# Inclusive Early Education Expansion Program GrantRequest for Application Overview and Instructions

**Grant Period:**

**July 1, 2023 to June 30, 2027**

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**Early Education Division**

**Opportunities for All Branch**

**California Department of Education**

**1430 N Street, Suite 5206**

**Sacramento, CA 95814**

**Application Deadline: March 15, 2024**

January 2024

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## Grant Contact Information

Prior to submitting questions to the email address IEEEP-RFA@cde.ca.gov, please ensure you have read the request for application (RFA) Overview and Instructions in its entirety.

All RFA questions and correspondence should be submitted by email to the California Department of Education (CDE) at: [IEEEP-RFA@cde.ca.gov](IEEEP-RFA%40cde.ca.gov).

## Program Overview

### Background

Early childhood inclusion embodies the values, policies, and practices that support the right of every child birth to five and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include:

* a sense of belonging and membership;
* positive social relationships and friendships; and
* development and learning to reach their full potential.

The defining features of inclusion used to identify high-quality early childhood programs and services are access, participation, and supports. According to a 2009 Joint Position Statement of the Division for Early Childhood (DEC) of the Council for Exceptional Children and the National Association for the Education of Young Children (NAEYC)[[1]](#footnote-2), “providing access to a wide range of learning opportunities, activities, settings, and environments is a defining feature of high-quality early childhood inclusion (page 2).” To help facilitate access, “some children will need additional individualized accommodation and supports to participate fully in play and learning activities with peers and adults.” In addition to access and participation, “teaching staff and administrators should have access to ongoing professional development and support to acquire knowledge, skills, and dispositions required to implement effective inclusive practices.”

In accordance with the Individuals with Disabilities Education Act (IDEA) (20 *United States Code* [*U.S.C.*] Section 1400, et seq.), all children with disabilities must receive their education alongside children without disabilities in the least restrictive environment (LRE) to the maximum extent appropriate. Ideally, children with disabilities would be included in early care and education settings alongside their peers without disabilities and supports and services would be provided in the early care and education setting. Separate classes, separate schools, or removal of students with disabilities from the regular education environment should only occur if the nature or severity of the disability is such that learning in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (20 *U.S.C*. Section 1412[a] [5]). The LRE for each student is an individualized determination made by the Individualized Education Program (IEP) team. Most often, this means inclusive, high-quality, early care and education programs where children are provided with individualized and appropriate supports to enable them to meet high expectations.

Inclusive early care and education programs can improve children’s developmental progress and educational outcomes, especially for children with disabilities. Interventions provided to children with disabilities, including children who are at risk of requiring services for children with exceptional needs, are most effective when children are younger. Access to inclusive early care and education programs benefits communities and families, especially when programs are coordinated with public elementary and secondary education systems to create a developmental and educational continuum of support.

California *Education Code* (*EC*) Section 8492, amended and renumbered by Chapter 62, Statute of 2022 to *EC* Section 8337, established the Inclusive Early Education Expansion Program (IEEEP). In fiscal year (FY) 2017–18, a total of $175,569,580 was appropriated for the IEEEP for allocation to local educational agencies (LEAs) for the purposes of increasing access to subsidized inclusive early care and education programs for children up to five years of age, specifically children with disabilities. Sixty-five (65) LEAs were awarded grants for funding through 2024 to support programs with the construction and renovation of inclusive classrooms and indoor and outdoor learning environments, purchases and installation of adaptive equipment, and/or professional development to support increasing subsidized early care and education staff capacity to adequately support children with disabilities in inclusive early care and education programs.

### Authorization

Senate Bill 104, Chapter 189, Statute of 2023, and *EC* Section 8337, authorizes the CDE to allocate $116,030,430 million on a competitive basis to LEAs for the purposes of increasing access to subsidized, high-quality, inclusive early care and education programs for children up to five years of age, including children with disabilities. Funding awarded through this IEEEP RFA is available in FY 2023–25 through FY 2026–27.

