V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

(1) A set of statewide Early Learning and Development Standards;
(2) A set of statewide Program Standards;
(3) A statewide Tiered Quality Rating and Improvement System; and
(4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:
The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
California State Board of Education (CSBE)	Appendix Page 124	• State Education Agency
California Department of Education (CDE)	Appendix Page 97	• Child Care & Development Fund • Section 619 of Part B of IDEA • State-funded Preschool • Title I of ESEA • Head Start Collaboration Grant
California Department of Developmental Services (CDDS)	Appendix Page 92	• Part C of IDEA
California Department of Social Services (CDSS)	Appendix Page 116	• Child Care Licensing Agency
California Department of Public Health (CDPH)	Appendix Page 111	• Title V Maternal & Child Care Block Grant

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
		• Home Visiting
First 5 California	Appendix Page 128	• Education & Health Programs for children 0 to 5: ➢ CARES Plus ➢ Power of Preschool (PoP)
State Advisory Council (SAC)	Appendix Page 120	• State Advisory Council on Early Childhood and Care

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

✓ Yes

☐ No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

✓ Yes

☐ No

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. *(20 points)*

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
  - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
  - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
  - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).

- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

A. Successful State Systems

OVERVIEW

Throughout California's history, millions of people have followed their dreams here – searching for new opportunities, hoping to create better lives for themselves and their children. Today, California must once again follow a path of innovation to provide opportunity for its children, recognizing that a great education system is the key for true access to the American Dream. With 13% of the nation's children located in California, and 21% of those children living below the poverty level, the state is critical for maximizing the impact of the nation's Race to the Top Early Learning Challenge (RTT-ELC). The race will include more than California, but it cannot be won without it.

Today, research and practice confirm that readiness and achievement disparities can be documented long before children enter kindergarten. Research has also shown us how to design high-quality early education programs that will enable all children to build a solid foundation for school success and lifelong learning. For years, we have known that waiting until kindergarten is too late to begin extending educational opportunities to all children, especially children with high needs. Now the evidence is indisputable: we can save money, reduce school failure, and enhance children's lifelong success and productivity by improving early childhood learning opportunities.

California has a strong tradition of steadfast public commitment to its highest need early learners. Public child care centers were first introduced in our nation during World War II. When the war was over, public funding for child care centers abruptly ended in most states. California, however, which operated the highest number of wartime daycare programs in the nation, became the only state to continue to publicly fund daycare following WWII.[1] Over the course of the 66 years since WWII ended, California has continued to lead the way in early childhood education, working especially to ensure that young children with high needs gain fundamental school readiness skills. In 1998, California voters passed the groundbreaking Proposition 10, creating First 5 California, and 58 County Commissions, which focus on the early learning and healthy development of children ages 0 to 5 and support access to high-quality

[1] Hassan, Amina. *Rosie Re-Riveted in Public Memory: A Rhetorical Study of WWII Shipyard Childcare in Richmond, California and the 1946-1957 Campaign to Preserve Public Supported Childcare*, Thesis (Ph.D.)--Ohio University, June, 2005.

early learning programs, developmental and health screenings, and health insurance. Local First 5 Commissions in each county in the state work closely with local systems or agencies providing services for children ages 0 to 5 to create the continuum of support and services children need to succeed.

In 2006, RAND's California Preschool Study took a comprehensive statewide look at early care and education for preschool-age children in the state and confirmed that early childhood education must be a critical part of K-12 reform. It also provided guidance on how California can most effectively and efficiently spend its early childhood education dollars. Some key findings from the study include:

- Between 40 and 60% of California's second and third graders are not achieving grade-level proficiency in core subjects, with even larger gaps for socioeconomically disadvantaged groups, including Latinos and African-Americans, English learners, those whose parents have less than a postsecondary education and those with low family income. Moreover, these achievement differences have early roots: The same groups that are behind in third grade were behind when they entered kindergarten;
- Less than 40% of low-income 3 and 4-year-old children who could attend publicly funded early learning programs are attending them. Just 5% of infants and toddlers who could attend publicly funded early childhood programs participate. These children are more likely to start school behind and stay behind; and
- Just 13% of low-income children are enrolled in high-quality early learning programs that promote higher-order thinking skills and language development.[2]

In response to this sobering reality, through a series of collaborative public/private local and state efforts, as well as administrative and legislative decisions, California's early education and K-12 leaders have undertaken key initiatives to establish a coherent system of high-quality early education. Examples include the:

- Voter passage of Proposition 10 and the subsequent creation of 58 county-level

[2] RAND: The Promise of Preschool for Narrowing Readiness and Achievement Gaps Among California Children. Karoly, L. (2009). Preschool Adequacy and Efficiency in California: Issues, Policy Options and Recommendations. Santa Monica, CA: RAND.

Commissions and one state-level First 5 Commission;

- Preparing for the upcoming launch through the public school system of Transitional Kindergarten for 120,000 four-year-olds;
- Launch of two major initiatives to support the professional development, education, and effectiveness of early childhood educators –passage of Assembly Bill 212 and First 5 California's Comprehensive Approaches to Raising Education Standards (CARES);[3] [4]
- Development of the Infant/Toddler and Preschool Learning Foundations (standards);[5]
- Launch of the First 5 California Power of Preschool (PoP) Program;[6]
- Creation of the California Early Educator Competencies;[7]
- Creation of the largest state-supported preschool program in the nation; and
- Development of recommendations by the California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee, which drew from many existing local Quality Rating and Improvement System (QRIS) initiatives.

The 2010 elections of a new Governor and State Superintendent of Public Instruction (SPI), as well as the appointment of a new President and slate of members on the State Board of Education, have created an environment ripe for positive change in public education in California. At the same time, the state continues to grapple with daunting budget shortfalls and an ongoing structural deficit. State leaders are united and determined to make progress on shared goals for improving education. They are equally determined to make fiscally sound decisions for California and not add new costs or cost pressures that the state cannot afford. With these principles in mind, Governor Jerry Brown's administration has repeatedly

[3] The AB 212 child development staff retention program improves retention of qualified early educators who work directly with children in state-subsidized programs by providing increased compensation and benefits, tutoring and mentorship support, financial aid, career counseling, professional development, and access to higher education.

[4] First 5 California's Comprehensive Approaches to Raising Educational Standards (CARES) supports early educators with incentives, training, and higher education access in order to increase teacher effectiveness and qualifications, retain staff who work directly with young children, and encourage academic advancement.

[5] *The California Infant/Toddler* and *Preschool Learning Foundations* outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments that research has shown to promote early learning and development (see Appendices 2b, 2c, and 2d).

[6] See Appendix 2a for First 5 California Power of Preschool Program Quality Criteria.

[7] Early Childhood Educator Competencies – describe the knowledge, skills, and dispositions that early educators need and provide coherent structure and content for efforts to foster the professional development of California's early childhood workforce.

emphasized the importance of building local capacity to sustainably address local issues and using existing resources as efficiently as possible. In his "Blueprint for Great Schools," Superintendent Tom Torlakson has established similar principles for steering California's school system toward significant improvement even in difficult economic times.[8]

California's RTT-ELC application provides an opportunity to build upon California's local and statewide successes to create sustainable capacity at the local level to meet the needs of our early learners, with a focus on those with the highest needs.

Compared to any other state in the union, California is uniquely large, diverse, and complex. It is home to the dense and urban San Francisco Bay Area, remote and rural counties like Siskiyou and Shasta in the far north, the agricultural Central Valley, the sprawling greater Los Angeles area, and San Diego and its border influences in the far south of the state. These represent just a few of California's distinct regions. Each has its own politics, economy, and labor market, and **each** is comparable in size and/or population to entire states on the eastern seaboard. A one-size-fits-all approach in California is impractical and, in most cases, counterproductive. Change in California has always been most successful when regional and local leaders step forward to lead the way.

The key to positive change in early learning in California is achieving the appropriate balance of central and local control. When crafting federal policy, the U.S. government takes into account the rich diversity of the 50 states. In this RTT-ELC grant competition, for example, the U.S. Department of Education (U.S. ED) does not attempt to determine nationwide tiers of quality or establish one model QRIS. This kind of centralization would not work across diverse U.S. states, nor will it work across California's diverse regions. This understanding shaped California's Race to the Top application in Phase II, which proposed bold reforms in a voluntary network of core districts serving highly populated regions and earned the application a spot in the finals. In this application for RTT-ELC funding, we again propose a regional strategy with the resolute belief that this is the best approach for California, and the one that will enable maximum access to high-quality early learning programs for children with high needs.

Another core tenet of this application is its commitment to sound fiscal planning. It

[8] CDE Transition Advisory Team, "A Blueprint for Great Schools," California Department of Education, 2011.

is well known that California is in the midst of a major fiscal crisis. Governor Jerry Brown's first year in office has focused on passing a realistic state budget that would resolve California's ongoing structural deficit. California has had to make severe cuts across the board, and further cuts may be triggered in December 2011 if tax revenues are insufficient to pay for planned expenditures. Making cuts to critical services is a painful, and at times excruciating, exercise for state lawmakers. Still, California is determined to get its fiscal house in order, and doing so requires strict discipline and rigorous planning.

In approaching the RTT-ELC application, California first and foremost had to ensure that the promise of new federal money did not bring with it added costs or cost pressures that would worsen the state's already grim fiscal outlook over the long term. As will be evident throughout the application, we are exercising great caution in our plans for spending RTT-ELC funds. In California, RTT-ELC funds will be spent on one-time investments as well as local capacity-building activities that can be truly sustained after the grant period ends.

As a state, we cannot responsibly commit to building a state-level superstructure or establishing new policies or incentives that will result in increased spending. We can, however, create a powerful bottom-up approach that channels RTT-ELC funds into capable local Consortia. We can also align and coordinate existing activities of state agencies in support of these local Consortia. Additionally, we can use our high-quality standards and robust tools and resources to assist Consortia in their ongoing efforts to maintain and improve quality. With its focus on local efforts and resources, we believe that California's plan will be one of the most sustainable put forth in this competition.

To make this plan a reality in California, 16 *Early Learning Challenge Regional Leadership Consortia* (Consortia) have stepped forward, confident in the lessons they have learned through their successes date, captained by strong leadership, and ready to lead by example. As will be described in detail in this application, these Consortia will involve multiple local stakeholders in the further development and implementation of high-quality local QRIS and Quality Improvement Systems (QIS) aligned to common elements and sustained by local resources.

California's RTT-ELC application builds on the practical experience and know-how of these local Regional Leadership Consortia – whose members are already pursuing aggressive plans to solve early childhood education problems day in and day out. Rather than mandating

state-level reforms removed from the realities of California's early learning programs and the families they serve, the state and these Consortia have developed a bold plan consistent with the reality on the ground. Rather than diluting this plan to make it palatable to each of the 54,313 licensed childcare facilities serving nearly 1.2 million early learners, the state and the Regional Leadership Consortia have set a high bar for change and will challenge their peers to step up.

This RTT-ELC application represents a transformative moment for early childhood education in California. We are guided by the same determination and hope that has led pioneers and immigrants of all kinds to our state for centuries and by the same spirit of innovation that has led to California-initiated revolutions in technology, medicine, and commerce. The Regional Leadership Consortia participating in this proposal represent the opportunity to impact 1.8 million children, over 65% of the total number of children under age five living in California – more than any other state except Texas and 8.4% of all children under five in the nation (see Narrative Table A1).

Narrative Table A1: Communities Served by Regional Leadership Consortia[9]	
Total # Children under 5	1,792,489
Language Learners/English Learners under 5	1,094,000 (60%)
Children Low Income/Poor under 5	892,000 (49%)

(A)(1) DEMONSTRATING PAST COMMITMENT TO EARLY LEARNING AND DEVELOPMENT

Dating back to World War II, California has consistently demonstrated a strong commitment to early learning and development both in the form of statewide initiatives and through concerted local action.

(A)(1)(a) *Financial Investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period*

While the past few years have been challenging for many of California's social service programs as the state has been forced to make cuts across the board, California has made significant advancements in the area of early learning including: 1) the development of the Early

[9] California Health Interview Survey, University of California Los Angeles, 2011

Learning Foundations (standards); and 2) the work of the CAEL QIS Advisory Committee which developed quality improvement recommendations that drew from many local QRIS initiatives. In addition, California passed legislation to use K-12 funds to develop and provide a year of Transitional Kindergarten to 4-year-olds born from September to December, demonstrating its commitment to establishing a more coherent and coordinated early learning system.

In total, California has invested $8.9 billion in early learning and development programs from 2007 to the present. This includes:

- State-funded preschool;
- State contributions and match to the Child Care and Development Fund;
- TANF Spending on Early Learning and Development Programs; and
- First 5 California *Power of Preschool.*

Table (A)(1)-4 (attached) provides an annual breakdown of funding by program from 2007 forward. Although some of these programs have suffered from cuts due to the state's dire fiscal circumstances, California has worked hard to maintain and build high-quality early childhood services for children and families with high needs.

(A)(1)(b) *Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs*

Although California has been forced to make some cuts to early learning funding, the state has found ways to provide for growing participation of children with high needs within the Early Learning and Development System. In fact, despite tough economic times, several of California's Early Learning and Development Programs have expanded the reach of their services in the past five years. The number of children with high needs participating in State Funded preschool steadily increased by 14% from 87,706 in 2007, to 101,414 in 2010. Similarly, the number of children with high needs participating in First 5 California's *Power of Preschool* program has grown from 14,329 in 2007 to 24,389 at the end of FY 2010-2011, an increase of 70%. Participation by children with high needs in programs funded under Title I of ESEA also grew during this time, from 23,726 children in 2007 to 26,580 children in 2009, an increase of 12%. (Please see Table (A)(1)-5 - attached.) Early Head Start programs also added 5,729 slots in 2010 due to the infusion of American Recovery and Reinvestment Act (ARRA) funding.

(A)(1)(c) *Existing Early Learning and Development legislation, policies or practices*

In addition to the SB 1381 (2010) legislation establishing California's

groundbreaking Transitional Kindergarten program (described above), a number of key pieces of legislation have been passed in California to facilitate access to high quality early learning and development opportunities for large numbers of children in the state.

In 1998, California voters passed Proposition 10, using a $.50 per pack tax on cigarettes and tobacco products to fund early learning and development services for children ages 0 to 5, which to date, amounts to over $7 billion.. First 5 California, the state agency created by Proposition 10, has worked in conjunction with 58 county-based local First 5 Commissions to disburse over $650 million annually in funding to a range of community based organizations and LEAs to support the early learning and healthy development of young children in the state.

Assembly Bill 2759, the California State Preschool Program Act of 2008, was designed both to streamline the administration of the state's early learning system and to expand and enhance the system in order to help bridge the achievement gap between children with high needs and their peers. By consolidating the existing State Preschool, Prekindergarten-Family Literacy, and General Child Care and Development programs serving preschool-age children into the State Preschool Program, the legislation greatly increased the efficiency and effectiveness of program administration. The resulting efficiencies have enabled more than 19,000 additional children to be part of the California State Preschool Program and have expanded access to full-day services that are designed to better support working families. This legislation represents a critical foundation upon which the proposed expansion of the Early Learning and Development System within the state can occur.

Senate Bill 1629, the Early Learning Quality Improvement System Act, established the CAEL QIS Advisory Committee in 2008, an important catalyst in moving California's QRIS efforts forward. This committee was charged with writing a plan to design and implement a Quality Improvement System (QIS), building upon the significant local QIS and QRIS models that exist. Essentially, the state was recognizing the groundbreaking work of the counties who already had QIS/QRIS and asked a committee to propose ways to align the state's early learning quality improvement resources with these local efforts. This plan was submitted to the Legislature and Governor in December 2010, and the RTT-ELC provides California with an excellent opportunity to further support local QRIS efforts.

(A)(1)(d) *Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family*

engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices

The California Department of Education (CDE) has developed standards describing both what developing young children should know and be able to do, and numerous resources that explain how to achieve those desired results by: 1) evaluating the child's learning and development; 2) promoting healthy living; 3) relating to and engaging children and their families; 4) helping teachers acquire the competencies needed for effective instruction; and 5) collecting important data to allow for continuous program improvement. Years of focused work have led to the development of a coherent, aligned system of early childhood standards, assessments, and related resources in California (referred to in this application as the "Early Learning and Development System" or simply System).

Foundations (Standards)

The central standards in California's system are the *Preschool Learning Foundations* and *Infant/Toddler Learning and Development Foundations* (Foundations), which describe the knowledge and skills children develop, the behavior they learn, and their developing social and emotional competency.

The three-volume *Preschool Learning Foundations* and the *Infant/Toddler Learning and Development Foundations*[10] play a central role in California early learning initiatives (see Figure 1 below). These Foundations are commonly understood standards describing young children's learning and development, and all other resources in the system are aligned with them. The California Infant/Toddler Learning and Development Foundations describe developmental domains for social-emotional, language, cognitive, and perceptual/motor development of children birth to 36 months of age. Released in January 2008, The Preschool Learning Foundations (PLF) Volume 1 illustrates domains for increasing social-emotional capacity, as well as language, literacy, English-language development, and mathematics while addressing approaches to learning within the social-emotional domain.[11] PLF Volume 2 describes developmental domains for visual and performing arts, physical development, and health, and it will be released shortly.[12] PLF Volume 3 is expected to be released by summer 2012 and will

[10] See Appendix 2b for excerpts from the *Infant/Toddler Learning and Development Foundations*
[11] See Appendix 2c for excerpts from the *Preschool Learning Foundations, Volume 1*
[12] See Appendix 2d for excerpts from the *Preschool Learning Foundations, Volume 2.*

cover history/social science and science. The Foundations are complementary with the Kindergarten Common Core Standards, and the state is beginning the process of delineating developmental expectations for Transitional Kindergarten and traditional school readiness programs that will inform teachers and administrators on how to bridge the Kindergarten Common Core and the Preschool Learning Foundations.

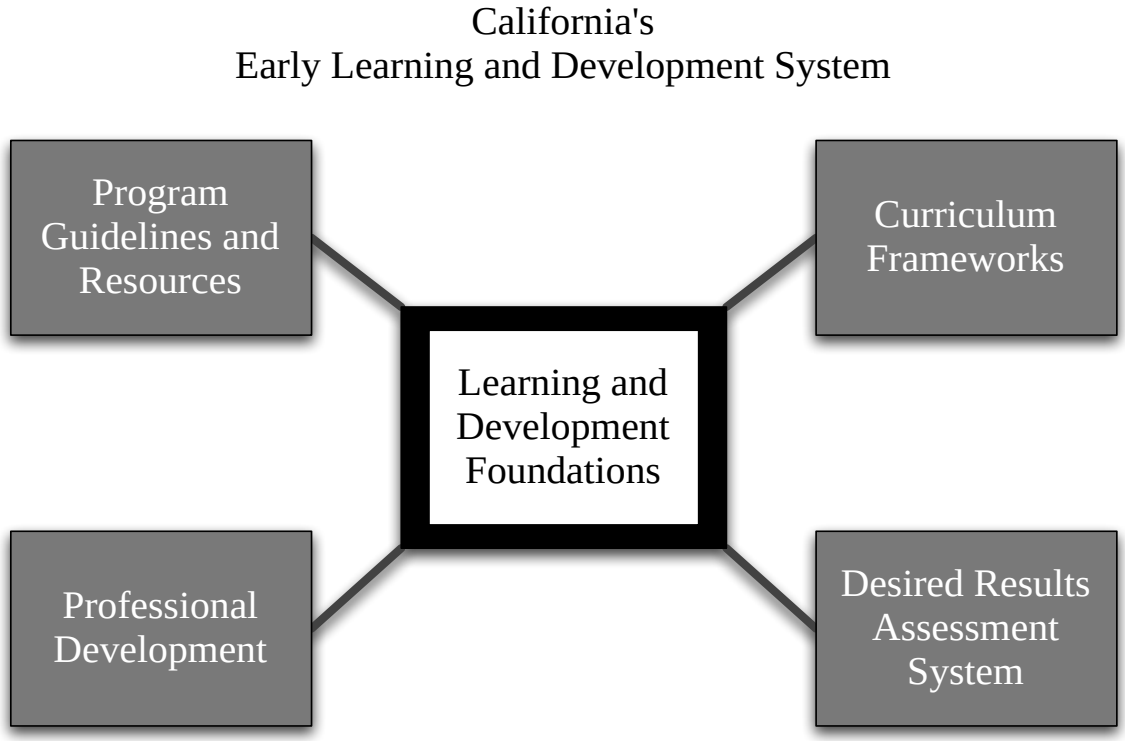

Figure 1: California's Early Learning and Development System

Tools for Assessing Child Development and School Readiness

In order to assess children's developmental progress from birth through age twelve and plan the curriculum aligned to the Foundations, California employs a teacher observation developmental assessment instrument used by state-funded programs. The Desired Results Developmental Profile (DRDP) is a valid and reliable tool teachers use to observe and assess children's learning. This observational instrument is aligned with the Infant/Toddler and Preschool Foundations, Volume 1, and is being aligned with preschool Volumes 2 and 3, through matching studies. It has also been aligned to the Head Start Outcomes Framework. The state has

also developed the Desired Results Development Profile-School Readiness (DRDP-SR) as an observational assessment for kindergarten entry.[13] This assessment is directly aligned with the Foundations, as well as the state's kindergarten standards and national Common Core Standards.

Promoting Health Practices

California's Early Learning and Development System places emphasis on promoting the health and development of young children with the goal of ensuring that all early learners have access to the key services and supports they need to succeed in school. This is evidenced in California's Preschool Learning Foundations Volume 2, which focuses on child health, as well as several other programs, including:

- **The Team California for Healthy Kids Campaign**: a campaign created by the SPI that works in partnership with schools, and with before-and after-school and early childhood programs, to establish organizational changes and procedures at the local level to increase physical activity and access to water and fresh foods;
- **The California Collaborative on the Social and Emotional Foundations for Early Learning**: a state initiative designed to support the social and emotional development of children birth through five based on the Center for the Social and Emotional Foundations for Early Learning (CSEFEL)[14] conceptual framework; and
- **The California Childcare Health Program**: a program that provides child care health consultation on health and safety issues for early care and education providers, as well as parents and health professionals.

Family Engagement

Recognizing that family engagement is critical to the success of children's learning, California is working to increase parent awareness of the Foundations by making them available in several languages, and is in the process of producing parent-oriented materials to inform and engage families in understanding their children's education.

Workforce Development

California has taken several approaches to ensuring that early educators receive

[13] See Appendix 2e for the Desired Results Developmental Profile-School Readiness, List of Measures.
[14] See Appendix 2f: for a California CSEFEL summary and membership list.

training, professional development, and support in order to improve the quality of early learning programs in accordance with the Foundations. At the community level, professional development offerings are extensive, including training by local Child Care Resource and Referral agencies, the Child Care Initiative Project, Program for Infant/Toddler Care and its Regional Partners for Quality, the California Preschool Instructional Network, and the California Early Childhood Mentor Program. Professional development support is provided by CARES Plus, AB 212 retention funds, Child Development Training Consortium campus coordinators and stipends. Support for early childhood faculty is provided by the Curriculum Alignment Project and the Faculty Initiative Project. This creates a multi-faceted approach that includes the academic training that early childhood educators receive in California's institutions of higher education, the informal training provided for beginning and experienced care providers and teachers, and the on-site technical assistance provided to pursue continuous improvement to enable the ongoing professional growth that helps teachers become more intentional in their work with young children.

Effective Data Practices

The CDE maintains the Child Development Management Information System (CDMIS) to collect U.S. Department of Health and Human Services required reporting data on children receiving Child Care and Development Fund subsidies. The CDMIS resides on a secure website that is maintained by CDE staff and upgraded on a regular basis. The data collected is stored on an SQL server that is housed at CDE and backed up on a regular basis by CDE staff. The CDMIS captures data on the Child Care Development Fund (CCDF), California State Preschool Program, and Cal-SAFE children and families. The CDE has an additional data collection system called DRDPtech that is used to compile data collected from the DRDP assessments. These are observational assessments administered by a child's primary teacher. The data is compiled and used to inform instruction for individual children and groups of children, to inform parents of their children's developmental progress, and to support program improvement. The DRDP assessments are used in all the CDE funded child development programs and in a majority of the Head Start programs in California. DRDP Access assessment data on children receiving IDEA Part B services is captured in the California Longitudinal Pupil Achievement Data System (CALPADS) with a unique identifier for each child, and used to inform instruction.

Table (A)(1)-1: Children from Low-Income[1] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1	274,442	49%
Toddlers ages 1 through 2	270,756	49%
Preschoolers ages 3 to kindergarten entry	532,899	49%
Total number of children, birth to kindergarten entry, from low-income families	1,345,469	49%

Number of children in low-income families: Data was obtained by analyzing 2009 data from "Race/ Ethnic Population with Age and Sex Detail, 2000–2050" data file provided by California's Department of Finance on September 12, 2011. Analysis yielded population estimates for each age range (<1, 1-2, 3-4, 0-4). To obtain the number of children in low-income families the total population for each age range was multiplied by .49, the estimated percentage of children in low-income families (see below for source).

Percentage of children in low-income: Data was obtained by analyzing data from UCLA Health Policy Research Center's 2009 California Health Interview Survey on October 4, 2011. To obtain the estimate, "Income as a percentage of the Federal Poverty Level" was collapsed into two levels--children in low-income families (0-199% FPL) and children not in low income families (200% + above FLP) for California children ages 0-4. This analysis yielded an estimate of 49%.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

Special populations: Children who . . .	**Number of children (from birth to kindergarten entry) in the State who…**	**Percentage of children (from birth to kindergarten entry) in the State who…**
Have disabilities or developmental delays[2]	49,472	**2%**
Are English learners[3]	993,754	**36%**

[1] Low-Income is defined as having an income of up to 200% of the Federal poverty rate.
[2] For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).
[3] For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

Special populations: Children who . . .	**Number of children (from birth to kindergarten entry) in the State who…**	**Percentage of children (from birth to kindergarten entry) in the State who…**
Reside on "Indian Lands"	4,273	**.15%**
Are migrant[4]	15,550	**.57%**
Are homeless[5]	122,902	**4%**
Are in foster care	16,413	**.6%**
Other as identified by the State **Describe: Risk of Disability of Developmental Delay**	993,000	39%

Data Source:
Have Disability or Developmental Delay: Data was obtained from DataQuest, the California Department of Education Reporting System on 10/5/11. "Special education enrollment by age and disability" data obtained for December 2010.
Percentage was obtained by dividing the number of children, ages 0-4 enrolled in special education by the total number of California children ages 0-4.

English Learners: (CDE) English language learners is an estimate based upon the percentage of kindergartners that are designated as English Language Learners upon school entry (36%). This percentage was obtained from DataQuest, the California Department of Education Reporting System on 10/5/11. Data for "Statewide English Learners by language and grade" and "Statewide enrollment by grade" for 2009-10 was used to calculate the percentage of kindergartners that were designated English Language Learners. The total number of 0-4 year old California children (2,745,856) was multiplied by .36 to obtain the estimated number of English learners.

Reside on Indian Lands: This estimate used the 2010 Census summary File 1 Table PCT12 and include children 0-4 of American Indian Areas/Alaska Native Areas in California. Tabulations were done by the California Department of Finance State Census Data Center.

Migrant: This estimate used the unduplicated number of participating migrant children from birth

[4] For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

[5] The term "homeless children" has the meaning given the term ""homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-2: Special populations of Children with High Needs *The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.*		
Special populations: Children who . . .	**Number of children (from birth to kindergarten entry) in the State who…**	**Percentage of children (from birth to kindergarten entry) in the State who…**
through pre-kindergarten entry who received Migrant Education Program-funded instructional or support services at any time during the program year 2009-10 as collected by the CDE through the LEA reporting to the Consolidated Application Data System for the Consolidated State Performance Report. *Homeless: Data obtained from The National Center on Family Homelessness, "California: American's Youngest Outcasts: State Report Card on Child Homelessness"* *As noted in the report, the estimate is based on research that 42% of homeless children are ages 0–5. For more information, see Burt, M. et al. (1999). Homelessness: Programs and the People They Serve. Washington, DC: The Urban Institute. Percentage obtained by dividing the number of homeless children by the total number of children under age 6 in California.* *In Foster Care: Data obtained from University of California at Berkeley's Center for Social Services Research. Children ages 0 to 4 "Number in Care". Obtained on 10/4/11* *At Risk of Development Delay: Data obtained by analyzing data from UCLA Health Policy Research Center's 2009 California Health Interview Survey on October 4, 2011. To obtain the estimate, "Risk of Developmental Delay" was collapsed into two levels—Moderate to High Risk and Low to No Risk for California children ages 0-4.*		

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age *Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*				
Type of Early Learning and Development Program	**Number of Children with High Needs participating in each type of Early Learning and Development Program, by age**			
	Infants under age 1	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
State-funded preschool Source: CD-801A monthly October 2010 (archived data)	0	1,187	100,227	101,414

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
Early Head Start and Head Start[6] Source: PIR Survey Summary Report 2010-11	4,822	14,420	102,264	121,506
Programs and services funded by IDEA Part C and Part B, section 619 Source: IDEA Section 618 year 2010 and CASEMIS Dec 2010	3,203	27,551	49,472	80,226
Programs funded under Title I of ESEA Source: Consolidated State Performance Report for reporting school year 2009-10 (Parts A-D)	0	2,524	24,056	26,580
Programs receiving funds from the State's CCDF program Source: CD-801A monthly October 2010 (archived data)	6,224	38,075	81,600	125,899

Data Source notations:

State Funded Preschool: *Data are collected by the California Department of Education (CDE) from the Child Development Management Information System (CDMIS) reported by Child Development Division contractors. The data represent a "point-in-time" and do not reflect annual aggregate figures. Data includes only age eligible children receiving part-day State funded preschool services.*

Early Head Start and Head Start data*: Data retrieved from PIR Survey Summary Report for 2010-11 and includes cumulative enrollment of children by age through 4.*

[6] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total

***IDEA Part B & C**: Part B data are reflective of data collected by the California Department of Developmental Services for the CA Early Start Program for children from birth to three years of age reported for IDEA Section 618 for the US Department of Education Office of Special Education and Rehabilitative Services Office of Special Education Programs for year 2010. Part C data are reflective of data collected by the CDE through Local Education Agencies (LEA) reporting to California Special Education Management Information System (CASEMIS) for year 2010.*

***Title 1 of ESEA:** Part A is reflective of data collected by the CDE through LEAs reporting to the Consolidated Application Data System (CADS) for the Consolidated State Performance Report for the school year 2009-10. Part A data includes unduplicated counts of children from birth to pre-kindergarten entry and includes public TAS, SWP, private, and local neglected categories. Title 1 of ESEA Part B data includes unduplicated counts of children from birth to pre-kindergarten entry enrolled and participating in Even Start's four core instructional components. Title 1 of ESEA Part C includes unduplicated counts of migrant children from birth to pre-kindergarten entry age who received MEP funded instructional or support services at any time during the program year. Title 1 of ESEA Part D has no data is reported for children from birth to pre-kindergarten entry age in juvenile corrections, at risk, neglected, and juvenile detention programs.*

***Programs receiving funds from State's CCDF Program:** Data are collected by the CDE from the CDMIS reported by Child Development Division contractors. The data represent a "point-in-time" and do not reflect annual aggregate figures. Data include counts of all children birth to kindergarten entry age receiving Program services from CCDF funds.*

Table (A)(1)-4: Historical data on funding for Early Learning and Development

Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start[7]	N/A	N/A	N/A	N/A	N/A

[7] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2007	**2008**	**2009**	**2010**	**2011**
State-funded preschool *Specify:* State general fund	421,854,000	429,376,000	438,913,000	379,518,000	373,695,000
State contributions to IDEA Part C	18,124,000	17,617,000	17,524,000	17,824,000	18,224,000
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	1,700,000	973,000	1,700,000	1,700,000	1,700,000
Total State contributions to CCDF[8]	1,909,967,000	2,013,343,000	1,892,645,000	1,453,868,000	1,428,156,000
State match to CCDF *Amount which MOE/match was exceeded* *MOE/Match amount*	1,153,627,000 304,288,000	1,281,164,000 298,803,000	1,153,320,000 300,412,000	773,434,000 300,916,000	756,396,000 298,065,000
TANF spending on Early Learning and Development Programs[9]	483,700,000	602,200,000	488,600,000	461,400,000	408,600,000

[8] Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.
[9] Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2007	**2008**	**2009**	**2010**	**2011**
Other State contributions *Specify:* ***First 5 California Power of Preschool***	3,800,858	8,084,661	15,901,819	14,082,470	*17,599,000
Other State contributions *Specify:*	N/A	N/A	N/A	N/A	N/A
Total State contributions:	4,297,060,858	4,651,560,661	4,309,015,819	3,402,742,470	3,302,435,000

This data reflects the State Fiscal Year (SFY) beginning July 1 and ending June 30 of each SFY. The amounts are rounded to thousands in all cases except TANF which is rounded to the hundred thousands.

The sections related to State-funded preschool, Total State contributions to CCDF, and State match to CCDF reflect state general fund appropriated for the Child Care and Development Program for that SFY including reappropriations and carryover. SFYs 2007 and 2008 amounts include disbursement of growth and COLA and adjustments included in legislation passed after the Budget Act.

In SFY 2010, Provision 15 (a) of the Budget Act specified that 2010-11 apportionments were to be offset with funds maintained in a contractor's Center-based reserve account until the reserve account balance is 5 percent of the sum of the contract maximum reimbursable amount(s) contributing to the reserve account. There was a corresponding reduction to the appropriation. However, this did not result in a reduction of services provided as contractor's used the funds in their reserve accounts.

Total state contributions to CCDF include all state general fund allocated to the California Department of Education (CDE) including the amounts provided in the State-funded preschool fields and the amounts allocated for Quality Improvement projects.

State match to CCDF reflects the state general fund allocated to the CDE for the Child Care and Development Program, except for the amounts provided in the State-funded preschool fields that were not used for either maintenance of effort or match. Since there is an excess of funds not used for CCDF maintenance of effort or match, some of the excess is used by the California Department of Social Services for TANF match.

