note:</b> Grant applications must arrive at the EESD by this date and time in order to be included in the first priority in the competitive process.
July 7-9, 2015	The <b>Application Review Process</b> using the Application Criteria List.
July 10, 2015	The CDE will post the Priority IA and IB grant awards in an <b>Intent to Award</b> announcement. This is an initial notification and is not the final list of grantees. The final funding list will be posted on the CDE Web site when all data is verified and appeals are decided. Applicants are advised not to obligate funds based on this list.
July 20, 2015	<b>Appeals</b> must be submitted within 10 calendar days of the Intent to Award announcement with original signatures from the Authorized Agent. No faxed or e-mailed appeals will be accepted.
July 21-22, 2015	<b>Review of Appeals</b>
July 24, 2015	<b>Final funding list</b> for Priority IA and IB award recipients will be posted on the CDE Web site.

# Critical Dates Priority II



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Priority II	
Dates	Critical Events
June 2, 2015	The <b>RFA</b> is available on the CDE Web page at <a href="http://www.cde.ca.gov/fg/fo/r2/csppqris1516rfa.asp">http://www.cde.ca.gov/fg/fo/r2/csppqris1516rfa.asp</a>
June 2, 2015	Webinar to address grant questions and the application process.
June 11, 2015	Letter of Intent and documentation of a completed QRIS rating due to EESD <b>by midnight.</b>
June 24, 2015	<b>Technical Assistance Webinar.</b> Priority II applicants are welcome to attend in person.
July 30, 2015	<b>Submission date</b> for the grant application for those who qualify for <b>Priority II.</b> Due to the EESD <b>by 5:00 p.m.</b>  <b>NOTE:</b> Grant applications must arrive at the EESD by this date and time in order to be included in the second priority in the competitive process.
July 30 - August 5, 2015	The <b>Application Review Process</b> using the Application Criteria List.
August 6, 2015	The CDE will post the Priority II grant awards in an <b>Intent to Award</b> announcement. This is an initial notification and is not the final list of grantees. The final funding list will be posted on the CDE Web site when all data is verified and appeals are decided. Applicants are advised not to obligate funds based on this list.
August 16, 2015	<b>Appeals</b> must be submitted within 10 calendar days of the Intent to Award announcement with original signatures from the Authorized Agent. No faxed or e-mailed appeals will be accepted.
August 17-18, 2015	<b>Review of Appeals</b>
August 28, 2015	<b>Final funding list</b> will be posted on the CDE Web site. 12



**TOM TORLAKSON**  
 State Superintendent  
 of Public Instruction

# Form A - Letter of Intent

Local Educational Agency (LEA) Name	
LEA Address	
LEA City	
LEA ZIP Code	
LEA Executive Director (ED)'s Name	
LEA Executive Director's E-mail Address	
LEA Executive Director's Phone Number	
Consortium Lead Agency if not the above LEA	
Consortium Lead Agency Executive Director if not the above LEA ED	
Consortium Service Area (county/counties)	

On behalf of the above agency, I hereby formally submit to the California Department of Education, Early Education and Support Division (EESD), this "Intent to Submit Application" form. I understand that this form **is mandatory to be considered for funding.**

LEA Executive Director's Signature:	Date:
Consortium Lead Agency Executive Director's Signature:	Date:

**ATTENTION PRIORITY II APPLICANTS:** This letter of intent must be accompanied by documentation demonstrating that the local QRIS was operational before the release date of this RFA (i.e., a complete site rating that includes the results from a reliable external assessor on the CLASS and ERS tools). Confirm that at least one of the participating programs has been formally rated in accordance with the Implementation Guide.

**The Letter of Intent to Submit Application for CSPP Funding must be received no later than midnight on June 11, 2015 at [PSQRISBG@cde.ca.gov](mailto:PSQRISBG@cde.ca.gov) .**



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Funding

- General Funding
  - \$50 Million allocated on an annual basis
- Funding Levels
  - Based on 2013-14 CSPP Enrollment per county of approved applicants
- Fund Distribution
  - Covers 15 months from 7/1/15 to 9/30/16



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Application Overview

- Signature Page (Form B)
- QRIS Block Grant Action Plan (Form C)
- QRIS Block Grant Budget Narrative and Spreadsheet (Form D)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Form B - Signature Page

<b>I. Consortium Lead Agency (required). If Lead Agency is not an LEA Section II of this Signature Page must be completed.</b>	<b>Consortium Agency Contact</b>		<b>Phone Number</b>
<b>Address</b>	<b>City</b>	<b>State</b>	<b>Zip Code</b>
<b>Signature</b>	<b>Date</b>	<b>Email</b>	

<b>II. Local Educational Agency (LEA) Lead (if different from Section I. above)</b>	<b>LEA Agency Contact</b>		<b>Phone Number</b>
<b>Address</b>	<b>City</b>	<b>State</b>	<b>Zip Code</b>
<b>Signature</b>	<b>Date</b>	<b>Email</b>	

<b>Program Lead Contact Person</b>	<b>Program Contact's Email</b>	<b>Phone Number</b>

<b>Fiscal Lead Contact Person</b>	<b>Fiscal Contact's Email</b>	<b>Phone Number</b>

By signing this signature page, the applicant(s) certify that the information contained in the application is accurate and that all forms required to be submitted as part of the RFA are certified to be true and binding on the applicants. Additionally, in signing this signature page, the Consortium/ applicant(s) is confirming that they will use the Quality Continuum Framework (Framework), the Tiered rating matrix and the Implementation Guide, as found at <http://www.cde.ca.gov/sp/cd/rt/rte/capproach.asp>. Signing the QRIS Block Grant Plan (Form C) also confirms that the Consortium/applicant has read and agreed to the general assurances found on this link: <http://www.cde.ca.gov/fg/fo/fm/generalassur2014.asp>.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Form C - QRIS Block Grant Action Plan

## California State Preschool Program (CSPP) Quality Rating Improvement System (QRIS) Block Grant

### QRIS Block Grant Action Plan

Each participating Consortium will develop a CSPP QRIS Block Grant Action Plan. This Action Plan includes a description of how QRIS block grant funds will support the Quality Continuum Framework, its Tiered Rating Matrix and Continuous Quality Improvement Pathways.