To be eligible for funding, LEAs must:

1. Submit a proposal to increase access to subsidized inclusive early care and education programs for children up to five years of age, excluding kindergarten and transitional kindergarten, including those defined as “children with exceptional needs” pursuant to *EC* Section 8205, in low-income and high-need communities and quantify the number of additional subsidized children proposed to be served, including children with exceptional needs
2. Develop a plan to fiscally sustain subsidized spaces or programs beyond the grant period
3. Utilize resources necessary to support professional development for staff to develop the knowledge and skills required to implement effective, high-quality inclusive practices
4. Provide a description of special education expertise that will be used to ensure the funds are used in a high-quality, inclusive manner
5. Identify local resources to contribute 33 percent of the total award amount. The total award amount shall include state and local resources. Local resources may include in-kind contributions. **Note:** If a school district meets the requirements of a financial hardship, the school district must self-certify that the financial hardship requirements are met.

In addition, as part of the grant award, the LEAs will be required to fulfill all responsibilities outlined in the grant award notification (GAN).

LEAs are permitted to apply on behalf of a consortium of providers within their program area, including public and private agencies that will provide high-quality inclusive early care and education programs on behalf of the applicant.

Priority for an award shall be given to all of the following:

1. Applicants with a demonstrated need for expanded access to inclusive early care and education
2. Applicants in low-income communities and applicants that represent a consortium of local partners, including local special education partners and those with expertise in inclusive early care and education environments
3. Applicants who demonstrate the ability to service a broad range of disabilities
4. Applicants who serve or who plan to serve children with disabilities in proportion to their rate of identification similar to LEAs in their region

Grants may be used for one-time infrastructure costs only including, but not limited to, adaptive and universal design facility renovations, adaptive equipment, and professional development.

Funds shall not be used for ongoing expenses.

### Program Description and Requirements

The CDE invites eligible LEAs, which includes school districts, county offices of education (COEs), and charter schools, or a consortium of the aforementioned entities to apply for grant funding. The total available funding for the IEEEP Grant Program is $116,030,430 million.

Grant funding will be awarded on a competitive basis to award LEAs based on the maximum funding allotment per county. The maximum funding allotment available per county can be found in Appendix C. Grantees selected will be approved for a total grant award up to the county allocation total for the term identified on the Grant Award Notice (GAN) through June 30, 2027.

Grant funding will be used for the purpose of increasing the number of inclusive early care and education settings and increasing the number of children with disabilities enrolled in subsidized inclusive early care and education programs which are either part-day or full-day programs (including Family Child Care Home Education Networks [FCCHENs]). Increasing the number of children with disabilities means an increase in the total number of children who receive the majority of their special education supports and services in a regular education childhood program (as noted in the federally required Special Education State Performance Plan, Indicator 6A).

Grant funding is available to support California State Preschool Programs (CSPPs) and other subsidized programs to expand access to inclusive early care and education settings. Pursuant to *EC* 8208(c)(1) and (d)(2)(A), a percentage of the CSPP contractor’s funded enrollment will be set aside to allow children with exceptional needs, including children with severe disabilities, to be enrolled in CSPP without regard to priority order. Data reporting will be required to illustrate that IEEEP grantees providing CSPP services are meeting the requirements under *EC* 8208(c)(1) and (d)(2)(A) throughout the grant period.[[2]](#footnote-3)

Grantees are required to provide data that supports implementation of the grant requirements.  The following is also required:

* The grantee’s implementation plan
* Work with the California Early Care and Education Workforce Registry (Registry) to ensure training events or topics are identified appropriately and included in the Registry whenever possible
* Provision of additional documentation and cooperation to support the evaluation process by participating in interviews, focus groups, surveys, monitoring site visits, and all other related requests for the purposes of the evaluation.

Grantees will also be responsible for participating in state-level technical assistance opportunities which may include training, webinars, and communities of practice that are focused on inclusion and systems building.