Total State contributions is the sum of State contributions to IDEA Part C, State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry, Total State contributions to CCDF, and TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	**Funding for each of the Past 5 Fiscal Years**				
	2007	**2008**	**2009**	**2010**	**2011**
**This dollar amount has been encumbered and is not actual expenditure.*					

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State *Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*					
Type of Early Learning and Development Program	**Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years[16]**				
	2007	**2008**	**2009[17]**	**2010[17]**	**2011[17]**
State-funded preschool Source: CD-801A monthly October (archived data)	87,706	91,901	96,089	101,414	Not avail
Early Head Start and Head Start[18] Source: PIR Survey Summary Report	124,362	123,050	115,149	121,506	Not avail
Programs and services funded by IDEA Part C and Part B, section 619 Source: IDEA Section 619 and CASEMIS	83,484	87,401	85,949	81,621	Not avail
Programs funded under Title I of ESEA Source: Consolidated State Performance Report	23,726	24,926	26,580	Not avail	Not avail
Programs receiving CCDF funds Source: CD-801A monthly October (archived data)	131,679	126,870	131,012	125,899	Not avail
Other *Describe:* ***First 5 California Power of Preschool***	14,329	17,913	21,521	25,986	*24,389 until end of FY

Data Source notations:

State Funded Preschool: *Data are collected by the California Department of Education (CDE) from the Child Development Management Information System (CDMIS) reported by Child Development Division contractors. The October 2007, 2008, 2009 and 2010 archived data were used for analysis and reporting and includes only age eligible children receiving part-day State funded preschool services. The data represent a "point-in-time" and do not reflect annual aggregate figures.*

Early Head Start and Head Start data*: Data retrieved from PIR Survey Summary Report for reporting*

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years[16]				
	2007	2008	2009[17]	2010[17]	2011[17]

years 2007-08, 2008-09, 2009-10, and 2010-11.The data represents cumulative enrollment of children by age through 4 years old.

***IDEA Part B & C**: Part B data are reflective of data collected by the California Department of Developmental Services for the CA Early Start Program for children from birth to three years of age reported for IDEA Section 619 for the US Department of Education Office of Special Education and Rehabilitative Services Office of Special Education Programs for years 2007, 2008, 2009, and 2010. Part C data are reflective of data collected by the CDE through Local Education Agencies (LEA) reporting to California Special Education Management Information System (CASEMIS) for years 2007, 2008, 2009, and 2010.*

***Title 1 of ESEA** The Title I ESEA reporting for this application includes Part A through Part D and is reflective of data collected by the CDE through LEAs reporting to the Consolidated Application Data System (CADS) for the Consolidated State Performance Report (CSPR). The historical data provided were retrieved from the CSPR for reporting on school years 2007-08, 2008-09, and 2009-10. Part A data includes unduplicated counts of children from age 3 to pre-kindergarten entry in the public TAS, SWP, private, and local neglected categories. Title 1 of ESEA Part B data includes unduplicated counts of children from birth to pre-kindergarten entry enrolled and participating in Even Start's four core instructional components. Title 1 of ESEA Part C includes unduplicated counts of migrant children from birth to pre-kindergarten entry age who received Migrant Education Program funded instructional or support services at any time during the program year. Title 1 of ESEA Part D has no data reported for children from birth to pre-kindergarten entry age in juvenile corrections, at risk, neglected, and juvenile detention programs.*

***Programs receiving funds from State's CCDF Program:** Data are collected by the CDE from the CDMIS reported by Child Development Division contractors. The data represent a "point-in-time" and do not reflect annual aggregate figures. Data include counts of all children birth to kindergarten entry age receiving Program services from CCDF funds during October 2007, 2008, 2009, and 2010.*

**First 5 California Power of Preschool projected program enrollment, actual unavailable.*

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

The California Infant/Toddler Learning and Development Foundations describe developmental domains for social-emotional, language, cognitive and perceptual/motor development. The Preschool Learning Foundations (PLF) Volume 1 (V. 1) describes developmental domains for social-emotional, language and literacy, English-language development and mathematics and addresses approaches to learning in the introductory sections of the social-emotional domain. A Preschool Curriculum Framework aligned to PCF V. 1 provides comprehensive guidance on planning a developmentally appropriate learning plan. PLF V. 2 describes developmental domains for visual and performing arts, physical development and health has been developed and will be released with PCF V. 2 is at press. PLF V.3 describes development in history and social science and science and PCF V.3 are in development. The foundations and frameworks are part of California's Early Learning and Development System, which also includes the Desired Results Assessment System, infant/toddler and preschool program guidelines, and a comprehensive system of professional development activities.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool *Specify:*		X	X	X*	
Early Head Start and Head Start[10]	X	X		X**	

[10] Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
Programs funded under IDEA Part C	X ***	X		X	
Programs funded under IDEA Part B, section 619	X***	X***	X	X	
Programs funded under Title I of ESEA		X	X		
Programs receiving CCDF funds		X	X	X*	
Current Quality Rating and Improvement System requirements *Specify by tier (add rows if needed):*	California's goal is to ensure that children enter kindergarten ready to learn and succeed by increasing access to high-quality Early Learning and Development Programs with research-based common elements that include: safe and healthy learning environments, developmentally appropriate curriculum, instruction informed by assessment, highly effective teachers and teaching, linguistically and culturally sensitive family engagement, and an administrative commitment to sound fiscal practices and continuous program improvement. Tiers will be established at the local level using a continuum of indicators in each of these common elements. To achieve this goal, California will expand access for children 0 to 5, especially children with high-needs, by partnering with ELC Regional Leadership Consortia and supporting their efforts for developing and implementing local Quality Rating and Improvement Systems, which will initially serve an estimated 76,000 children.				
State licensing requirements			X		X
Other *Describe: First 5 Power of Preschool*	X	X	X	X	

**Adult-Child interaction in State-funded Preschool and CCDF –funded programs are required to use the Desired Results System that includes the Environment Rating Scales with a subscale on Interaction.*

***Adult-Child interactions in Head Start and Early Head Start are measured using the Classroom Assessment Scoring System (CLASS) instrument.*

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State *Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.*					
Types of programs or systems	**Elements of a Comprehensive Assessment System**				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
**** IDEA Part B, section 619,Screening instruments – Brigance Early Childhood Developmental Inventory; Behavioral Characteristics Progression (BCP) Assessment; Vision and Hearing Screening; Statewide assessment –Desired Results Developmental Profile access (DRDP access).*					

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.					
Types of Programs or Systems	**Elements of high-quality health promotion practices**				
	Health and safety requirements	**Developmental, behavioral, and sensory screening, referral, and follow-up**	**Health promotion, including physical activity and healthy eating habits**	**Health literacy**	**Other**
State-funded preschool *Specify*	X		X		
Early Head Start and Head Start	X	X	X	X	
Programs funded under IDEA Part C	X	X	X	X	
Programs funded under IDEA Part B, section 619	X	X	X		
Programs funded under Title I of ESEA	X		X		

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	**Developmental, behavioral, and sensory screening, referral, and follow-up**	**Health promotion, including physical activity and healthy eating habits**	**Health literacy**	**Other**
Programs receiving CCDF funds	X		X		
Current Quality Rating and Improvement System requirements *Specify by tier (add rows if needed):*	California's goal is to ensure that children enter kindergarten ready to learn and succeed by increasing access to high-quality Early Learning and Development Programs with research-based common elements that include: safe and healthy learning environments, developmentally appropriate curriculum, instruction informed by assessment, highly effective teachers and teaching, linguistically and culturally sensitive family engagement, and an administrative commitment to sound fiscal practices and continuous program improvement. Tiers will be established at the local level using a continuum of indicators in each of these common elements. To achieve this goal, California will expand access for children 0 to 5, especially children with high-needs, by partnering with ELC Regional Leadership Consortia and supporting their efforts for developing and implementing local Quality Rating and Improvement Systems, which will initially serve an estimated 76,000 children.				
State licensing requirements	X*				
Other *Describe: First 5 California Power of Preschool*	X	X	X		

*All licensed programs require a physician's Pre-admission Health Screening with current immunization records updated as needed for the age of the child. Licensed programs must meet health and safety requirements in the physical environment of the facility and caregiver practices.

IDEA Part B, section 619 – requires developmental evaluation in five areas, health screening and vision and hearing screening and/or evaluation at initial and triennial evaluations.

IDEA Part C, requires medical record review, health status assessment, vision/hearing screening at initial evaluation. Center-based programs must meet health and safety requirements under state licensing.

Children enrolled in Power of Preschool programs are screened using the ASQ or ASQ-SE. Referrals are made and followed-up. Children are also screened on vision, hearing and dental.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State *Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*	
Types of Programs or Systems	**Describe Family Engagement Strategies Required Today**
State-funded preschool *Specify:*	State-funded preschools are required by Title 5 to include a component for involvement of parents in developing, implementing and evaluating programs, to provide families with information (commonly in a parent handbook) on program rules, notification and appeal requirements, obtain a Desired Results Parent Survey, and monitor parent involvement and satisfaction. An annual summary of the Parent Survey findings is used to determine areas for program improvement.
Early Head Start and Head Start	The parent and family engagement framework includes opportunities for family support, parent involvement and parent leadership. Family Engagement in Head Start focuses on six areas including family well-being, positive parent-child relationships, parents as first and lifelong educators, parent connections to peers and community, parent leadership and advocacy and intention transitions. Grantees are required to develop a Family Partnership Agreement with each family, intentional outreach to fathers, include a family literacy component and engage with local family literacy programs as appropriate. Families are provided with resource and referral information; encouraged to act as volunteers in the program. Parents are engaged in parenting education as well as regular parent meetings on a variety of topics. Parent leadership opportunities- Each program has a program wide Policy Council made up of at least 51% parents that provides input and approvals for program policies and approaches. Each classroom or home base also has parent officers for their parent groups. Teachers conduct 4 parent conferences each year with two of the conference being delivered on home visits.
Programs funded under IDEA Part C	Family resource center network provides parent-to-parent outreach, resource and referrals; State Interagency Coordinating Council (ICC) encourages a family-centered approach, family-professional partnerships, and interagency collaboration. WestEd Center on Innovation provides Family Resources and Supports Institute annually. Early Start Personnel Model provides framework for personnel development to work in early start with families and high risk infants at the certificate and credential level. (Career Ladder)

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
Programs funded under IDEA Part B, section 619	Programs are required to involve parents in the IEP process and to provide the families with information to make informed decisions. Parent involvement is supported by Family Empowerment Centers and Parent Information and Training Centers and the CAC. Parent input sessions and surveys are part of the state monitoring program.
Programs funded under Title I of ESEA	According to the No Child Left Behind (NCLB) Act of 2001, Title I LEA-level parental involvement policy must be developed jointly with Title I parents, agreed on by the Title I parents, and distributed to Title I parents. It must describe how the LEA: 1) involves parents in the joint development of the LEA plan and in the process of school review and improvement; 2) provides coordination, technical assistance, and other support necessary for effective parental involvement at schools to improve student achievement and school performance; 3) builds school and parent capacity for strong parental involvement; 4) coordinates and integrates Title I, Part A parental involvement strategies with parental involvement strategies of other programs; 5) conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy; 6) involves parents in activities of schools served by Title I.
Programs receiving CCDF funds	CCDF-funded programs are required by Title 5 to include involvement of parents in developing, implementing and evaluating programs, provide families with a Parent Handbook with information on program rules, notification and appeal requirements, obtain a Desired Results Parent Survey, and monitor parent involvement and satisfaction. An annual summary of the Parent Survey findings is used to determine areas for program improvement.
Current Quality Rating and Improvement System requirements *Specify by tier (add rows if needed):*	California's goal is to ensure that children enter kindergarten ready to learn and succeed by increasing access to high-quality Early Learning and Development Programs with research-based common elements that include: safe and healthy learning environments, developmentally appropriate curriculum, instruction informed by assessment, highly effective teachers and teaching, linguistically and culturally sensitive family engagement, and an administrative commitment to sound fiscal practices and continuous program improvement. Tiers will be established at the local level using a continuum of indicators in each of these common elements. To achieve this goal, California will expand access for children 0 to 5, especially children with high-needs, by partnering with ELC Regional Leadership Consortia and supporting their efforts for developing and implementing local Quality Rating and Improvement Systems (QRIS), which

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	will initially serve an estimated 76,000 children. Consortia have volunteered to align their local QRIS to a set of research-based common elements along a Quality Continuum Framework that includes Family Engagement. Consortia will support linguistically and culturally sensitive family engagement strategies that: promote and enhance the parent/child relationship; provide parents with information about their child's growth and development; and encourage parents' involvement and advocacy in the education of their child's school.
State licensing requirements	State licensing requires programs to provide written information on admission criteria, admission agreements, pre-admission medical and immunization requirements, program activities and services, and mandated notifications for Personal and Parental rights, including the right to enter and inspect at any time.
Other *Describe: First 5 California Power of Preschool*	The Power of Preschool utilizes strategies including parent education (language, child development, etc.), parent advisory groups, parent support (including family resource and referral to health, mental health and social services), parent empowerment and leadership, home visitation, Kindergarten transition and links to community resources.

Table (A)(1)-10: Status of all early learning and development workforce credentials[11] currently available in the State				
List the early learning and development workforce credentials in the State	**If State has a workforce knowledge and competency framework, is the credential aligned to it?** *(Yes/No/ Not Available)*	**Number and percentage of Early Childhood Educators who have the credential**		**Notes (if needed)**
		#	**%**	
Child Development Program Director	Yes	1,025	26%	Estimated total Program Director workforce 4,000
Child Development Site Supervisor	Yes	3,501	44%	Estimated total Site Supervisor workforce 8,000
Child Development Master Teacher	Yes	999	3%	Estimated total Master Teacher workforce 30,000
Child Development Teacher	Yes	3,782	5%	Estimated total Teacher workforce 75,000
Child Development Associate Teacher	Yes	6,237	16%	Estimated total Associate Teacher workforce 40,000
Child Development Assistant Teacher	Yes	4,372	23%	Estimated total Assistant Teacher workforce 19,000
California estimated baseline number using data from two sources, the California Commission on Teacher Credentialing (who provided the number of permits issued during FY2010-11) and the Child Development Training consortium (who provided past year data on the number of new and "upgraded" permits processed through their programs). Together, these data informed an estimated total number of permits in California today. Percentages were calculated based on an estimated total number of California's ECE workforce using data from a 2006 workforce study performed by the University of California, Berkeley and current data from the Department of Social Services, Community Care Licensing Division. California has identified 2% increases in the number of credentials by type, from one year to the following.				

[11] Includes both credentials awarded and degrees attained.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	**Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year**	**Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials?** *(Yes/No/ Not Available)*
California Community Colleges	5,990 Certificates and Degrees in 2009-10	Community Colleges have developed and are working to complete alignment of the CAP lower-division core 8 courses at 102 local colleges.* All ECE courses are built around student learning outcomes (SLO) that align with current workforce knowledge and national standards. Work in progress will create tools to align coursework with the competency framework articulated in the Early Childhood Educator Competencies (ECE Competencies) through the Competencies Integration Project (CIP) **.
California State Universities	2,540 Graduates in Early Childhood Education, Child Development, and related fields in 2009/10	State Universities with ECE programs offer coursework that address SLO aligned with current workforce knowledge and national standards, and continue to revise curriculum as new frameworks and standards are developed. The CIP includes faculty members from the state universities working to develop mapping tools and a rubric to integrate the ECE Competencies into any course of study.**

**102 Community Colleges and 5 State Universities have made a commitment to align coursework in early care and education with the Curriculum Alignment Project's (CAP) Lower-Division Core 8 coursework. Of the Community Colleges participating in CAP, 31 are fully aligned at this time, with another 10 aligned, but awaiting official status of their course outlines at their colleges, and another 10 are in final revisions to align. Articulation agreements are now in place with 3 of four-year institutions of higher education.*

***The Competencies Integration Project (CIP), under a contract funded by the Early Learning Advisory Council ARRA award, is underway to produce the tools to integrate CDE's Early Childhood Educator Competencies into coursework in higher education, beginning with the CAP core lower-division 8 courses.*

Senate Bill 1440 requires creation of a Transfer Model Curriculum that will be accepted by all CSUs with an early care and education option or degree. The ECE Transfer model curriculum has been approved at the state level and includes the CAP Core Lower-Division 8 courses.

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	**Essential Domains of School Readiness**				
	Language and literacy	**Cognition and general knowledge (including early mathematics and early scientific development)**	**Approaches toward learning**	**Physical well-being and motor development**	**Social and emotional developm ent**
Domain covered? *(Y/N)*	Yes	Yes	Yes	No	Yes
Domain aligned to Early Learning and Development Standards? *(Y/N)*	Yes	Yes	Yes	In consideration	Yes
Instrument(s) used? *(Specify)*	DRDP-SR	DRDP-SR	DRDP-SR		DRDP-SR
Evidence of validity and reliability? *(Y/N)*	Pilot in progress	Pilot in progress	Pilot in progress	In consideration	Pilot in progress
Evidence of validity for English learners? *(Y/N)*	Pilot in progress	Pilot in progress	Pilot in progress	In consideration	Pilot in progress
Evidence of validity for children with disabilities? *(Y/N)*	Pilot in progress	Pilot in progress	Pilot in progress	In consideration	Pilot in progress
How broadly administered? *(If not administered statewide, include date for reaching statewide administration)*	Available statewide Fall 2012	Available statewide Fall 2012	Available statewide Fall 2012	In consideration	Available statewide Fall 2012
Results included in Statewide Longitudinal Data System? *(Y/N)*	No	No	No	No	No

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	**Essential Data Elements** *Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems*						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographi c information	Data on program structure and quality	Child-level program participatio n and attendance
California Head Start Association	X	X		X	X		X
CDE California Special Education Management	X			X	X		X

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	**Essential Data Elements** *Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems*						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Information System (CASEMIS)							
California Longitudinal Pupil Achievement Data System (CALPADS)	X			X			X
California Department of Developmental Services (CDDS)	X			X			
Child Development Management Information System (CDMIS)				X			X
Community Care Licensing Division			X			X	
First 5 California Children and Families Commission: CARES Database		X			X		
First 5 California Child and Families Commission: Power of Preschool Data				X	X	X	X
Child Development Training		X			X		

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

List each data system currently in use in the State that includes early learning and development data	**Essential Data Elements** *Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems*						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Consortium							
Regional Leadership Consortia	X	X	X	X	X	X	X

Source:

CAEL QIS 2010 Final Report Appendix F-1 through F-7

Information provided by the 16 counties participating as a Regional Leadership Consortia:

10 out of the 16 Consortia utilize the Unique Child Identifier

11 out of the 16 Consortia utilize the Unique Early Childhood Educator Identifier

11 out of the 16 Consortia utilize the Unique Program Site Identifier

11 out of the 16 Consortia utilize the Child and Family Demographic information

12 out of the 16 Consortia utilize the Early Childhood Educator Demographic information

12 out of the 16 Consortia utilize the Data on Program Structure and Quality

9 out of the 16 Consortia utilize the Child-level Program Participation and Attendance

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (*20 points*)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2)

- The State's goals for improving program quality statewide over the period of this grant.
  - The State's goals for improving child outcomes statewide over the period of this grant.
  - The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
  - Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
  - Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
  - Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
  - For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

(A)(2) THE STATE'S RATIONALE FOR ITS EARLY LEARNING AND DEVELOPMENT REFORM AGENDA AND GOALS

California's early learning agenda is rooted in the following vision: All children in California will thrive in early learning programs, be ready for kindergarten, and be proficient in third grade by growing up healthy and being given opportunities for high quality early learning. The four essential components of this vision are 1) building a high-quality early learning system; 2) connecting early learning with K-12; 3) increasing access to quality programs; and 4) providing comprehensive support for the development of the whole child.

In approaching this grant competition, it was clear to state planners from the outset that a one-size-fits-all QRIS would not be the way for California to realize this shared vision for quality early childhood services. California's 1,729 local educational agencies and over 50,000 early learning providers span a far wider spectrum of size, infrastructure, and readiness for change than exists in any other state.

Defining rigid quality tiers at the state level will not work for California, nor will it work to rate and reward early childhood programs on standardized metrics established in Sacramento. In many of California's rural communities, there are very few early childhood programs for parents to choose from. In turn, those programs have only a shallow labor market to draw from when hiring teachers. On the other hand, a region like the San Francisco Bay Area is home to a comparatively well-educated adult population. With such diverse counties, a rating system based on state-defined tiers would be useless - but a quality improvement process that encourages regional assessment, goal setting, and monitoring of progress could lead to real change. In the same way that the U.S. government recognizes and allows for significant variation across states, California does the same with its widely diverse regions.

Another primary rationale for California's locally-based approach is the state's dire fiscal situation. As a state, we are determined to set ourselves on a new path to economic stability for future generations. This commitment, as much as anything one-time federal funds can provide, will be a benefit to the young children of California. The choices made in this application avoid new spending commitments and focus on smart uses of one-time investments.

Taken together, these powerful contextual factors have led us to a local approach that: A) builds on local leadership and networks; B) aligns and coordinates state-level activities in support of these local leaders and networks; and C) above all, is sustainable beyond the life of

the grant. California will build upon the best of the state's existing local efforts and help to connect, guide, and support them. In turn, these Consortia will reach out and mentor other programs and organizations that can benefit from their experience.

The state will play an important support role, but it will operate within self-imposed limits to ensure that local Consortia have the latitude and decision-making power they need to assess quality fairly, set priorities, and make improvements. The state has already created nationally recognized *Early Learning Foundations.* These Foundations will be the guide for every local QRIS, ensuring that all programs share a common language and definitions, and that they are aiming for the same set of outcomes for young children. The CDE will make available common tools, such as its series of validated assessments, so that local programs do not need to reinvent the wheel. The CDE will also offer professional development and online materials that can be used to help build the skills and knowledge of the early childhood workforce in ways that can be used long after the grant money runs out. During the grant period, the state, along with the local Consortia, will also train more people to use these tools – and to be trainers themselves in their own regions – so that increased capacity can have a lasting impact.

The heart of California's plan, however, lies at the local level. Sixteen of the most rigorous of the communities, in 15 counties, that are currently operating or developing Quality Rating and Improvement Systems (QRIS) have submitted letters of intent to participate in this effort by becoming **Early Learning Challenge Regional Leadership Consortia.** In doing so, they will commit to strengthening or developing their local QRIS and mentoring other communities who wish to do the same. The boldness of California's plan and the exacting nature of the commitment made by Regional Leadership Consortia, means that the state will trade uniformity for strong local commitment in order to meet the diverse needs of our local communities. This approach, which empowers California's participating communities, stands to improve the lives of nearly 1.8 million children – perhaps the single largest potential for impact in the national RTT-ELC program.

(A)(2)(a) *Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers*

California's roadmap for the RTT-ELC will stimulate transformative change through a robust network of local Consortia. The Consortia have the scale and influence

necessary to generate broad impact. As established organizations that are developing QRIS systems, they have already defined their own ambitious but achievable goals for improving program quality, improving outcomes, and closing the "readiness gap." As part of their local Action Plans, the Consortia will formally report these goals and their strategies for achieving them.

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.***

Rooted in this overarching goal, this application describes how California aims to meet specific goals for program quality, improved outcomes, workforce, and closing the readiness gap as highlighted by Narrative Table A-2.

Narrative Table A-2

Focus Area	Key Strategies	Key Goals and Targets
Program Quality	Build a strong network of local Consortia to create rigorous program improvement plans, guided by the state's nationally-recognized standards and the wealth of instructional tools and resources it has created and designated that align with those standards. Provide a research-based Quality Continuum Framework that helps local QRIS: 1) assess child development and school readiness; 2) improve teacher effectiveness; and 3) improve the quality and safety of learning environments.	All Early Learning and Development Programs participating in a local QRIS will have plans in place to support continuous quality improvement and achieve the following targets: 1) 75% of children in Early Learning and Development Programs participating in a local QRIS are assessed using validated observational assessment tools; 2) 75% of lead or master teachers employed in Early Learning and Development Programs participating in a local QRIS will develop individual professional growth plans based on teacher effectiveness rating scores, with 50% of QRIS program teachers showing improved teacher effectiveness over the term of this grant funding; and 3) 75% of Early Learning and Development Programs participating in a local QRIS will be assessed using the appropriate Environment Rating Scale, with 90% of them showing improvement over the term of this grant funding.
Improved	Significantly improve child	1) Over 50% of Early Learning and

Narrative Table A-2		
Focus Area	**Key Strategies**	**Key Goals and Targets**
Outcomes	development and school readiness outcomes by: 1) increasing teacher/educator access to new and existing resources; 2) increasing the number of programs that regularly screen children's developmental, behavioral, and health needs; and 3) increasing the number of referrals and follow-up for children with high needs.	Development Programs participating in a local QRIS report that their early childhood educators accessed grant-related resources. 2) 75% of children in Early Learning and Development Programs participating in a local QRIS will be screened using appropriate validated tools; and 3) Of those children screened and referred for services, 80% will receive the appropriate follow-up and/or treatment.
A Great Early Education Workforce	Support the early care and education workforce with professional development opportunities that increase knowledge of the state's standards and instructional skills.	75% of teachers employed in Early Learning and Development Programs participating in a local QRIS will incorporate grant-related resources into their professional growth plans.
Closing the Readiness Gap	Make available a valid, reliable School Readiness instrument to all California LEAs to promote the understanding of the status of children's learning and development at kindergarten entry.	By the end of the grant period, 75% of LEAs within local QRIS communities will be trained on the School Readiness instrument.

(A)(2)(b) *An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals*

California's robust *Early Learning Foundations* articulate a desired set of outcomes for young children that help focus and align all of the state's early learning initiatives. In addition, we have a comprehensive set of resources, tools, and assessments that help establish a common language and common goals for program quality. What will be different across California's regions are the particular rating scores that are deemed meaningful for differentiating levels of program quality in each community, the specific priorities for improvement, and the path taken to improve program quality. While it is important for the state to establish an end goal, we believe it is critical that local communities retain meaningful control over the means for getting there.

At the heart of the California's plan is the development of a network of Consortia around the state, support for their quality improvement efforts, and dissemination of the results of these efforts. For the quality improvement goals and activities identified in each Focused Investment Area, the Consortia will serve as leaders and innovators that can serve as models and mentors for other regions. The strength of this grassroots approach to quality improvement lies in its focus on empowering communities to develop improvement strategies for early learning that are rooted in the concrete circumstances of their local region and to mentor neighboring consortia, while also addressing shared common standards.

The Consortia are known for their success in delivering and investing in high-quality early learning and development programs and have been invited to be leaders in California's RTT-ELC effort. As part of their agreement to participate, each consortium will do the following:

Local QRIS and Framework Requirements

Consortia will:

- Implement a local QRIS that incorporates the evidence-based common elements and tools in the Quality Continuum Framework;
- Utilize a rating system for their local QRIS that implements a set of common assessment tools included in the Quality Continuum Framework;
- Establish benchmarks and tiers of quality in the local QRIS, and use those to set goals; and
- Develop an Action Plan that includes: (1) Early Learning and Development Program participation baseline and target data (2) alignment and incorporation of the common elements and tools in the Quality Continuum Framework in addition to any local elements and tools; (3) locally set benchmarks and tiers, (4) a quality improvement process, (5) key personnel, (6) resources, (7) a timeline; and explains: (1) how RTT-ELC funds will support capacity-building activities, and (2) how existing resources will be redirected in support of the goals of the Consortium's plan and with the aim of sustainable change beyond the life of the grant.

Programs & Quality Improvement

Consortia will:

- Include and prioritize programs serving children with high needs (including infants and toddlers, dual language learners, and children with special needs and other disabilities) to include at a minimum: state preschool, subsidized child care; Head Start, Early Head Start, and Migrant Head Start; Part B and C of IDEA funded Early Learning and Development Programs; Title 1 preschool; migrant child care; tribal child care; and PoP programs;
- Provide locally-designed incentives for quality improvement;
- Include a mixed-delivery early learning system that supports the needs of families in the community for child care centers and licensed family child-care homes;
- Utilize a program improvement model to move programs along the local QRIS benchmarks and Framework; and
- Expand the knowledge, skills, and effectiveness of early childhood educators in the participating early childhood settings.

Evaluation & Reporting

Consortia will:

- Use the National Data Quality Campaign guidelines to support uniformity of data fields and terms;
- Provide semi-annual and annual reports of progress on their Action Plans to the CDE, as the RTT-ELC lead agency, and their Consortia members;
- Report to the CDE any data required by the federal guidance for the RTT-ELC grant; and
- Participate fully in the RTT-ELC evaluation, collecting and submitting data as specified by the evaluator and using data locally for continuous program improvement.

Convening Responsibilities & Strengthening Partnerships

Consortia will:

- Bring together organizations in their region with the same goal of improving the quality of early learning, including but not limited to: school districts, County Office of Education, the First 5 County Commission, local institutions of higher education, the local Child Care Planning Council, local R&R agency(ies), Early

Head Start and Head Start, Child Development programs, migrant child care programs, alternative payment programs, tribal child care, county Health and Human Services 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 5;

- Work with their local teams to determine the amount of local or regional resources that can be directed to this project and include this information in their ELC Action Plan and Timeline;
- Engage and inform parents of the Consortia process and the local quality improvement process;
- Encourage 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;
- Develop strong partnerships with local education agencies that focus on aligning developmentally appropriate practices, creating and building a birth to age 8 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;
- Create relationships that improve and formalize a network for follow-up on screening results;
- Develop strong partnerships with local institutions of higher education to support early educators participating in the local QRIS and ensure alignment across and between the systems as well as incorporation of the Early Childhood Educator Competencies and Core 8 (see Section D for more detail); and
- Participate in the ELC Professional Learning Community.

Mentoring Other Communities

Consortia will:

- Mentor and support peer organizations in the use of the Framework and in joining or implementing their own local QRIS; and

- Provide ELC incentives; through RTT-ELC grant funds and local resources, to surrounding communities who volunteer to initiate local QRIS efforts.

(A)(2)(c) *A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals*

The RTT-ELC grant competition allows states to choose specific areas of emphasis within each of three Focused Investment Areas. California's decisions in each Focused Investment Area reflect the assets and the unique characteristics of the state's early learning system, as well as the high priority we place on sustaining improvements after the lifespan of the RTT-ELC grant.

Focused Investment Area (C) Promoting Early Learning and Development Outcomes for Children

In Focused Investment Area (C), states must choose two criteria to emphasize. California has chosen to concentrate on Selection Criteria (C)(1) Developing and using high-quality Early Learning and Development Standards, and (C)(3) Identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness.

Criterion (C)(1)

California chose Criterion (C)(1), *Developing and using high-quality Early Learning and Development Standards*, because it is an area in which California excels and has much to build on. California's *Infant/Toddler Learning and Development Foundations* and *Preschool Learning Foundations* (Foundations) are the bedrock of its early learning system. The Foundations have been developed through the work of nationally known researchers and expert practitioners, and the competencies they identify include all of the core domains that are part of school readiness, including self-regulation, executive function, and approaches to learning. California has worked extensively to ensure that the Foundations are developmentally, culturally, and linguistically appropriate across all age groups – a particular need in a state as diverse as California.

The state has developed an entire early learning system that is aligned to the Foundations, including Preschool Curriculum Frameworks, the DRDP, guidelines for programs, targeted support efforts, and professional development. With this robust infrastructure already in place, California is now focused on helping local programs implement the Foundations and

utilize the accompanying resources for meaningful program improvement. This will be the foremost goal and activity of California's RTT-ELC plan.

At the local level, the Consortia have agreed to use the Foundations and an aligned set of tools in their QRIS, as described in Section B. The Foundations establish a shared set of desired outcomes for young children across the state and can be used to provide consistent information about child development and school readiness to early childhood educators, administrators, parents, and policymakers.

At the state level, the CDE and other state partners will further align services and resources around the Foundations, through the following activities:

- Further development and coordination of educational and training initiatives for early childhood educators on how to apply the Foundations to curriculum development and the assessment of individual children;
- Use of the Foundations throughout early childhood educator pre-service and in-service education and training;
- Integration of the Foundations into early childhood curricula at two- and four-year colleges;
- Provision of guides for the section of the Foundations related to English-language development in multiple languages for parents of preschool English learners;
- Development of best practices for early educators who work with children speaking multiple languages;
- Continued input from culturally diverse stakeholder organizations on the development of tools and curricula designed to help children advance in the developmental domains described by the Foundations;
- Development of curriculum and instruction resources to support traditional school-readiness programs and Transitional Kindergartens, including professional development strategies and support for using the school readiness tool Desired Results Developmental Profile – School Readiness (DRDP-SR) (aligned with *Preschool Learning Foundations,* kindergarten standards, and the national Common Core Standards); and
- Engagement with state-level organizations that promote professional

development for early childhood educators to support the understanding and use of the State's Early Learning and Development System, including the Foundations.

Criterion (C)(3)

California has selected (C)(3), *Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness*, as its second criterion in this Focused Investment Area.

It has been well documented that the lack of resources faced by children from low-income families can have a significant negative impact on children's health, their ability to function in social situations, and their development across multiple domains. Challenges in each of these areas can result in negative impacts on a child's intellectual and emotional growth. Ensuring that the health, behavioral, and developmental needs of children with high needs are being addressed is essential in order for them to achieve success in other early learning goals.

California has selected Criterion (C)(3) because it is another area in which the state has a strong existing infrastructure that can be used to further build a high-quality early learning program. California has developed a set of integrated health promotion tools and resources in the areas of wellness, safety, oral health, mental health, and nutrition. A focus on child health has been built into the California Early Learning and Development System in the following areas: Foundations, curriculum frameworks, observational developmental assessment, and professional development.

To further promote health and wellness in early learning settings, this proposal includes key Consortia strategies such as having early educators conduct developmental screenings and incorporating health teaching into the learning that occurs in all of the other educational domains in which a child is learning. This proposal also includes a significant effort by the California Department of Public Health (see attached memorandum of understanding (MOU) and scope of work).

California's Early Learning and Development System also address social-emotional health. The California Collaborative on the Social and Emotional Foundations of Early Learning and the DRDP observational assessments for children ages 0 to 5 are researched-based approaches that help early educators assess the social-emotional health of young children and respond appropriately. The Curriculum Frameworks and Program Guidelines provide additional

guidance to help educators identify developmentally appropriate strategies for different age groups. Each Consortium will incorporate these elements in their local QRIS, ensuring that each is addressing social-emotional health in a systematic way.

Focused Investment Area (D) A Great Early Education Workforce

Within Focused Investment Area (D), the state has elected to address investment criterion (D)(2), *Supporting Early Childhood Educators in improving their knowledge, skills, and abilities*. The activities included in the plan support the professional development and preparation of an effective, culturally and linguistically diverse early educator workforce as well as providing specific resources and supports to the Consortia communities for this purpose. During the length of the grant, these comprehensive and coordinated efforts, including incentives, academic support, higher education articulation, and evidence-based coaching, will increase the quality and retention of California's early learning workforce: those who can best support the healthy development of California's children with high needs including infants and toddlers, dual language learners, and children with disabilities and other special needs.

Criterion (D)(2)

The state has elected to pursue Criterion (D)(2), *Supporting Early Childhood Educators in improving their knowledge, skills, and abilities*, in order to build upon the progress that California has already made in aligning many pre-service and in-service training efforts with the Foundations. The RTT-ELC grant would be used to make further advancements in this area using one-time funds. Specifically, California would use grant funds to expand the number of early childhood courses offered in the California Community Colleges that are aligned throughout the community college system, (meaning that a standard, common course would be available at every college). Currently there is an initiative to align eight such courses across the community college system. With RTT-ELC funds, three additional courses could be aligned and standardized across the colleges, including courses on Infant/Toddler Learning Foundations, children with special needs, and early learning administration. This strategy will strengthen the quality of these courses by linking them to the rest of the early learning curriculum, while broadening educational opportunities available to the early learning workforce.