QRIS Block Grant Action Plans will include:

- I. Consortium Participants;
- II. The Consortium's Quality Rating and Improvement System (QRIS):
  - A. Overview
  - B. Quality Continuum Framework and Tiers
  - C. Rating and Assessing
  - D. Quality Improvement Process
  - E. Convening & Strengthening Partnerships
  - F. Monitoring and Evaluating the Impacts on Child Outcomes
  - G. Disseminating Information to Parents and the Public about Program Quality.
- III. CSPP participation Data Tables
- IV. Local QRIS Block Grants for CSPP sites rating at Tiers 4 and 5;
- V. Quality Improvement Process for CSPPs not yet at Tier 4;
- VI. Assessment and Access Projects
- VII. Budget Narrative

Each Consortium will ~~set ambitious yet~~ achievable targets and goals for CSPP participation in the local QRIS. This action plan template is to be used for the submission of a QRIS Block Grant Action Plan for each Consortium. Please fill out each section, as appropriate, and sign and date on the following pages.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Overview of Action Plan Elements I – VIII

- I. Consortium Participants
- II. The Consortium's Quality Rating and Improvement System (QRIS):
  - a. Overview
  - b. Quality Continuum Framework and Tiers
  - c. Rating and Assessing
  - d. Quality Improvement Process
  - e. Convening & Strengthening Partnerships
  - f. Monitoring and Evaluating the Impacts on Child Outcomes
  - g. Disseminating Information to Parents and the Public about Program Quality
- III. CSPP participation Data Tables
- IV. Local QRIS Block Grants for CSPP sites rating at Tiers 4 and 5;
- V. Quality Improvement Process for CSPPs not yet at Tier 4;
- VI. Assessment and Access Projects
- VII. Budget Narrative
- VIII. Budget Spreadsheet



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Element I - Consortium Participants

- LEA(s)
- First 5 County Commission
- Post-Secondary Institution(s)
- Local Planning Council
- Local R&R
- Other Agencies providing services to children from birth to five



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Element II- Consortium's QRIS

- A. Overview
- B. Quality Continuum Framework and Tiers
- C. Rating and Assessing
- D. Quality Improvement Process
- E. Convening and Strengthening
- F. Monitoring and Evaluating
- G. Disseminating Quality Information<sup>20</sup>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# A. Overview

## II. The Consortium's Quality Rating and Improvement System

### A. An Overview of the consortium's current Quality Rating and Improvement System (QRIS)

A1. Describe the local Early Learning Community.

A2. Provide background information on the development of your local QRIS.

A3. Describe the challenges and barriers in operating your local QRIS.

A4. Describe the success and lessons learned in operating your local QRIS.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# B. Framework

## B. Quality Continuum Framework and Tiers

B1: How does the consortium incorporate the Quality Continuum Framework (QCF)? Go to <http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp> to reference the QCF.

B2: Please identify your local rating system in reference to the Tiered Rating Matrix. Go to <http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp> to reference the Tiered Rating Matrix.

### Step One: identify the consortium's Tier 2:

- A) Using existing point system
  - B) Have local block
- If B, then fill in Tier 2 in **B3** below.

### Step Two: identify the consortium's Tier 5:

- A) Using existing point system
  - B) Using points and has an additional requirement (e.g. accreditation, inclusionary plans for dual language learners, etc.)
  - C) Have a local block
- If B, then fill in Tier 5 in **B3** below.
- If C, then fill in Tier 5 in **B3** below.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# B. Framework

## California's Plan: Local Activities

### Local Quality Rating and Improvement System (QRIS)

Approximately 77 percent of California's RTT-ELC grant funding will be spent at the local level to support a voluntary network of [17 Regional Leadership Consortia](#), each led by an established organization that is already operating or developing a quality rating and improvement system (QRIS). As part of this grant, the Consortia will bring together organizations in their region with the same goal of improving the quality of early learning and will expand their current areas of impact by inviting other programs to join their QRIS or reaching out to mentor other communities. With the infusion of RTT-ELC Supplemental funding in 2013, the Consortia will begin to mentor [14 additional mentee counties](#). Nearly 1.8 million children or 65 percent of children under five in California are potentially impacted by this grant.

By joining California's Race to the Top effort, the Consortia voluntarily agree to align their local QRIS to a common "Quality Continuum Framework" based on research-based elements and related assessment and improvement tools. They also agree to implement in their QRIS two common tiers using the Framework in addition to locally determined tiers and to set local goals to improve the quality of early learning and development programs. The focus will be in three areas of program quality:

- Child development and readiness for school;
- Teachers and teaching; and
- Program and environment quality.

The end goal that unites these Consortia is to: **Ensure that children in California have access to high quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.**

To implement the [RTT-ELC Quality Continuum Framework](#) (DOC), the Consortia have developed the following documents:

- [Consortia Implementation Guide for the Tiered Quality Rating and Improvement System \(TQRIS\)](#) (DOC)
- [California RTT-ELC Quality Continuum Framework Hybrid Rating Matrix With Elements and Points for Consortia Common Tiers 1, 3, and 4](#) (DOC)
- [California RTT-ELC Quality Continuum Framework Continuous Quality Improvement Pathways Matrix](#) (DOC)

### California's Plan: State Activities

In addition to an evaluation of the Consortia outcomes, California will use a portion of the RTT-ELC grant funds to make the following one-time investments in state capacity:

# B. Framework



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## California's Race to the Top-Early Learning Challenge – Quality Continuum Framework

Common QRIS Elements	Common Tools and Resources
<b>1. CHILD DEVELOPMENT AND SCHOOL READINESS</b>	
<p>a. <b>Early Learning and Development Standards</b> to include developmentally, culturally, and linguistically appropriate teaching strategies, interactions and environments.</p> <p>b. <b>Comprehensive Assessment System</b> to include a developmental and behavioral screening with follow-up and ongoing observational child assessment.</p> <p>c. <b>Health Promotion Practices</b> to include mental health and health screening.</p>	<p>a. <i>The California Infant/Toddler Learning Development Foundations</i> and <i>Preschool Learning Foundations</i></p> <p>The companion CDE Curriculum Framework documents</p> <p>The Preschool English Learner (PEL) Guide</p> <p>b. Desired Results Developmental Profile (DRDP) 2010</p> <p>Desired Results Developmental Profile – School Readiness (DRDP-SR)</p> <p>Ages and Stages Questionnaire (ASQ) or comparable, validated screening tool.</p> <p>c. <i>The California Infant/Toddler Learning and Development Foundations</i>, the <i>Preschool Learning Foundations</i> and companion curriculum framework documents</p> <p>A valid and reliable health and mental health screener</p> <p>Environment Rating Scales (ERS) family of tools</p> <p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL) pyramid model</p> <p>DSS/CCL Title 22 health and safety licensing standards</p> <p>The USDA Child and Adult Care Food Program Guidelines</p>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# B. Framework