Additionally, all activities included in the applicant’s plan must be completed within the grant period, as extensions beyond the grant period will not be given. Funding awarded pursuant to this RFA may be used for the following:

* Providing grant oversight and administration
* Initial establishment of a grant leadership and planning team
* Adaptive and universally designed facility renovations (indoor and outdoor) for center-based and family childcare homes receiving subsidies as an early care and education program
* Completion and documentation of professional development (including practice-based coaching and documented within the Registry, whenever possible) for allrequired portions listed in *Section IV: Planning Template, Focus Area C*
* Adaptive equipment purchases (indoor and outdoor) for center-based and family childcare homes receiving subsidies as an early care and education program

If applying to use funds for *Focus Area D* for universally designed facilities renovations (indoor or outdoor) for center-based and family childcare homes receiving subsidies as an early care and education program, the following requirements apply:

* Cost of renovations or repairs for an LEA site or for an LEA consortium provider providing direct early care and education services on behalf of the LEA in the LEA’s area of attendance must be for the purpose of expanding or increasing inclusive opportunities for children with disabilities, including children with severe disabilities
* Renovations or other modifications may only be for the purpose of making the environment more accessible to children with disabilities, including children with severe disabilities. They may include, but are not limited to, adding or modifying children’s bathrooms, sinks, or drinking fountains or installing ramps, handrails, wider doorways.
* Facility renovation projects must be competitively bid and follow the Public Contract Code, if applicable
* An LEA performing services in a school building, as defined by *EC* Section 17283, and the school building in which the services are performed must be determined to be compliant with the provisions of the Field Act, pursuant to title 1, division 1, part 10.5, chapter 3, articles 3 and 6 of the *EC*, according to the Division of the State Architect.
* The school building in which services are performed must be maintained in good repair as defined by *EC* Section 17002, is subject to a yearly facility inspection pursuant to *EC* Section 1240, and the information is included on the LEA's School Accountability Report Card.
* Health and Safety Code and California Code of Regulations governing licensed Child Care Facilities including, but not limited to, reporting any proposed changes made to business operation and building or grounds to Community Care Licensing Division – Child Care Program. For more information visit the California Department of Social Services Law and Regulations web page at <https://cdss.ca.gov/inforesources/community-care/policy/laws-and-regulations>. This requirement does not apply to license-exempt CSPP classrooms.

### Eligibility Requirements

In order to be eligible to apply for the IEEEP grant funding, the applicant must be an LEA who is eligible for funding pursuant to *EC* Section 8337(f).

LEAs may apply independently or on behalf of a consortium of early care and education providers. Consortium partners can be included if they are within the LEA’s attendance area and will provide inclusive early care and education programs on behalf of the LEA. Preference will be given to applicants who include subsidized early care and education programs that are operated by a Tribal program, or a community-based organization (CBO) as consortium partners. If applying on behalf of a consortium of providers, the LEA must

1. remain in the consortium as the lead for the entire project period;
2. act as the fiduciary agent, including compiling and submitting the consortium’s fiscal and programmatic information; and
3. collect and submit any data from the other LEAs or providers, as required by the CDE.

Pursuant to *EC* 8337(f)(1), if applying on behalf of a consortium, the LEA can apply only on behalf of private or public agencies that currently provide one of the following subsidized programs under contract with CDE or the California Department of Social Services:

* CSPP
* General Child Care Services
* Family Child Care Home Education Network
* California Migrant Child Care Services

The LEA can apply only on behalf of provider agencies that would otherwise be eligible pursuant to *California Code of Regulations*, Title 5, Section 17722 excluding subsection (a)(6). Provider agencies whose current maximum reimbursement amount was reduced are still eligible for this funding. All provider agencies in a consortium must be eligible. The CDE may review applications to determine whether the provider agencies in the consortium are eligible to receive IEEEP funds. If your agency wishes to know whether a provider agency is eligible, you may send an email to IEEEP-RFA@cde.ca.gov.