Equally important, the RTT-ELC funds will be used to support local programs wishing to develop the competencies of their staffs. Using one-time funds, CDE will develop web-based training resources that can be widely distributed at a relatively low cost. During the

grant period, CDE will also train mentors from the California Early Childhood Mentor Program on the Program Administration Scale (PAS) and Business Administration Scale (BAS) and assist them in becoming trainers of others in the 16 Consortia localities through train-the-trainer models and development of resources that can be used after the grant period ends. California's plan also includes the development of learning communities that support ECE professionals seeking to advance their capacity and/or to obtain AA or BA degrees. These learning communities will be locally-based (see Section (D)(2)(a) for more detail).

Focused Investment Area (E) Measuring Outcomes and Progress

The state has selected criterion (E)(1) *Understanding the status of children's learning and development at kindergarten entry*, because it has a strong existing assessment system to build upon. California began its efforts in this area a decade ago. In 2001, CDE created the Desired Results System, a framework for assessing and improving early learning and development programs. First, CDE created the DRDP, which uses teacher observations to assess a child's progress. In 2010, the DRDP-Preschool (DRDP-PS 2010)[15] and DRDP-Infant/Toddler (DRDP-IT 2010)[16] were released, which are aligned with the Preschool Learning Foundations of the state's Early Learning and Development System. The current key step in the process is the development of the DRDP-School Readiness (DRDP-SR)[17] instrument, which will be used to measure kindergarten readiness across multiple domains. This will be a crucial tool for helping kindergarten teachers develop effective strategies for helping children learn what they need to know in kindergarten.

Study of the DRDP-SR will be completed in spring 2012 and the assessment instrument will be finalized in August of 2012, with software and instrument reports scheduled to be ready for system-wide implementation in June of 2013. California's state plan includes making available the DRDP-SR to all LEAs in the state for use in improving program quality. To jumpstart implementation, the CDE will train early adopters within the Regional Leadership Consortia to use the DRDP-SR during the 2012-13 school year.

California will face a challenge in ensuring that the results of DRDP-SR assessments given in kindergarten will be available for teachers and schools to use for informing

[15] See Appendix 2g for excerpts from the Desired Results Developmental Profile-Preschool.
[16] See Appendix 2h for excerpts from the Desired Results Developmental Profile-Infant/Toddler.
[17] See Appendix 2e for the DRDP-SR, List of Measures

kindergarten instruction. In addition, many of California's young children with high needs are highly mobile due to multiple family situations, such as having parents who are migrant agricultural workers or because of an unstable housing situation. Therefore, California needs a centralized repository for DRDP-SR assessment data for use at the local level. California can use its existing California Longitudinal Pupil Achievement Data System (CALPADS) as a repository for this information. With one-time funds from the RTT-ELC grant, CDE will modify CALPADS to accommodate these data starting in school year 2012-13. The Consortia will begin submitting DRDP-SR results to CALPADS during the 2013-14 school year. California plans to make the assessment and the data housing available on a voluntary basis to all interested communities beginning in the 2014-15 school year.

Finally, California plans to use its existing pre-service and in-service training efforts as vehicles for teaching early educators how to administer the DRDP-SR and how to use its results to inform teaching strategies in the classroom.

It is critical to have appropriate tools to measure children's learning and development in order to inform parents, guide instruction, determine the effectiveness of local practices, and identify changes that need to be made. By making this carefully tested school readiness assessment widely available, California will create a more coherent and connected early learning system for children with high needs. By housing the information from these assessments in an existing data system, California will achieve greater efficiency, minimizing the number of times the assessment is completed for the same child and maximizing the use of the data at the local level.

This investment criterion is particularly important for California given the imminent implementation of Transitional Kindergarten, as described elsewhere in this proposal. Entities throughout the state will be employing different curricula and program approaches for Transitional Kindergarten, and it will be essential for these programs to have tools that locally assess the effectiveness of different approaches, thus enabling improvements to be made.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*
✓ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards. ☐ (C)(2) Supporting effective uses of Comprehensive Assessment Systems. ✓ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness. ☐ (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*
☐ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials. ✓ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E): *Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*
✓ (E)(1) Understanding the status of children's learning and development at kindergarten entry. ☐ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across the State. (*10 points*)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (*e.g.*, business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (*e.g.*, parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

(A)(3) ALIGNING AND COORDINATING EARLY LEARNING AND DEVELOPMENT ACROSS THE STATE

To achieve its ambitious goal, California will support the development and expansion of successful local programs that are focused on increased outcomes for children with high needs by implementing local QRIS. California will support these local efforts by partnering with Regional Leadership Consortia that have volunteered to strengthen their existing systems, align their systems with a common framework, and serve as leaders and mentors to other peers in different localities throughout the state. Sixteen local-level entities have stepped forward, indicating a willingness to meet this challenge.

To facilitate and support local endeavors, the state will: 1) highlight the success of participating communities' efforts, establishing their work as evidence for best practices to be adopted by other communities in the state; 2) use the research efforts and collaborations facilitated by the RTT-ELC Implementation Team and statewide evaluator to disseminate information regarding the success of change efforts and their drivers in a timely fashion; 3) use the State Advisory Council to identify priorities for state action and cost-conscious policy solutions; and 4) make one-time investments in state infrastructure that will support the Regional Learning Consortia as well as other early childhood programs in the state.

(A)(3)(a) *Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long term-sustainability*

California's proposed governance structure for RTT-ELC builds on a strong tradition in California of interagency collaboration and governance. California's network of County Offices of Education provides strong support for networking and building county-level collaboration and action programs. At the state level, collaborative efforts between First 5 California and CDE in numerous programs, including work on the Teacher Competencies and CARES/CARES Plus, have yielded excellent results. The First 5 Association of California, which effectively networks local First 5 commissions for the purpose of policy and professional development, provides a strong mechanism for training, best practice dissemination, and policy development. Ten of the local First 5 Commissions have submitted letters of intent to participate as Regional Leadership Consortia. As illustrated by the organizational chart found (see below), Participating State Agencies will be part of the governance structure for California's Early

Learning Challenge program in two principal ways:

- **State Advisory Council on Early Childhood Education and Care (SAC)**: Almost all of the Participating State Agencies are part of the SAC. This body will be used to bring together key decision-makers from Participating State Agencies to **make policy recommendations** that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long–term sustainability; and
- **Early Learning Challenge Integrated Action Team**: All Participating State Agencies will also staff the **ELC Integrated Action Team.** This body will be charged with the **active coordination on an implementation level** of the key activities and initiatives described by this application. Representatives of the CDE and of the Regional Leadership Consortia will also be invited to participate in the ELC Integrated Action Team.

California is in the process of transitioning its current Early Learning Advisory Council (ELAC) to align with the priorities of the newly elected Governor and SPI, and as part of a larger effort to streamline state government. California's Governor will designate an existing body, the California Head Start State Collaborative Office Advisory Committee, as the new SAC). Moving forward, the SAC will adhere to the membership requirements and responsibilities specified by the *Improving Head Start for School Readiness Act of 2007*.

As the lead agency, the CDE will establish a Race to the Top Implementation Team as part of its Child Development Division. The RTT-ELC Implementation Team will ensure that all federal requirements for reporting are being met and will support the work of the Integrated Action Team, Regional Leadership Consortia, and the portion of the State Advisory Council's work dedicated to Early Learning Challenge activities. It will also contract for and support the work of the statewide evaluator and will coordinate support and technical assistance to the Consortia through an ELC Professional Learning Collaborative.

Through the contracts and agreements that will be established post-grant award, participating agencies will be provided with the parameters for making both policy and operational decisions. Each team will also be provided with a scope of work and will determine its process for making decisions during its first meeting.

Through its emphasis on work at the local level, the State of California's approach

also provides significant opportunities for involvement of key stakeholders in planning and implementation. Each participating Regional Leadership Consortium has committed to strong engagement to ensure inclusion of educators, parents and families (including parents and families of children with high needs), and other key stakeholders in the implementation of grant activities such as but not limited to: school districts; County Offices of Education; the First 5 County Commission; local institutions of higher education; the Local Child Care Planning Councils; local Resource and Referral agencies; Early Head Start and Head Start; Migrant programs; county Health and Human Services, including WIC; CHVP and local home visiting programs; and non-profit agencies and other organizations providing services for children ages 0 to 5.

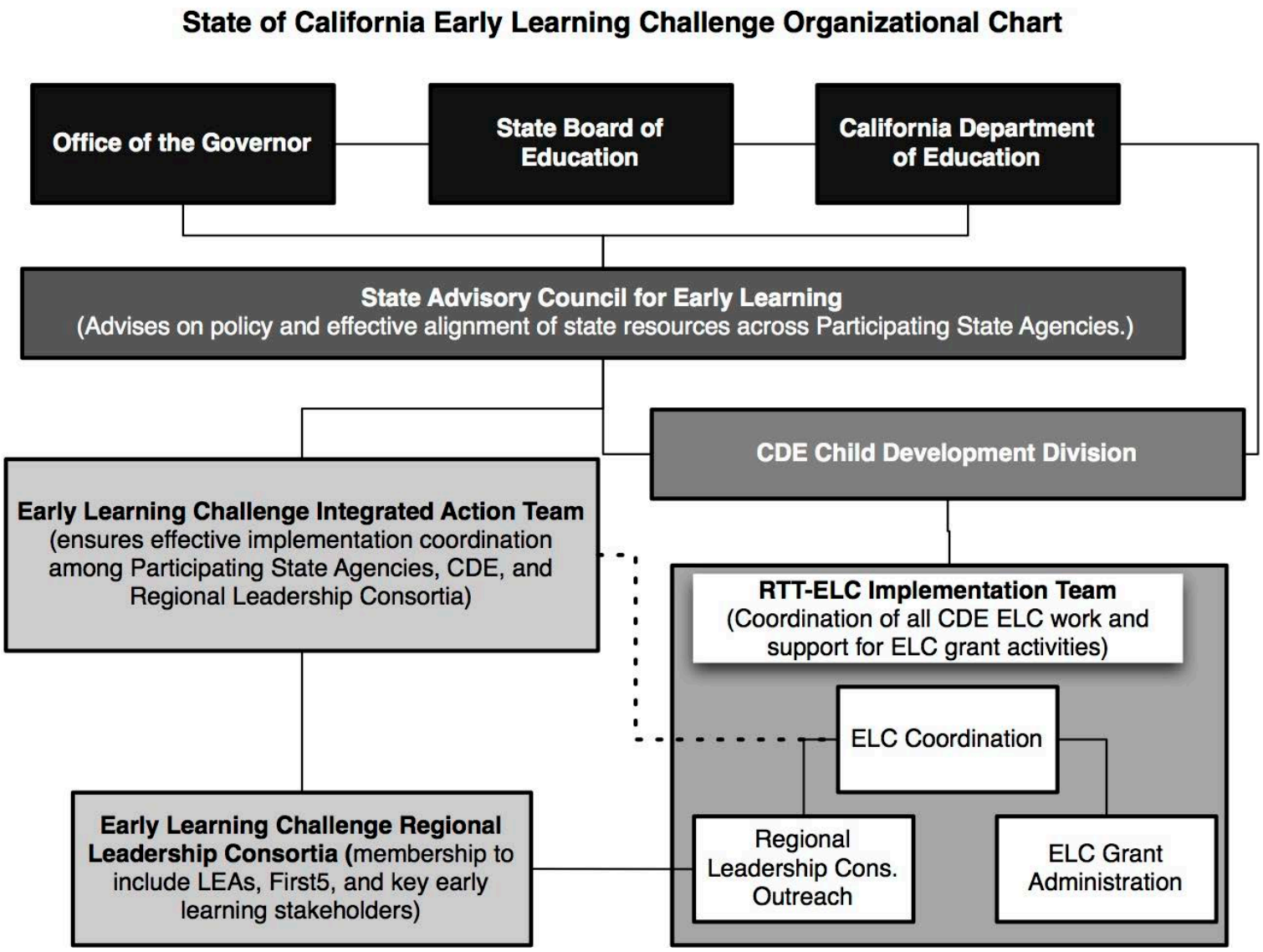

Figure 2: State of California Early Learning Challenge Organizational Chart

(A)(3)(b) *Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--*

(A)(3)(b)(1) Terms And conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan

The MOU terms and conditions were developed and approved by each Participating State Agency. They were designed to support a collaborative effort to carry out the state plan, and to define the specific obligations of each state agency in support of the state plan. In signing the MOU, the Participating State Agencies have agreed to assist the Lead Agency in implementing the tasks and activities described in California's RTT-ELC grant application.

All Participating State Agencies[18] have made a commitment to working on the state plan to support the development and expansion of successful local programs that are focused on improved outcomes for children with high needs. If the state plan is funded, the Participating State Agencies will comply with the terms of California's Grant Application and will work with the Lead Agency to establish and cultivate the Regional Leadership Consortia, build on existing school readiness initiatives and momentum, and strengthen the skills and knowledge of early childhood educators to support positive child outcomes.

(A)(3)(c) *Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a)*

Stakeholder involvement and commitment is fundamental to the design of California's Race to the Top-Early Learning Challenge efforts. The success of these efforts will depend largely on the quality of stakeholder engagement. This engagement must be genuine, which is why the needs, capacities, and assets of the Regional Leadership Consortia form the basis for planning and implementation. By design, the stakeholder engagement in California's Early Learning Challenge endeavor will occur at both the state and local levels, thus ensuring the active involvement of educators, administrators, institutions of higher education, private foundations, research organizations, and other assistance organizations.

[18] Participating State Agencies in this application include: California State Board of Education (CSBE), California Department of Education (CDE), California Department of Developmental Services (CDDS), California Department of Social Services (CDSS), California Department of Public Health (CDPH), First 5 California, State Advisory Council (SAC).

Building on a strong foundation of previous work, California submits 115 letters with this application, indicating support that is:

- Diverse, ranging from the California Congressional delegation to local intermediary organizations;
- Wide, drawing from urban, rural, and suburban neighborhoods as well as from the southern, northern, and central parts of the state; and
- Reflective of California's ethnic diversity.

This network of support builds upon the state's long-standing network of early childhood education leaders and champions. The policies included in this application are backed by several state opinion shapers, including leading editorial voices. Key partnerships explicitly supporting this application include:

- California's Institutions of Higher Education (IHEs);
- Private foundations that have been at the forefront of early childhood education advancement in California; and
- A broad array of business leaders and organizations, including the Bay Area Council and the Los Angeles Area Chamber of Commerce.

California has already begun to assemble the building blocks of the action plan described by this application. Such committed partnerships will be vital for building local capacity to implement and sustain the innovations proposed herein, and to demonstrate the power of the forces behind this application in moving forward an agenda of innovation.

(See Letters of Support provided as Appendix 5.)

Table (A)(3)-1: Governance-related roles and responsibilities	
Participating State Agency	**Governance-related roles and responsibilities**
California State Board of Education (SBE)	• SBE executive staff will serve as liaison between California Department of Education and Governor's office • As the State Education Agency for federal purposes, SBE will have a representative on the State Advisory Council
California Department of Education (CDE)	• Serves as Lead Agency • Facilitates State Advisory Council Meetings and Activities • Responsible for Grant Administration • Provides leadership direction to the 16 Regional Leadership Consortia • Coordinates the Early Learning Challenge Integrated Action Team meetings and activities
California Department of Developmental Services (CDDS)	• Serves as a member on the State Advisory Council • Participates in the Early Learning Challenge Integrated Action Team meetings and activities
California Department of Social Services (CDSS)	• Serves as a member on the State Advisory Council • Participates in the Early Learning Challenge Integrated Action Team meetings and activities
California Department of Public Health (CDPH)	• Serves as a member on the State Advisory Council • Participates in the Early Learning Challenge Integrated Action Team meetings and activities
First 5 California	• Participates in the Early Learning Challenge Integrated Action Team meetings and activities
Other Entities	
State Advisory Council on Early Childhood Education and Care (SAC)	• Advises on major policy recommendations impacting children 0 to 5, especially children with high needs • Serves as a convening and coordinating body as needed among all of the participating RTT-ELC state agencies • Review periodic progress reports on the implementation of California's RTT-ELC grant
State Interagency Coordinating Council for Part C of IDEA (ICC)	• Serves in a liaison role between the ICC and the State Advisory Council in coordinating and collaborating on early learning issues applicable to both Councils

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early earning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?**
First 5 Contra Costa	Yes Letter of Intent
First 5 El Dorado	Yes Letter of Intent

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early earning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?**
Fresno County Office of Education	Yes Letter of Intent
Los Angeles County Chief Executive Office, Service Integration Branch, Office of Child Care	Yes Letter of Intent
Los Angeles Universal Preschool	Yes Letter of Intent
Merced County Office of Education	Yes Letter of Intent
Orange County Department of Education	Yes Letter of Intent
First 5 Commission of San Diego	Yes Letter of Intent
First 5 San Francisco	Yes Letter of Intent
First 5 San Joaquin	Yes Letter of Intent
First 5 Santa Barbara County	Yes Letter of Intent
First 5 Santa Clara County	Yes Letter of Intent
First 5 Santa Cruz County	Yes Letter of Intent
First 5 Ventura County	Yes Letter of Intent
First 5 Yolo	Yes Letter of Intent
Sacramento County Office of Education	Yes Letter of Intent
California County Superintendents Educational Services Association	Yes Letter of Support
First 5 Association	Yes Letter of Support
California Child Care Coordinators Association	Yes Letter of Support
California Resource and Referral Network	Yes Letter of Support
California Alternative Payment Program Association	Yes Letter of Support
California Child Development Administrators Association	Yes Letter of Support
California Head Start Association	Yes Letter of Support

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early earning council (if applicable) in the State	**Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?**
California Association for the Education of Young Children	Yes Letter of Support

(A)(4) Developing a budget to implement and sustain the work of this grant. (*15 points*)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

(A)(4) DEVELOPING A BUDGET TO IMPLEMENT AND SUSTAIN THE WORK OF THIS GRANT

California's plan provides an ambitious but achievable sustainability pathway for the proposed quality improvement initiatives. It specifically **strengthens local initiatives that are linked to local sources of support.** The proposed budget concretely manifests this intent by **investing over 85% of all funds directly in the Regional Leadership Consortia**. From a budgeting and sustainability perspective, the plan is based on the recognition that:

- The development of the local high-quality QRIS completed to date in the state of California has been done at the local level, using local resources;
- For the foreseeable future, the state of California's budget will not have the capacity to fund significant new early learning initiatives;
- The development of sustainable quality improvement efforts must be tied to local resources; and
- Regional Leadership Consortia are prepared to make significant financial investments in the further development of quality improvement initiatives (see Table (A)(4)(1)).

The majority of current local quality improvement efforts utilize a mix of funding streams. In particular, First 5 California (F5CA) and local First 5 County Commissions have invested in a number of initiatives that demonstrate commitment to QRIS initiatives in California. This includes some F5CA programs that county commissions may apply to participate in and, if approved, receive state matching funds for, such as: PoP projects (see Sections B and C), and the CARES Plus professional development program (see Section D). It also includes local projects the First 5 County Commissions have invested in separately that: fund services for children historically underserved, such as children in foster care; address the lack of infant and toddler care; and build systems to connect Early Childhood Education programs to other public and private services that meet the needs of children and families. First 5 efforts at both the state and county level build on the assumption that quality early learning and care programs are best governed by local communities.

This application represents the 16 local Regional Leadership consortia in 15 counties who have, submitted Letters of Intent to the CDE to participate in the RTT-ELC: Contra Costa, El Dorado, Fresno, Los Angeles, Merced, Orange, Sacramento, San Diego, San Francisco,

San Joaquin, Santa Barbara, Santa Clara, Santa Cruz, Ventura, and Yolo (see Narrative Table A3). The children under five-years-of-age population of these 15 counties (1,792,489) represent 65 percent of the total under-fives in California (2,745,856).

Narrative Table A3	
County	Regional Leadership Consortium Letter of Intent Received From:
Contra Costa	First 5 Contra Costa
El Dorado	First 5 El Dorado
Fresno	Fresno County Office of Education
Los Angeles	Office of Child Care, Los Angeles County Chief Executive Office
Los Angeles	Los Angeles Universal Preschool (LAUP)
Merced	Merced County Office of Education
Orange	Orange County Department of Education
Sacramento	Sacramento County Office of Education
San Diego	First 5 San Diego
San Francisco	First 5 San Francisco
San Joaquin	First 5 San Joaquin
Santa Barbara	First 5 Santa Barbara
Santa Clara	First 5 Santa Clara
Santa Cruz	First 5 Santa Cruz
Ventura	First 5 Ventura
Yolo	First 5 Yolo

As detailed by Table (A)(4)-1, the Consortia and their partners including philanthropy are currently investing over $140 million in fiscal year 2011-12 in their local quality improvement efforts. Included in these Consortia local efforts are all eight of the operating PoP programs and multiple local QRIS. LAUP, LA's First 5 PoP program, is the largest local QRIS in California and, in 2010, impacted a total of 10,600 children with high needs, while San Diego's PoP impacted 7,000 children with high needs. Other local models in California include San Francisco's citywide preschool program, also a PoP program, and First 5 California PoP programs operating in five other counties, the Steps to Excellence Program (STEP) in Los Angeles County, Orange County's Success by 6 Stair Steps to Quality, and newly

developed countywide quality improvement systems in Fresno and Santa Clara counties. The capacity building undertaken as part of the RTT-ELC plan will enable these local funds to sustainably support the ongoing implementation of the plan's key initiatives.

The RTT-ELC grant also will leverage the approximately $80 million of state and federal funds currently spent on CCDF quality activities, which are administered by CDE CDD. First 5 also invests over $36 million annually in quality early learning supports including access and professional development through the PoP and the CARES Plus programs that can also align with these plans. Lastly, the Packard Foundation and other philanthropies, such as the Buffett Early Childhood Fund and the Silicon Valley Leadership Group, provide over $9 million in private funds annually for expanding access to and improving the quality of early learning programs. Some of those funds, along with First 5 and other philanthropic dollars, will support the Educare programs now planned for Los Angeles and Santa Clara Counties. These two counties will become major centers for professional development, with a specific focus on supporting dual language learners, in significant population areas that align with the high standards envisioned through local QRIS and are aligned to the kindergarten common core.

The SAC will also provide the venue for the alignment of other key state and federal funding sources including: State preschool; Head Start Collaboration and SAC funding; the CHVP; Title V MCH Block Grant; TANF; and Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.

Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
CCDF Quality Improvement	**$71,886,000**	**$68,708,000**	**$68,708,000**	**$68,708,000**	**$278,010,000**
First 5 California	**$79,795,683**	**$82,602,293**	**$75,056,620**	**$73,382,834**	**$310,837,430**
ARRA State Advisory Council Funding	**$4,800,000**	**$4,800,000**			**$9,600,000**
*Local Funds**	**$144,287,508**	**$66,549,007**	**$63,169,794**	**$56,845,994**	**$330,852,303**

**The Local funds currently represent funds from: First 5 county commissions; private foundations; county and city general funds; and other federal grants. Depending on local commitment processes, not all Consortia have approved funding past the current 2011-2012 Fiscal Year. This Table reflects commitments from a smaller number of Consortia across the Fiscal Years: 13 Consortia in 2012; 11 in 2013; 10 in 2014; and nine in 2015. Once RTT-ELC grant funds are obtained, Consortia will work on obtaining future funding commitments from multiple local funding sources.*

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (*10 points*)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards;

(2) A Comprehensive Assessment System;

(3) Early Childhood Educator qualifications;

(4) Family engagement strategies;

(5) Health promotion practices; and

(6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards[12] that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

[12] See such nationally recognized standards as:
U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311
U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense. Retrieved from:

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of

Pediatrics.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
    - A copy of the tiered Program Standards;
    - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
    - Documentation of how the tiers meaningfully differentiate levels of quality.

B. High-Quality, Accountable Programs

Narrative Table B1: Section B Summary	
What We Have Done	**What We Will Do[19]**
• Across California, a series of local QRIS and quality improvement projects are operating or are in the planning and development stages. • The California Department of Social Services (DSS) is currently updating their licensing standards. • Early Learning and Development providers and parents are not always aware of licensing information or the components of quality care. • Working families with high needs often struggle with access to high-quality Early Learning and Development Programs and with access to services that benefit their children's healthy growth and development and school readiness. • While federal, state, and local resources are invested in a variety of quality efforts, little is known about what is most effective, and which elements or combination of elements, in both improving quality and supporting improved school readiness.	• California will support an Early Learning Challenge network of 16 Regional Leadership Consortia (Consortia) who volunteer to align their local QRIS to the Quality Continuum Framework, which includes research-based common elements and related assessment and program improvement tools, and to mentor peers across the state. • The California Department of Social Services (DSS) will enhance their state licensing website to provide professional development and licensing information to providers and parents. • Consortia will increase the quality and number of Early Learning and Development programs that provide high-quality, linguistically and culturally appropriate service to children with high needs, including infants and toddlers, dual language learners, and children with disabilities and other special needs. • A rigorous evaluation will provide deeper insight into what common elements make the greatest impact on improving quality and are associated with improved school readiness.

The centerpiece of California's proposed high-quality plan is a network of local Quality Rating and Improvement Systems (QRIS) that draw upon the best of two worlds: 1) they utilize a set of research-based **common elements** yielding high-quality programs; and 2) they build high levels of local accountability though local support for, and ownership of, their QRIS.

[19] For more detail on California's high-quality plan in this focused investment area, please see the detailed planning chart at the end of this section.

California's locally-driven model, building upon the current local QRIS and quality work done to date in the state, creates true self-sustainability and ownership by linking the local QRIS to local sources of support.

(B)(1) DEVELOPING AND ADOPTING A COMMON, STATEWIDE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM

California will create a **Quality Continuum Framework** (Framework) that can be used by communities throughout the state - building upon the extensive early learning efforts that the state and local communities have already undertaken. California has invited 16 leading organizations that are currently operating or developing the most rigorous Quality Rating and Improvement Systems (QRIS) to jointly take this next step forward by creating a network of Regional Leadership Consortia (Consortia). The opportunity to achieve greater levels of scale and impact through the Consortia is larger than any other such effort in the nation as close to 1.8 million children under age 5 reside in the counties they serve.[20]

Implementing the high-quality plan described by this application, all Consortia have agreed to use a set of research-based common elements,[21] a set of common and specified improvement tools and resources, and their own local resources and knowledge to create a network of quality improvement systems. By agreeing to use kindergarten readiness[22] as the desired outcome, all Consortia will drive toward a common goal: ***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.***

California will meet the QRIS Absolute Priority as the Consortia implement evidence-based practices, incentives, and supports in their local QRIS. Rather than mandating a one-size-fits-all system throughout such a diverse state, California will identify research-based common elements of a high-quality QRIS and develop a Quality Continuum Framework (Framework) based on common elements and related assessment and improvement tools that all Consortia will use.

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[20] Children Now, 2011

[21] These elements include: relevant recommendations from California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee, the First 5 California Power of Preschool (PoP) Quality Criteria, Educare program core features, standards and practices from Head Start, and scientific knowledge on effectiveness factors.

[22] California's definition of School Readiness is based on the National Education Goals Panel (NEGP) definition and includes a whole child approach: physical well-being and motor development; social and emotional development; approaches to learning; language development; and cognitive development and general knowledge.

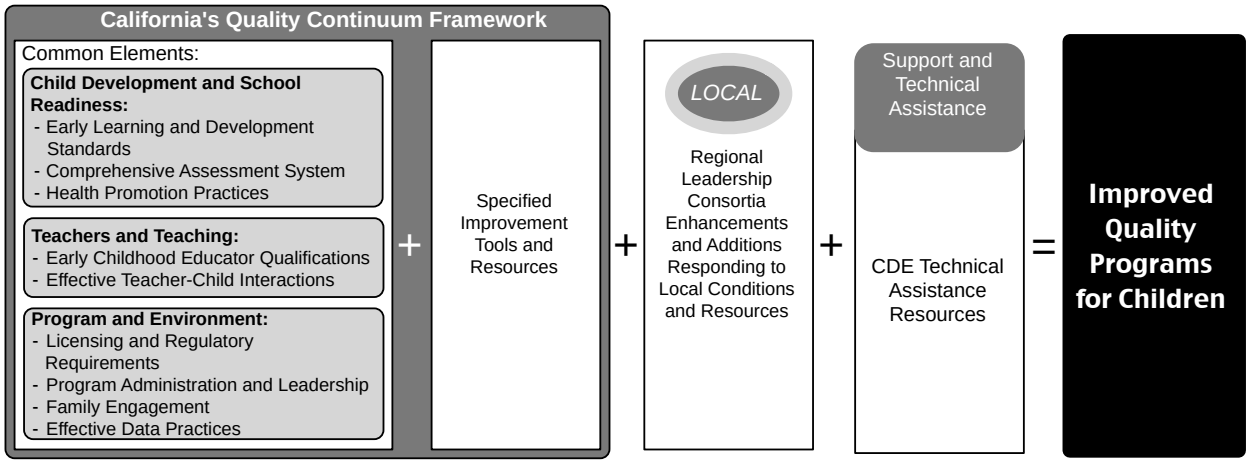


Figure 2: California's Logic Model

(B)(1)(a) *Is based on a statewide set of tiered Program Standards*

The Consortia have agreed to incorporate a set of common elements into their local QRIS and to determine their own local roadmaps and benchmarks for progress. In identifying the common elements, the California Department of Education (CDE) drew upon the comprehensive work on this topic by the California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee, the extensive stakeholder input it received, and its recommendations (see section (B)(1)(b) for more detail). These definitions and common high-quality elements create a Quality Continuum Framework that is: based on a quality continuum; supports kindergarten readiness; leaves the tiers and incentives to be set at the local level; and is a continuous program improvement process. To ensure access and participation by all interested early learning programs, the base, or first tier, of each local system, will start at California's Title 22[23] (Department of Social Services [DSS]) licensing standards.

The Consortia have also pledged to assume a mentoring role and provide leadership to other localities and peers across the state. The CDE will provide technical assistance (TA) to support alignment and incorporation of the Framework with the understanding that each local system will reflect the nuances, needs, and priorities of the local community.

The Quality Continuum Framework: Common Elements, Tools, and Resources

All participating consortia have signed a letter of intent agreeing to utilize the Framework, which includes common, research-based elements, tools, and resources. These

[23] See Appendix 2i: Comparison of Title 22 and Title 5 Program Requirements

common elements are grouped into three core areas: Child Development and School Readiness, Teachers and Teaching, and Program and Environment. In terms of common tools and resources, all Consortia will use the following assessment, monitoring, and program improvement tools: children's progress (state's child observational assessment: Desired Results Developmental Profile [DRDP-2010]) and healthy development (Ages and Stages Questionnaire [ASQ]); children's school readiness (state's school readiness observational assessment: Desired Results Developmental Profile – School Readiness [DRDP-SR]); the quality of teacher effectiveness and caregiver interaction with young children (Classroom Assessment Scoring System™ (Pre-K CLASS™ and Toddler CLASS™ with the Infant CLASS™ coming fall of 2012), or Program for Infant/Toddler Care - Program Assessment Rating Scale (PITC-PARS); the environment and family engagement (Environment Rating Scales [ERS]) including Early Childhood Environment Rating Scale-Revised (ECERS-R) and Infant/Toddler Environment Rating Scale-Revised (ITERS-R) and the Program Administration Scale and Business Administration Scale (PAS/BAS). Narrative Table B2 describes the Framework that all participating Consortia will utilize in their local QRIS.

Narrative Table B2: Early Learning Challenge – Quality Continuum Framework

Common QRIS Elements	Common Tools and Resources	Rationale for Common Elements
1. CHILD DEVELOPMENT AND SCHOOL READINESS		
a. **Early Learning and Development Standards** to include developmentally, culturally, and linguistically appropriate teaching strategies, interactions and environments.	a. The California Infant/Toddler and Preschool Learning and Development Foundations The companion CDE Curriculum Framework documents The Preschool English Learner (PEL) Guide	a. The Early Learning Foundations provide a consistent, research-based roadmap for how children grow and develop from birth to 60 months of age, including the stages of English language acquisition. The companion curriculum framework document is aligned with the Foundations.
b. **Comprehensive Assessment System** to include a	b. Desired Results Developmental Profile (DRDP) 2010	b. The DRDP assessment instruments are part of California's Early Learning

Narrative Table B2: Early Learning Challenge – Quality Continuum Framework		
Common QRIS Elements	**Common Tools and Resources**	**Rationale for Common Elements**
developmental and behavioral screening with follow-up and ongoing observational child assessment.	Desired Results Developmental Profile – School Readiness (DRDP-SR) Ages and Stages Questionnaire (ASQ) or comparable, validated screening tool.	System and are aligned to the early learning foundations, creating a comprehensive system for school readiness. A reliable and valid screening tool provides for early intervention when needed.
c. **Health Promotion Practices** to include mental health and health screening.	c. The California Infant/Toddler and Preschool Learning and Development Foundations and companion curriculum framework documents; A valid and reliable health and mental health screener; Environment Rating Scales (ERS); Center on the Social and Emotional Foundations for Early Learning (CSEFEL) pyramid model (see section C3); DSS/CCL Title 22 health and safety licensing standards; The USDA Child and Adult Care Food Program Guidelines.	c. The support of health practices to include curricula that promote health, nutrition, safety, and active physical play in order to ensure that children are ready to learn.

Narrative Table B2: Early Learning Challenge – Quality Continuum Framework		
Common QRIS Elements	**Common Tools and Resources**	**Rationale for Common Elements**
2. TEACHERS AND TEACHING		
a. **Early Childhood Educator Qualifications**	a. Common Core 8 CDE Competencies Self-Reflective tool (available 2012-13) Professional Growth Plans as required by the Commission on Teacher Credentialing (CTC).	a. A continuum of education and professional development based on the CDE Early Childhood Educators Competencies will define teacher and caregiver qualifications.
b. **Effective Teacher-Child Interactions**	b. Classroom Assessment Scoring System™ (CLASS™) Program Assessment Rating Scale (PARS) ERS	b. Effective teacher-child interactions promote effective practices that include respectful, responsive, language-rich interactions with children that are linguistically and culturally appropriate.
3. PROGRAM AND ENVIRONMENT		
a. **Licensing and Regulatory Requirements to include both DSS/CCL Title 22 and CDE Title 5 regulatory requirements.**	a. Title 22 (DSS) Title 5 (CDE)	a. Title 22 provides for basic health and safety of children in center care. Title 5 adds a higher level of quality requirements.
b. **Program Administration and Leadership**	b. ERS Program Administration Scale (PAS) Business Administration Scale (BAS); (See section D).	b. Use of valid Program Administration tools establishes effective administrative policies and procedures, develops leadership, supports professional development and evaluation of programs, and promotes development of a

Narrative Table B2: Early Learning Challenge – Quality Continuum Framework		
Common QRIS Elements	**Common Tools and Resources**	**Rationale for Common Elements**
		continuous program quality improvement plan.
c. **Family Engagement**	c. ERS	c. Linguistically and culturally sensitive family engagement strategies promote and enhance the parent/child relationship, provide parents with information about their child's growth and development, and encourage parents' involvement and advocacy in the education at their child's school.
d. **Effective Data Practices**	d. National Data Quality Campaign's Framework	d. Critical data is essential to effectively develop programs based on children's needs and establish successful continuous improvement plans and to align with and support K-12 improvement efforts.