California's Race to the Top-Early Learning Challenge – Quality Continuum Framework	
Common QRIS Elements	Common Tools and Resources
<b>2. TEACHERS AND TEACHING</b>	
<p>a. <b>Early Childhood Educator Qualifications</b></p> <p>b. <b>Effective Teacher-Child Interactions</b></p>	<p>a. Common Core Curriculum-aligned 8 lower division courses</p> <p>CDE Competencies Self-Reflective tool (available 2012-13)</p> <p>Professional Growth Plans as required by the Commission on Teacher Credentialing (CTC).</p> <p>b. Classroom Assessment Scoring System™ (CLASS™) family of tools</p> <p>Program Assessment Rating Scale (PARS)</p> <p>ERS</p>
<b>3. PROGRAM AND ENVIRONMENT</b>	
<p>a. <b>Licensing and Regulatory Requirements to include both DSS/CCL Title 22 and CDE Title 5 regulatory requirements.</b></p> <p>b. <b>Program Administration and Leadership</b></p> <p>c. <b>Family Engagement</b></p> <p>d. <b>Effective Data Practices</b></p>	<p>a. Title 22 (DSS)</p> <p>Title 5 (CDE)</p> <p>b. ERS</p> <p>Program Administration Scale (PAS)</p> <p>Business Administration Scale (BAS); (See section D).</p> <p>c. ERS</p> <p><i>Strengthening Families</i>™ Five Protective Factors</p> <p>d. National Data Quality Campaign's Framework</p>

RTT-ELC Quality Continuum  
Framework  
[http://www.cde.ca.gov/sp/cd/rt/  
documents/qualitycontinuumfrmwk.doc](http://www.cde.ca.gov/sp/cd/rt/documents/qualitycontinuumfrmwk.doc)

# B. Tiered Rating Matrix



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## California's Plan: Local Activities

### Local Quality Rating and Improvement System (QRIS)

Approximately 77 percent of California's RTT-ELC grant funding will be spent at the local level to support a voluntary network of [17 Regional Leadership Consortia](#), each led by an established organization that is already operating or developing a quality rating and improvement system (QRIS). As part of this grant, the Consortia will bring together organizations in their region with the same goal of improving the quality of early learning and will expand their current areas of impact by inviting other programs to join their QRIS or reaching out to mentor other communities. With the infusion of RTT-ELC Supplemental funding in 2013, the Consortia will begin to mentor [14 additional mentee counties](#). Nearly 1.8 million children or 65 percent of children under five in California are potentially impacted by this grant.

By joining California's Race to the Top effort, the Consortia voluntarily agree to align their local QRIS to a common "Quality Continuum Framework" based on research-based elements and related assessment and improvement tools. They also agree to implement in their QRIS two common tiers using the Framework in addition to locally determined tiers and to set local goals to improve the quality of early learning and development programs. The focus will be in three areas of program quality:

- Child development and readiness for school;
- Teachers and teaching; and
- Program and environment quality.

The end goal that unites these Consortia is to: **Ensure that children in California have access to high quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.**

To implement the [RTT-ELC Quality Continuum Framework](#) (DOC), the Consortia have developed the following documents:

- [Consortia Implementation Guide for the Tiered Quality Rating and Improvement System \(TQRIS\)](#) (DOC)
- [California RTT-ELC Quality Continuum Framework Hybrid Rating Matrix With Elements and Points for Consortia Common Tiers 1, 3, and 4](#) (DOC)
- [California RTT-ELC Quality Continuum Framework Continuous Quality Improvement Pathways Matrix](#) (DOC)

## California's Plan: State Activities

In addition to an evaluation of the Consortia outcomes, California will use a portion of the RTT-ELC grant funds to make the following one-time investments in state capacity:



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# B. Tiered Rating Matrix

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC)  
QUALITY CONTINUUM FRAMEWORK –RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<b>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</b>					
<b>1. Child Observation</b>	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/ observation tool aligned with CA <i>Foundations &amp; Frameworks</i> <sup>1</sup> twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
<b>2. Developmental and Health Screenings</b>	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a <b>valid and reliable developmental screening tool</b> at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the <b>ASQ</b> at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the <b>ASQ &amp; ASQ-SE</b> , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
<b>CORE II: TEACHERS AND TEACHING</b>					
<b>3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)</b>	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD <sup>2</sup> OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
<b>4. Effective Teacher-Child Interactions: CLASS Assessments</b> (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: <b>Pre-K</b> ▪ Emotional Support - 5 ▪ Instructional Support -3	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: <b>Pre-K</b> ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5

<sup>1</sup> Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and **Brigance Inventory of Early Development III**.

<sup>2</sup> For all ECE/CD units, the core 8 are desired but not required.

**Note:** Point values are not indicative of Tiers 1-5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

Tiered Rating Matrix  
<http://www.cde.ca.gov/sp/cd/rt/documents/ratingmatrix.doc>

# B. Tiered Rating Matrix



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				<ul style="list-style-type: none"> <li>▪ Classroom Organization – 5</li> <li><b>Toddler</b></li> <li>▪ Emotional &amp; Behavioral Support – 5</li> <li>▪ Engaged Support for Learning – 3.5</li> <li><b>Infant</b></li> <li>▪ Responsive Caregiving (RC) – 5.0</li> </ul>	<b>Toddler</b> <ul style="list-style-type: none"> <li>▪ Emotional &amp; Behavioral Support – 5.5</li> <li>▪ Engaged Support for Learning – 4</li> <li><b>Infant</b></li> <li>▪ Responsive Caregiving (RC) – 5.5</li> </ul>
<b>CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership</b>					
<b>5. Ratios and Group Size</b> (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 4:16</b> <b>Toddler – 3:18</b> <b>Preschool – 3:36</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler– 3:12</b> <b>Toddler – 2:12</b> <b>Preschool– 2:24</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:12 or 2:8</b> <b>Toddler – 2:10</b> <b>Preschool – 3:24 or 2:20</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:9 or better</b> <b>Toddler – 3:12 or better</b> <b>Preschool – 1:8 ratio and group size of no more than 20</b>
<b>6. Program Environment Rating Scale(s)</b> (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
<b>7. Director Qualifications</b> (Centers Only)	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration  OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually
<b>TOTAL POINT RANGES</b>					
<b>Program Type</b>	<b>Common-Tier 1</b>	<b>Local-Tier 2<sup>3</sup></b>	<b>Common-Tier 3</b>	<b>Common-Tier 4</b>	<b>Local-Tier 5<sup>4</sup></b>
<b>Centers</b> 7 Elements for 35 points	<b>Blocked</b> (No Point Value) – Must Meet All Elements	<b>Point Range</b> 8 to 19	<b>Point Range</b> 20 to 25	<b>Point Range</b> 26 to 31	<b>Point Range</b> 32 and above
<b>FCCHs</b> 5 Elements for 25 points	<b>Blocked</b> (No Point Value) – Must Meet All Elements	<b>Point Range</b> 6 to 13	<b>Point Range</b> 14 to 17	<b>Point Range</b> 18 to 21	<b>Point Range</b> 22 and above

<sup>3</sup>Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

<sup>4</sup>Local-Tier 5: Local decision if there are additional elements included

# B. Local Tiers 2 & Tiers 5



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

B3. LOCAL TIERED RATING MATRIX WITH ELEMENTS AND POINTS. <i>Complete as needed, based on responses to B2.</i>			
ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	Local Tier 2	Local Tier 5
<b>CHILD DEVELOPMENT AND SCHOOL READINESS</b>			
1. Child Observation	<input type="checkbox"/> Not required		
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations		
3. Local Element (Please describe)			
<b>TEACHERS AND TEACHING</b>			
4. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]		
5. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required		
6. Local Element (Please describe)			
<b>PROGRAM AND ENVIRONMENT</b>			
7. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations (excluded from point values in ratio and group size)		
8. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, FCCERS-R)	<input type="checkbox"/> Not Required		
9. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units core ECE/CD+ 3 units management/ administration		
10. Local Element (Please describe)			
<b>Program Type</b>	<b>Common-Tier 1</b>	<b>Local-Tier 2</b>	<b>Local-Tier 5</b>
Centers ___ Elements for maximum ___ points	<b>Blocked (No Point Value) – Must Meet All Elements</b>		<b>Point Range</b> ___
FCCHs ___ Elements for maximum ___ points	<b>Blocked (No Point Value) – Must Meet All Elements</b>		<b>Point Range</b> ___

CSPP QRIS Block Grant  
2015-16 RFA  
<http://www.cde.ca.gov/fg/fo/r2/documents/cspqris1516rfa.doc>

# C. Rating and Assessing



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## C. Rating and Assessing

C1. Confirm how the consortium will ensure that the qualifications of those who are conducting the assessments (QRIS ratings) meet the requirements of the Implementation Guide. Describe the process(es) for ongoing quality control for maintaining an appropriate degree of rigor, including inter-rater reliability, in their rating processes?

C2. Using the Implementation Guide, what are the local QRIS monitoring and rating frequency decisions (based on local goals and resources)? The Implementation Guide can be found at <http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp>.

C3. What type of local data systems are used to: implement a local monitoring process; gather quality and scoring information; track supports and incentives; ensure participation by targeted California State Preschool programs (CSPP) and Family Child Care Home Education Networks (FCCHEN) providing CSPP services; and review progress in relation to the Consortium's local quality improvement targets.

C4. How will data be used to implement continued efficiencies and improvements?

# Implementation Guide



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## California's Plan: Local Activities

### Local Quality Rating and Improvement System (QRIS)

Approximately 77 percent of California's RTT-ELC grant funding will be spent at the local level to support a voluntary network of [17 Regional Leadership Consortia](#), each led by an established organization that is already operating or developing a quality rating and improvement system (QRIS). As part of this grant, the Consortia will bring together organizations in their region with the same goal of improving the quality of early learning and will expand their current areas of impact by inviting other programs to join their QRIS or reaching out to mentor other communities. With the infusion of RTT-ELC Supplemental funding in 2013, the Consortia will begin to mentor [14 additional mentee counties](#). Nearly 1.8 million children or 65 percent of children under five in California are potentially impacted by this grant.

By joining California's Race to the Top effort, the Consortia voluntarily agree to align their local QRIS to a common "Quality Continuum Framework" based on research-based elements and related assessment and improvement tools. They also agree to implement in their QRIS two common tiers using the Framework in addition to locally determined tiers and to set local goals to improve the quality of early learning and development programs. The focus will be in three areas of program quality.

- Child development and readiness for school;
- Teachers and teaching; and
- Program and environment quality.

The end goal that unites these Consortia is to: **Ensure that children in California have access to high quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.**

To implement the [RTT-ELC Quality Continuum Framework](#) (DOC), the Consortia have developed the following documents:

- [Consortia Implementation Guide for the Tiered Quality Rating and Improvement System \(TQRIS\)](#) (DOC)
- [California RTT-ELC Quality Continuum Framework Hybrid Rating Matrix With Elements and Points for Consortia Common Tiers 1, 3, and 4](#) (DOC)
- [California RTT-ELC Quality Continuum Framework Continuous Quality Improvement Pathways Matrix](#) (DOC)

### California's Plan: State Activities

In addition to an evaluation of the Consortia outcomes, California will use a portion of the RTT-ELC grant funds to make the following one-time investments in state capacity:

<http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Implementation Guide

## California Race to the Top - Early Learning Challenge (RTT-ELC)

### Tiered Quality Rating and Improvement System (TQRIS)

### Consortia Implementation Guide

Consortia Implementation Guide

<http://www.cde.ca.gov/sp/cd/rt/documents/rttelcqrissimplementguide.doc>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# D. Quality Improvement Process