The Framework enables all participating Consortia to ensure that their local QRIS meet the requirements of (B)(1)(a), including (1) Early Learning and Development Standards (Narrative Table B2 Section 1.a); (2) Comprehensive Assessment Systems (Section 1.b); (3) Early Childhood Educator qualifications (Section 2.a); (4) Family engagement strategies (Section 3.c), (5) Health promotion practices (Section 1.c); and (6) Effective data practices (Section 3.d).

As an initial entry requirement, interested participating organizations were required to commit to meeting the rigorous criteria and to aligning to the Framework. Sixteen entities have submitted letters of intent indicating their willingness to meet this high bar and become RTT-ELC Consortia. All of the approved Consortia will implement the Framework, enhance it for their local conditions and with local resources, and create local implementation ELC Action

Plans. These Action Plans will include: locally set benchmarks and tiers, a quality improvement process, key personnel, resources, and a timeline. The Consortia will use their local ELC Action Plans to implement continuous quality improvement and support their participating Early Learning and Development Programs to ensure their progress along the Quality Continuum Framework. The CDE will review the Action Plans to ensure alignment with the RTT-ELC grant application, the Framework, and grant requirements. If there is a discrepancy, the Consortium will work with the CDE to collaboratively resolve these issues.

Regional Leadership Consortia Commitments

Participating Regional Leadership Consortia have committed to:

Local QRIS and Framework Requirements

Consortia will:

- Implement a local QRIS that incorporates the evidence-based common elements and tools in the Quality Continuum Framework;
- Utilize a rating system for their local QRIS that implements a set of common assessment tools included in the Quality Continuum Framework;
- Establish benchmarks and tiers of quality in the local QRIS, and use those to set goals; and
- Develop an Action Plan that includes: (1) Early Learning and Development Program participation baseline and target data; (2) alignment and incorporation of the common elements and tools in the Quality Continuum Framework in addition to any local elements and tools; (3) locally set benchmarks and tiers; (4) a quality improvement process; (5) key personnel; (6) resources; and (7) a timeline. Action plans will be expected to explain both how RTT-ELC funds will support capacity-building activities, and how existing resources will be redirected in support of the goals of the Consortium's plan and with the aim of sustainable change beyond the life of the grant.

Programs & Quality Improvement

Consortia will:

- Include and prioritize programs serving children with high needs (including infants and toddlers, dual language learners, and children with special needs and

other disabilities) to include at a minimum: state preschool, subsidized child care; Head Start, Early Head Start, and Migrant Head Start; Part B and C of IDEA funded Early Learning and Development Programs; Title 1 preschool; migrant child care; tribal child care; and Power of Preschool (PoP) programs;

- Provide locally-designed incentives for quality improvement;
- Include a mixed-delivery early learning system that supports the needs of families in the community for child care centers and licensed family child care homes;
- Utilize a program improvement model to move programs along the local QRIS benchmarks and Framework; and
- Expand the knowledge, skills, and effectiveness of early childhood educators in the participating early childhood settings.

Evaluation & Reporting

Consortia will:

- Use the National Data Quality Campaign guidelines to support uniformity of data fields and terms;
- Provide semi-annual and annual reports of progress on their Action Plans to the CDE, as the RTT-ELC lead agency, and their Consortia members;
- Report to the CDE any data required by the federal guidance for the RTT-ELC grant; and
- Participate fully in the RTT-ELC evaluation, collecting and submitting data as specified by the evaluator and using data locally for continuous program improvement.

Convening Responsibilities & Strengthening Partnerships

Consortia will:

- Bring together organizations in their region with the same goal of improving the quality of early learning, including but not limited to: school districts, County Office of Education, the First 5 County Commission, local institutions of higher education, the local Child Care Planning Council, local R&R agency(ies), Early Head Start and Head Start, Child Development programs, migrant child care programs, alternative payment programs, tribal child care, county Health and

Human Services 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 5;

- Work with their local teams to determine the amount of local or regional resources that can be directed to this project and include this information in their ELC Action Plan and Timeline;
- Engage and inform parents of the Consortia process and the local quality improvement process;
- Encourage 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;
- Develop strong partnerships with local education agencies that focus on aligning developmentally appropriate practices, creating and building a birth to age 8 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;
- Create relationships that improve and formalize a network for follow-up on screening results;
- Develop strong partnerships with local institutions of higher education to support early educators participating in the local QRIS and ensure alignment across and between the systems as well as incorporation of the Early Childhood Educator Competencies and Core 8 (see Section D for more detail); and
- Participate in the ELC Professional Learning Community.

Mentoring Other Communities

Consortia will:

- Mentor and support peer organizations in the use of the Framework and in joining or implementing their own local QRIS; and
- Provide ELC incentives; through RTT-ELC grant funds and local resources, to surrounding communities who volunteer to initiate local QRIS efforts.

(B)(1)(b) *Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children;*

California sets common elements for local QRIS through its Quality Continuum Framework (Framework). The Framework sets measurable standards to which all the participating Consortia have agreed to align their local QRIS. The Framework clearly articulates and defines high standards of program excellence that are commensurate with nationally recognized standards. In California's approach, the Framework also includes specific tools that Consortia must incorporate into their local QRIS and the requirement that participating Consortia set differentiated quality levels based on the measurements taken with these tools. Additionally, in keeping with the overarching goal of school readiness, the required tools and resources are aligned with California's kindergarten learning standards, the new Kindergarten Common Core Standards, and the Head Start outcomes frameworks (see Section (B)(1)(a) for Framework elements and Section C for CDE tools and alignment).

In setting the common Framework elements (standards) and developing the corresponding Framework, the CDE drew on nationally recognized standards that lead to improved learning and development outcomes for children including:

1. **Relevant recommendations from the legislatively created California Early Learning Quality Improvement System** (CAEL QIS) Advisory Committee's final report, which outlined a five-tier system ranging from California's Title 22 (DSS) licensing standards to the National Institute for Early Education Research quality benchmarks. Benchmarks in this system include: Family Engagement, Ratio and Group Size, Environment, Teacher Education, Teaching and Learning, Program Administration and Leadership.[24]
2. **Quality Criteria components from the First 5 California Power of Preschool** (PoP) Program and the **Educare model**, an evidence-based Early Learning and Development Program for at-risk children.
3. **Standards and practices from Head Start** including: staff qualifications, teacher/child interactions (CLASS), health and nutrition services, child

[24] Appendix 2j for excerpts from: Dream BIG for Our Youngest Children: A Final Report (December 2010); CAEL QIS.

assessments, program design and management, and family and community partnerships.[25]

4. **A rich body of scientific knowledge on** quality elements, and "effectiveness factors,"[26] associated with improving child outcomes and found to consistently produce positive impacts. These include the following principal elements: "(1) highly skilled teachers; (2) small class sizes and high adult-to-child ratios; (3) age-appropriate curricula and stimulating materials in a safe physical setting; (4) a language-rich environment; (5) warm, responsive interactions between staff and children; and (6) high and consistent levels of child participation."[27]

(B)(1)(c) *Is linked to the State licensing system for Early Learning and Development Programs.*

To ensure a strong link between California's licensing system and the Quality Framework Continuum, the State Plan requires participating Consortia to incorporate Title 22 (DSS) licensing standards as the base tier of the local QRIS. Using existing funds, the Department of Social Services (DSS), Community Care Licensing Division (CCLD), is presently engaged in updating the Title 22 licensing standards. DSS is currently facilitating stakeholder workgroups to address licensing standards and key monitoring indicators during licensing visits. As part of the State Advisory Council, DSS will provide updates on their progress. In addition, each Consortium's Action Plan will address how to develop or increase communication with local CCLD child care licensing staff.

[25] Office of Head Start FY 2011 Monitoring Protocol

[26] "A Science-Based Framework for Early Childhood Policy: Using Evidence to Improve Outcome in Learning, Behavior, and Health for Vulnerable Children." Center on the Developing Child, Harvard University. National Forum on Early Childhood Program Evaluation; National Scientific Council on the Developing Child.

[27] Ibid.

Table (B)(1)-1: Status of all Program Standards currently used in the State							
	Program Standards Elements[13] *If the Program Standards address the element, place an "X" in that box*						
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Early Learning and Develop-ment Standards	Comprehensive Assessment Systems	Qualified workforce	Family engage-ment	Health promotion	Effective data practices	Other
First 5 California Power of Preschool	X	X	X	X	X	X	
First 5 California CARES Plus	X	X*	X		X	X	
Regional Leadership Consortia	X	X	X	X	X	X	X

First 5 California CARES Plus funds CLASS observation training for all participants, and CLASS assessments on sample subset of all participants.

Information provided by the 16 counties participating as a Regional Leadership Consortia:

13 out of the 16 Consortia utilize the Early Learning and Development Standards

13 out of the 16 Consortia utilize the Comprehensive Assessment Systems

14 out of the 16 Consortia utilize the Qualified Workforce

13 out of the 16 Consortia utilize the Family Engagement

10 out of the 16 Consortia utilize the Health Promotion

10 out of the 16 Consortia utilize the Effective Data Practices

3 out of the 16 Consortia utilize Other – Program Standards Elements

[13] Please refer to the definition of Program Standards for more information on the elements.

(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System. (*15 points*)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

(1) State-funded preschool programs;

(2) Early Head Start and Head Start programs;

(3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;

(4) Early Learning and Development Programs funded under Title I of the ESEA; and

(5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (*e.g.*, maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

(B)(2) PROMOTING PARTICIPATION IN THE STATE'S TIERED QRIS

(B)(2)(a) *Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system.*

The Regional Leadership Consortia are committed to broadly inclusive quality rating systems. Each Consortium must demonstrate that it includes all of the types of Early Learning and Development Programs identified in (B)(2)(a) including:

a. State-funded preschool programs;
b. Early Head Start, Head Start, and Migrant Head Start programs;
c. Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
d. Early Learning and Development Programs funded under Title I of the ESEA; and
e. Early Learning and Development Programs receiving funds from California's child care program.

California's approach ensures that all of these programs will be included in the participating Consortia through effective **local** engagement. Consortia will be responsible for increasing the number of participating programs within their area – and extending the geographic reach and impact of the local QRIS by recruiting additional programs to join. Consortia will implement targeted outreach to encourage participation in the local QRIS, such as orientation sessions to describe incentives and supports and utilizing dedicated staff. Consortia will share effective engagement practices with each other through the CDE-supported ELC Consortia Professional Learning Community.

Within their communities, Consortia will also engage other local age 0 to 5 services in their community, such as those in the California Home Visiting Program (CHVP) funded through Health Care Reform, as well as Transitional and Traditional Kindergarten in local school districts and all required Consortia partners, see section (B)(1)(a). Although CHVP local programs, a key partner in the local Consortia, may volunteer to participate in the local QRIS, it is more likely that alignment will occur through sharing of resources, access to staff professional development opportunities (see (C)(3)), and alignment of services as families transition out of the home visiting program and into early learning programs.

California's plan provides funds to participating Consortia to engage in mentoring activities with other peer communities, thereby further increasing the number of publicly funded

early learning programs involved. Through this model, California's plan increases program participation by local communities and programs in their shared quality framework without creating future state cost pressures or relying on an infusion of state dollars.

California's plan builds upon several recent models that are successfully implementing and scaling initiatives based on local leadership, with the state supporting the projects' success through a networking role that includes TA and resources. Examples of these models include: the First 5 Power of Preschool Program; and the Office of Head Start funded *Help Me Grow* National Replication Project that is currently operating in four California counties (see (C)(3)).

(B)(2)(b) *Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of child care in areas of concentrations of children with high needs*

As illustrated by Table Narrative Table B3, California's plan has the potential to serve significant numbers of children 0 to 5 in areas where children with high needs are concentrated.

Narrative Table B3: Characteristics of Children 0 to 5 in Counties Represented by California's Regional Leadership Consortia[28]	
Total # Children under 5	1,792,489
% of all children under 5 in California	65%
% of all children 0-4 in U.S.	8.4%
Children in Poverty under 5	525,000 (29%)
Children Low Income/Poor under 5	892,000 (49%)
Language Learners/English Learners[1] under 5	1,094,000 (60%)
Linguistically Isolated[2] under 5	398,000 (22%)
Children with disabilities under 5 in CA	32,893 (2%)
[1]This means there is a language other than English spoken in the home (including bilingual homes and non-English speaking homes) [2]No English Spoken in the home	

The Consortia will lead local efforts and facilitate local collaborations to ensure priority participation of programs serving children and families with high needs (see Section (B)(1)(a)). Rigorous standards for entry, along with incentives, will help ensure effective implementation of quality improvement. The focus on quality also allows Consortia members to

[28] Data sets provided by Children Now, 2011.

study the impact of the plan's desired reforms, identify evidence-based best practices, and create a strong learning community. Through an approach that includes local mentoring of additional peer communities by participating Consortia, attention to quality standards, and use of targeted TA for continuous program improvement, California's plan supports a locally driven Quality Continuum Framework. This growth ensures that over time increasing numbers of families will have access to high-quality Early Learning and Development Programs.

As part of the local ELC Action Plan activities, participating Consortia will expand access to high-quality Early Learning and Development Programs to their local families, especially those with children with high needs. Through the use of the ELC grant funds as well as local resources, the Consortia will actively increase the quality of the available programs and eliminate barriers to access. As a component of their Action Plans, the local Consortia will address policies and practices that impede families' access to services, including continuity of services and issues such as transportation.

The Consortia will also identify state and federal policy barriers, and raise those issues with the RTT-ELC Integrated Action Team and the State Advisory Council (SAC). This mechanism will help serve the goal of making state policy more responsive to local needs. This will include recommendations regarding discrepancies between federal and state policies and regulations. In addition, the Consortia will explore incentives and support mechanisms for high-quality providers to participate or continue participating in state and federally subsidized programs to support both increased and continued access to quality services.

The majority of the Consortia already operate quality projects with effective policies and practices to ensure participation by subsidized Early Learning and Development Programs serving children with high needs. For example, the First 5 California Power of Preschool (PoP) program, located in eight of the Consortia, expanded access to quality early learning to 9,600 preschoolers with high needs in 2008 and to almost 26,000 birth to age 5 children with high needs in 2010-11. Through the PoP model, early learning programs that volunteer to participate and meet the quality levels (e.g. 5 on an ERS), receive a per-space reimbursement rate similar to State Preschool if they do not receive public funding, while those that are publicly funded receive a quality enhancement stipend.

To meet the goals of the RTT-ELC, the local Consortia will build on and strengthen their existing local QRIS and quality efforts. An ELC Consortia Professional Learning

Community will create a mechanism that brings the CDE and local Consortia leaders together to discuss and exchange successful strategies, from expanding access to high-quality solutions to sustainable growth in access to high-quality care for children with high needs.

(B)(2)(c) *Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).*

As an initial step of RTT-ELC implementation, each participating Consortium will develop an ELC Action Plan and roadmap with local goals and benchmarks for the four-year grant period. Consortia Action Plans will include: Early Learning and Development Program participation baseline and target data; alignment and incorporation of the common elements and tools in the Quality Continuum Framework in addition to any local elements and tools; a quality improvement process; a timeline; and key personnel. Each local Consortium will set ambitious yet achievable targets and goals for early learning and program participation in the local QRIS. Consortia will draw on the State Advisory Council's (SAC) pending needs assessment for its Comprehensive Plan (an ARRA-funded project) as well as information on numbers and types of licensed child care and other pertinent information from the Local Child Care Planning Council and the Resource and Referral (R&R) agencies. This local data will help each Consortium target the most needy children and communities at the local level.

In addition, each Consortium will work with their local teams to determine the amount of local or regional resources that can be directed to this project and include this information in their ELC Action Plan and Timeline. Consortia will provide bi-annual progress reports on their Action Plans to the CDE, the RTT-ELC lead agency, and their Consortia members. This information will be used to inform others of the progress and success of California's locally-driven model, ensure federal grant compliance, support local program improvement, and make any needed mid-course changes.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	**Number of programs in the State**	*Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2012**		**Target - end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool CD-801A Sites	3,049	California's goal is to ensure that children enter kindergarten ready to learn and succeed by increasing access to high-quality Early Learning and Development Programs with research-based common elements that include: safe and healthy learning environments, developmentally appropriate curriculum, instruction informed by assessment, highly effective teachers and teaching, linguistically and culturally sensitive family engagement, and an administrative commitment to sound fiscal practices and continuous program improvement. Tiers will be established at the local level using a continuum of indicators in each of these common elements. To achieve this goal, California will expand access for children 0 to 5, especially children with high-needs, by partnering with ELC Regional Leadership Consortia and supporting their efforts for developing and implementing local Quality Rating and Improvement Systems, which will initially serve an estimated 76,000 children. California will report locally identified assessment and/or performance measures during year 1 and for the duration of the grant funding to fully satisfy federal reporting requirements. Collecting baseline data and developing targets will be the first step in RLC Action Plans.									
Early Head Start and Head Start[14]	218										
Programs funded by IDEA, Part C	68										
Programs funded by IDEA, Part B, section 619	117										
Programs funded under Title I of ESEA	158										
Programs receiving from CCDF funds	11,268										
Other *Describe:*											

Data Source notations:

State Funded Preschool: Data are collected by the California Department of Education (CDE) from the Child Development Management Information System (CDMIS) reported by Child Development Division (CDD) contractors. CDD contractors operate classrooms containing both part-day and full-day programs in blended funding programs. As of August 2011, there were 634 CDD contractors operating 3,049 State Preschool programs.

Early Head Start and Head Start data: Data are from PIR Survey Summary Report as of September

[14] Including Migrant and Tribal Head Start located in the State.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	**Number of programs in the State**	*Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2012**		**Target - end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2011. There were 97 Early Head Start and 121 Head Start Programs.

IDEA Part C: Data are from the California Department of Developmental Services (CDDS) for the CA Early Start Program. As of October 2011, there are 21 regional centers and 47 Family Resource Centers (FRC) s funded by IDEA Part C serving all 58 counties.

IDEA Part B Section 619: Data are from the CA Department of Education (CDE) Special Education Division. As of October 2011. There are a total of 117 Special Education Local Plan Areas (SELPA)s that provide IDEA Part C services to children birth to three years of age not covered by CDDS.

Title 1 of ESEA Data were collected from CDE. *Part A* data were retrieved through LEAs reporting to the Consolidated Application Data System (CADS) for the Consolidated State Performance Report (CSPR). In 2010 Program providers for children age 3 to pre-kindergarten entry include the following: 7 providers for Targeted Assistance Schools, 55 providers for Schoolwide Programs, 5 providers for Private School, and 11 providers for Neglected Program. Title I *Part B* data were collected from the CDE Even Start Family Literacy Program. In 2010 there were a total of 54 Projects/providers who were awarded funding through the Request For Application (RFA) process. Title 1 of ESEA *Part C* data were collected from the CDE Migrant, Indian, International Education Office. In 2010 there were 22 migrant regions providing services for children from birth to pre-kindergarten entry. Title 1 of ESEA *Part D* has no data reported for children from birth to pre-kindergarten entry age in juvenile corrections, at risk, neglected and juvenile detention programs.

Programs receiving from CCDF funds: Estimate was derived by the sum of: Assuming 20% Family Child Care Homes accepting CCDF subsidies (7,830), Total number of licensed CDD center sites (507), and 20% of universe licensed centers less CDD center sites (2,931)

(B)(3) Rating and monitoring Early Learning and Development Programs. (*15 points*)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (*e.g.*, displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

(B)(3) RATING AND MONITORING EARLY LEARNING AND DEVELOPMENT PROGRAMS.

(B)(3)(a) *Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency;*

California's ELC plan includes the development of common program assessment and monitoring practices based on local and state efforts and current research. While no one set plan fits all localities and settings, there are common elements that demonstrate links to improved quality and child outcomes that can be highlighted as priorities within the monitoring process. One piece of monitoring, licensing and basic health and safety checks, will occur through the Title 22 (DSS) monitoring process or the Title 5 (CDE) monitoring process (see (B)(1)(c) for statewide improvements in licensing standards).

In addition, the CDE will monitor how grant funds are implemented across the 16 Consortia, determining if the local QRIS and the state's Quality Continuum Framework are being implemented as planned, whether Consortia are meeting the terms of their RTT-ELC agreement with CDE, and the extent to which activities are targeted to children with high needs.

At the local level, each Consortium has agreed to use a rating and monitoring system for its local QRIS that uses the common program assessment and improvement tools included in the Quality Continuum Framework (see (B)(1)(a), as well as any locally prioritized tools. The Consortia will use their local data systems to: implement their own monitoring process; gather quality and scoring information; track supports and incentives; ensure participation by targeted programs serving children with high needs; and review progress in relation to their quality improvement targets. The QRIS monitoring process and local access to data will support the Consortia in their implementation of continued efficiencies and improvements. To guarantee the effectiveness of this work, Consortia will: 1) use valid and reliable tools for monitoring Early Learning and Development Programs; 2) work with trained monitors; 3) monitor these programs with appropriate frequency.

Using a valid and reliable tool for monitoring early learning and development programs

California's Quality Continuum Framework includes the use of standardized, evidence-based, and validated assessment tools to objectively and consistently rate early learning and care programs across the wide span of local licensed center and licensed home-based early learning and care settings within the Consortia. Given California's great diversity, a top concern

is the issue of how to measure quality given the variability of children's ages in many programs, the variability in program settings, and the many different cultures, languages, and abilities of participating children. To determine the program improvement tools used in the Framework, California drew on the relevant recommendations from the CAEL QIS Advisory Committee's final report, which proposed objective ratings using standardized assessment tools to help families identify quality programs, guide programs in making improvements, and give policymakers a basis for designing TA and other quality improvement initiatives. CDE staff also reviewed other systems – including Head Start, State Preschool, PoP and Educare[29] - that include children from diverse backgrounds, to determine which tools are designed to reflect the populations of providers and children in California. Due to California's diversity, criteria included whether the tools are available in multiple languages, whether they are designed to be used with infants, toddlers and older children, and whether the tools are appropriate for use in the settings where children with the highest needs are being served.

Trained monitors whose ratings have an acceptable level of inter-rater reliability

California's ELC plan calls for the utilization of a combination of local and state oversight to best maximize expertise and resources of the local QRIS rating and monitoring process. It includes a mechanism for guaranteeing local inter-rater reliability. At the county/regional level, Consortia will utilize independent raters or assessors. One Consortium will be selected as the leader for this activity, and will contract for the services of a capable research or technical assistance entity to conduct activities across the Consortia that assist all of them in maintaining an appropriate degree of rigor in their rating processes. The CDE will provide oversight and work collaboratively with the entity charged with inter-rater reliability to ensure that each Consortium has a comprehensive system for rating and monitoring that meets a high standard for inter-rater reliability in relation to application of the common elements and utilization of common tools and resources.

Consortia will include a section in their Action Plans regarding training personnel who are conducting the assessments, and will describe their processes for ongoing quality control. Each Consortium may use its ELC funds, or other local funds, to develop a regional team of independent raters trained to inter-rater reliability on the core tools being used. Creating

[29] California has two Educares in the planning and development stages, located in Los Angeles and Santa Clara Counties.

the rater teams at the local level allows the localities to set the rating schedule based on their local tiers and benchmarks along their local QRIS and the Quality Continuum Framework. Consortia use of local raters reduces travel costs, increases local access to the data, and leverages the current existing local rating systems and raters. Each locality must commit to reporting rating results through their local system, using them in quality improvement efforts, and providing results as needed to the ELC evaluator.

Monitoring and rating with appropriate frequency

The majority of the Consortia's local QRIS monitoring and rating activities will occur at the local level, with the frequency set through the Consortia's ELC Action Plans based on local goals and resources. The state will work with the Consortia to streamline the number and types of monitoring a program undergoes. By sharing evaluation and rating information across the various systems, the Consortia will create a streamlined, efficient system that increases accountability as well as effectiveness. It also will help to target monitoring efforts to those programs most in need of support. Creating a more streamlined system will be a focus of each local Action Plan and of the ELC Integrated Action Team.

In California, separate agencies are charged with early learning and development program oversight. The Department of Social Services (DSS) Community Care Licensing Division (CCLD) administers Title 22 child care licensing, the CDE conducts Title 5 reviews of state preschool, infant/toddler contracted Child Development programs, and CCDF-funded agencies, and the federal government monitors Head Start. Thus, a variety of agencies may rate and monitor the same program. While each of these reviews has a slightly different focus, sharing of both tools and information will streamline these activities. This coordination review will occur both at the State Advisory Council level as well as the Consortia level.

(B)(3)(b) *Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs*

California's plan provides objective ratings of early learning and development programs to families in an accessible, clear, and easy-to-understand format. Providing this information increases family and public awareness of the characteristics of early learning and

care program quality that promote better outcomes for children. As a key Consortia partnership activity and as part of their Action Plans, Consortia will reach out to families with local QRIS information, allowing the Consortia to effectively engage and inform families within the communities they serve.

The Consortia will benefit from an existing draft communication plan developed through the CAEL QIS Advisory Committee's Engagement Subcommittee.[30] The draft communication plan is organized by three target groups: (1) families; (2) programs and providers; and (3) stakeholders and the general public. For each group, the plan provides implementation strategies, sample messages, ideas for templates, and systems and groups that can provide outreach and information. These templates, along with RTT-ELC grant funds and local resources, will support Consortia in this work.

California's state plan includes mechanisms and steps to support access by families to information about the local QRIS, ratings for local programs as well as more general information about the effect of quality programs on school readiness and healthy development. Partners that work with families with high needs will be referred to such programs as R&Rs, CHVP, and WIC. As part of the RTT Professional Learning Community, the Consortia will work together to determine effective and cost efficient mechanisms to increase family and public awareness of the characteristics of early learning program quality that promote better outcomes for children.

In order to help early learning providers, parents, and the public gain a better understanding of licensing and the components of high-quality care, the state will ensure greater access to this information and resources. Using RTT-ELC grant funding, the DSS CCLD will take the opportunity to expand its current website to provide important licensing information to parents and professional development opportunities to providers. The website will be informed by the work of the licensing standards workgroups (see Section (B)(1)(c)).

Through the Consortia, local and statewide partners (including the First 5 County Commissions, Resource and Referral agencies, County Offices of Education, and the lead local QRIS agency) will share information about the enhanced CCLD website with providers and

[30] See Appendix 2j: California Early Learning Quality Improvement System Advisory Committee, *Final Report: Dream Big for our Youngest Children*, California Department of Education, 2010

families and will create links from their websites to the new CCLD licensing education site. Consortia will commit to ensuring that providers and families in their localities are aware of the improved licensing site and know how to access it, including from public Internet access points.

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (*20 points*)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (*e.g.*, through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (*e.g.*, providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

(B)(4) PROMOTING ACCESS TO HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT PROGRAMS FOR CHILDREN WITH HIGH NEEDS.

(B)(4)(a) *Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation)*

California's Plan supports quality improvement through both supports and incentives. A combination of state and local TA and resources will support and encourage local Early Learning and Development Programs to implement quality improvement efforts. The Consortia have stepped up to implement the Quality Continuum Framework in their local QRIS, leveraging a variety of local, state, and federal partnerships, and the RTT-ELC grant to provide incentives, supports, and capacity building.

Supports

California's plan utilizes the CDE as a technical assistance (TA) and resource hub to support the Consortia and local participating programs in their continuous quality improvement process. The plan will bring together a diverse group of Consortia and surrounding regions, all committed to a common goal of improved school readiness and all supported and connected by the state as a TA and resource hub. Both the Consortia and the state will deploy resources and TA to the Early Learning and Development Programs participating in the local QRIS, such as prioritization of the Child Care and Development Fund (CCDF) CDE quality projects. A continuous quality improvement model focuses on improving program quality, thereby increasing the number of programs in a community that provide high-quality, linguistically and culturally appropriate services to children with high needs, including infants and toddlers, dual language learners, and children with disabilities and other special needs.

California's plan also will include an ELC Consortia Professional Learning Community that will engage relevant experts and ensure discussions of challenges and effective solutions in areas including, but not limited to: QRIS systems and evaluations; sustainability; quality of implementation; expanding and maintaining quality care; appropriate and effective TA; and alignment with K-12, health, and other early learning services. The ELC Consortia Professional Learning Community will support continuous improvement at the local and state levels.

Consortia will include in their local QRIS a quality improvement process for

participating Early Learning and Development Programs. Local programs that join their local QRIS will receive a mix of state and local TA and resources to support their quality improvement plan and their progression toward higher quality on the continuum. While entry-level programs are likely to require the greatest support, TA will also be available to help programs maintain their current quality level, particularly at the higher levels. Support will build on existing TA expertise and effective delivery strategies using the resources of other local early QRIS model programs and early learning and care associations.

Quality improvement TA will:

- Inform programs about the local QRIS, helping programs to move up the locally-based tiers, and sustain higher quality;
- Incorporate local needs and priorities;
- Support the implementation of local programs' Quality Improvement Plans;
- Build on local, state, and national expertise and delivery systems, using a client-driven, data-based coaching model as well as other strategies;
- Link into the CDE CCDF quality projects and other state ELC TA research-based resources (see Sections (C)(3) and D); and
- Incorporate California's research-based early learning system.

The proposed TA will use a strengths-based approach that employs coaching and mentoring for continuous quality improvement. The coaching model is client-driven, beginning with a baseline assessment of the Early Learning and Development Program and specific to the quality improvement tools and CDE research-based resources. As ELC participants, programs will receive first priority for training and technical assistance from CCDF quality improvement professional development projects such as the Program for Infant/Toddler Care (PITC) Institutes and Partners for Quality, the California Early Childhood Mentor Program, and access to Child Development Permits stipends (see Sections C and D for further information on CCDF supported quality projects). This prioritization of state resources rewards Early Learning and Development Programs for committing themselves to a continuous program improvement process and will help California move toward the goal of improved school readiness. CCDF quality improvement contractors will work with the local Consortia to prioritize training and technical assistance services and schedule deployment into localities based on the local quality improvement plans.

TA and supports for quality improvement will be available in each of the areas of

the Quality Continuum Framework– child development and school readiness, teachers and teaching, and program/environment. Supports directed at programs to improve the common elements include CCDF quality projects as well as local efforts. Some of the local efforts support health aspects, such as health and safety, active physical play, and adult-child relationships, which support social-emotional development (see Section (C)(3)). Participating programs in the local QRIS will receive supports to implement screenings and referrals as well as a complete screening packet that can be easily duplicated for continued, cost-effective use (see Section (C)(3)).

Research has consistently shown that the early childhood educator is the largest predictor of quality in a program and of improved child outcomes. Consortia practices will include a strong commitment to encouraging and expanding the knowledge, skills, and effectiveness of California's culturally and linguistically diverse early childhood educators. As part of their local action plans, Consortia will address priority local workforce needs and link these with existing state and local efforts. In California's ELC plan, several early childhood educator projects will support the local focus on teachers and teaching quality, including the expansion of the community college "Core 8" coursework and utilization of cohort models to support pursuit of degrees (see Section D for more detail).

Additionally, collaboration and articulation between Consortia and institutions of higher education provide critical support services for early childhood educators to attain the proper educational qualifications. California's plan calls for Consortia to include local community colleges and four-year universities as members to ensure effective collaboration and increased access to applicable coursework and supports.

Consortia will also link with other existing local efforts, such as First 5 CARES Plus which is currently in 34 counties (12 of the 15 Consortia counties), and any local PoP programs eight of which are in the 15 counties participating as Consortia. As First 5 California is one of the Participating State Agency partners, prioritization of the programs participating in the local QRIS will ensure greater access to multiple CLASS™ professional development tools, including *MyTeachingPartner* (MTP) in counties that operate a CARES Plus program. MTP is a research-based, 10-month, intensive and ongoing coaching program that has been proven to boost effective classroom/program interactions and improve child outcomes in language, math, and early literacy development. MTP directly supports California's goal of improved school

readiness for children with high needs.[31]

In addition, other current professional development efforts, through local programs such as CARES Plus, PoP, and local QRIS, include professional development for:

- Supporting dual language learners;
- Working with children with special needs and infants and toddlers;
- Social-emotional development, pre-literacy development; classroom management, and working with families;
- Use of environment assessments, such as the ECERS-R and FCCERS-R;
- Science and nature, health and nutrition, gross motor and physical development and art/music;
- Using CLASS™;
- Preschool Learning Foundations, cultural competency, Preschool English Language Learners Guide, and DRDP-R;
- Community resources, referral and social services and pre-math development; and
- Specialized activities to meet program and staff needs (e.g. curriculum, leadership skills, program policy implementation and teacher stress).

Incentives

California's plan requires that all participating Consortia provide incentives to Early Learning and Development Programs to encourage their participation and continuous improvement, but gives discretion to the Consortia to develop the incentives most likely to encourage participation and improve quality in their local communities. Due to the locally-driven nature of the plan, California's Framework will not include statewide policies that set tiered reimbursements. Given California's vast geography and diversity, these are more appropriately set at the local level based on local needs and resources, market rates, and cost of living. Through their ELC Action Plans, Consortia will be required to design locally sustainable, tiered quality incentives and/or other incentives and supports that will encourage and reward programs for improving quality.

(B)(4)(b) *Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those*

[31] Pianta, R., Mashburn, A., Downer, J., Hamre, B., & Justice L. (2008). *Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms.* Early Childhood Research Quarterly, pp 431-451.

needs (e.g., providing full-day, full-year programs; transportation; meals; family support services)

The ELC Integrated Action Team, at the state level, and the Consortia, at the local level, will address policies and supports to help increase access by working families to high-quality Early Learning and Development programs within existing resources. At the state level, the CDE has worked to leverage state funds with federal investments in early childhood programs to support increased access to working families who need full day, quality care. Of particular note are the partnerships between Head Start and California's State Preschool Program. In 2009, Head Start's funded enrollment for preschool age children was 86,718, with an additional 7,430 infants and toddlers in Early Head Start, 7,164 infants and toddlers served by the 2009 American Recovery and Reinvestment Act (ARRA) funds, 5,946 in Migrant and Seasonal Head Start, and 608 in Tribal Head Start.[32] Many of the agencies administering Head Start also administer State Preschool programs. Federal and state funds are combined to enhance the quality of services in some programs, or to provide extended days per year and/or hours per day.

At the Consortium level, leaders will work throughout their communities to increase the access of families with high needs to quality programs through linkages and access to wrap-around services, full-day services, transportation, and links and referrals to family support services. In California's plan, participating state agencies as well as local Consortia will work on mobilizing resources, such as state-or federally-funded wrap-around services, and other services funded through the First 5 county commissions. For example, First 5 Contra Costa operates a Preschool Makes a Difference Scholarship Program (PMD) for families who are unable to qualify for other subsidies, yet still cannot afford preschool. In two of the Consortia counties, Los Angeles and Santa Clara, Educare development is in progress and, when operational, will provide additional access to high-quality, full-day, full-year services for children with high needs. In addition, the Consortia will work on other areas that challenge the access of families, such as program intake and eligibility forms. By developing a strategy for program intake across a community, more families will understand their eligibility and how to enroll their children in high-quality services.

[32] California Head Start Association, 2010

Consortia have agreed to prioritize subsidized Early Learning and Development programs, particularly those serving infants and toddlers, dual language learners, and children with disabilities and other special needs. Consortia working on ELC Action Plans will be encouraged to use relevant data to learn where most children with high needs are being served, including infants and toddlers, dual language learners, and children with special needs, so they can effectively incorporate those settings into their local QRIS design. Consortia will be supported to continually use data to inform their outreach and participation strategies as well as incentives for participation (see Section (B)(4)(a)). In some localities, a significant proportion of children with high needs are served in family, friend and neighbor (FFN) care or other license-exempt care in other settings. In their Action Plans, Consortia may include plans to identify those providers and offer them quality supports within the context of the local QRIS and the Framework. This includes supports through partnerships with other sectors of the early learning system, such as the California Home Visiting Program or local home visiting, screening, health insurance access, and professional development.

Consortia that are also PoP programs, or are closely affiliated with PoP, already engage in many of these practices and have previously committed to supporting family access and support services. With the first priority focused on subsidized early learning programs, working families with children with high needs will have increased access to quality early learning services.

(B)(4)(c) *Setting ambitious yet achievable targets for increasing:*

(B)(4)(c)(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

See Table (B)(4)(c)(1).

(B)(4)(c)(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

See Table (B)(4)(c)(2).

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	**Target- end of calendar year 2012**	**Target- end of calendar year 2013**	**Target- end of calendar year 2014**	**Target- end of calendar year 2015**
Total number of programs covered by the Tiered Quality Rating and Improvement System by Consortia	1,097	1,375	1,562	1,800	1,895
Number of programs in Tier 1 (lowest)	See detail tables below				
Number of programs in Tier 2	See detail tables below				
Number of programs in Tier 3	See detail tables below				
Number of programs in Tier 4	See detail tables below				
Number of programs in Tier 5 (highest)	See detail tables below				

Include a row for each tier in the State's Tiered Quality Rating and Improvement System, customize the labeling of the tiers, and indicate the highest and lowest tier.

[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information. Also, if applicable, describe in your narrative how programs participating in the current Tiered Quality Rating and Improvement System will be transitioned to the updated Tiered Quality Rating and Improvement System.]

The performance measure data included in this table was developed based on data submitted by eight local consortia. Five of the eight consortia provided actual baseline numbers, while the other three provided estimates. Upon receiving grant funds, each Consortium will complete this table with baseline numbers and percentages and ambitious but achievable targets for the number of programs included in each local tier for the years 2012 to 2015, and will fully satisfy federal reporting requirements.

Please note that one Consortium has 5 tiers, four Consortia have 4 tiers, one Consortium has 3 tiers, and two Consortia have 2 tiers. Sub-tables of these are provided below.

Two Consortia with Two Tiers

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	**Target- end of calendar year 2012**	**Target- end of calendar year 2013**	**Target- end of calendar year 2014**	**Target- end of calendar year 2015**
Total number of programs covered by the Tiered Quality Rating and Improvement System by Consortia	109	109*	109*	109*	109*
Number of programs in Tier 1	71	66	60	54	48
Number of programs in Tier 2	38	43	49	55	61
*Please note that increase in the number of programs will be adjusted upon initiation of RTT-ELC funding.					
One Consortium with Three Tiers					
Total number of programs covered by the Tiered Quality Rating and Improvement System by Consortia	229	255	279	303	335
Number of programs in Tier 1	8	7	5	2	0
Number of programs in Tier 2	45	44	41	38	33
Number of programs in Tier 3	176	204	233	263	302
Four Consortia with Four Tiers					
Total number of programs covered by the Tiered Quality Rating and Improvement System by Consortia	514	611	624	638	652
Number of programs in Tier 1	124	172	177	182	187

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	**Target- end of calendar year 2012**	**Target- end of calendar year 2013**	**Target- end of calendar year 2014**	**Target- end of calendar year 2015**
Number of programs in Tier 2	92	82	87	92	97
Number of programs in Tier 3	84	114	115	117	119
Number of programs in Tier 4	214	243	245	247	249
One Consortium with Five Tiers					
Total number of programs covered by the Tiered Quality Rating and Improvement System by Consortia	245	400	550	750	799
Number of programs in Tier 1	14	23	31	43	46
Number of programs in Tier 2	73	119	164	223	238
Number of programs in Tier 3	114	186	256	349	372
Number of programs in Tier 4	43	70	97	132	140
Number of programs in Tier 5	1	2	2	3	3

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	**Number of Children with High Needs served by programs in the State**	*Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System*									
		Baseline (Today)		**Target- end of calendar year 2012**		**Target - end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool *Specify*:	101,414	Consortia communities will include all of these types of Early Learning and Development Programs. Upon receiving grant funds, each Consortium will complete this table with baseline numbers and percentages and ambitious but achievable targets for the number of children served by top-tier programs for the years 2012 to 2015, and will fully satisfy federal reporting requirements. The CDE will assist Consortia as necessary to help them identify numbers served in each of these types of Programs, and to set ambitious but achievable targets. Consortia currently serve an estimated 76,000 children, all of whom are identified as children with high-needs. Note that because Consortia will serve as regional service hubs and will mentor additional Programs in the surrounding area, their impact will extend beyond the Early Learning and Development Programs that are members of the Consortia. The total number of children in the counties of the participating Consortia is 1.8 million, of which approximately 1.1 million are children with high-needs. In setting their targets, Consortia will set targets for their member Programs as well as the non-member Programs they intend to impact through mentoring, professional development offerings, etc.									
Early Head Start and Head Start[15]	121,506										
Early Learning and Development Programs funded by IDEA, Part C	18,383										
Early Learning and Development Programs funded by IDEA, Part B, section 619	64,763										
Early Learning and Development Programs funded under Title I of ESEA	25,580										
Early Learning and Development Programs receiving funds from the State's CCDF program	125,899										
First 5 California Power of Preschool	25,986	Future Power of Preschool funding has not yet been committed. Targeted enrollment increases would be consistent with additional approved funding.									

[15] Including Migrant and Tribal Head Start located in the State.

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System. (*15 points*)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

(B)(5) VALIDATING THE EFFECTIVENESS OF THE STATE TIERED QUALITY RATING AND IMPROVEMENT SYSTEM.

(B)(5)(a) *Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and*

(B)(5)(b) *Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.*

California's local QRIS approach will require an evaluation strategy that is unique. States with mandated, state-level QRIS will seek to validate the tiers of the state-level QRIS. In California's plan, Consortia will set tiers, not the state, and therefore the validation of the tiers will happen at the local level, in select Consortia. Because California's RLC network will comprise 16 Consortia, an evaluation of all 16 QRIS would be impractical and not the best use of grant funds. With this reality in mind, the state will trade breadth of the evaluation for depth.

To conduct the evaluation, California will seek bids from independent evaluators and select one with an established track record of rigorous program evaluation and demonstrated strength in validation studies. In their applications, evaluators will propose a research design to study local QRIS implementation in a subset of Consortia. The specific Consortia studied will be proposed by the evaluator as part of the application, and determined by the CDE when choosing the evaluator.

As required by the RTT-ELC grant, the evaluation will 1) validate whether the tiers in the QRIS of select Consortia accurately reflect differential levels of program quality; and 2) assess the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Accordingly, evaluators will describe in their proposals 1) which research-based measures they will use to validate the tiers of the selected local QRIS models, and 2) what appropriate research designs and measures of progress they will use to determine the extent to which changes in quality ratings correlate with specified child outcomes. For these portions of the evaluation, evaluators will be asked to propose study designs that prioritize rigor over the number of sites included.

In developing the Request for Proposals (RFP) for the evaluation, CDE staff will work with statewide evaluation experts to determine whether an experimental evaluation design

with random assignment will be feasible. If not, the RFP will direct evaluators to propose designs that assess association rather than causality. The RFP will require evaluators to describe how they will assess development among children who are dual language learners, especially as many assessment tools have not been validated specifically with this population. The RFP may invite evaluators to propose study designs that align the evaluation with the Educare model's national evaluation. (Two of the Consortia, LA and Santa Clara, are in the Educare development process and are aligning other local evaluations to include some of the same measures and questions.)

In addition to the validation work described above, the evaluation will address other, broader research questions about local QRIS implementation. These may include the following:

1. Does the local QRIS work as intended? What elements provide the most accurate and important information about program quality? Can the local QRIS be streamlined so that rating and monitoring focuses only on the most important quality elements?
2. Are data for the local QRIS gathered reliably? What are the barriers to good data collection?
3. How might implementation be streamlined?
4. Which Early Learning and Development Programs volunteer to participate (or not) and why (or why not)? What are the characteristics of the children and families served in programs that volunteer to participate vs. those that do not?
5. Are the quality improvement strategies, including incentives, implemented as intended? Which ones work best?
6. How are Consortia adapting or adding to the state's Quality Continuum Framework?
7. Is the Consortia Technical Assistance adequate and effective in supporting programs and moving them to the next level of quality? Are CDE resources and support adequate and effective for the local Consortia?
8. Incentives and compensation:
    a. How effective is the local compensation and incentive structure in driving higher levels of quality and/or in supporting outcomes?

b. What incentives are most effective in getting providers to participate?
c. What are the costs and efficacy of the different incentives in California?

The CDE will finalize this set of research questions in consultation with the State Advisory Council and Consortia leaders. The purpose of this part of the evaluation is similar to that of a typical program evaluation: to document how a particular program model is implemented in multiple sites, to help the studied programs and peer programs learn what's working and what's not working to help strengthen their practices, and to help CDE improve its technical assistance offerings.

The evaluator will propose a methodology for answering these research questions using rigorous qualitative and/or quantitative methods. If a cost-effective methodology such as surveying is used, the evaluator may propose inviting all Consortia to participate in this portion of the evaluation.

California has previously invested in rigorous study of a particular QRIS model. In September 2011, the RAND Corporation concluded a nine-month process to conduct a Virtual Pilot of CAEL QIS Advisory Committee's proposed QRIS Plan.[33] Using statewide data collected for the RAND California Preschool Study[34] and San Francisco County data collected by Gateway to Quality, the RAND researchers modeled key options in the proposed early learning QRIS and "tested out" alternative structures. The modeling relied on data from independent observational assessments of multiple dimensions of quality in nearly 250 ECE center-based programs serving preschool-age children, as well as San Francisco specific data, which include the centers and family child care homes serving children 0 to 5 that participate in the Gateway to Quality Project.

RAND used the data to "test" current and alternative QRIS structures and to determine the expected share of programs that would fall into each tier of CAEL QIS Advisory

[33] Virtual Pilot study is currently undergoing RAND's peer-review process and will be ready for public dissemination shortly.
[34] The early learning and care programs included in the RAND Preschool study are: Title I; Head Start; CalWORKs and non-CalWORKs Alternative Payment Programs; CalWORKs Stages (Stages 1, 2, and 3); CalLearn; Alternative Payment (AP) (non-CalWORKs); State Preschool (part-day and full-day); General Child Care and Development (CCD); Prekindergarten and Family Literacy (PKFL) (part-day and full-day); Migrant Child Care and Development (CCD); Cal-SAFE (California School Age Families Education); State and Local Preschool Expansion Programs; and POP Demonstration Projects.

Committee's proposed rating system under alternative QRIS designs. The analysis also identified the correlations among the quality elements in the rating scale and identified which quality elements are most difficult for programs to meet.

The information from this study has helped to inform the design of California's Quality Continuum Framework and may provide useful information to help the Consortia voluntarily align their QRIS designs. It may also identify which QRIS components are best for rating and improving quality and thereby lead to more streamlined local QRIS and possibly a more streamlined Quality Continuum Framework at the state level. It may also provide a useful foundation for the evaluation proposed here. The full Virtual Pilot findings will be shared with the Consortia so that they can use them to strengthen their local QRIS, local ELC Action Plans and Roadmaps, and their TA plans. The RAND study is just one example of how California's commitment to self-examination through research in recent years informs program and policy development.

Focused Investment Areas -- Sections (C), (D), and (E)

The State must address in its application--

(1) Two or more of the selection criteria in Focused Investment Area (C);
(2) One or more of the selection criteria in Focused Investment Area (D); and
(3) One or more of the selection criteria in Focused Investment Area (E).

The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.

The applicant must address two or more selection criteria within Focused Investment Area (C).

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;

(b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;

(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
    - Proof of use by the types of Early Learning and Development Programs in the State;
    - The State's Early Learning and Development Standards for:
        - Infants and toddlers
        - Preschoolers
    - Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
    - Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
    - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards; and

C. Promoting Early Learning and Development Outcomes for Children

(C)(1) DEVELOPING AND USING STATEWIDE, HIGH-QUALITY EARLY LEARNING AND DEVELOPMENT STANDARDS

Narrative Table C1 provides an overview of the extensive efforts California has undertaken to date to develop and use high-quality standards, and the exciting accomplishments to be achieved as a result of the activities described in this application.

Narrative Table C1: Section C Summary

What We Have Done	What We Will Do [35]
•California has a well-established *Early Learning and Development System*, grounded in milestones identified for specific ages, and linked to assessment tools. •The California Collaborative for the Social and Emotional Foundations for Early Learning (CA CSEFEL) was established with federal grant funding to help early learning educators develop skills to support children's social-emotional development and children with challenging behaviors. •A number of strong early childhood educator professional development networks exist in the state. •The state has developed *Early Childhood Educator Competencies* that identify the knowledge, skills, and dispositions necessary for success in working with the spectrum of needs presented by children ages 0 to 5. •The California Statewide Screening Collaborative (CSSC)[36] was established as a partnership between First 5 California and CA Dept. of Health Care Services to bring stakeholders together to	• The state will expand and support the implementation of the California Collaborative on the Social and Emotional Foundations for Early Learning (CA CSEFEL) in order to promote the social and emotional development and school readiness of young children. • The state will expand training for early childhood educators in the assessment of social-emotional learning, which includes the certification of coaches and trainers. • Consortia will implement the CSEFEL model and mentor other partner sites. • California will expand implementation of annual developmental and behavioral screening using standardized, validated screening tools, and offer related training and technical assistance to program staff. • All Consortia have agreed to implement annual developmental and behavioral screening using standardized, validated screening tools; Consortia will offer related training and technical assistance

[35] For more detail on California's high-quality plan in this focused investment area, please see the detailed planning chart at the end of this section.

[36] See Appendix 2k: California Statewide Screening Collaborative Membership.

Narrative Table C1: Section C Summary	
What We Have Done	**What We Will Do** [35]
promote well-coordinated health, developmental, and early mental health screenings.	to program staff.

(C)(1)(a) *Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness*

Learning and Development Foundations

Establishing a shared vision among early childhood educators of children's developmental progress from 0 to 5 years of age is a critical step in California's efforts to strengthen school readiness and to close the achievement gap. High-quality practices are those that support children's acquisition of essential knowledge and skills, and ultimately lead to positive child outcomes and school success. In order to establish commonly understood standards for young children's learning and development, California has created the *Preschool Learning Foundations (Preschool Foundations)* and *Infant/Toddler Learning and Development Foundations*, (*Infant/Toddler Foundations*) which are at the center of its *Early Learning and Development System* (System). The System is an aligned and integrated set of resources and tools, including program guidelines, assessments, curriculum frameworks, professional development, and targeted support. The Foundations describe competencies that children typically attain with appropriate support and cover the major developmental domains, thereby providing a comprehensive research- and evidence-based understanding of young children's learning and development. The Foundations are used statewide in publicly funded early learning programs and are woven throughout California's system of early learning, which includes curriculum frameworks, an observational child assessment system, and professional development. These components make up the comprehensive System described in detail in Section (C)(1)(c). First 5 California Power of Preschool programs, now serving 8 counties, incorporate the Foundations into their programs, as do all state-funded and most Head Start programs, through use of the Desired Results Developmental Profile (DRDP).

California's diversity in home language and culture necessitates specific and thoughtful attention to dual-language learners. Over one-third (39%) of California's 0 to 5

populations live in families where the most knowledgeable adult does not speak English well, and approximately 40% of kindergartners in California are dual-language learners.[37] In addition, over 50 primary languages are spoken by children attending California's public schools, with almost half of the schools in the state having a student population that includes English learners from at least six language backgrounds.[38]

English-language development is one of the domains addressed in Volume 1 of the Preschool Foundations. The English-language development Foundations are specifically designed for children entering preschool who speak a home language other than English. As part of the alignment of the English-language development Foundations with the California Kindergarten content standards, four developmental strands were created: Listening, Speaking, Reading, and Writing. These Foundations describe three levels of development – Beginning, Middle, and Later – to account for individual differences in experience with English in particular and learning in general.

Additional aligned resources help California's early childhood educators understand dual-language development. Volume 1 of the preschool curriculum framework addresses English-language development in depth. The DRDP provides a valid, reliable set of measures to assess the progress of individual children in English-language development. In addition, the CDE publication, *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*[39] provides guidance on supporting preschool children who are English learners. This resource guide underscores: 1) the role of families in language and literacy development; 2) the importance of connecting preschool and the home language; and 3) building on the competency children have in their home language. A resource that complements the Preschool English Learner (PEL) Resource Guide is *A World Full of Language: Supporting Preschool English Learners.* Available in both English and Spanish, this DVD gives an overview of English-language development and presents specific strategies that support second-language acquisition during early childhood.

In order to partner with parents in the education of their preschool children, key

[37] Children's Report Card 2011, Children Now

[38] Information from Dataquest, California Department of Education online data system, the source with the most up-to-date demographic and assessment data for all levels of California education.

[39] California Department of Education, *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning,* Second Edition, 2009. See Appendix 2l for the Introduction to this report.

sections of the Preschool Foundations have been translated to help parents understand the content related to learning and development. The translations include traditional Chinese, simplified Chinese, Hmong, Korean, Filipino (Tagalog), Spanish, and Vietnamese, which are the prevalent non-English languages spoken by parents of preschool children in California.

Research and development of effective strategies for working with children from diverse linguistic backgrounds in child care settings is currently underway. This project, funded through the State Advisory Council American Reinvestment and Recovery Act (ARRA) grant, brings together researchers and experts to define best practices for use by early educators working with children in classrooms where various home languages are spoken. The document to be produced by this project will be included as a final chapter in the pending revision of California's *Prekindergarten Learning and Development Guidelines* (further detailed in Section (C)(1)(c)).

Because the family's culture and language play a central role in early learning and development, the Preschool and Infant/Toddler Foundations emphasize honoring children's home cultures and connecting children's experiences at home with their experiences in the early learning program by collaborating with families. Attention to culture is woven throughout California's early learning system in various ways, from the kinds of examples used to illustrate children's development to strategies for incorporating diverse cultural experiences into the learning environment.

Experts representing culturally diverse perspectives participated in the development of the Preschool and Infant/Toddler Foundations and curriculum frameworks. First drafts were reviewed by stakeholder organizations, including the California Association for Bilingual Education, the National Black Child Development Institute, the California Head Start Association, California Tomorrow, Migrant Head Start, Asian Pacific Islander Community Action Network, and the National Council of La Raza. Input and feedback from stakeholders was integrated into a second draft, which subsequently underwent a second round of stakeholder review. Experts in culturally responsive early care and education conducted a final independent review of each document.

Both the *California Preschool Learning Foundations (Preschool Foundations) and* the *California Infant/Toddler Learning and Development Foundations (Infant/Toddler Foundations)* describe research and evidence-based expectations for development. Age-specific

advisory panels of researchers and experts on cultural diversity collaborated to support the creation of developmentally, linguistically, and culturally appropriate descriptions of learning and development. Companion curriculum frameworks for the *Preschool and Infant/Toddler Foundations* are in the final stages of development. The purpose of both the *Preschool Curriculum Framework* and *Infant/Toddler Curriculum Framework* is to facilitate intentional teaching and planning to support children's learning. They recommend principles and strategies and a reflective curriculum planning process to foster early learning and development. Responsive, individualized care and an emotionally secure base for active, playful exploration and discovery in safe environments are emphasized. The structure and design of the curriculum frameworks reinforce their alignment with the Foundations and with each other.

To promote the utilization of the California *Infant/Toddler Foundations* by early childhood professionals, a companion set of DVDs provides illustrations for each of the 28 *Infant/Toddler Foundations*, with examples of relevant behavior of young children at 8, 18, and 36 months. This multi-faceted resource also features a section on the first four months of life, along with extended clips that can be used for pre-service preparation and in-service training of infant/toddler care teachers. These DVDs are used throughout California and in many other states for professional development and early childhood educator preparation. A companion set of DVDs is currently being developed for the *Preschool Foundations*.

The Foundations are Developmentally Appropriate Across Each Age Group of Infants, Toddlers, and Preschoolers

To ensure that both the *Preschool* and *Infant/Toddler Foundations* are developmentally appropriate, a consortium of research experts for each domain at each age level reviewed the literature on the specific competencies addressed by the Foundations and formulated research-based descriptions of children's developing competencies. The *Preschool Foundations* specify descriptions of children's competencies across all the essential domains at around 48 months of age and around 60 months of age. The *Infant/Toddler Foundations* describe learning and development during the first 4 months of life, 'at around' 8 months, 18 months, and 36 months of age. The terminology of 'at around' a particular age was chosen to emphasize that young children develop at different rates.

Researchers were asked to draft descriptions of competencies that most children typically develop during each age period when provided appropriate developmental support. In

essence, the Foundations describe expectations for how most children develop when they are appropriately nurtured at home and in early care and education settings. Both the draft *Preschool* and *Infant/Toddler Foundations* and draft literature reviews created by the research consortia were reviewed by stakeholders and focus groups who had expertise in both child development and early childhood practice. Stakeholder and focus group input led to further refinement of the age-related descriptions of development. The research consortia finalized the Foundations, double-checking the developmental accuracy and appropriateness of each description.

The Foundations Cover all Essential Domains of School Readiness

The preschool Foundations consist of three volumes. Volume 1, released in 2008, addresses Social-Emotional Development, Language and Literacy, English-language Development, and Mathematics. Volume 2, which will be released in late fall 2011, addresses Visual and Performing Arts, Physical Development, and Health. Volume 3 addresses the domains of History, Social Science, and Science and will be available in spring 2012.

The domains were selected to align with the kindergarten content standards and they address all of the essential domains of school readiness. The preschool Social-Emotional Development and History-Social Science Foundations address the essential domains of social and emotional development and approaches toward learning; the Language and Literacy and English-language Development Foundation*s* address the essential domain of language and literacy development; the Mathematics, Science, History-Social Science, Visual and Performing Arts, and Health Foundation*s* address cognition and general knowledge; and the Social-Emotional Development, Physical Development, and Health Foundations address the essential domains of physical well-being and motor development. The *Infant/Toddler Foundations* cover the domains of Social-Emotional Development, Language Development, Cognitive Development, and Perceptual and Motor Development. The smaller number of domains at this level reflects the holistic nature of infant/toddler development and aligns with the organization of introductory college courses on infant development. Within this organization, all of the essential domains of school readiness are addressed.

The Infant/Toddler Social-Emotional Development Foundations address the essential domains of social and emotional development and approaches to learning; the Language Development Foundations address the essential domain of language and literacy; the Cognitive Development Foundations address the essential domains of cognition and general

knowledge (including early mathematics and early scientific development) and approaches to learning; and the Perceptual and Motor Development and Social-Emotional Development Foundations address the essential domains of physical well-being and motor development.

(C)(1)(b) *Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics*

Alignment with the K-12 System

California has been actively working toward more cohesive services for children age 0 to 8 by ensuring that the California Early Learning System is aligned with kindergarten standards and that K-3 teachers have an understanding of the Early Learning System, including the *Foundations*, Frameworks, and DRDP.

In developing the *Preschool Learning Foundations*, the researchers and writers used the *Kindergarten Standards for the State of California* to organize the Foundations and identify key sequences of learning. In addition to social-emotional development, the *Preschool Foundations* cover the eight domains that the kindergarten standards address. Reviewers of each *Preschool Foundations* domain included individuals who participated in the development of the kindergarten standards. Their input and feedback strengthened the alignment between the *Preschool Foundations* and kindergarten standards. It is noteworthy that elements of the preschool social-emotional domain link to standards under health that focus on children's mental health. It was determined that an entire domain should be devoted to social-emotional development at the preschool level.

With the third volume of the Foundation*s* nearing completion, California analyzed alignment with the kindergarten standards, domain by domain. The preliminary mapping indicates strong alignment between the Foundations and the California kindergarten standards, including the domains of early literacy and mathematics. In addition, there is a strong correspondence between the content of the Foundations and that of the Common Core Standards for Kindergarten. The alignment study is also mapping the links between the *Preschool Learning Foundations* and the *Infant/Toddler Learning and Development Foundations*. This work will illustrate the connections of age-specific knowledge, skill, and behavioral development from birth through kindergarten. The alignment study will be available by early 2012.

Building on this work, California is also developing specific guidelines and support for ensuring that children receive high-quality and developmentally appropriate early learning

experiences in Transitional Kindergarten and traditional school readiness programs offered prior to beginning kindergarten. These resources will lead to an aligned and coherent system for children ages 0 to 8. With State Advisory Council ARRA funds, California will create instructional program implementation strategies and professional development resources for school readiness that are developmentally appropriate and provide support activities for elementary educators. Partnership with county offices of education and other local entities will ensure statewide access to this information. Educator support will include professional development, pre-service support, and other related activities that provide teachers with the necessary knowledge and skills in applying the strategies in classroom settings. On-line strategies will be developed to ensure continued access to the materials for teachers.

California is also developing a system for county offices of education, school districts, and transitional and traditional kindergarten teachers that supports the school readiness observation tool, Desired Results Developmental Profile – School Readiness© (DRDP-SR). The DRDP-SR is an observational assessment for kindergarten students that is part of the Desired Results system described in the following Section (C)(1)(c). The purpose of the observation tool is to provide information on the status of children's learning and development at kindergarten entry. The DRDP-SR is aligned with the *California Preschool Learning Foundations,* California kindergarten content standards, and the national Common Core Standards, and will play a key role in building a cohesive 0 to 8 system.

(C)(1)(c) *Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities*

A critical step in California's efforts to strengthen school readiness and to close the achievement gap has been the development and implementation of the Early Learning and Development System. All resources in the System are aligned to the Foundations. Together, the components of the System provide information and resources to help early childhood professionals support infants, toddlers, preschoolers, and their families.

Program Standards

Two publications address early childhood program standards in California: The *Prekindergarten Learning and Development Guidelines* and the *Infant/Toddler Learning & Development Guidelines*. Both publications are user-friendly resources that can help

administrators, teachers, and policymakers identify elements of quality programming for children prior to their entry into kindergarten. The *Prekindergarten Learning and Development Guidelines* bring together information that program administrators and teaching staff can use to prepare appropriate learning environments for children. The foundational skills children should acquire in prekindergarten programs are identified in the guidelines and are carefully linked with the kindergarten standards for both language arts and mathematics.

The *Infant/Toddler Learning & Development Program Guidelines* are designed for center-based and family child care programs to help enhance the well-being of children enrolled in early care and education programs. The Guidelines present a comprehensive set of research-based recommendations essential to creating and maintaining quality group care and education during the first three years of children's lives. The recommendations begin with a focus on developing programs with, rather than for families, making sure to consider children's individual strengths, needs, and abilities. A publication that accompanies the Infant/Toddler Guidelines, *Infant/Toddler Learning & Development Workbook*, is designed to help administrators and infant/toddler care teachers learn about the Guidelines and how to implement them. The Infant/Toddler Guidelines are aligned with both the Infant/Toddler Foundations and the *Program for Infant/Toddler Care* philosophy and practices (see Section (C)(1)(d)).

Curricula and Activities

Recommended curriculum practices in a companion curriculum framework specify principles and strategies that foster children's development of competencies described in the Foundations. In both the infant/toddler and preschool curriculum frameworks, chapters correspond to each of the Foundation domains. Each chapter presents ways to support learning addressed by specific strands and foundations within a domain. In addition, strategies are presented for an integrated approach to curriculum that focuses on several domains at once.

Comprehensive Assessment Systems

The Desired Results Developmental Profile (DRDP) – the assessment instrument which California created – is aligned with the Foundations and is used to assess young children's developmental progress, to plan curriculum for individual children with and without disabilities, and to use with small groups of children. The DRDP provides specific information about children's developmental progress that links to the Foundations.

Workforce Knowledge and Competency Framework

The content of the Foundations is being infused into early childhood educator pre-service and in-service education and training. Various competency areas of the Early Childhood Educator (ECE) Competencies specifically cite the *Preschool and Infant/Toddler Foundations* as essential content to learn and apply in working with young children. The *Faculty Initiative Project* supports 2-year and 4-year college faculty as they integrate the Foundations into their early childhood coursework. Similarly, the California Preschool Instructional Network (CPIN) and the Program for Infant/Toddler Care Partners for Quality Regional Network provide training and technical assistance on the Foundations and curriculum frameworks.

Professional Development Activities

Key resources for professional development that California has published, including *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning,* the DVD, *A World Full of Language: Support Preschool English Learners,* and the *Early Childhood Educator Competencies,* promote education and training for early childhood educators so they can enhance their efforts to help young children make progress described by the Foundations. The array of professional development resources include the following:

For Infants and Toddlers:

1. Infant/Toddler Learning and Development Foundations
2. Infant/Toddler Learning and Development Foundations DVD Clips
3. Infant/Toddler Learning and Development Program Guidelines
4. Infant/Toddler Learning and Development Program Guidelines Workbook
5. The Infant/Toddler Desired Results Developmental Profile (DRDP)
6. The Infant/Toddler Curriculum Framework
7. The Program for Infant/Toddler Care Resources
8. The Early Childhood Educator Competencies

For Preschool:

1. Preschool Learning Foundations
2. Preschool Learning Foundations DVD Clips (under development)
3. Prekindergarten Learning & Development Guidelines
4. Preschool English Learners: Principles and Practices to Promote Language,

Literacy, and Learning

5. A World Full of Language: Supporting Preschool English Learners
6. The Preschool Desired Results Developmental Profile (DRDP)
7. The California Preschool Curriculum Framework, Volumes 1, 2, and 3
8. The California Preschool Instructional Network Resources
9. The Early Childhood Educator Competencies

Professional development related to these resources is provided by several inter-related initiatives, including: The Program for Infant/Toddler Care Partners for Quality, the California Preschool Instructional Network, Child Care Resource & Referral Programs, Child Care Initiative Project, Family Child Care at its Best, the Child Development Training Consortium, and the Faculty Initiative Project.

(C)(1)(d) *The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs*

Consistency Across the Early Learning Programs

A major goal underlying this RTT-ELC application is to promote school readiness by ensuring that early childhood professionals and families are given the necessary supports to understand and utilize the System, starting with the Foundations. It is intended that teachers, administrators, parents, and policymakers will rely on the Foundations as a guide when helping all young children acquire the competencies that will prepare them for success in school. The current and soon-to-be published *System* resources will provide a coordinated set of educational and training supports to ensure that all early childhood educators have opportunities to learn how to use the *System* resources to improve services for young children and their families. Plans are in place to strengthen the *System*, including producing DVD video examples of the preschool learning Foundations to distribute to higher education faculty, professional development networks and specialists, and child care resource and referral agencies.

California has a number of professional development programs in place that train and support early educators. As described below, the Program for Infant Toddler Care (PITC), California Preschool Instructional Network (CPIN), and Comprehensive Approaches to Raising Educational Standards Plus (CARES Plus) offer professional development opportunities to early educators throughout the state.

For infant/toddler educators, PITC offers seminars about the *System*. These seminars are designed to support continuous improvement efforts of infant/toddler programs, help participants understand the five components of the *System*, and deepen their understanding of the Infant/Toddler Program Guidelines and the *Infant/Toddler Learning and Development Foundations*. Twelve Infant/Toddler Specialist Coordinators (ITSCs) are based in their home communities and work throughout California to bring PITC to family and center-based child care settings. The ITSCs train and manage the work of over one-hundred PITC Infant/Toddler Specialists. The program also provides targeted, on-site technical assistance. As part of RTT-ELC, and in partnership with California's Home Visiting Program through the California Department of Public Health - Maternal, Child and Adolescent Program (MCAH), California will specifically target PITC training to home visitors.

For preschool educators, CPIN provides, facilitates, and/or coordinates professional development opportunities for early childhood/school readiness staff and supports existing regional communication and collaboration among various early childhood/school readiness providers. Training topics include *Preschool Learning Foundations* and the *Curriculum Framework*; early language and literacy; mathematics; school readiness and transition to kindergarten; children with disabilities; and English language learners. The program also provides on-site technical assistance to programs in the catchment areas of low-achieving schools.

CARES Plus is another statewide professional development program that includes the Foundations as one of its focus areas. CARES Plus is funded by First 5 California and is designed to improve the quality of early learning programs by focusing on increasing the quality, effectiveness, and retention of early educators. CARES Plus provides incentives and/or stipends, training, and higher education access that collectively serve to support participants by increasing both their effectiveness as teachers and their qualifications in early childhood education. One component of CARES Plus introduces early educators to trainings on CDE research-based resources including the Foundations, Frameworks, DRDP, and others.

In addition to supporting early educators in understanding and implementing the Foundations, California recognizes the critical role that parents play in supporting their children's learning, development, and school readiness. California has begun a project that focuses on increasing parental awareness of the Foundations and elevates parents' understanding

of child development and high-quality early learning programs. This project, funded by a State Advisory Council ARRA grant, includes parent-focused materials to help families understand and value programs that support improved child development, including an online, parent-friendly version of the Foundations as well as guides to high quality early learning. The materials will be offered in English, Spanish, and other languages and through multiple modes including brochures, flyers, posters, short web-based video clips, on-line materials, and other social media.

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and

(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in criterion (C)(3)(a), submit--
    - The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

(C)(3) IDENTIFYING AND ADDRESSING THE HEALTH, BEHAVIORAL, AND DEVELOPMENT NEEDS OF CHILDREN WITH HIGH NEEDS TO IMPROVE SCHOOL READINESS

California has taken a broad approach to promoting the health and development of young children, with a focus on creating sustainable sources of information and leveraging existing funding. California seeks to offer a comprehensive system of services and supports to ensure healthy development and school success. The development of a comprehensive, coordinated system is a shared responsibility among child-serving agencies and includes: the California Department of Education's Child Development Division; California Department of Developmental Services, Individuals with Disabilities Education Act (IDEA) Part C agency; CDE Special Education Division, IDEA Part B agency; California Department of Public Health, Maternal, Child & Adolescent Program, the Title V agency developing a new home visiting system; and the Department of Social Services, administering child abuse prevention services and serving children in foster care.