D. Quality Improvement Process.
D1. How do you use the Framework's Continuous Quality Improvement Pathways Common Tools and Resources? Go to <a href="http://www.cde.ca.gov/sp/cd/rt/rtelcapproach.asp">http://www.cde.ca.gov/sp/cd/rt/rtelcapproach.asp</a> to reference the Continuous Quality Improvement Pathways Common Tools and Resources.
D2. How does the consortium actively increase the quality of the early learning programs and eliminate barriers to access for children with High Needs?
D3. How does the Consortium offer training and technical assistance (T & TA) to program staff on developmental and behavioral screening using standardized, validated screening tools?
D4. What type of incentives and support mechanisms does the consortium utilize for high-quality program providers to serve children with high needs?
D5. How does the consortium include local efforts that support healthy development, such as health and safety practices, active physical play, and adult-child relationships, which support social-emotional development?

# D. Continuous Quality Improvement Pathways

## California's Plan: Local Activities

### Local Quality Rating and Improvement System (QRIS)

Approximately 77 percent of California's RTT-ELC grant funding will be spent at the local level to support a voluntary network of [17 Regional Leadership Consortia](#), each led by an established organization that is already operating or developing a quality rating and improvement system (QRIS). As part of this grant, the Consortia will bring together organizations in their region with the same goal of improving the quality of early learning and will expand their current areas of impact by inviting other programs to join their QRIS or reaching out to mentor other communities. With the infusion of RTT-ELC Supplemental funding in 2013, the Consortia will begin to mentor [14 additional mentee counties](#). Nearly 1.8 million children or 65 percent of children under five in California are potentially impacted by this grant.

By joining California's Race to the Top effort, the Consortia voluntarily agree to align their local QRIS to a common "Quality Continuum Framework" based on research-based elements and related assessment and improvement tools. They also agree to implement in their QRIS two common tiers using the Framework in addition to locally determined tiers and to set local goals to improve the quality of early learning and development programs. The focus will be in three areas of program quality.

- Child development and readiness for school;
- Teachers and teaching; and
- Program and environment quality.

The end goal that unites these Consortia is to: **Ensure that children in California have access to high quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.**

To implement the [RTT-ELC Quality Continuum Framework](#) (DOC), the Consortia have developed the following documents:

- [Consortia Implementation Guide for the Tiered Quality Rating and Improvement System \(TQRIS\)](#) (DOC)
- [California RTT-ELC Quality Continuum Framework Hybrid Rating Matrix With Elements and Points for Consortia Common Tiers 1, 3, and 4](#) (DOC)
- [California RTT-ELC Quality Continuum Framework Continuous Quality Improvement Pathways Matrix](#) (DOC)

### California's Plan: State Activities

In addition to an evaluation of the Consortia outcomes, California will use a portion of the RTT-ELC grant funds to make the following one-time investments in state capacity:

<http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

CA RTT-ELC  
Continuous Quality  
Improvement  
Pathways Matrix  
<http://www.cde.ca.gov/sp/cd/rt/documents/pathwaysmatrix.doc>

# CA RTT-ELC CONTINUOUS QUALITY IMPROVEMENT PATHWAYS

CORE I: CHILD DEVELOPMENT & SCHOOL READINESS	
<b>School Readiness</b>	
Goal (Pathway)	All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.
Related Element(s)	CORE I.1 Child Observation and Assessment
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <li>CA Foundations and Frameworks: <a href="http://www.cde.ca.gov/sp/cd/re/cddpublications.asp">http://www.cde.ca.gov/sp/cd/re/cddpublications.asp</a></li> <li>Preschool English Learner Guide: <a href="http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf">http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf</a></li> <li>Desired Results Developmental Profile Assessment (DRDP) Tools: <a href="http://desiredresults.us/index.htm">http://desiredresults.us/index.htm</a></li> <li>National Data Quality Campaign's Framework: <a href="http://www.dataqualitycampaign.org/">http://www.dataqualitycampaign.org/</a></li> <li>Ages and Stages Questionnaire (ASQ): <a href="http://agesandstages.com/">http://agesandstages.com/</a></li> </ul>
<b>Social-Emotional Development</b>	
Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skills, and strategies.
Related Element(s)	CORE I.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <li>CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3): <a href="http://www.cainclusion.org/teachingpyramid/trainingmodules.html">http://www.cainclusion.org/teachingpyramid/trainingmodules.html</a></li> <li>CA Foundations and Frameworks - Social-Emotional Development: <a href="http://www.cde.ca.gov/sp/cd/re/cddpublications.asp">http://www.cde.ca.gov/sp/cd/re/cddpublications.asp</a></li> <li>Ages and Stages Questionnaire – Social Emotional (ASQ-SE): <a href="http://agesandstages.com/asq-products/asqse/">http://agesandstages.com/asq-products/asqse/</a></li> </ul>
<b>Health, Nutrition, and Physical Activity</b>	
Goal (Pathway)	Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	<ul style="list-style-type: none"> <li>CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings</li> </ul>
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <li>CA Preschool Foundations and Frameworks– Health and Physical Development: <a href="http://www.cde.ca.gov/sp/cd/re/cddpublications.asp">http://www.cde.ca.gov/sp/cd/re/cddpublications.asp</a></li> <li>Infant/Toddler Program Guidelines: <a href="http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf">http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf</a></li> <li>CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor: <a href="http://www.cde.ca.gov/sp/cd/re/cddpublications.asp">http://www.cde.ca.gov/sp/cd/re/cddpublications.asp</a></li> <li>USDA Child and Adult Care Food Program Guidelines: <a href="http://www.fns.usda.gov/cacfp">http://www.fns.usda.gov/cacfp</a></li> </ul>
<b>CORE II: Teachers and Teaching</b>	
<b>Effective Teacher-Child Interactions</b>	
Goal (Pathway)	Teachers are prepared to implement effective interactions in the classroom.
Related Element(s)	CORE II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <li>Classroom Assessment and Scoring System (CLASS) for relevant age grouping: <a href="http://www.teachstone.com/the-class-system/">http://www.teachstone.com/the-class-system/</a></li> <li>Program for Infant-Toddler Care (PITC): <a href="http://www.pitc.org/pub/pitc_docs/home.csp">http://www.pitc.org/pub/pitc_docs/home.csp</a>. Program Assessment Rating Scale (PARS), as applicable and available * No current source Web page for PARS</li> </ul>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Professional Development	
Goal (Pathway)	Teachers are life-long learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <li>• Common Core 8: <a href="http://www.childdevelopment.org/cs/cdtp/print/htdocs/services_cap.htm">http://www.childdevelopment.org/cs/cdtp/print/htdocs/services_cap.htm</a></li> <li>• Early Childhood Educator (ECE) Competencies: <a href="http://www.cde.ca.gov/sp/cd/re/ececomps.asp">http://www.cde.ca.gov/sp/cd/re/ececomps.asp</a></li> <li>• ECE Competencies Self-Assessment Tool: <a href="http://ececompsat.org/">http://ececompsat.org/</a></li> <li>• Professional Growth Plan</li> </ul>
CORE III: PROGRAM AND ENVIRONMENT	
Environment	
Goal (Pathway)	The program indoor and outdoor environments support children's learning and development.
Related Element(s)	CORE III.6 Program Environment Rating Scale(s) (ERS)
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <li>• Environment Rating Scales: <a href="http://www.ersi.info/index.html">http://www.ersi.info/index.html</a> (Harms, Clifford, Cryer):               <ul style="list-style-type: none"> <li>○ Infant-Toddler Environment Rating Scale (ITERS),</li> <li>○ Early Childhood Environment Rating Scale (ECERS),</li> <li>○ Family Child Care Environment Rating Scale (FCCERS)</li> </ul> </li> </ul>
Program Administration	
Goal (Pathway)	The program effectively supports children, teachers, and families.
Related Element(s)	All
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> <li>• Business Administration Scale (Family Child Care) – (BAS): <a href="http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/">http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/</a></li> <li>• Program Administration Scale (Centers) – (PAS): <a href="http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/">http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/</a></li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols <a href="http://eclkc.ohs.acf.hhs.gov/hslc/grants/monitoring/fy-2014-pdfs/fy-2014-ohs-monitoring-protocol.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/grants/monitoring/fy-2014-pdfs/fy-2014-ohs-monitoring-protocol.pdf</a> and continuous improvement through a Program Improvement Plan (PIP)</li> </ul>
Family Engagement	
Goal (Pathway)	Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.
Related Element(s)	All (III.6 ERS <i>Provision for Parents</i> Indicator)
RTT-ELC Core Tool(s) & Resources	Strengthening Families™ Five Protective Factors Framework: <a href="http://icfs.org/pdf/FiveProtectiveFactors.pdf">http://icfs.org/pdf/FiveProtectiveFactors.pdf</a>