The promotion of positive health practices for young children, such as eating right and being physically active, should take place in all areas of their lives, and particularly in early childhood education settings. Early learning programs also provide opportunities to observe and evaluate young children's mental health and development of social-emotional skills and intervene if necessary. In a state as large as California, resources, training, and programming need to be varied to touch all early childhood providers, in order to have the greatest possible impact on the state's children. Implementing best health practices through the proposed Regional Leadership Consortia is a strong next step toward achieving positive health outcomes for children.

(C)(3)(a) *Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards*

Progression of standards

Good health is important if young children are going to achieve school readiness. California has developed comprehensive, integrated tools and resources for promoting health in a number of areas including wellness, safety, oral health, mental health, and nutrition. Health is also infused into California's Early Learning and Development System, including the

Foundations, Curriculum Frameworks, Desired Results system, professional development, and in the local Quality Rating and Improvement Systems.

California's newest resource on child health will be released in 2011 as part of the *California Preschool Learning Foundations, Volume 2*. Because an integrated and comprehensive approach is most effective when preschool children are taught about health, health education is woven into the other eight domains included in the *Preschool Foundations*. The Foundations on health encourage teachers to address ideas and concepts that children can grasp at their developmental level and then progressively build on what they already know and understand. This approach applies to all of California's children, including children with various abilities, disabilities, or other special needs. In order to ensure appropriate linkage to Parts B and C of IDEA, California included experts in serving children with disabilities in the development of various components of the *Early Learning and Development System*.

Supporting children's social-emotional health and development is a major focus of the Foundations for both preschoolers and infants and toddlers. The importance of positive adult-child relationships is emphasized throughout. Based on research and evidence from practice, the social-emotional development Foundations underscore the prominence of this domain during the first five years of life.

Ensuring that Health and Behavioral Screening and Follow-up Occur

Screening and related follow-up for health, development, and behavioral concerns are already part of California's System and will continue to be implemented more widely through the local QRIS. Health and behavioral screening and follow-up are already incorporated in Head Start, Early Head Start, and Power of Preschool program standards. The newly released *Early Childhood Educator Competencies* (further described in (C)(3)(c)) is "Observation, Screening, Assessment, and Documentation." This competency ensures that health and behavioral screening and closely related topics are integrated with California's progression of standards (Foundations) and align with significant initiatives and resources in the early care and education field, including the CDE's early learning Foundations.

Promoting Physical, Social, and Emotional Development Across the Levels of Its Program Standards

Health content, including social-emotional health, is integrated into all other

components of California's *System* (see Section (C)(1) for more details). This includes the Desired Results (DR) System, Curriculum Frameworks, and Program Guidelines. The DR System emphasizes the coordination of programs and services to support the continuum of children's developmental progress from birth to 13 years of age. The four desired results for the healthy development of children are:

1) Children are personally and socially competent;
2) Children are effective learners;
3) Children show physical and motor competence; and
4) Children are safe and healthy.

All of the resources that collectively make up California's System will be included in the local QRIS, as programs will be required to align with and utilize them.

Another way that health program standards are integrated into California's early childhood programs and quality improvement efforts is through use of rating tools such as the Harms-Cryer-Clifford Environment Rating Scales (ERS). Programs across the state, including First 5 California's Power of Preschool (described later in this section), and State-funded Preschool and Child Care, are already required to use ERS. ERS incorporate a number of health-related topics into the subscales and items of the tools which support social-emotional development, including health and safety, active physical play, and adult-child relationships. Head Start and Early Head Start programs have begun to utilize the Classroom Assessment Scoring System (CLASS), which places additional focus on children's social-emotional health by evaluating Emotional Support as a domain of teacher effectiveness in the classroom. Implementation of local QRIS will further increase the number of early childhood programs in California that utilize ERS and CLASS as components of quality improvement. As part of the RTT-ELC grant, California will provide training and technical assistance on the use of ERS and CLASS to Consortia participants.

The Community Care Licensing Division of the California Department of Social Services also ensures that children are safe and healthy by setting and enforcing licensing standards across California's child care centers and family child care homes. These standards require up-to-date child immunizations, health and safety training for program staff, and ensure that children receive a health screening at program entry. Meeting licensing standards will also be a requirement of the local QRIS, as participating programs will be required to maintain a

current license.

(C)(3)(b) *Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards*

California has a strong history of providing comprehensive workforce development to the early education field. As part of the *Early Learning and Development System*, California offers professional development opportunities targeted to early educators working with the state's children with high needs. These programs provide training and support on all of the domains of development and school readiness, including health-related topics. Because the training programs are aligned with and incorporate the Foundations into curricula, California assists early educators, particularly those working in state-subsidized programs for children with high needs, are knowledgeable about the Foundations related to healthy development.

The newly released Early Childhood Educator Competencies address a number of areas, including health, safety, nutrition, relationships, and screening. They describe knowledge and skills that early childhood educators need and provide coherent structure and content for efforts to foster the professional development of California's early childhood workforce. There are three specific competency areas that address the knowledge and skills early childhood educators are expected to have to support children's health. They are:

1. Observation, Screening, Assessment, and Documentation;
2. Relationships, Interactions and Guidance; and
3. Health, Safety, and Nutrition.

Recognizing some of the major issues that face California's diverse population of young children, California has initiated several key workforce development efforts, with a focus either on mental health or obesity prevention. The following projects address nutrition and physical activity:

- The California Community Colleges Curriculum Alignment Project (CAP) has engaged faculty from across the state to develop a lower-division program for early care and education teacher preparation. The Lower Division 8 (Core 8) consists of evidence-based courses that form a foundational core for all early care and education professionals. This initiative represents a significant success for California, as 102 of the 105 community colleges in the state with child development and early childhood education programs have agreed to participate

in CAP. Collectively these colleges serve approximately 92,000 students a year in their ECE departments. One of the Core 8 courses is *Health, Safety and Nutrition, which identifies* key components that ensure physical health, mental health, and safety for both children and staff, along with the importance of collaboration with families and health professionals.

- *I am Moving I am Learning* (IMIL) is a national proactive approach for addressing childhood obesity. IMIL seeks to increase daily moderate-to-vigorous physical activity, improve the quality of movement activities intentionally planned and facilitated by adults, and promote healthy food choices. While the program is currently only offered to educators in Head Start programs, the California Preschool Instructional Network will begin broader training on this program, thereby vastly increasing the number of educators knowledgeable in this area and the number of children who can benefit from the program.
- *Healthy and Active Preschoolers* is a comprehensive website developed by CDE Nutrition Services through funding from the federal Child and Adult Food Care Program. This online Nutrition Learning Center targets early education professionals. It offers a variety of online courses and resources to improve the nutrition and physical activity environment in child care programs.

Strategies to address children's challenging social and emotional behavior are a priority training need for early childhood educators.[40] To support this need, California funds the following projects:

- California Collaborative on the Social and Emotional Foundations for Early Learning (CA CSEFEL) is funded by the Office of Head Start and the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. CSEFEL's focus is supporting the social emotional development of young children 0 to 5. While federal funding for this effort

[40] Alkon, A., Ramler, M. & MacLennan, *Evaluation of mental health consultation in children care centers.* Early Childhood Education Journal, Vol. 31, No. 2, Winter 2003, pp. 91-99; and Hemmeter, M.L., Corso, R. & Cheatham, G. (2006, February) *Issues in addressing challenging behaviors in young children: A national survey of early childhood educators.* Paper presented at the Conference on Research Innovations in early Intervention, San Diego, CA.

recently came to an end, California plans to continue this successful program as a state initiative.

- The California Inclusion and Behavior Consultation (CIBC) Network - the California Department of Education Child Development Division and the WestEd Center for Prevention and Early Intervention collaborate in carrying out this project. The CIBC Network assists early care and education (ECE) programs and providers to respond effectively to all children, with a focus on those young children with disabilities, challenging behavior, and other special needs. Technical assistance includes individual site consultation, provision of resources, formulation of training plans, and referral.
- *The Three R's of Early Childhood: Relationships, Resilience and Readiness* is a 9-1/2 minute DVD describing the importance of a strong social and emotional foundation for school readiness. This DVD presents two decades of research indicating the importance of the first few years of life. In partnership with California' Home Visiting Program through MCAH, California will develop curriculum and a module on the 3Rs, with follow-up coaching, specifically targeted to home visitors and Consortia participants.
- Family Child Care at Its Best (FCCIB) provides university-based child development education training and quality improvement services to licensed family child care providers throughout the state. Funding from CDE enables the program to offer the courses free to participants who may otherwise be unable to afford them. The project focuses on school readiness, including health and safety and child development for providers of infants, toddlers, and preschoolers. This project also provides information on CSEFEL.

(C)(3)(c) *Promoting Healthy eating habits, improving nutrition, and expanding physical activity*

Health is an integral part of school readiness and later school success. Currently one in three children in California is overweight or at risk of becoming overweight. California offers a number of programs targeting healthy eating habits and increased physical activity for young children to address this issue. The State Superintendent of Public Instruction has created *Team California for Healthy Kids* (TCHK) to build environments in homes, schools, and communities

that empower students and families to make healthy food and physical activity choices. The goals of the campaign are to increase physical activity -- especially moderate-to-vigorous physical activity throughout the day, every day -- in schools and communities and to increase access to water and fresh foods. TCHK specifically targets young children by engaging and training early childhood educators. This is accomplished by connecting with the California Child Care Resource and Referral Network and local Resource and Referral agencies, by providing train-the-trainer opportunities through CPIN, and by engaging local leaders and community agencies who have connections with early childhood programs. Family child care providers are also specifically targeted in this campaign through the Child Care Initiative Project (CCIP), also a statewide project of the CDE. CCIP offers support to potential and newly licensed family child care providers to help them establish quality family child care homes. Information on TCHK will be incorporated into the CCIP training modules.

First 5 California also promotes children's healthy eating habits and physical activity by providing parent education resources. The Kit for New Parents is an innovative, evidence-based approach to reach new parents with information about parenting practices and community resources. The Kit's collection of resources includes:

- A celebrity-hosted DVD covering a variety of child development and health issues**,**
- A booklet describing key child development milestones
- A parent guide filled with local resources and services
- A book, "What To Do When Your Child Gets Sick"
- Obesity prevention guides
- Healthy Families leaflet **on** California's low-cost health insurance program
- "Healthy teeth begin at birth" brochure

Another program supporting health promotion practices is the California Childcare Health Program (CCHP). CCHP provides child care health consultation on health and safety issues for early care and education providers, as well as parents and health professionals. CCHP works with the state Maternal, Child and Adolescent Health Branch to assess statewide needs and integrate health into early care and education programs along with maintaining a registry of Child Care Health Consultants in California. Established in 1987, the California Childcare Health Program is a community-based program of the University of California, San Francisco

(UCSF) School of Nursing, Department of Family Health Care Nursing.

Finally, health, nutrition, and physical activity are incorporated in early childhood programs across California through child care licensing standards, which use federal regulations for meal requirements, including portions and food components. The use of ERS and the Foundations -- both of which address health, nutrition, and physical activity, complement California's current resources and program guidelines, and will be incorporated into the local QRIS.

(C)(3)(d) *Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who—*

(C)(3)(d)(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA)

One of California's goals is to promote screening in early childhood settings. Numerous efforts in California counties have been implemented to increase knowledge of the importance of screening and increase the number of children screened for developmental, behavioral, and health needs. These screening efforts at the local level would be elevated through the RTT-ELC grant to enable improved guidance and support screening for young children in early care and education setting and will be an integral part of the local QRIS. Screening is the first step in a comprehensive system of early identification, assessment, referral, and treatment. California will work jointly with state agency partners to develop and promote interagency best practices that weave together prevention, early identification, and treatment services. Training, best practice guidance and protocols will be provided to ensure that quality screening and referral activities are in place and formalized linkages are in place with existing local systems of screening, referral and treatment. As mentioned earlier, screening and related follow-up for health, development, and behavioral concerns are already part of California's Early Learning and Development System, Head Start, Early Head Start, and Power of Preschool program standards.

A strong example of infusing health practices, including screening and follow-up, into early childhood settings is First 5 California Power of Preschool (PoP). The goal of PoP is to increase the number of available spaces for children in high-quality early learning programs, as well as improve health and developmental assessments, curriculum and nutrition in existing preschools. One of the quality program criterion required in PoP programs is to provide periodic health and developmental screenings, assessments and any needed follow-ups. This requirement has led to annual screenings of over 20,000 children served in PoP demonstration projects across the state. Many of the PoP programs will be included as part of Regional Leadership Consortia, helping to provide guidance and support on screening, follow-up and other health practices to participants.

Currently, California has numerous county-based local screening efforts underway, typically funded by county First 5 Commissions that include developmental screening, assessment, referral, and treatment activities. These screening programs have their roots in several key state initiatives.

- The First 5 California Special Needs Project, a four-year project in 10 counties screened 15,000 young children for health, developmental and behavioral concerns, with follow-up screening completed at regular intervals and referrals were made as deemed necessary.
- The First 5 Association of California Early Childhood Mental Health Project (ECMH) established comprehensive screening protocols for social-emotional, developmental, autism, and maternal depression as part of all well-child and prenatal visits at appropriate periodicity through age five and ensured access to comprehensive assessments. As part of this project a screening website was developed for health, early care and education, and social service providers
- The California Statewide Screening Collaborative (CSSC), a partnership between First 5 California and California Department of Public Health/Maternal, Child & Adolescent Health was developed to bring together state agencies, organizations, and special initiatives that focus on California's capacity to promote and deliver effective and well-coordinated health, developmental, and early mental health screenings for young children, 0 to 5.

Key to successful local referral activities are the partnerships between state-level

child serving agencies, in particular state health agencies promoting prevention, early identification, and referral and treatment. These activities will be aligned with the work of California Project LAUNCH and Help Me Grow, two state-level initiatives focusing on early identification, linkages to services and cross-agency coordination and collaboration.

California, one of 24 sites across the country was awarded a five-year grant from SAMHSA to implement Project LAUNCH, designed to promote young children's wellness, with the ultimate goal that all children from 0 to 8 reach their physical, social, emotional, behavioral, and cognitive milestones. Administered by the California Department of Public Health - Maternal, Child and Adolescent Program, key activities include 1) strengthened capacity of state child-serving agencies to develop a coordinated system of integrated services, and 2) the development of guidance and policy clarification resulting in the use of standardized tools to conduct maternal depression screening, developmental and social emotional screening, and autism screenings.

In addition, California was recently one of 13 states selected to be a part of the *Help Me Grow* (HMG) National Replication Project. HMG is a collaborative, cross-sector model that has proven successful in identifying children who are at-risk and helping families find the right program for their child. The HMG model is designed to support child health care providers, as well as early care and education providers, human service providers, and families in effective developmental surveillance and screening to promote early detection. California is receiving technical assistance to develop a statewide system with a single point of entry that facilitates greater access to and collaboration among early childhood professionals, nonprofit organizations, and government agencies committed to promoting optimal child development. Four California counties –Orange, Alameda, Fresno, and Los Angeles—have made a commitment to implement this universal system of identification and linkage to services. The newly selected counties implementing home visiting through the California Department of Public Health, Maternal, Child and Adolescent Health (MCAH) program also will be provided opportunities to develop local *Help Me Grow* systems.

QRIS participants and state-funded child development programs have a key responsibility to help families access services if their child has been identified as needing additional assessment and services as a result of the screening activities. Local MOUs will formalize relationships with county assessment and referral initiatives to ensure that children and

their families are connected to needed services as quickly as possible. QRIS and state-funded child development programs will work collaboratively with local key early childhood county stakeholders to stay informed on available community services and supports to link families to additional resources in the community.

(C)(3)(d)(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up

One of California's goals is to promote screening in early childhood settings. Numerous efforts in California counties have been implemented to increase knowledge of the importance of screening and increase the number of children screened for developmental, behavioral, and health needs. The screenings will be an integral part of the local QRIS. Screening is the first step in a comprehensive system of early identification, assessment, referral, and treatment. California will work jointly with state agency partners to develop and promote interagency best practices that weave together prevention, early identification, and treatment services. Training, best practice guidance and protocols will be provided to ensure that quality screening and referral activities and that formalized linkages are in place with existing local systems of screening, referral and treatment. Screening and related follow-up for health, development, and behavioral concerns are already part of California's Early Learning and Development System, Head Start, Early Head Start, and Power of Preschool program standards.

A strong example of infusing health practices into early childhood settings, including screening and follow-up, is First 5 California Power of Preschool (PoP). The goal of PoP is to increase the number of available spaces for children in high-quality preschool programs, as well as improve health and developmental assessments, curriculum and nutrition in existing preschools. In July 2003, First 5 California invested an initial $100 million in its PoP Program, leading efforts to ensure that all children in California have equal access to quality preschool programs. PoP created demonstration projects throughout the state to support efforts to improve local access to preschool. One of the quality program criterion required in PoP programs is to provide periodic health and developmental screenings, assessments and any needed follow-up. This requirement has led to annual screenings of over 20,000 children served in PoP demonstration projects across the state. Many of the PoP programs will be included as part of Regional Leadership Consortia, helping to provide guidance and support on screening, follow-up and other health practices to participants in local QRIS.

Currently, California has numerous county-based local screening efforts underway, typically funded by county First 5 Commissions; they include developmental screening, assessment, referral, and treatment activities. In these counties, an interagency collaboration which includes key local stakeholders such as LEAs, local health jurisdictions, Family Resource Center representatives, regional centers and social services work together to identify children with special needs and link families to needed services. These screening programs have their roots in several key state initiatives.

- The 2005 First 5 California Special Needs Project, a four-year project in ten counties, screened 15,000 young children for health, developmental and behavioral concerns, with follow-up screening completed at regular intervals and referrals made as deemed necessary. County referral pathways were developed to ensure that children and their families were connected to services in a timely and coordinated manner, and some of the participating counties maintained screening services or implemented the screening protocol into other existing projects.
- The First 5 Association of California Early Childhood Mental Health Project (ECMH) established comprehensive screening protocols for social-emotional, developmental, autism, and maternal depression as part of all well-child and prenatal visits at appropriate periodicity through age five, ensuring access to comprehensive assessments. In collaboration with the California Statewide Screening Collaborative, a website was developed for health, early care and education, and social service providers. This site provides information about best practices in screening, referral pathways, as well as links to statewide resources and examples of local screening initiatives. Discounts on purchasing validated, structured tools are also available on the website.
- Increasing the number of children with high needs who are screened is a goal of the California Statewide Screening Collaborative (CSSC), a partnership between First 5 California and California Department of Public Health/Maternal, Child & Adolescent Health. Through California's Early Childhood Comprehensive Systems (ECCS) grant, the CSSC was developed to bring together state agencies, organizations, and special initiatives that focus on California's

capacity to promote and deliver effective and well-coordinated health, developmental, and early mental health screenings for young children, ages 0 to 5. Membership includes the California Department of Health Care Services, Child Health and Disability Prevention (CHDP) Program, which oversees the screening and follow-up components of the federally mandated Early and Periodic Screening, Diagnosis and Treatment (EPSDT) program for children and youth who are eligible for Medi-Cal. In 2009, CHDP issued a Program Letter and Provider Information clarifying the ability of CHDP providers to conduct developmental and social-emotional screening and anticipatory guidance. In addition, the California Department of Education/Child Development Division issued a Management Bulletin (10-01) informing child development programs of the availability of quality developmental screening resources and encouraging child development programs to utilize developmental screening tools as they implement regulatory requirements to identify children with special needs and families and make appropriate referrals.

Referral for services based on the results of those screenings, and where appropriate, received follow-up-care

Key to successful local referral activities are the partnerships between state-level child serving agencies, in particular state health agencies promoting prevention, early identification, and referral and treatment. These activities will be aligned with the work of California Project LAUNCH and Help Me Grow, two state-level initiatives focusing on early identification, linkages to services and cross-agency coordination and collaboration.

California was among 24 sites across the country awarded a five-year grant from SAMHSA to implement Project LAUNCH. Designed to promote young children's wellness, the ultimate goal of Project LAUNCH is to enable all children from ages 0 to 8 reach their physical, social, emotional, behavioral, and cognitive milestones. Administered by the California Department of Public Health - Maternal, Child and Adolescent Program (MCAH), key activities include 1) strengthening the capacity of state child-serving agencies so they can develop a coordinated system of integrated services; and 2) the development of guidance and policy clarification resulting in the use of standardized tools to conduct maternal depression screening,

developmental and social-emotional screenings and autism screenings.

California was recently one of 13 states selected to be a part of the *Help Me Grow* (HMG) National Replication Project. HMG is a collaborative, cross-sector model that has proven successful in identifying children who are at-risk and helping families find the right child care program for their child(ren). The HMG model is designed to support child health care providers, early care and education providers, human service providers, and families in effective developmental surveillance and screening to promote early detection. California is receiving technical assistance to develop a statewide system with a single point of entry that facilitates greater access to and collaboration among professionals (i.e., child health care, early childhood, and human service providers), nonprofit organizations, and government agencies committed to promoting optimal child development. Four California counties –Orange, Alameda, Fresno, and Los Angeles—have made a commitment to implement this universal system of identification and linkage to services. As part of this replication project, California will develop a Learning Consortium for those counties interested in implementing *Help Me Grow* in 2012. The newly selected counties implementing home visiting through the California Department of Public Health, MCAH program also will be provided opportunities to develop local *Help Me Grow* systems.

Consortia participants and state-funded child development programs have a key responsibility to help families access services if their child has been identified as needing additional assessment and services as a result of the screening activities. Local MOUs will formalize relationships with county assessment and referral initiatives to ensure that children and their families are connected to needed services as quickly as possible. QRIS and state-funded child development programs will work collaboratively with local key early childhood county stakeholders to stay informed regarding available community services and supports that link families to additional resources in the community.

(C)(3)(d)(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care

Health education is a critical component of the California *Learning and Development System*. California's system of health care for children is complex and several efforts are underway to promote affordable, comprehensive health care for young children. In addition to children's coverage through Medi-Cal, California's State Child Health Insurance

Program, Healthy Families, offers low-cost insurance that provides health, dental and vision coverage to children who do not have insurance currently and do not qualify for no-cost Medi-Cal. First 5 California and county First 5 Commissions have funded the expansion of Healthy Families in California to over 850,000 children. Children who do not meet citizenship or immigration rules are not eligible, and county initiatives supported by First 5 Commissions have led to the development of various county child insurance initiatives providing coverage to those children.

The promotion of the Medical Home concept is supported by local and state health agencies and includes the development of several county-based Medical Home Projects. The basic components of a Medical Home, as defined by the American Academy of Pediatrics (AAP), includes patient-centered care that is accessible, family-centered, continuous, coordinated, comprehensive, and culturally competent. Comprehensive patient care partnerships are formed to help the family/patient access, coordinate, and learn about available specialty care, educational services, out-of-home care, family support, and other public and private community services that are important for the overall health of the child and family.

Infusing health care in education settings is growing with the development of School Health Centers that are usually located directly on a school campus and provide primary care like any health clinic. Initially targeting adolescents, School Health Centers are beginning to operate on site at pre-schools. Through California Project LAUNCH, Oakland Unified School District and a collaboration of service providers, school and school district leaders, health advocates, community partners, and policy makers are developing a School Health Center at a pre-school site inside an elementary school. The Center will also focus on incorporating mental health consultation in the school clinic setting.

As a follow-up activity to developmental and social-emotional screening, coordination between the medical provider and early care educators is critical for those children needing further assessment and treatment. In collaboration with local screening and referral initiatives and with family consent, screening results will be forwarded to the child's primary care physician along with any referrals made on behalf of the family. Referrals will be made to agencies that are better able to help coordinate care for children with complex needs, and partnerships will be developed to support the family as they seek services. State guidance and resources such as *Bright Futures* materials developed by the AAP will help providers and

families recognize health milestones and well-baby schedules.

Narrative Table C2: Section C High-Quality Plan			
Goals	**Activities**	**Timeline**	**Responsible Parties**
Expand the knowledge of early childhood educators in supporting children's healthy development with a focus on early childhood mental health	• Expand and support the implementation of CSEFEL, targeting RLCs: o Create a system of identification and (re)authorization of reliable and validated CSEFEL trainers and coaches o Build a network of inter-connected regional trainers and coaches whose impact can radiate out to neighboring communities for expanded access and sustainability o Provide training and coaching to identified programs for increased quality and sustainability o Support and expand the cadre of local CSEFEL implementation sites with an increase in the number of partner and mentor sites throughout California o Analyze data from implementing sites in order to identify mentor sites, provide appropriate support to partner sites, and explore the relationship between quality ratings and the Pyramid model	Ongoing through FY 2015	• CDE • West Ed
Promote screening for health, behavioral, and developmental needs in early childhood settings	• Partner with the cross-agency collaborative, California Project LAUNCH, to develop California standards on screening, services, and supports for a comprehensive and integrated state system • Promote California's best practice standards in screening and referral with the RLC participants and their cross-agency county partners offering screening, referral, assessment, and treatment • Expand implementation of annual developmental	Ongoing through Summer 2014	• CDE • WestEd • CDPH • CHVP • Local RLC partners

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (Today, if known) *If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets*	**Target for end of calendar year 2012**	**Target for end of calendar year 2013**	**Target for end of calendar year 2014**	**Target for end of calendar year 2015**
Number of Children with High Needs screened	126,184	128,707	230,000	234,600	239,292
Number of Children with High Needs referred for services who received follow-up/treatment	43,433	44,201	48,621	49,593	50,584
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	1,149,408	1,157,902	1,175,270	1,187,022	1,198,892
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	93.2%	93.5%	94%	94.5%	95%
Currently California does not collect data on screening, referrals, or ongoing health care. These services take place across the state in a variety of ways such as through First 5 programs, 211 information lines, and other community based projects. The numbers above for screening and follow-up reflect actual numbers reported in PIR for Head Start and Early Head Start. The numbers above for ongoing health care and well child care are high quality data from the 2009 California Health Interview Survey. Target numbers were developed based on the addition of a screening mandate in state-funded early learning programs and through the implementation of local Quality Improvement Systems.					

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--
    - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages

with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;

- Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
  - The Workforce Knowledge and Competencies;
  - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;

(b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(c)(1) and (D)(2)(c)(2).

D. A Great Early Education Workforce

Narrative Table D1 provides an overview of the extensive workforce development efforts that California has already undertaken, and what Race to the Top Early Learning Challenge support will enable California to accomplish.

Narrative Table D1: Section D Summary	
What We Have Done	**What We Will Do**[41]
•In 2006, a core curriculum of eight evidence-based courses was established for ECE preparation at California community colleges. It has been adopted by 102 of the state's 105 community colleges offering ECE programs; alignment with the California State University 4-year curriculum has also begun. •The Child Development Staff Retention Programs, CARES, and CARES Plus have invested $450 million since 2001 in professional development and support for the early learning workforce; these systems also provide for robust data collection on the early learning workforce. •Development of Early Childhood Educator Competencies	•Early Learning core curricula at California Community Colleges will be expanded to include aligned coursework on infants and toddlers, children with special needs, and program administration. •Web-based training resources for early learning educators will be created to facilitate wider distribution. •Train-the-trainer instruction will be provided to center Director Mentors on the Program Administration Scale (PAS) and to Family Child Care Mentors on the Business Administration Scale (BAS). •Learning community (cohort) support will be provided to ECE professionals. •Integration of Early Childhood Educator Competencies into higher education coursework.

The activities included in California's Race to the Top Early Learning Challenge (RTT-ELC) plan support the professional development and preparation of an effective, culturally and linguistically diverse early educator workforce by tailoring specific resources and supports to the Regional Leadership Consortia (RLC) communities. Through these comprehensive and coordinated efforts, which include incentives, academic support, higher education articulation, and evidence-based coaching, the RTT-ELC plan will increase the size, quality, and retention of the state's early learning workforce. In particular, it will develop a workforce that can best

[41] For more detail on California's high-quality plan in this focused investment area, please see the detailed planning chart at the end of this section.

support the healthy development of California's children with high needs, including infants and toddlers, dual language learners, and children with disabilities and other special needs. In order to best achieve these goals, California has chosen to address criteria (D)(2) within Section D.

(D)(2) SUPPORTING EARLY CHILDHOOD EDUCATORS IN IMPROVING THEIR KNOWLEDGE, SKILLS, AND ABILITIES

(D)(2)(a) *Providing and Expanding Access to Effective Professional Development Opportunities that are aligned with the State's Workforce Knowledge and Competency Framework*

California is deeply committed to supporting the early learning workforce with professional development opportunities that are intensive, sustained, and focused on educators' success with children in their programs. California has invested in a variety of programs and infrastructure supports designed to educate, train, mentor, build leadership skills, and adequately compensate the early care and education workforce along the continuum from infant/toddler care providers through preschool teachers. California's vision to support early learning professionals is comprised of varied strategies in an integrated professional development system that will include the following:

- The incorporation of the Early Childhood Educator Competencies[42] into ECE coursework and training;
- Additional early learning core curricula alignment across California's community college system in the subject areas of infant/toddler learning and development, children with special needs, and administration;
- Training provided by teachers with knowledge of the *California Infant/Toddler Learning & Development Foundations* and the *California Preschool Learning Foundations*; and,
- Linking of professional development trainers into common or combined regions to work cooperatively and to share technical assistance resources.

These professional development elements will effectively serve the early learning workforce, increase quality in early learning settings and, in the end, will support children's learning and development outcomes.

[42] See Appendix 2m: Early Childhood Educator Competencies (Introduction).

California has a strong framework in place that establishes the core knowledge and skills needed for an effective early childhood education workforce. This framework includes a collection of coordinated efforts, currently in place, which include the progression from California's Title 22 (Department of Social Services) state child care licensing regulations, and Title 5 (California Department of Education) child care and development program and state preschool regulations, aimed at improving early childhood care and education experiences for our state's children. The state's framework also contains the following essential elements:

- The California Department of Education's California Early Learning and Development System, which includes the *California Preschool Learning Foundations* and the *Infant/Toddler Learning and Development Foundations*; and
- The *California Early Childhood Educator Competencies*, which describe the knowledge, skills, and dispositions that early childhood educators need to provide high quality care and education to young children and their families.

The Early Childhood Educator (ECE) Competencies (Competencies) project was initiated in June 2008 as an inter-agency collaboration between the California Department of Education (CDE) and First 5 California, involving a team of nationally known early learning researchers and expert advisors, including representatives from the California Community Colleges, the California State University system, and the University of California system, to ensure that the competencies are based on current research and practice.[43] The finalized Competencies were formally released in July 2011 and now represent a major step toward creating a well-designed, coordinated plan to prepare early childhood educators in California. They also provide a common reference point for institutions, organizations, and networks involved in the preparation and professional development of California's early childhood educators.

The Competencies are one of the resources in the CDE's comprehensive Early Learning and Development System, described in Section C. As defined by the ECE Competencies project, they are organized into twelve overlapping areas: (1) Child Development

[43] Expert advisors included representatives from the: California Community Colleges, State University, and University of California systems; ZERO to THREE; California Commission on Teaching Credentialing; WestEd Center for Child and Family Studies and E3 Institute; and staff from the CDE and First 5 California.

and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5) Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision.[44] These areas cover competencies displayed by early childhood educators in the contexts of supporting early learning and development, planning and guiding early learning and development, creating and maintaining program policies and practices, as well as advancing the early childhood profession across the continuum of provider/educator classifications and settings.

The robust ECE Competencies are aligned with the *California Preschool Learning Foundations* and the *California Infant/Toddler Learning & Development Foundations* to guide professional development and related quality improvement activities. The ECE Competencies serve several interrelated purposes. First, they specify a coherent structure and content for efforts to provide professional development to California's early childhood workforce. Second, they inform the course of study that early childhood educators follow at institutions of higher education. Third, they provide guidance in the definition of ECE credentials and certifications. And fourth, they give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children's learning and development across program types. These clearly established competencies are a key element for promoting and recognizing quality in early learning environments. The identification of these competencies provides a strong foundation for next steps to support ECE professionals in California and the children they serve.

These three foundational supports (the Infant/Toddler Foundations, Preschool Foundations, and ECE Competencies) demonstrate California's on-going commitment to improving child outcomes through investment in the early care and education workforce. Using these resources, California is building a foundation for the workforce informed by evidence-based research[45] that demonstrates the dramatic impact that an educated, trained, and supported

[44] See Appendix 2m for an excerpt from the Early Childhood Educator Competencies.

[45] Schweinhart, L. J., Montie, J., Xiang, Z., Barnett, W. S., Belfield, C. R., & Nores, M. (2005). *Lifetime effects: The High/Scope Perry Preschool study through age 40.* Ypsilanti, MI: High/Scope Press.

workforce[46] can have, as well as the long-term positive impact of providing quality early learning experiences for children.[47]

California is prepared to take the next critical step toward further aligning professional development opportunities with the newly established Competencies and more fully supporting the workforce continuum including infant/toddler caregivers, early learning professionals working with children with special needs, and administrators in their business practices. In the past, each community college independently established its own ECE curriculum. These independent curricula hindered articulation between other institutions of higher education and proved to be a barrier to post-secondary student achievement and degree attainment. To mitigate this problem, a team of community college representatives, working in collaboration with representatives from the California State University system, led the development of a coordinated lower division program of study at public and private California colleges in 2006 to support early educator preparation. The "Core 8" classes the representatives identified in this process include:

- Child Growth and Development;
- Child, Family and Community;
- Introduction to Curriculum;
- Principles and Practices of Teaching Young Children;
- Observation and Assessment;
- Health, Safety and Nutrition;
- Teaching in a Diverse Society; and
- Practicum.

These evidence-based courses have now become a foundational core for early educator professionals, preparing students with the skills and abilities will foster success among California's preschool age children. To date, 102 of 105 community colleges in California that offer Child Development programs have successfully aligned with, or have indicated intent to align with, the Core 8 coursework. By offering the Core 8 lower division courses and additional

[46] FPG Child Development Institute. (2008). *How is pre-k quality measured? NCEDL findings and new directions. Chapel Hill:* The University of North Carolina, (p.8).

[47] Karoly, L., Ghosh-Dastidar, B., Zellman, G., Perlman, M. & Fernyhough, L. (2008). *Prepared to Learn: The Nature and Quality of Early Care and Education for Preschool-Age Children in California,* . Santa Monica, CA: RAND Corporation.

courses, community colleges are now able to provide a basic progression of education requirements for early educators that are enhanced by the new Early Childhood Educator Competencies. The lower division Core 8 courses have also been accepted as the required major coursework for the new California Early Childhood Education Transfer Degree. In 2010, Senate Bill 1440 legislation provided for streamlined process to assure students, as well as 4-year higher education institutions, of the mobility, alignment, transferability, and rigor of unit-based coursework being offered at participating community colleges.