# E. Convening and Strengthening Partnerships



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

<b>E. Convening and Strengthening Partnerships</b>
E1. As the lead agency, how are you ensuring that all consortium members engage in the local QRIS work? Describe the decision making process within the consortium. If you have a visual/flow chart which describes your decision making process, you may choose to include it.
E2. In addition to required partners, how will the consortium bring together other organizations in their region with the same goal of improving the quality of early learning, including but not limited to: Early Education and Support Division (EESD) programs, including migrant child care programs, alternative payment programs; Early Head Start and Head Start; tribal child care; county Health and Human Services programs including Women, Infants, and Children (WIC); California Home Visiting Program (CHVP) and local home visiting programs; and non-profit agencies and other organizations providing services for children from birth to age five?
E3. As the lead agency, how are you encouraging networking at the local level to create coherence and alignment in planning and implementation efforts across communities with support and technical assistance from the CDE, participating state agencies, and other state partners?
E4. How is the consortium developing strong partnerships with local school districts that focus on aligning developmentally appropriate practices, creating and building a birth to age eight continuum that supports healthy transitions, aligns professional development, promotes family engagement, and includes local Transitional Kindergarten (TK) and traditional Kindergarten School Readiness programs in the quality efforts?

# F. Monitoring and Evaluating the Impacts on Child Outcome



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## F. Monitoring and Evaluating the Impacts on Child Outcomes

F1. Describe your process for monitoring and evaluating the impact of your quality improvement efforts on child outcomes.

F2. Describe the extent to which you use kindergarten entry data to demonstrate the effectiveness of your quality improvement efforts on affecting positive child outcomes. (E.g., Are more of the children who were enrolled in your Tier 4 and Tier 5 rated sites scoring higher on their kindergarten readiness assessments than their counterparts enrolled in Tiers 1, 2 and 3?)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# G. Disseminating Information to Parents and the Public about Program Quality

## G. Disseminating Information to Parents and the Public about Program Quality

G1. Describe the consortium's campaign to inform the public about its local QRIS.

G2. How will the Consortium work together with the local resource and referral agency(ies) to increase family and public awareness of the characteristics of early learning program quality that promote better outcomes for children?

G3. How has the Consortium engaged the local Resource and Referral (R&R) agency(ies) in making quality rating data available to parents inquiring about childcare?



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# CSPP Types

**California State Preschool Program (CSPP) Sites**

**Homes in Family Child Care Home Education Networks**

**Braided Classroom Sites:**

**CSPP and Head Start Sites**

**CSPP and State or Local First 5**

**CSPP and Programs funded by IDEA, Part B**

**CSPP and Title I Sites**

**CSPP and General Child Care (CCTR) Sites**

**CSPP and State-funded Migrant Sites**

**CSPP and Tribal Sites**

**CSPP and Other Local Funding**

**CSPP and a combination of any two above funding sources (specify)**



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Element III - CSPP Participation Data Tables

- A. Increasing the number and percentage of CSPP in QRIS
- B. Increasing the number of CSPP sites in the top tiers
- C. Increasing the number and percentage of children in CSPP sites who are participating in the QRIS

# Targets



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

**III. A. Increasing the number and percentage of California State Preschool Program (CSPP) sites participating in the Consortium's Tiered Quality Rating and Improvement System (QRIS).** *Please enter baseline (number current participating) and annual target number of sites that include CSPP classrooms.*

Sites that include California State Preschool Program Classrooms in the Consortium	Total Number of CSPP Sites in the County or Region	Baseline and Annual Targets -- Number and percentage of CSPP sites in the Tiered QRIS									
		Baseline (Today)		Target- end of fiscal year 2015-16		Target -end of fiscal year 2016-17		Target- end of fiscal year 2017-18		Target- end of calendar year 2018-19	
		#	%	#	%	#	%	#	%	#	%
California State											

**III. B. Increasing the number of California State Preschool Program (CSPP) Sites in the Consortium's Tiered Quality Rating and Improvement System.** *Please enter baseline and annual target numbers for the total number of sites and for the number of sites in each Tier, based on the number of Tiers in the Consortium's Quality Rating and Improvement System (QRIS).*

	Baseline (Today)	Target- end of fiscal year 2015-16	Target- end of fiscal year 2016-17	Target- end of fiscal year 2017-18	Target- end of fiscal year 2018-19

**III. C. Increasing the number and percentage of California State Preschool Program (CSPP) children who are enrolled in CSPP sites that are in the top Tiers of the Consortium's Tiered Quality Rating and Improvement System (QRIS).** *Please enter baseline and annual target numbers of sites that include CSPP Classrooms.*

Sites that include California State Preschool Program Classrooms in the Consortium	Total Number of CSPP Children served in the Target Service Population (County or Region)	Baseline and Annual Targets -- Number and percent of Children served at CSPP Sites.									
		Baseline (Today)		Target- end of fiscal year 2015-16		Target- end of fiscal year 2016-17		Target- end of fiscal year 2017-18		Target- end of calendar year 2018-19	
		#	%	#	%	#	%	#	%	#	%
											42

CSPP QRIS Block Grant  
2015-16 RFA  
<http://www.cde.ca.gov/fg/fo/r2/documents/cspqris1516rfa.doc>

# Element IV - Local QRIS Block Grants



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## IV. Local QRIS Block Grants for CSPP sites rating at Tiers 4 and 5

**A. Tier 4 Block Grants:** What will be your block grant amount for CSPP at Tier 4? Is that amount given per site or per classroom or other factors? What will be your block grant amount for FCCHs in FCCHENS? Is the amount based on whether the FCCH is licensed as small or large or on the number of preschoolers or other factors?

**B. Tier 5 Block Grants:** What will your block grant amount for CSPP at Tier 5? Are the amounts for Tier 5 the same as Tier 4 or different? If different, is that amount given per site or per classroom or another factor? What will be your block grant amount for FCCHs in FCCHENS? Is the amount based on whether the FCCH is licensed as small or large or on the number of preschoolers?

# Element V - Quality Improvement Process for CSPPs not yet at Tier 4



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## V. Quality Improvement Process for CSPPs not yet at Tier 4

**A. Engagement.** Describe your process of engaging CSPPs and FCCHENs in your QRIS.

**B. Improvement.** Describe your process of improving the quality of CSPPs and FCCHENs that are not yet at Tier 4.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# VI. Assessment and Access Projects

## VI. Assessment and Access Projects

**A. Assessment Projects.** Describe the use of these funds to conduct initial and ongoing regular assessments of all CSPPs and FCCHENs in your QRIS service area.

**B. Access Projects.** Describe use of these funds to provide access to high-quality early learning programs.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# VII. Form D - Local QRIS Block Grants

VII.A. LOCAL QRIS BLOCK GRANTS As described in Section IV.					
Tier	Type	Factor	Number	Grant Amount	Total
4	CSPP	Site		\$ -	\$ -
		Classroom		\$ -	\$ -
		Other		\$ -	\$ -
	FCCH in FCCHEN	Small		\$ -	\$ -
		Large		\$ -	\$ -
		Preschoolers		\$ -	\$ -
		Other		\$ -	\$ -
5	CSPP	Site		\$ -	\$ -
		Classroom		\$ -	\$ -
		Other		\$ -	\$ -
	FCCH in FCCHEN	Small		\$ -	\$ -
		Large		\$ -	\$ -
		Preschoolers		\$ -	\$ -
		Other		\$ -	\$ -
<b>TOTAL LOCAL QRIS BLOCK GRANTS</b>					<b>\$ -</b>
<b>Agency Name</b>		0			
<b>Total Grant Award</b>		\$ -			



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Form D – Quality Improvement

Form D						
CSPP QRIS Block Grant 2015–2016 Proposed Budget						
Agency Name		0				
Total Grant Award		\$ -				
<b>QUALITY IMPROVEMENT</b>						
<b>V</b>	<b>Quality Improvement (QI)</b>					
	<b>PERSONNEL</b>					
1000	<b>A. QI Management</b>					
	Position	Description	% FTE	Base Salary	% of Yr	Total
						\$ -
						\$ -
						\$ -
						\$ -
						\$ -
	<b>Total QI Management</b>					\$ -
2000	<b>B. QI Support Staff</b>					
	Position	Description	% FTE	Base Salary	% of Yr	Total
						\$ -
						\$ -
						\$ -
						\$ -
	<b>Total QI Support Staff</b>					\$ -
	1	<b>Subtotal QI Salaries</b>				\$ -
3000	Benefits					
	2	<b>Subtotal Benefits</b>				\$ -
<b>V. A.</b>	<b>TOTAL PERSONNEL</b>					\$ -
	<b>OPERATIONS</b>					
4000	3	Supplies				\$ -
5000	4	Travel				\$ -
5000	5	Equipment				\$ -
5000	6	<b>Contractual: Products or Professional Services</b>				
		Contractual 1				\$ -
		Contractual 2				\$ -
		Contractual 3				\$ -
		Contractual 4				\$ -
	<b>Subtotal Contractual</b>					\$ -
	7	Training Stipends				\$ -
	8	Incentives				\$ -
	Other					\$ -
<b>V. B.</b>	<b>TOTAL OPERATIONS</b>					\$ -
<b>V. C.</b>	10	<b>TOTAL DIRECT COSTS (V. A+B)</b>				\$ -



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Form D – Assessment and Access