California has also initiated the Competencies Integration Project, which seeks to integrate the Competencies into higher education coursework as well as the professional development programs being offered through the California Department of Education Quality Improvement Office.[48] Specifically, the Competencies Integration Project will engage professional development contractors and community college/California State University (CSU) faculty at approximately 125 campuses statewide to ensure that all training and unit-based coursework curriculum is aligned with the Competencies. As stated above, instituting a common course of study in California's higher education institutions ensures that consistent, high-quality education is the standard in professional development across the state. By using a competencies mapping tool, this project also seeks to identify competency training gaps. The Competencies Integration Project is funded with California's State Advisory Council ARRA funds.

With these existing alignment structures in place, California is well-positioned to utilize Race to the Top Early Learning Challenge funding to move forward with the expansion of the Core 8 class alignment to include additional common community college system-aligned coursework on (1) infants and toddlers, (2) working with children with special needs, and (3) program administration. These three subject areas presently lack statewide coordinated curricula and, while offered by various colleges, courses in these subject areas are less likely to be articulated with curricula in four-year institutions. This one-time investment to extend the quantity of system-wide aligned coursework would help to strengthen the preparation of students who take courses from multiple community colleges. The development of consistent course content will further the use of research-based tools and knowledge. Likewise, the early childhood education profession would greatly benefit from purposeful education opportunities developed

[48] See Appendix 2n: California Department of Education Quality Improvement Projects.

using research-based evidence. To ensure the comprehensiveness of the proposed curricula, the aligned content will also consider gaps in knowledge identified by the Competencies Integration Project in these three subject areas.

As described in Section C, California has developed a suite of training resources for early care and education professionals that support the early care and development workforce with research-based, developmentally appropriate information, many of which target child care providers and educators of children with high needs. A few are described below.

- The California Collaborative for the Social-Emotional Foundations of Early Learning (CSEFEL)[49] serves to create a cohesive and effective approach to addressing needs of very young children with challenging behaviors and special needs that aligns with California's social-emotional learning Foundations;
- The Program for Infant/Toddler Care (PITC) supports early learning professionals with institutes that address the topics of social-emotional development, quality group care, cognitive and language development, and cultural and family issues. PITC also provides targeted onsite technical assistance for early childhood educators with a cadre of infant/toddler specialists; and
- The Beginning Together program seeks to ensure that infants and toddlers with special needs are incorporated into mainstream programs, and that appropriate inclusive practices are promoted.[50]

This sturdy foundation, along with the growing body of research to support training and education, provides California with a wealth of resources that will be utilized to support the Consortia. To enhance the state's existing professional development system and support local Consortia efforts, California is proposing to: 1) expand existing program quality promotion materials, 2) to train mentors to provide program administration guidance, and 3) promote more equitable access to higher education. The Race to the Top Early Learning Challenge Grant provides California with the opportunity to more broadly share existing professional development resources in three new ways.

[49] See Appendix 2f: CSEFEL Summary and Membership.
[50] See Appendix 2n for the full list of CDE Quality Improvement Projects

1. CDE will create materials for local Consortia coaches to use to assist programs in the local QRIS to improve program quality. Although the initial focus of these materials will support the Consortia, they will be available for use across the state. California Department of Education existing resource materials and newly developed resources that facilitate program improvement will be technologically advanced in format, utilizing web-based modules and other electronically based, visually oriented resources. These materials will support the long-term benefit and sustainability of valued information far beyond the period of the grant. Additionally, these resources will be deliberately targeted to reach early learning professionals in designated Consortia who are working with children with high needs or are in rural regions with demonstrated access barriers. Included in these resource materials will be developmental screening modules necessary to support the Consortia (see Section B).
2. California will augment the California Early Childhood Mentor Program supports offered to center directors and Family Child Care Home (FCCH) owners. Because a significant aspect of program quality improvement involves improving the administrative skills of center directors and FCCH providers, California proposes using Early Learning Challenge Grant funds to train center Director Mentors on the Program Administration Scale (PAS) and Family Child Care (FCC) Mentors on the Business Administration Scales (BAS). These trained center Director Mentors and FCC Mentors will primarily support program quality improvement among the Consortia, while also being available throughout the state. This training will offer instruction and materials to reliably measure and improve center and family child care leadership and management practices. By making this training available to center Director Mentors and FCC Mentors, the Mentors can encourage sound administrative practices to help create high-quality learning settings for children.
3. California is also committed to supporting the academic needs of early learning professionals in new, effective ways. One new approach, based upon the

promising practices and successes of local models currently in implementation,[51] utilizes cohort models or learning communities to promote professional development efforts. The cohort model California proposes builds upon targeted supports for ECE students and has been modeled in several community colleges across California. During the grant period, he proposed California Early Care and Education Cohort Program would provide grant funds to Consortia to support ECE professionals by providing:

- Academic advising, including transfer support;
- Professional growth, and career advising;
- Access on weeknights and weekends to unit-based coursework and training opportunities;
- One-on-one coaching and feedback on classroom practice (CLASS and MyTeachingPartner) to facilitate reflective practice;
- Child care during non-working hours;
- The support of like-minded peers also engaged in education;
- Tutoring;
- Assistance with Financial Aid; and
- Financial support upon completion of self-directed educational milestones.

With local data to guide the Cohort Program development, Consortia would have flexibility to build their cohort programs in ways that best support their local ECE workforce needs. Existing local projects have identified this flexibility as one of the keys to their success, i.e., participant needs are met and participants are retained in the program. California is proposing that as a condition of cohort participation, applicants agree to mentor new participants for one year once their participation in the cohort is complete. This mentor/mentee cycle will facilitate a self-sustaining program model and support the development of leaders in the field. Evaluation of these local programs will provide information regarding the education outcomes of the participating ECE professionals, and identify best practices for program replication in other communities in California.

[51] Dukakis, K., Bellm, D., Seer, N., &Lee, Y. (2007). *Chutes or ladders? Creating support services to help early childhood students succeed in higher education.* Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.

(D)(2)(b) *Implementing policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention*

Policies that support professional advancement for early childhood educators are a crucial element of California's strategy for increasing the quality of early childhood education. The state has invested in two initiatives designed to improve the quality of early learning programs by increasing the quality, effectiveness, and retention of early educators: The California Department of Education's AB 212 Program Staff Retention and First 5 California's Comprehensive Approaches to Raising Educational Standards (CARES) and CARES Plus programs. These two funded programs demonstrate California's efforts to incentivize research-based professional development strategies with proven track records of success, and to continue support of the ECE workforce.

These current investments are built upon several locally initiated grassroots campaigns designed to retain, educate, and compensate ECE professionals and support positive outcomes for children. Specifically, the Comprehensive Approaches to Raising Educational Standards (CARES) and CARES Plus programs underwritten by First 5 California and participating First 5 county commissions, in addition to the California Department of Education's AB 212 Program Staff Retention, have supported 40,000 ECE professionals in their professional development with stipends, academic support, and advising.

In 2000, the California State Legislature's passage of AB 212 created the Child Development Staff Retention Program. Administered by the California Department of Education, the AB 212 program has invested over $150 million since FY 2001/02 in child development staff retention activities throughout California. The purpose of this program is to improve the retention of qualified child development employees who work directly with children in state-subsidized, Title 5 (California Department of Education) child development programs. The AB 212 program helps to improve both classroom quality and child outcomes by providing increased staff compensation and benefits, tutoring and mentorship support, school financial aid assistance, career counseling, professional staff development, and access to higher education for staff who work directly with young children. Increased teacher retention rates provide a cost savings to child development programs due to lower staff recruitment and training costs. Children and

families benefit from greater continuity of care and the development of trusting relationships with nurturing adults who prepare a child for life-long learning through positive educational experiences.

First 5 California's Comprehensive Approaches to Raising Educational Standards (CARES) (funded FY 2000/01 to 2009/10), now the CARES Plus program (funded FY 2011/12 through 2013/14), supports early educators in 34 participating counties by offering incentives, training, and higher education access in order to increase teacher effectiveness and qualifications in early childhood education. The program's goals also include the retention of child development staff that work directly with children, and encouragement of the successful completion of unit-bearing coursework in pursuit of college degrees. First 5 California has invested approximately $72.5 million (actual expenditures and budgeted) to fund the program through FY 2013/14. In addition to matching fund contributions provided by local First 5 county commissions and totaling approximately $230 million (actual expenditures and budgeted) through FY 2013/14, this program represents over $300 million in total funds invested over 13 years to support the early learning workforce. Finally, First 5 California has invested approximately $11.5 million in additional technical assistance, resources, and training access for participants.

The CARES Plus program enhancements initiated in FY 2011/12 include offering additional support for improving teacher/child interaction with CLASS observation training and assessment services for all participating counties, and the MyTeachingPartner one-on-one coaching model which is being piloted in 12 counties. CARES and CARES Plus have provided funding in support of a well-educated, culturally and linguistically diverse workforce to improve access to and quality of early learning in the Power of Preschool Program, Early Head Start, Head Start, and the Title 5 child development program. CARES program funding was prioritized for those staff working in areas of high need (i.e., in the three lowest state Academic Performance Indicator deciles) and those who are working with children with special needs.

The work of the current AB 212 and the CARES Plus programs feeds directly into the scope of work of the local Consortia. AB 212 and the CARES Plus program represent a coordinated effort by state and local county entities to improve early learning quality through matching fund investments. AB 212 demonstrates legislative backing in California for the support of educators of those children most at-risk of falling into the achievement gap in K-12

education. CARES and CARES Plus, funded by First 5 California and Proposition 10 funding, show public support in California for investment in child development and workforce initiatives. The cumulative efforts of these complementary programs to promote ECE professional development have generated a cadre of leaders in the field willing to bring attention to the issues faced by the field: need for access to quality training and education, adequate compensation, professionalization of the field, and retention.

California currently offers complementary financial support programs to support early learning professionals earning a California Child Development Permit, supported by the California Department of Education Child Care and Development Fund (CCDF), and quality improvement funds in the form of assistance with the cost of the Permit application, fingerprinting fees (a licensing requirement), and other expenses to the applicant. The quality improvement funds also support the Career Incentive Grant program, established to assist early learning professionals in pursuit of BA and Masters of Administration (MA) degrees. This program reimburses eligible students for the cost of their tuition, books, and other required enrollment fees.

The flexibility of the existing infrastructure described in this section and the breadth of participating state agencies will enable California to ensure that state and local professional development efforts, including AB 212 and CARES Plus programs, align with the state's plans to respond to the ELC Consortia priorities and education/training needs.

(D)(2)(c) *Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention*

California will effectively comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top Early Learning Challenge Grant funding by bringing together relevant data from both the state and local levels. Plans for thorough evaluation of RLC activity described in Section B, will enable state and local entities to work together to ensure that program data is reported and professional development, advancement, and retention outcomes are specifically addressed for stakeholders and the public.

California's most reliable and complete data source for the state's early learning workforce is the existing CARES Plus database, hosted and funded by First 5 California. The CARES Plus database provides a wealth of data on the workforce including both CARES Plus program and AB 212 participants. Data fields in this database have been aligned with The

Registry Alliance recommended fields, and provide key data for California on its efforts to promote a high-quality, coordinated, documented, and accessible state career development system. California will also have access to workforce data through an innovative Registry demonstration program. Los Angeles and San Francisco Counties are jointly developing a coordinated workforce Registry pilot, aligned with common data elements in their local QRIS, that will organize their workforce and support program improvement. Data will be available across various stakeholder agencies, ensuring coordination and transparency. The goal of the Registry pilot is to create a repository that will track and store early care and educator professional development information to inform strategic policy decisions and to verify formal education and training requirements for participating programs.

The California Department of Education (CDE) has also implemented a new data collection methodology for participants receiving CCDF quality improvement professional development activities across the state. Participants are now reporting standardized, common information using a confidential reporting form. This data will be used to inform the CDE and other stakeholders about who participates in professional development activities and how these activities could be more accessible to early care and education practitioners. These workforce data points will inform RLCs on participation in professional development activities, changes in education and employment demographics over time, as well as wages earned.

California will also require the Consortia to meet all existing reporting requirements. Consortia will be encouraged to tailor the reports to their own local contexts.

Narrative Table D2: Section D High-Quality Plan			
Goals	**Activities**	**Timeline**	**Responsible Parties**
Support the early care and education workforce with strategies that increase their knowledge, skills, and abilities	• Expand core curricula aligned among California Community Colleges to include aligned coursework on infants and toddlers, children with special needs, and program administration • Develop program improvement training resources in web-based or electronically-based formats for broader distribution and long-term use • Provide train-the-trainer instruction to Director Mentors on the Program Administration Scale (PAS) and Family Child Care Mentors on the Business Administration Scale (BAS) • Offer learning community (cohort) support to ECE professionals.	• 2015 • 2015 • 2013 • 2015	• CDE • Contracted Material Development Vendor(s) • Contracted Training Vendor(s) • Local Consortia leaders

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	**Target - end of calendar year 2012**	**Target - end of calendar year 2013**	**Target - end of calendar year 2014**	**Target – end of calendar year 2015**
Total number of "aligned" institutions and providers	31 community colleges	51 community colleges, 1 Professional Development Provider	104 community colleges, 71 Resource & Referral Agencies, 6 Professional Development Providers	*no further target from previous year	*no further target from previous year
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	19,916	20,314	20,721	21,135	21,558
California estimated baseline numbers using data from two sources, the California Commission on Teacher Credentialing (who provided the number of permits issued during FY 10/11) and the Child Development Training Consortium (who provided past year data on the number of new and 'upgraded' permits processed through their programs). Together, these data informed an estimated total number of permits in California today. California has targeted a 2% increase annually in the number of credentials by type.					

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (Today)		**Target- end of calendar year 2012**		**Target- end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Credential Type 1 *Specify: Child Development Assistant (lowest)*	4,372	2%	4,459	3%	4,549	3%	4,640	3%	4,732	3%
Credential Type 2 *Specify: Child*	6,237	4%	6,362	4%	6,489	4%	6,619	4%	6,751	4%

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (Today)		**Target- end of calendar year 2012**		**Target- end of calendar year 2013**		**Target- end of calendar year 2014**		**Target- end of calendar year 2015**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Development Associate Teacher										
Credential Type 3 *Specify: Child Development Teacher*	3,782	2%	3,858	2%	3,935	2%	4,013	2%	4,094	2%
Credential Type 4 *Specify: Child Development Master Teacher*	999	1%	1,019	1%	1,039	1%	1,060	1%	1,081	1%
Credential Type 5 *Specify: Child Development Site Supervisor*	3,501	2%	3,571	2%	3,642	2%	3,715	2%	3,790	2%
Credential Type 6 *Specify: Child Development Program Director (highest)*	1,025	1%	1,046	1%	1,066	1%	1,088	1%	1,109	1%

Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential.

California estimated baseline numbers using data from two sources, the California Commission on Teacher Credentialing (who provided the number of permits issued during FY 10/11) and the Child Development Training Consortium (who provided past year data on the number of new and 'upgraded' permits processed through their programs). Together, these data informed an estimated total number of permits in California today. Percentages were calculated based upon an estimated total number of California's ECE workforce using data from a 2006 workforce study performed by the University of California, Berkeley and current data from the Department of Social Services, Community Care Licensing Division. California has targeted a 2% increase annually in the number of credentials by type.

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (*e.g.*, with funds available under section 6111 or 6112 of the ESEA).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

E. Measuring Outcomes and Progress

Narrative Table E1 provides brief summary of California's work to date measuring outcomes and progress, as well as the key next steps that will be undertaken with Race to the Top Early Learning Challenge support.

Narrative Table E1: Section E Summary	
What We Have Done	**What We Will Do**[52]
• The Desired Results System was established by California in 2001 to improve quality in early care and education. • The State has been working on a developmental assessment tool for kindergarten readiness at entry, the Desired Results Developmental Profile-School Readiness (DRDP-SR). This observational instrument will assess research-based domains of school readiness, including language and literacy, English-language development, mathematics, social-emotional development, and self-regulation. • LEAs currently must submit student test data through vendors, and cannot submit directly into the California Longitudinal Pupil Achievement Data System (CALPADS).	• The state will expand the school readiness assessment tool, the DRDP-SR, to include additional developmental domains. • Early Adopters within the Regional Leadership Consortia will be trained and will demonstrate the use of the school readiness assessment tool (DRDP-SR) as early adopters in 2013-14. • CALPADS will be adapted to enable LEAs to voluntarily submit school readiness (DRDP-SR) data directly into the system • LEAs in the Regional Leadership Consortia will mentor other LEAs on the use of the DRDP-SR, which will be made available on a statewide voluntary basis in 2014-15, along with the means for collecting data from all programs.

(E)(1) Understanding the Status of Children's Learning and Development at Kindergarten Entry

(E)(1)(a) *Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness*

California is strengthening the alignment between preschool and kindergarten by linking valid and reliable assessment of individual children's development with key domains of school readiness. This linked assessment information provides preschool and kindergarten teachers as well as their administrators with a common platform to measure and plan for

[52] For more detail on California's high-quality plan in this focused investment area, please see the detailed planning chart at the end of this section.

children's development, school readiness, and ongoing instructional support. California's assessment of the status of children's learning and development at kindergarten entry builds on the current practice in preschools of utilizing observational assessment to inform curriculum and program planning.

The California Department of Education (CDE), Child Development Division (CDD) established the Desired Results System in 2001 to improve program quality in early care and related education programs across the state. The cornerstone of this assessment system is the Desired Results Developmental Profile© (DRDP). The DRDP is an assessment instrument based on teacher observations that measures a child's developmental progress. The DRDP-Preschool© (DRDP-PS) (2010) instrument has been aligned to the state's research-based learning and development Foundations, which, as described earlier in this narrative, cover all of the essential domains of school readiness. The Desired Results Developmental Profile-School Readiness© (DRDP-SR) extends the developmental continuum of the DRDP-PS to the kindergarten level, and is thereby aligned with the Foundations. It is designed to inform instruction and services in the early elementary grades.

(E)(1)(b) *Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities*

In February 2010, the CDE/CDD contracted with WestEd Center for Child and Family Studies (WestEd CCFS) and the University of California – Berkeley Evaluation and Assessment Research Center (UC BEAR Center) to develop and test the DRDP-SR. This instrument was built upon the content, teacher observation assessment methodology, and Rasch item-response modeling used for the existing DRDP instruments.[53] The process used to develop the DRDP-SR paralleled the one used for the DRDP-PS 2010. With the inclusion of English-language Development in the DRDP-SR, the developmental content experts identified the domains that were most predictive of later school success: Self and Social Development, Self-Regulation (which includes Approaches to Learning), Language and Literacy Development, and Mathematical Development. The measures that make up these domains are aligned with the Preschool Learning Foundations, Common Core standards for kindergarten, and the kindergarten

[53] The DRDP-SR instrument was derived from the DRDP-R, DRDP-IT© (2010), DRDP-PS© (2010), and DRDP-SA© (2010; 2009) instruments. The latest versions of these instruments are available online at:, California Department of Education, Child Development Division.

content standards. The model for building the DRDP-SR allows for expansion of the instrument to all of the essential domains of school readiness, including Physical Development and Well-Being, Health, and Science. The DRDP- SR instrument is designed for use by kindergarten teachers to assess children's level of readiness. The results of the DRDP-SR observational assessment inform the curriculum planning process for individual children and groups of children, and support continuous program improvement. The assessment information enables teachers to determine effective strategies for helping children to learn what they are expected to learn in kindergarten. The introduction of Transitional Kindergarten (TK), including a pilot of this program in Los Angeles County, provided an added opportunity to test the use of the DRDP- SR instrument in TK classrooms. The WestEd CCFS and UC BEAR Center worked with content experts to develop the DRDP- SR instrument (Spring 2010), piloted the DRDP- SR to refine content (Spring 2010), field tested the DRDP- SR to calibrate the scale and establish reliability and validity (Fall 2010), and delivered the preliminary version of the DRDP- SR and the calibrated scale of measurement to CDE/CDD by August 31, 2011.

The resulting DRDP- SR instrument contained four levels along the developmental continuum, for which the earliest three levels overlapped with the latest three levels of the DRDP-PS 2010 measures.[54] The DRDP-SR was found to be reliable and valid with diverse populations, including children who are dual-language learners and children with an Individualized Education Program (IEP). In addition, analysis of field-test data suggested that a "floor effect" may be present for many measures.[55] The extent of this trend was beyond expectations based on the pilot study, in which ratings were distributed along the continuum for each measure, but concentrated primarily at the later developmental levels. It was determined that an additional earlier level should be added to the DRDP-SR instrument to reduce the

[54] Measures in the following domains used 4 levels: Self and Social Development, Language and Literacy Development, Mathematics, and Self Regulation. Measures in the English Language Development (ELD) domain used 5 levels and were designed to measure children's progress toward learning English, which may follow a different trajectory than measures in other developmental domains. It is intended that the same 5 levels will eventually be used in both the DRDP-PS and DRDP-SR instruments.

[55] Based upon the analysis of 1) frequency distributions across levels of the DRDP- SR instrument and 2) preliminary reliability and calibration analysis, there were higher percentages of children marked as "unable to rate" than expected, particularly for those children in transitional kindergarten. Additionally, there were higher percentages than expected of children in both transitional kindergarten and traditional kindergarten who were marked at the earliest level on measures.

likelihood of a floor effect. Adding an earlier level creates a continuum with five developmental levels. Plans are in place to study the reliability and validity of the DRDP-SR instrument with a continuum that has been expanded to these five developmental levels.

(E)(1)(c) *Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation*

A schedule for the DRDP-SR has been established that will ensure implementation on a voluntary basis by the 2014-2015 school year. The instrument will be finalized in August 2012. RTT-ELC funding will enable the CDE to train an early adopter group of Regional Leadership Consortia to use the DRDP-SR during the 2012-13 school year, in order to accelerate the process of implementation.

Collaborative work with content experts is being conducted in 2011-12 to finalize the kindergarten readiness instrument with five developmental levels, conduct a field study, calibrate the instrument, and modify its software application to include the fifth level. Reliability and validity testing will be conducted by collecting external validity assessments for a sample of children in the field study and collecting spring DRDP-SR assessments and academic report cards for all children from the field study who continue in the same classroom in spring 2012. The DRDP-SR will be ready for implementation in school year 2012-13 on a voluntary basis by the early adapter group.

Interest in the DRDP-SR instrument is high. The field test includes countywide implementation in 40 kindergarten classrooms in one county (Humboldt) and another 23 districts in 15 other California counties. Consortia will be expected, as part of school readiness efforts with local education agencies, to use the DRDP-SR in their local Transitional Kindergarten and kindergarten programs during the life of the grant.

To facilitate successful implementation, training on the new instrument will be conducted starting in spring 2012. Local education agencies (LEAs) in the Consortia will have priority for access to training. The LEAs that are early adopters within the Consortia will be supported to demonstrate the use of the DRDP-SR for planning instruction and to mentor other LEAs during full implementation. Training materials will be developed to address the reliable use of the instrument, how to complete a formative, observational assessment, and how to capture evidence of individual children’s mastery of knowledge and skills. To further support educators, web-based technology is being developed to allow Transitional Kindergarten and

kindergarten teachers to easily access developmental progress reports that will aid them in instructional planning and implementation of developmentally appropriate practices. The software application, DRDPtech©, facilitates the input of readiness data and the production of individual, classroom, and site developmental profiles. This software will be available to all LEAs in the state.

(E)(1)(d) *Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws*

Beginning in the school year 2012-13, with support from this grant, California will make the necessary modifications to the California Longitudinal Pupil Achievement Data System (CALPADS) to accommodate reporting of the DRDP-SR results. The resulting school readiness reports will inform Transitional Kindergarten and kindergarten teachers about the developmental progress of children entering their classrooms. Each class group will present a distinct profile of learning strengths and needs, domain by domain. Information about the initial range of knowledge and skill levels in a particular class group will help with fine-tuning the curriculum and instruction to support the children's continued learning. In addition to informing planning for class groups, the data reports will help teachers meet the learning needs of individual children. While understanding individual developmental progress is essential for effective teaching of young children, it is especially important when children transition to another school. Due to family mobility in California, such transitions occur frequently. Being able to access a child's developmental profile collected at kindergarten entry will enhance the new teacher's efforts to facilitate that child's transition into the new kindergarten classroom.

Currently, each LEA conducts state student testing and sends the score sheets to the respective student test vendor, who then submits the data to CALPADS. This project envisions that LEAs will voluntarily submit their DRDP-SR data directly into CALPADS, as DRDPtech will be housed on district servers, allowing school staff to enter the results on-site. With technical support from the UC BEAR Center, CALPADS will be modified for acceptance of only DRDP-SR data, not locally-designed or other published school readiness assessment results. The school readiness data will not be used for evaluation or accountability purposes.

(E)(1)(e) *Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)*

For school year 2013-14, RTT-ELC grant funds will be allocated to incentivize Regional Leadership Consortia districts using the DRDP-SR to report their Transitional Kindergarten and kindergarten DRDP-SR results into CALPADS and to make any necessary programming adjustments. CALPADS will be fully functional and able to receive DRDP-SR data from any LEA on a voluntary basis starting school year 2014-15. Once the interface has been created with the grant funds, existing CALPADS funding will support the submission of the DRDP-SR data to CALPADS and the maintenance of that data within CALPADS.

Narrative Table E2: Section E High Quality Plan			
Goals	**Key Activities**	**Timeline**	**Responsible Parties**
Make available a valid, reliable School Readiness instrument to all California LEAs to promote understanding of the status of children's learning and development at kindergarten entry	Train early adopter LEAs in Consortia on the use of the DRDP-SR in school year (SY) 2012-13	Spring 2012	WestEd
	Finalize the DRDP-SR instrument	August 2012	WestEd and UC BEAR
	Finalize instrument reports and software (DRDPtech)	June 2013	UC BEAR and WestEd
	Modify CALPADS to accommodate DRDP-SR data	2012-13	CDE Educational Data Management Division (EDMD)
	Initiate consortia-wide use of the DRDP-SR by LEAs for SY 2013-14	September 2013	Consortia and their LEAs
	LEAs in Consortia submit DRDP-SR results to CALPADS; make any necessary adjustments to system	2013-14	Consortia LEAs and CDE EDMD
	Initiate statewide availability of DRDP-SR and submission into CALPADS	2014-15	CDE

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

(a) Has all of the Essential Data Elements;

(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;

(c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;

(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and

(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

VII. COMPETITION PRIORITIES

Note about the Absolute Priority: The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State's application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State's application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or "competitive preference" points.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (*10 points*)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State's licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 3: Competitive Preference Priority – Understanding the Status of Children's Learning and Development at Kindergarten Entry. (*10 points*)

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 *or by writing to selection criterion (E)(1).*

Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).

Specify which option the State is taking:

☐ (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
✓ (b) Applicant has written to selection criterion (E)(1).

Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

The Departments are particularly interested in applications that describe the State's High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

(a) Enhancing the State's current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;

(c) Promoting health and family engagement, including in the early grades;

(d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

(e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

Priority 5: Invitational Priority – Encouraging Private Sector Support

"*If we move upstream in the life of the child and connect neurons at the right time and if they connect well, this gives the child a strong, active brain and a good intellect. If we don't stimulate neurons early, we end up with kids dropping out of high school, with kids in prison; we end up with sociological, societal problems that we shouldn't have to face*."

-**George Halvorson**, Chair and CEO, Kaiser Permanente

A well-educated, globally competitive workforce is the cornerstone of a vibrant economy and prosperous communities. High-quality early learning can help cultivate children and eventually adults who are well-rounded individuals, good citizens, and skilled workers. It can also help narrow the achievement gap by giving disadvantaged young children a solid foundation in critical early social and academic skills. Yet the children with the greatest school readiness and achievement gaps – those who could benefit the most from high-quality early childhood education – are the least likely to be in such programs.

In California, fewer than 13% of low-income children are in high-quality early learning programs.[56] At age three, low-income children have average vocabularies of only about 500 words, while high-income children have average vocabularies of more than 1,100 words.[57] Without this strong, early start, children are likely to start out behind – and stay behind. The cost of this achievement gap is steep – researchers have identified poor academic achievement in elementary school as one of the strongest predictors of dropping out of high school. In 2006-07, the CDE estimated the dropout rate at 21.5%. California sustains $46.4 billion in losses from each cohort of 120,000 20-year old dropouts. Additionally, the achievement gap harms the economic growth and vitality of the U.S. and of California in areas such as the Gross Domestic Product (GDP). According to a McKinsey & Company Report: "If the U.S. had in recent years closed the achievement gap between black and Latino student performance and white student performance had similarly narrowed, GDP in 2008 would have been $310 billion and $525 billion higher, or 2% to 4% of the GDP." The Report goes on to state, "the persistence of these

[56] [56]Karoly, L., Ghosh-Dastidar, B., Zellman, G., Perlman, M. & Fernyhough, L. (2008). *Prepared to Learn: The Nature and Quality of Early Care and Education for Preschool-Age Children in California*

[57] Hart, B. & Risley, T. (1995). *Meaningful Differences in the Everyday Experience of Young American Children.*

educational gaps imposes on the United States the economic equivalent of a permanent national recession."

The achievement gap further impacts California's ability to attract and retain business and industry. A recent study by the Public Policy Institute of California (PPIC) highlights the state's critical need for college graduates to support and attract high-tech businesses. By 2025, PPIC projects that while 41% of jobs will require at least a bachelor's degree, only 35% of California adults will have college diplomas. In fact, if the current trend continues, California will have one million fewer college graduates than it needs. This is why any intervention that can narrow or close the achievement gap early on and reduce the dropout rate later on will have significant societal economic benefits. With California representing 13% of the nation's children and 21% of California's children living in poverty, the state is an indispensable part of any national effort to reduce domestic and international achievement gaps and achieve educational excellence. Investments in high-quality services for children from 0 to 5, particularly those children facing significant barriers to school success, will pay enormous long-term dividends for both the state and the nation.

"*As business leaders, we know that growing a talented, well-educated workforce is critical to economic prosperity in the 21st century. We also understand the importance of return on investment when it comes to education and workplace performance. That is why we must include investments in early education when we talk about reshaping education in our nation, our state and our region*."

- **Gary Toebben,** President & CEO, Los Angeles Area Chamber of Commerce

Given the importance of school readiness for a child's future success in school and for building a competitive workforce, California business leaders have actively played a critical role in advancing the early learning agenda. Business leaders and organizations have advocated and provided funding for local early learning Quality Rating and Improvement Systems (QRIS). Business leaders including George Halvorson, CEO of Kaiser Permanente, Ken McNeely, President of AT&T California, and Rob Reiner, movie director and actor, have provided high profile voices for promoting quality early learning experiences for California's children.

> "*It's a win-win for California – preschool benefits both our kids and our economy. Investing in preschool makes sense for California – dollars and sense*."
>
> - **Jim Wunderman**, President and CEO, Bay Area Council

If California were to be awarded Early Learning Challenge funds, this significant one-time investment could attract and leverage new private investment to build on California's existing early learning infrastructure. Private philanthropies, most notably the David and Lucile Packard Foundation, have invested tens of millions annually in early learning with the goal that more children achieve success in school. Other investors in local quality and early childhood health efforts in the 16 participating Regional Leadership Consortia communities include champions such as: the California Endowment, the Buffet Early Childhood Fund, the Bounce Learning Network, the Silicon Valley Leadership Group, the Miriam and Peter Haas Foundation, the California Community Foundation, the Atlas Foundation, the Ofralea Foundation, the Thomas J. Long Foundation, and the Boeing Company.

California has seen some additional success and a stronger focus on cultivating the business and philanthropic community around early learning, school readiness, and healthy development. California is one of the states that participates and receives funding from the Birth to Five Policy Alliance. Through this work, several agencies focus on building champions in the business sector, legislators, and K-12 partners.[58] A recent exciting development in California is the cultivation and development of two Educare programs, one in Los Angeles and one in Santa Clara County. The Packard Foundation supported the initial Educare cultivation through a needs assessment in 11 high-need communities and ultimately awarded planning grants in two of these communities. First 5 California also committed up to $6 million to provide technical assistance and other supports, including a rigorous evaluation component, to the pending Educare programs.

Educare is a unique public/private partnership that embarks on a new way of doing business when it comes to preparing very young children with high needs for success in school

[58] The partners involved in this work in California include: Advancement Project, Children Now, First 5 California, Preschool California, the R&R Network, and ZERO TO THREE Western Office.

and life and also intentionally serves as a catalyst for broader local change. Private dollars construct the building, but the building project does not begin until an Educare contract is signed to create the operating budget through a cross-organizational partnership. The Educare building also serves as a catalyst: school districts, state governments, and Head Start/Early Head Start grantees must be willing to blend multiple public funding streams into one facility and forge a plan for working together. Only through collaborative partnership can there be an operating budget robust enough to support certified teachers, low child/staff ratios, and small class sizes. Private dollars, such as those from First 5, private foundations, and corporations, supplement the publicly funded operating budget with gap funding to reach the Educare levels of quality that research shows is needed.

Educare of California at Silicon Valley (ECSV) is a partnership of four organizations: First 5 Santa Clara County, the Franklin-McKinley School District (FMSD), the Santa Clara County Office of Education (SCCOE), and the Silicon Valley Leadership Group (SVLG). SVLG, founded in 1978 by the late David Packard of Hewlett-Packard, now represents more than 325 of Silicon Valley's most respected employers and focuses on issues, programs and campaigns that affect the economic health and quality of life in Silicon Valley, including education. SVLG members collectively provide nearly one of every three private sector jobs in Silicon Valley. Because Silicon Valley's "Innovation Economy" depends upon a highly educated workforce, SVLG is dedicated to ensuring that 'all children in the Valley come to school ready to learn and with the educational foundation they will need to be our workforce of tomorrow.' At ECSV, the SVLG will lead the capital campaign to generate the funds required to build the Educare school. In addition, SVLG will act as a champion with local business and philanthropic communities, fostering continued support once the school begins operations.

Educare is just one example of California's strong partnership with the business community. These relationships exist throughout California and offer a unique opportunity to foster innovation in program improvement as well as to build a more efficient infrastructure for early learning programs. The Early Learning Challenge grant, building on the existing public and private investments will provide an unprecedented opportunity to refocus existing investments on evidence-based and promising practices.

VIII. BUDGET

AWARD INFORMATION

Budget Requirements: To support States in planning their budgets, the Departments have developed the following budget caps for each State. The Secretaries will not consider for funding an application from a State that proposes a budget that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State according to its share of the national population of children ages birth through five years old from Low-Income families and identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category[16].

Category 1--Up to $100 million--California, Florida, New York, Texas.

Category 2--Up to $70 million--Arizona, Georgia, Illinois, Michigan, North Carolina, Ohio, Pennsylvania.

Category 3--Up to $60 million--Alabama, Colorado, Indiana, Kentucky, Louisiana, Missouri, New Jersey, Oklahoma, Puerto Rico, South Carolina, Tennessee, Virginia, Washington, Wisconsin.

Category 4--Up to $50 million--Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, Nevada, North Dakota, Oregon, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wyoming.

In addition to considering other relevant factors (see 34 CFR 75.217(d)(3)), the selection of grantees may consider the need to ensure that early learning and development systems are developed in States with large, high-poverty, rural communities (including States with high percentages of high-poverty populations in rural areas and States with high absolute numbers of high-poverty individuals in rural areas). Awards may be granted to high-quality applications out of rank order to meet this need.

Grant Period: The grant period for this award is December 31, 2011 through December 31, 2015.

[16] Source: U.S. Department of Commerce, Census Bureau, 2009. American Community Survey (ACS) 1-year Public Use Microdata Sample (PUMS) data.

BUDGET INSTRUCTIONS

(Evidence for selection criterion (A)(4)(b))

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States' budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87.

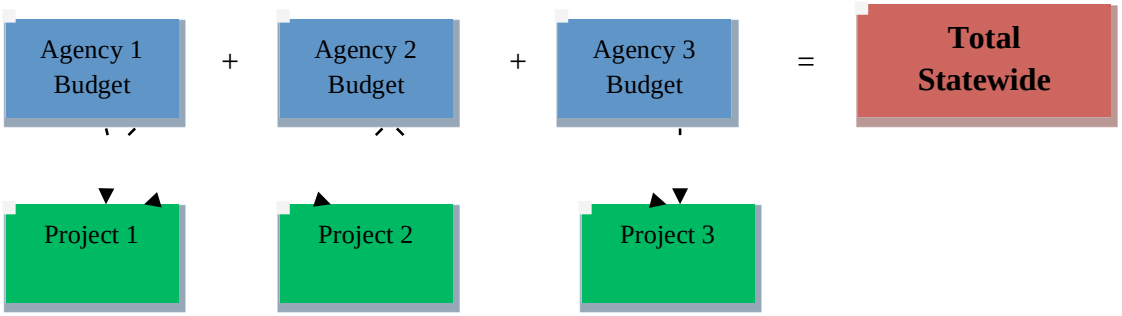
We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role[17] in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another "workforce project" that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its Participating State Agencies, will define the projects required to implement the State Plan and

[17] Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application.[18] These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

The following information must be included in the State's budget:

I. Budget Summaries: In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
   a. Budget Summary by Budget Category. This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically.)
   b. Budget Summary by Participating State Agency. This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.
   c. Budget Summary by Project. This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.

[18] See Application Submission Procedures, section XV. Please note that the RTT-ELC budget spreadsheets will not be used by the reviewers to judge or score the State's application. However, these spreadsheets do produce tables that States may use in completing the budget tables that the State submits as part of its application. In addition, the budget spreadsheets will be used by the Departments for budget reviews.

d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency's budgetary responsibilities and descriptions of each project that the State has included in its budget.

II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency's budgetary responsibilities.[19] The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:

a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
b. Participating State Agency By Project. This table lists the Participating State Agency's proposed budget for each project in which it is involved. (See Budget Table II-2.)
c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency's budget category line items and addresses how the Participating State Agency's budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative

[19] Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

BUDGET PART I: SUMMARY

BUDGET PART I -TABLES

Budget Table I-1: Budget Summary by Budget Category--*The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.*

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	141,583	227,534	230,038	230,038	**829,193**
2. Fringe Benefits	62,974	95,592	96,542	96,542	**351,650**
3. Travel	19,000	19,000	19,000	19,000	**76,000**
4. Equipment	500	500	500	500	**2,000**
5. Supplies	250	250	250	250	**1,000**
6. Contractual	1,022,810	8,247,519	2,147,810	1,697,810	**13,115,949**
7. Training Stipends	0	0	0	0	**0**
8. Other	9,516	19,032	19,032	19,032	**66,612**
9. Total Direct Costs (add lines 1-8)	**1,256,633**	**8,609,427**	**2,513,172**	**2,063,172**	**14,442,404**
10. Indirect Costs*	201,899	201,899	201,899	201,899	**807,596**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	12,000,000	18,000,000	25,175,000	29,175,000	**84,350,000**
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	0
13**. Total Grant Funds Requested** (add lines 9-12)	**13,558,532**	**26,911,326**	**27,990,071**	**31,540,071**	**99,600,000**
14. Funds from other sources used to support the State Plan	137,267	137,267	137,267	137,267	**549,068**
15. **Total Statewide Budget** (add lines 13-14)	**13,695,799**	**27,048,593**	**28,127,338**	**31,677,338**	**100,549,068**

Budget Table I-1: Budget Summary by Budget Category
(Evidence for selection criterion (A)(4)(b))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table I-2: Budget Summary by Participating State Agency--*The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.*

Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
CDE	13,058,532	26,411,326	27,490,071	31,040,071	**98,000,000**
DSS	250,000	250,000	250,000	250,000	**1,000,000**
CDPH	0	0	0	0	**0**
DDS	387,267	387,267	387,267	387,267	**1,549,068**
First 5 CA	0	0	0	0	**0**
SBE	0	0	0	0	**0**
SAC	0	0	0	0	**0**
Total Statewide Budget	**13,695,799**	**27,048,593**	**28,127,338**	**31,677,338**	**100,549,068**

Budget Table I-3: Budget Summary by Project--*The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.*

Budget Table I-3: Budget Summary by Project
(Evidence for selection criterion (A)(4)(b))

Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Regional Leadership Consortia, Expansion & Related Activities	12,000,000	18,000,000	25,175,000	29,175,000	**84,350,000**
Home Visiting	0	912,000	250,000	0	**1,162,000**
Screening Tool Distribution	0	300,000	0	0	**300,000**
Curricula Development for Higher Education	0	250,000	250,000	250,000	**750,000**
CSEFEL	425,000	950,000	950,000	950,000	**3,275,000**
Licensing Website	250,000	250,000	250,000	250,000	**1,000,000**
Central Repository for Kindergarten Readiness Information	200,000	400,000	300,000	100,000	**1,000,000**
PAS/BAS Training for Mentors	0	24,000	0	0	**24,000**
Electronic Training Materials on Existing Content	0	1,013,709	0	0	**1,013,709**
State Operations (Required TA and State Admin)	433,532	4,561,617	565,071	565,071	**6,125,291**
Personnel Development for Early Start	387,267	387,267	387,267	387,267	**1,549,068**
Total Statewide Budget	**13,695,799**	**27,048,593**	**28,127,338**	**31,677,338**	**100,549,068**

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State's budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
  - *The designation of the selection criterion or competitive preference priority the project addresses;*
  - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

BUDGET PART I – NARRATIVE

STATE OF CALIFORNIA

California's Race to the Top Early Learning Challenge application is structured around strategic participation from the following agencies in implementing the state plan, including:

1. California Department of Education (CDE)
2. California Department of Social Services (DSS)
3. California Department of Public Health (CDPH)
4. California Department of Developmental Services (DDS)
5. First 5 California (First 5 CA)
6. California State Board of Education (SBE)
7. California State Advisory Council (SAC)

Budgetary Responsibilities of Participating State Agencies	
California Department of Education (CDE) • State Funded Preschool • CCDF • Title I of ESEA • Part B, Section 619 of IDEA • Head Start Collaboration Office	$98,000,000
California Department of Social Services (DSS)	$1,000,000
California Department of Public Health (CDPH)	*Partnering agency without budgetary allocation*
California Department of Developmental Services	$1,549,068
First 5 California Children and Families Commission (First 5 CA)	*Partnering agency without budgetary allocation*

California State Education Agency (SEA) aka California State Board of Education (SBE)	*Partnering agency without budgetary allocation*
California State Advisory Council (SAC) aka California Early Learning Advisory Council	*Partnering agency without budgetary allocation*

In totality, the projects described in this application will:

- Support a network of 16 Consortia utilizing a common Quality Continuum Framework to develop and operate local Quality Rating and Improvement Systems. Each Consortium will establish benchmarks and tiers, a quality improvement, rating, and monitoring process, and utilize key personnel, resources, and incentives.
- Improve outcomes for children by expanding the knowledge of early childhood educators in supporting children's healthy development with a focus on early childhood mental health and through the promotion of screening and follow-up for health, behavioral, and developmental needs in early childhood settings.
- Support the early care and education workforce with strategies to increase knowledge, skills, and abilities.
- Provide a valid, reliable School Readiness instrument to all California Local Education Agencies to promote understanding of the status of children's learning and development at kindergarten entry.

Race to the Top Early Learning Challenge Grant Projects

- **Early Learning Challenge Regional Leadership Consortia**
  Selection Criterion/Competitive Preference Criterion: (A)(1), (A)(2), (B)(1), (B)(2), (B)(3), (B)(4), (B)(5)
  Explanation: Funding will support a network of 16 Consortia utilizing a common Quality Continuum Framework to develop and operate local Quality Rating and Improvement Systems. Each Consortium will establish benchmarks and tiers, a quality improvement, rating, and monitoring process, and utilize key personnel, resources, and incentives. Consortia will be responsible for mentoring peers to support their local implementation of the Quality Continuum Framework.

  Project Organization and Management: Funding for this project will be directly allocated to local Early Learning Challenge Regional Leadership Consortia for direct program services and materials to support Quality Rating and Improvement System components. A local Consortia lead will be established to coordinate and facilitate program requirements and act as the fiscal agent.

- **Home Visiting**
  Selection Criterion/Competitive Preference Criterion: (C)(3)

Explanation: Funding will provide training to local home visiting staff of the California Home Visiting Program on implementing the Program for Infant/Toddler Care (PITC) practices and on the "Three R's of Early Childhood: Relationships, Resilience, and Readiness" (Three R's) models and module development of the Three R's focused on home visiting.
Project Organization and Management: Project management will be performed by California Department of Education and California Department of Public Health staff to secure training services for the California Home Visiting Program local home visitors in support of positive child health outcomes.

- **Screening Tool Distribution**
  Selection Criterion/Competitive Preference Criterion: (C)(3)
  Explanation: Funding will secure Ages and Stages screening tools and materials from the publisher for distribution to California Department of Education Child Development Division contracted programs and Regional Leadership Consortia members.
  Project Organization and Management: Project management will be performed by California Department of Education staff to secure materials for Consortia partners in support of child screening outcomes.

- **Curricula Development for Higher Education**
  Selection Criterion/Competitive Preference Criterion: (D)(2)
  Explanation: Funding will facilitate and coordinate unit-based course alignment for 3 additional child development unit-based courses.
  Project Organization and Management: Project management will be performed by California Department of Education staff and contracted staff to facilitate a process to determine agreed-upon curricula in support of positive early learning workforce professional development outcomes.

- **California Collaborative for the Social and Emotional Foundations of Early Learning**
  Selection Criterion/Competitive Preference Criterion: (C)(3)
  Explanation: Funding will provide regional support for implementation of the CSEFEL teaching pyramid in local Consortia.
  Project Organization and Management: Project management will be performed by California Department of Education staff to secure consultation services for Consortia partners in support of positive social-emotional outcomes.

- **Community Care Licensing Website**
  Selection Criterion/Competitive Preference Criterion: (B)(3)
  Explanation: Funding will enhance the California Department of Social Services Community Care Licensing Division website to include educational and training materials for consumers and providers.
  Project Organization and Management: Project management will be performed by California Department of Social Services staff to secure consultation services for website development to support child care providers and consumers, including parents.

- **Central Repository for Kindergarten Readiness Information**
  Selection Criterion/Competitive Preference Criterion: (E)(1), Priority 3
  Explanation: Funding will update California's Longitudinal Pupil Achievement Data System (CALPADS) to accommodate the Kindergarten entry assessment information.
  Project Organization and Management: Project management will be performed by California Department of Education staff to secure consultation services for database modification in support of effective data practices.

- **PAS/BAS Training for Mentors**
  Selection Criterion/Competitive Preference Criterion: (D)(2)
  Explanation: Funding will provide train-the-trainer instruction on the Program Administration Scale (PAS) and the Business Administration Scale (BAS) tools to Center Director Mentors and Family Child Care Home Mentors to support administrative technical assistance to local Consortia participating centers and family child care homes.
  Project Organization and Management: Project management will be performed by California Department of Education staff to secure training services for Center Director Mentors and Family Child Care Home Mentors in support of effective early learning program management outcomes.

- **Electronic Training Materials on Existing Content**
  Selection Criterion/Competitive Preference Criterion: (D)(2)
  Explanation: Funding will develop online training materials for existing content to mitigate barriers to access.
  Project Organization and Management: Project management will be performed by California Department of Education staff to secure material development services for easy access for Consortia (QRIS) technical assistance providers.

- **State Operations (Required Federal Technical Assistance and State Administration)**
  Selection Criterion/Competitive Preference Criterion: All
  Explanation: Funding will support staffing to administer grant funded projects and satisfy reporting requirements.
  Project Organization and Management: Project management will be performed by California Department of Education staff in collaboration with participating state agencies to support local Consortia partners and manage administrative functions.

- **Comprehensive System of Personnel Development for Early Start**
  Selection Criterion/Competitive Preference Criterion: (C)(3)
  Explanation: Funding will provide coordinated training for early intervention program staff and support implementation of best practices in developmental and health screening at the local level in collaboration with the local Consortia.
  Project Organization and Management: Project management will be performed by California Department of Developmental Services staff to secure training services for Consortia partners in support of positive early learning outcomes.

- **Evaluation**
  Selection Criterion/Competitive Preference Criterion: (B)(5)

Explanation: Funding will support analysis of the local Quality Rating and Improvement System's project outcomes, as described in the Early Learning Challenge Regional Leadership Consortia project above.
Project Organization and Management: Project management will be performed by California Department of Education staff to secure program evaluation of local Consortia functions.

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--*The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.*

Budget Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
California Department of Education (CDE)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	83,448	169,399	171,903	171,903	**596,653**
2. Fringe Benefits	31,669	64,287	65,237	65,237	**226,430**
3. Travel	7,000	7,000	7,000	7,000	**28,000**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	625,000	7,849,709	1,750,000	1,300,000	**11,524,709**
7. Training Stipends	0	0	0	0	**0**
8. Other	9,516	19,032	19,032	19,032	**66,612**
9. Total Direct Costs (add lines 1-8)	**756,633**	**8,109,427**	**2,013,172**	**1,563,172**	**12,442,404**
10. Indirect Costs*	201,899	201,899	201,899	201,899	**807,596**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	12,000,000	18,000,000	25,175,000	29,175,000	**84,350,000**
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	0
13. **Total Grant Funds Requested** (add lines 9-	**13,058,532**	**26,411,326**	**27,490,071**	**31,040,071**	**97,600,000**

Budget Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
California Department of Education (CDE)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
12)					
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. **Total Budget** (add lines 13-14)	**13,058,532**	**26,411,326**	**27,490,071**	**31,040,071**	**98,000,000**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *California Department of Education (CDE)*					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Regional Leadership Consortia, Expansion & Related Activities	12,000,000	18,000,000	25,175,000	29,175,000	**84,350,000**
Home Visiting	0	912,000	250,000	0	**1,162,000**
Screening Tool Distribution	0	300,000	0	0	**300,000**
Curricula Development for Higher Education	0	250,000	250,000	250,000	**750,000**
CSEFEL	425,000	950,000	950,000	950,000	**3,275,000**
Licensing Website	0	0	0	0	**0**
Central Repository for Kindergarten Readiness Information	200,000	400,000	300,000	100,000	**1,000,000**
PAS/BAS Training for Mentors	0	24,000	0	0	**24,000**
Electronic Training Materials on Existing Content	0	1,013,709	0	0	**1,013,709**
State Operations (Required TA and State Admin)	433,532	4,561,617	565,071	565,071	**6,125,291**
Personnel Development for Early Start	0	0	0	0	**0**
Total Budget	**13,058,532**	**26,411,326**	**27,490,071**	**31,040,071**	**98,000,000**

BUDGET PART II – NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*

A detailed explanation of each budget category line item, including the information below.

CALIFORNIA DEPARTMENT OF EDUCATION

1) Personnel

The California Department of Education (CDE) requires two (2) full-time Child Development Consultant positions to provide assistance in administration of this grant for a total of 3.5 years. The total cost for personal services (salaries) is $596,660 per Consultant.

The Child Development Consultants will perform the following tasks in support of projects described in the application:

- Coordinate consortia activities
- Establish communication and technical assistance between and amongst consortia
- Develop a web-based portal for consortia communication and information/materials sharing
- Coordinate federal data reporting
    - Data collection, analysis, and compilation
    - Submission of forms
- Support Early Learning Advisory Council with administrative staffing
- Provide data and reporting materials for Early Learning Advisory Council meeting content, as needed
- Manage associated contracts
    - Development of MOUs, contracts
    - Oversee contractor work and work deliverables
    - Approve invoices
    - Provide on-going contract monitoring
- Provide early learning content expertise to consortia and project stakeholders
- Coordinate evaluation for consortia
    - Establish research methodology for project
    - Oversee data collection processes and procedures
    - Monitor outcome tracking processes
    - Review and approve final report and findings

2) Fringe Benefits

The fringe benefits breakdown (total) for the two (2) required positions is $226,430. This amount is derived by using the personal services base total of $596,660 and calculating by multiplying the base with the current state benefits rate of 37.95% (i.e., $596,660 x .3795 = $226,430).

3) Travel

CDE has estimated $28,000 for travel ($7,000/year x 4 years). Project staff will travel throughout California to each of the Consortia for ongoing technical assistance and monitoring. This amount is derived using an estimate of 10 trips for 2 staff per year at a rate of $350 per trip.

The $350 rate is based upon one night hotel at $120 per night (depending on location), flight and/or car rental travel expenses at $140, and per diem at $80 ($40 per day), per trip.

4) Equipment

Equipment is not needed to complete the required work and is therefore not included in the budget costs.

5) Supplies

Supplies are not needed to complete the required work and are therefore not included in the budget costs.

6) Contractual

A total of $11,524,709 is budgeted for contractual services during the grant period. The four-year totals for individual contractual agreements are described in the following table:

Contractual Expenses	Grant Total
Home Visiting Program Professional Development The vendor(s) will provide training to home visitors on implementing the Program for Infant/Toddler Care (PITC) practices and on the "Three R's of Early Childhood: Relationships, Resilience, and Readiness" models and module development of the Three R's focused on home visiting. The budget estimate was established based on a rate of $7,600 for PITC Institute Modules 1-4 (10 days of training) per participant for 120 home visitors ($912,000). The cost to develop curriculum and a module on the Three R's, which includes follow-up coaching, is estimated at $250,000 by contacting vendors in the field that develop and provide these services.	$1,162,000
California Collaborative for the Social and Emotional Foundations of Early Learning The vendor will provide regional support for implementation of the CSEFEL teaching pyramid in local Consortia. The budget estimate was established based on project costs for comparable work in training, technical assistance, and coaching support. Costs will vary by consortium, based on the current degree of implementation. See Section C for further information.	$3,275,000
Screening Tool Distribution This contract will secure Ages and Stages screening tools and materials from a publisher for distribution to CDE Child Development Division contracted programs and Regional Leadership Consortia members. The budget estimate was established based on the purchase price of $300/set for approximately 1,000 entities.	$300,000

Contractual Expenses	Grant Total
Curricula Development for Higher Education The vendor will facilitate and coordinate unit-based course alignment for 3 additional child development unit-based courses. The budget was established based on an estimated $250,000 per project cost for comparable work in curriculum development and facilitation.	$750,000
Central Repository for Kindergarten Readiness Information Vendor will update California's Longitudinal Pupil Achievement Data System (CALPADS) to accommodate the Kindergarten entry assessment information. The budget estimate of $1,000,000 was established based on recommendations from the CDE Educational Data Management Division that is responsible for CALPADS. This estimate includes development of a new file for submission, input validation rules, data reporting, and modification of existing user interface screens.	$1,000,000
PAS/BAS Train-the-Trainer Mentors Vendor will provide train-the-trainer instruction on the Program Administration Scale (PAS) and the Business Administration Scale (BAS) tools to Center Director Mentors and Family Child Care Home Mentors to support administrative technical assistance to local Consortium participating centers and family child care homes. The budget estimate was established based on the cost of training, materials and release time for approximately 150 Mentors at $160 per person.	$24,000
Electronic Training Materials on Existing Content Vendor will develop online training materials for existing content to mitigate barriers to access. The budget was established by CDE Child Development Division based on the development and production costs of comparable quality improvement products.	$1,013,709
Evaluation Vendor will support analysis of the local Quality Rating System's project outcomes, as described in the Section B. The budget estimate was established based on a market analysis of the minimum amount necessary to conduct valid evaluation.	$4,000,000
TOTAL CONTRACTUAL	**$11,524,709**

All vendor services will be secured following the Federal procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

Training Stipends are not needed to complete the required work and are therefore not included in the budget costs involved in this grant.

8) Other

Other costs associated with this grant are related to standard State Operations administration costs. These costs are based on the total amount of positions assigned to the administration of the grant. These charges are "fair share" auto charges that apply to the state operations budget in the areas of Facilities Operation and Communications.

The total amount for Other costs is $66,612. These costs are calculated by multiplying $9516 per number of position(s) required to administer the grant (2 positions x $9516 = $19,032/per year x 3.5 years = $66,612 total).

9) Total Direct Costs

	Grant Year 1	**Grant Year 2**	**Grant Year 3**	**Grant Year 4**	**Total**
CDE Total Direct Costs	**756,633**	**8,109,427**	**2,013,172**	**1,563,172**	**12,442,404**

10) Indirect Costs

Total Indirect Costs/per year: $807,596 divided by 4 years = $201,899/per year.

Indirect Calculation – Rate is 15.7% Indirect – General Mgmt; 6.7% Indirect – SWCAP = 22.7% total rate (see calculation methods, in parentheses).

External ($500K cap, state ops contractual)	
Project/Activity	
Evaluation	$500,000
Electronic Training	$500,000
Screening Tools	$240,000
Internal (Indirect applied 100%)	
State Ops	
Personnel	$596,653
Benefits	$226,430
Travel	$28,000
Contractual (CALPADS)	$1,000,000
Other	$66,612
Grantee Tech Assistance	$400,000
Total Indirect (Base)	$3,557,695

Total Indirect Costs (22.7%)	$807,596
Total Indirect/per year	**$201,899**

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

The majority of California's Race to the Top Early Learning Challenge Grant funds are to be distributed to Consortia. As fully described in Section B, approximately 16 Consortia (actual number to be determined) will be allocated a total of $84,350,000 to support implementation of the Quality Continuum Framework at their localities:

Year 1	$12,000,000
Year 2	$18,000,000
Year 3	$25,175,000
Year 4	$29,175,000

12) Funds set aside for participation in grantee technical assistance

California has set aside $400,000 total for RTT-ELC grantee technical assistance activities ($100,000/per year). This amount satisfies federal requirements and ensures the CDE can meet its objectives in relation to this grant.

Please note that the "Total Funds Requested" line item does not reflect the above Technical Assistance amount. The spreadsheet provided appears to have a calculation error that does not include this line item in the total.

13) Total Funds Requested

The California Department of Education is requesting of $98,000,000.

14) Other Funds Allocated to the State Plan

The California Department of Education is not supporting the RTT-ELC with any additional funds.

15) Total Budget

	Grant Year 1	**Grant Year 2**	**Grant Year 3**	**Grant Year 4**	**Total**
CDE Total Budget	**13,058,532**	**26,411,326**	**27,490,071**	**31,040,071**	**98,000,000**

Budget Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
California Department of Developmental Services (DDS)

Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	58,135	58,135	58,135	58,135	**232,540**
2. Fringe Benefits	31,305	31,305	31,305	31,305	**125,220**
3. Travel	12,000	12,000	12,000	12,000	**48,000**
4. Equipment	500	500	500	500	**2,000**
5. Supplies	250	250	250	250	**1,000**
6. Contractual	147,810	147,810	147,810	147,810	**591,240**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	250,000	250,000	250,000	250,000	**1,000,000**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	**0**
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	**250,000**	**250,000**	**250,000**	**250,000**	**1,000,000**
14. Funds from other sources used to support the State Plan	137,267	137,267	137,267	137,267	**549,068**
15. **Total Budget** (add lines 13-14)	**387,267**	**387,267**	**387,267**	**387,267**	**1,549,068**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations,

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *California Department of Developmental Services (DDS)*					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan. Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant. Line 13: This is the total funding requested under this grant. Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *California Department of Developmental Services (DDS)*					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Regional Leadership Consortia, Expansion & Related Activities	0	0	0	0	**0**
Home Visiting	0	0	0	0	**0**
Screening Tool Distribution					**0**
Curricula Development for Higher Education	0	0	0	0	**0**
CSEFEL	0	0	0	0	**0**
Licensing Website	0	0	0	0	**0**
Central Repository for Kindergarten Readiness Information	0	0	0	0	**0**
PAS/BAS Training for Mentors	0	0	0	0	**0**

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *California Department of Developmental Services (DDS)*					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Electronic Training Materials on Existing Content	0	0	0	0	**0**
State Operations (Required TA and State Admin)	0	0	0	0	**0**
Personnel Development for Early Start	387,267	387,267	387,267	387,267	**1,549,068**
Total Budget	**387,267**	**387,267**	**387,267**	**387,267**	**1,549,068**

BUDGET PART II – NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*

A detailed explanation of each budget category line item, including the information below.

CALIFORNIA DEPARTMENT OF DEVELOPMENTAL SERVICES

1) Personnel

The California Department of Developmental Services (DDS) requires one (1) full-time Analyst position to provide assistance in administration of this grant for a total of 3.5 years. The total cost for personal services (salaries) is $232,540 per Analyst.

The Analyst will perform the following tasks in support of project described in the application: facilitate and provide leadership on interagency coordination across childhood initiatives; participate with statewide efforts at the Regional Center level; expand development and implementation of early intervention on-line training modules; and coordinate best practices in development and health screening at the local level.

2) Fringe Benefits

The fringe benefits breakdown (total) for the one (1) required position is $125,220. This amount is derived by using the personal services base total of $232,540 and calculating by multiplying the base with the current state benefits rate of 53.85% (i.e., $232,540 x .5385 = $125,220).

3) Travel

DDS has estimated $48,000 for travel ($12,000/year x 4 years). Project staff will travel throughout California for ongoing technical assistance and monitoring. This amount is derived using an estimate of 16 trips for 1 staff per year at a rate of $750 per trip. The $750 rate is based upon one night hotel at $84-$140 per night (depending on location), flight and/or car rental travel expenses at $550, and per diem at $80 ($40 per day), per trip.

4) Equipment

DDS has estimated $500 per year for 4 years.

5) Supplies

DDS has estimated $250 per year for 4 years.

6) Contractual

A total of $591,240 is budgeted for contractual services during the grant period. The four-year totals for individual contractual agreements are described in the following table:

Contractual Expenses	Grant Total
Professional Development for Early Start The vendor(s) will provide tasks in support of the project described in the application: Provide leadership in delivery of collaborative, intra-agency personnel development on effective strategies for family support, and program improvement requirements (per IDEA, Part C); Expand development, and disseminate use of statewide, on-line early intervention training modules; and assist in implementation of best practices in health screening at the local level The budget estimate was established based on tasks and activities in support of the project and Budget outlined in the application.	$591,240
TOTAL CONTRACTUAL	**$591,240**

All vendor services will be secured following the Federal procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

Training Stipends are not needed to complete the required work and are therefore not included in the budget costs involved in this grant.

8) Other

Other costs are not needed to complete the required work and are therefore not included in the budget costs.

9) Total Direct Costs

	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
DDS Total Direct Costs	**250,000**	**250,000**	**250,000**	**250,000**	**1,000,000**

10) Indirect Costs

Indirect costs are not needed to complete the required work and are therefore not included in the budget costs.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

No funds have been set aside for local distribution and are therefore not included in the budget costs.

12) Funds set aside for participation in grantee technical assistance

No funds have been set aside for grantee technical assistance and are therefore not included in the budget costs.

13) Total Funds Requested

The California Department of Developmental Services is requesting $1,000,000.

14) Other Funds Allocated to the State Plan

The California Department of Developmental Services is supporting the RTT-ELC with $137,267 per year, at a total of $549,068.

15) Total Budget

	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
DDS Total Budget	**387,267**	**387,267**	**387,267**	**387,267**	**1,549,068**

Budget Table II-1: Participating State Agency
(Evidence for selection criterion (A)(4)(b))
California Department of Social Services (DSS)

Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	0	0	0	0	**0**
2. Fringe Benefits	0	0	0	0	**0**
3. Travel	0	0	0	0	**0**
4. Equipment	0	0	0	0	**0**
5. Supplies	0	0	0	0	**0**
6. Contractual	250,000	250,000	250,000	250,000	**1,000,000**
7. Training Stipends	0	0	0	0	**0**
8. Other	0	0	0	0	**0**
9. Total Direct Costs (add lines 1-8)	**250,000**	**250,000**	**250,000**	**250,000**	**1,000,000**
10. Indirect Costs*	0	0	0	0	**0**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	**250,000**	**250,000**	**250,000**	**250,000**	**1,000,000**
14. Funds from other sources used to support the State Plan	0	0	0	0	**0**
15. **Total Budget** (add lines 13-14)	**250,000**	**250,000**	**250,000**	**250,000**	**1,000,000**

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations,

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *California Department of Social Services (DSS)*					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan. Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant. Line 13: This is the total funding requested under this grant. Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

Budget Table II-2: Participating State Agency Budget By Project--*The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.*

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *California Department of Social Services (DSS)*					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Regional Leadership Consortia, Expansion & Related Activities	0	0	0	0	**0**
Home Visiting	0	0	0	0	**0**
Screening Tool Distribution	0	0	0	0	**0**
Curricula Development for Higher Education	0	0	0	0	**0**
CSEFEL	0	0	0	0	**0**
Licensing Website	250,000	250,000	250,000	250,000	**1,000,000**
Central Repository for Kindergarten Readiness Information	0	0	0	0	**0**
PAS/BAS Training for Mentors	0	0	0	0	**0**
Electronic Training Materials on Existing Content	0	0	0	0	**0**

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) *California Department of Social Services (DSS)*					
Project	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
State Operations (Required TA and State Admin)	0	0	0	0	**0**
Personnel Development for Early Start	0	0	0	0	**0**
Total Budget	**250,000**	**250,000**	**250,000**	**250,000**	**1,000,000**

BUDGET PART II – NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
  - *An explanation of the Participating State Agency's roles and responsibilities*
  - *An explanation of how the proposed project annual budget was derived*

A detailed explanation of each budget category line item, including the information below.

CALIFORNIA DEPARTMENT OF SOCIAL SERVICES

1) Personnel

Personnel is not needed to complete the required work and is therefore not included in the budget costs.

2) Fringe Benefits

Fringe benefits are not needed to complete the required work and is therefore not included in the budget costs.

3) Travel

Travel is not needed to complete the required work and is therefore not included in the budget costs.

4) Equipment

Equipment is not needed to complete the required work and is therefore not included in the budget costs.

5) Supplies

Supplies are not needed to complete the required work and are therefore not included in the budget costs.

6) Contractual

A total of $1,000,000 is budgeted for contractual services during the grant period. The four-year total for a contractual agreement is described in the following table:

Contractual Expenses	Grant Total
Community Care Licensing Website CCLD will enhance its existing website to ensure consumers and providers have access to state licensing standards and other educational and training resources. This activity is contingent upon authorization for necessary vendor resources. The budget estimate of $1,000,000 was established based on recommendations from DSS staff responsible for the CCLD website.	$1,000,000
TOTAL CONTRACTUAL	**$1,000,000**

Vendor services are required to develop program design, storyboards, and scripts; database interface design; video and audio production; post production testing and maintenance; and development of usage reports. Training modules will be developed to educate providers and consumers on ways to comply with licensing standards, ensure a facility environment that promotes the health and safety of children in care, guidelines and resources that promote best care practices; guidelines to educate parents/consumers of licensed care. Family Child Care Home training modules will be in both English and Spanish. Child Care Center training modules will be in English.

All vendor services will be secured following the Federal procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.

7) Training Stipends

Training Stipends are not needed to complete the required work and are therefore not included in the budget costs involved in this grant.

8) Other

Other costs are not needed to complete the required work and are therefore not included in the budget costs.

9) Total Direct Costs

	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
DSS Total Direct Costs	**250,000**	**250,000**	**250,000**	**250,000**	**1,000,000**

10) Indirect Costs

Indirect costs are not needed to complete the required work and are therefore not included in the budget costs.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

No funds have been set aside for local distribution and are therefore not included in the budget costs.

12) Funds set aside for participation in grantee technical assistance

No funds have been set aside for grantee technical assistance and are therefore not included in the budget costs.

13) Total Funds Requested

The California Department of Social Services is requesting $1,000,000.

14) Other Funds Allocated to the State Plan

The California Department of Social Services is not supporting the RTT-ELC with any additional funds.

15) Total Budget

	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
DSS Total Budget	**250,000**	**250,000**	**250,000**	**250,000**	**1,000,000**

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

California Department of Education (CDE)

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES X
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/01/2010 To: 06/30/2012

Approving Federal agency: X ED ___HHS ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

DATE: March 11, 2011

California Department of Education
1430 N Street
Sacramento, California 95814-5901

AGREEMENT NO. 2011-106
FILING REFERENCE: This replaces previous Agreement No. 2010-107 dated April 29, 2010

EIN: 94-6001347

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV -Approvals.

Section I - Rate(s) and Base(s)

	Effective Period				Coverage	
TYPE	From	To	Rate	Base	Location	Applicability
Fixed	07-01-10	06-30-11	21.7%	1/	All	All Programs
Fixed	07-01-11	06-30-12	22.4%	1/	All	All Programs

1/ Total direct costs less local assistance, the amount of individual contracts exceeding $500,000, depreciation expenses, pro rata charges, interest expenses, and offsets to departmental and divisional indirect charges.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87 – Attachment B. Paragraph 8.d.3, terminal leave costs for all employees will be allocated as an indirect cost, except for those employees adjusted to the base for the calculation of the restricted indirect cost rate.

Capitalization Policy: Items of equipment costing $5,000 or more with a useful life in excess of one year are capitalized

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the State Education Agency, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.

2. Questions regarding this agreement should be directed to the Negotiator.

3. Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV Approvals

For the State Education Agency:

California Department of Education
1430 N Street
Sacramento, California 95814-5901

Sharon Taylor
Signature

Sharon Taylor
Name

Director, Fiscal & Admin. Svcs.
Title

3/21/11
Date

For the Federal Government:

US Department of Education
OCFO / FIPAO / ICG
550 12th Street, SW, RM 6048
Washington, DC 20202-4450

John Masaitis
Signature
for

Mary Gougisha
Name

Director, Indirect Cost Group
Title

March 11, 2011
Date

John J. Masaitis
Negotiator

(202) 245-8073
Telephone Number

To request reimbursement for indirect costs, please answer the following questions:

California Department of Developmental Services (DDS)

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES X
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 07/01/2010 To: 06/30/2012

Approving Federal agency: X ED ___HHS ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.

To request reimbursement for indirect costs, please answer the following questions:

California Department of Social Services (DSS)

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES ✓
NO X

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: ____/___/_____ To: ____/___/_____

Approving Federal agency: ____ED ___HHS ___Other

(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.

2. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:

(a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If "Yes" is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If "Other" was checked, specify the name of the agency that issued the approved agreement.