<b>Form D</b>								
<b>CSPP QRIS Block Grant 2015–2016 Proposed Budget</b>								
<b>Agency Name</b>		0						
<b>Total Grant Award</b>		\$ -						
<b>ASSESSMENT AND ACCESS PROJECTS</b>								
As described in Section VI.								
Must not exceed 20% of Entire Award.								
<b>VI</b>	<b>Assessment and Access Projects</b>							
	<b>PERSONNEL</b>							
1000	<b>A. Assessment Management</b>							
	<b>Position</b>	<b>Description</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>% of Yr</b>	<b>Total</b>		
						\$ -		
						\$ -		
						\$ -		
						\$ -		
						\$ -		
	<b>Total Assessment Management</b>						\$ -	
2000	<b>B. Assessment Support Staff</b>							
	<b>Position</b>	<b>Description</b>	<b>% FTE</b>	<b>Base Salary</b>	<b>% of Yr</b>	<b>Total</b>		
						\$ -		
						\$ -		
						\$ -		
						\$ -		
	<b>Total Assessment Support Staff</b>						\$ -	
	1	<b>Subtotal Assessment Salaries</b>					\$ -	
3000		Benefits					\$ -	
	2	<b>Subtotal Benefits</b>					\$ -	
<b>VI. A.</b>	<b>TOTAL PERSONNEL</b>						<b>\$ -</b>	
	<b>OPERATIONS</b>							
4000	3	Supplies					\$ -	
5000	4	Travel					\$ -	
5000	5	Equipment					\$ -	
5000	6	Contractual: Products or Professional Services					\$ -	
		Contractual 1				\$ -		
		Contractual 2				\$ -		
		Contractual 3				\$ -		
		Contractual 4				\$ -		
	<b>Subtotal Contractual</b>					\$ -		
	Other					\$ -		
<b>VI. B.</b>	<b>TOTAL OPERATIONS</b>						<b>\$ -</b>	
<b>VI. C.</b>	10	<b>TOTAL DIRECT COSTS (VI. A+B)</b>					<b>\$ -</b>	

# Form D - Budget Spreadsheet



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Form D			
CSPP QRIS Block Grant 2015-2016 Total Proposed Budget Spreadsheet			
Total Grant Award			\$ -
<b>Agency:</b>			
SACS	QRIS Block Grant Plan Section		TOTALS
<b>IV</b>	<b>Local QRIS Block Grants</b>		\$ -
<b>V</b>	<b>Quality Improvement (QI)</b>		
	Personnel		
1000	A. QI Management		\$ -
2000	B. QI Support Staff		\$ -
	1	<b>Subtotal Salaries</b>	\$ -
3000	Benefits		\$ -
	2	<b>Subtotal Benefits</b>	\$ -
<b>V. A.</b>	<b>TOTAL PERSONNEL</b>		\$ -
	Operations		
4000	3	Supplies	\$ -
5000	4	Travel	\$ -
5000	5	Equipment	\$ -
5000	6	Contractual	\$ -
	7	Training Stipends	\$ -
	8	Incentives	\$ -
	Other		\$ -
<b>V. B.</b>	<b>TOTAL OPERATIONS</b>		\$ -
<b>V. C.</b>	10	<b>TOTAL DIRECT COSTS (V. A+B)</b>	\$ -
<b>VI</b>	<b>Assessment and Access</b>		
	Personnel		
1000	Assessment Management		\$ -
2000	Assessment Support Staff		\$ -
	1	<b>Subtotal Salaries</b>	\$ -
3000	Benefits		\$ -
	2	<b>Subtotal Benefits</b>	\$ -
<b>VI. A.</b>	<b>TOTAL PERSONNEL</b>		\$ -
	Operations		
4000	3	Supplies	\$ -
5000	4	Travel	\$ -
5000	5	Equipment	\$ -
5000	6	Contractual	\$ -
	Other		\$ -
<b>VI. B.</b>	<b>TOTAL OPERATIONS</b>		\$ -
<b>VI. C.</b>	7	<b>TOTAL DIRECT COSTS (VI. A+B)</b>	\$ -
	<b>TOTAL DIRECT COSTS (IV + V.C +VI.C)</b>		\$ -
<b>D.1</b>	<b>AMOUNT NOT SUBJECT TO INDIRECT</b>		
<b>D.2</b>	<b>TOTAL USED TO CALCULATE INDIRECT</b>		\$ -
<b>E</b>	8	<b>INDIRECT COSTS</b>	\$ -
<b>F</b>	9	<b>TOTAL GRANT FUNDS FY 2014-15 (V+ VI.C+VIILC+E)</b>	\$ -
	<b>Award (E5)</b>		\$ -
	<b>Difference</b>		\$ -



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Scoring

The rating scale will be as follows:

2 = Insufficient, lacks specificity

4 = Sufficient, includes some specificity, but needs additional detail

6 = Comprehensive – Provides a clear description that includes specific details



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Scoring

Rubric Sections	Points
1. Consortium participants	9
2. Action Plan Currently on File/Consortium's QRIS A. Overview B. Quality Continuum Framework C. Rating and Assessing D. Quality Improvement Process E. Convening and Strengthening Partnerships F. Monitoring and Evaluating Child Outcomes G. Disseminating Information	N/A for Priority IA & IB or 141 for Priority II
3. CSPP Participation baseline and target Data Tables	12
4. Local QRIS block grants for CSPP sites rated at Tiers 4 and 5	6* or 12
5. Quality Improvement Process for CSPP's not yet at Tier 4	6* or 12
6. Assessment and Access Projects	12
7. Budget Narrative	9
8. Budget Spreadsheet	9
<b>Total for Priority IA and IB</b>	<b>60* or 72</b>
<b>Total for Priority II</b>	<b>201* or 213</b>

\* **Note:** No FCCHEs providing CSPP services.  
(Please note that the points in each of the rubric sections are the same for Priority I and Priority II, with the exception of Section II. The breakdown of the points is detailed on the rubric below.)



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Other Application Details

- **Key Terms** can be found on pages 57-60 of the RFA document.
- **Disqualifications** can be found on page 38 of the RFA document.
- **Appeals** can be found on page 38 of the RFA document.
- **Program Assurances** can be found on page 39 of the RFA document.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Need Additional Information?

Contact the Early Education and  
Support Division by e-mail at

[PSQRISBG@cde.ca.gov](mailto:PSQRISBG@cde.ca.gov)

# Thank you.