An early care and education program who is part of an LEA’s consortium that discontinues participation within the grant period, must return all retrievable materials purchased with IEEEP funds to the lead LEA.

### Allowable Activities and Costs

The IEEEP grant funds must be used to supplement existing state or local inclusion resources. The CDE has final discretion as to whether use of funding is consistent with those expressed purposes. The IEEEP grant funds must be used for purposes consistent with activities that directly support one-time infrastructure costs only, including, but not limited to:

* Costs associated with conducting a needs assessment or creating or updating a local plan to implement evidence-based inclusive practices throughout the funding period and to examine progress and address shortcomings to meet the activities identified in the grantees’ RFA submission
* Adaptive equipment and facility renovations, installations, or purchases that improve accessibility and quality of both indoor and outdoor environments, instructional materials or activities to support children with disabilities’ inclusion in daily activities and routines for center-based and family childcare homes receiving subsidies as an early care and education program. Renovations or purchases must be universally designed and meet the Americans with Disabilities Act standards
	+ Examples of adaptive equipment include adaptive and instructional materials, general universally designed adaptive materials, eating utensils, changing tables, adaptive furniture, visual cues for daily routines and sensory materials, and adaptive playground equipment
	+ Examples of facilities renovations or purchases include bathrooms, ramps, walkways or doorways, drinking fountains, sinks, built-in diapering changing tables, other outdoor play space renovations, and so on
* Professional development training (including registration fees and travel) and supplies including collaborative training for teaching staff, principals, and other administrators for early education and special education, including engaging with local and regional Quality Counts California (QCC), Achieving Success in Positive Interactions, Relationships, and Environments (ASPIRE) regional leads, and Quality Rating Improvement System (QRIS) Block Grant leads for the provision of training and other professional development
* Job-embedded professional learning and practice-based coaching services to support high-quality inclusion through adult-child relationships, implementation of evidence-based curricula based on data from the Desired Results Developmental Profile (DRDP) and other relevant assessment tools and creating inclusive learning environments
* Professional development expenses (for example, books, materials, registration fees, and so on), including stipends, for early education and special education staff, as determined by the CDE
* Substitute pay for early care and education and special education teaching staff that are currently employed in a subsidized early care and education setting so they may attend professional development opportunities or coaching debriefing sessions to meet professional development requirements
* Partnerships with institutes of higher education (for example, planning and modification of course content, local inclusion assessment and evaluation, and so on) to support the early childhood and early childhood special education workforce
* Collecting data and feedback from programs to inform continuous improvement in the implementation of inclusion supports
* Staffing support to build relationships among community-based early care and education programs to support inclusion outside of the LEA
* Other expenses, as determined by the CDE

Funds shall not be used for ongoing expenses beyond the term of the grant.

In addition, all applicants must comply with the principles and standards specified in the most current California School Accounting Manual. The California School Accounting Manual can be found at <https://www.cde.ca.gov/fg/ac/sa/documents/csam2019complete.pdf>. All applicants must also comply with the principles and standards specified in the CDE Audit Guide. The CDE Audit Guide can be found at <https://eaap.ca.gov/wp-content/uploads/sites/281/2022/08/2022-23-Audit-Guide-8-1-22.pdf?emrc=05bc95>

The CDE will review applicant budgets and determine if any funds are non-allowable, excessive, or inappropriate pursuant to federal Uniform Administrative Requirements, Cost Principles, and Audits Requirements for Federal Awards (Title 2 *Code of the Federal Regulations* [*CFR*], Part 200), which can be found at <https://oag.ca.gov/ab1887>. For more information on cost and audit guidelines, please visit the Education Department General Administrative Regulation, 2 *CFR* Part 200 at <https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200?toc=1>. Awarding funds pursuant to this RFA does not waive the CDE's right to later disallow an expense that is not in line with the statutory uses of the funds or the above guidance documents.

### Non-Allowable Activities and Costs

All expenditures must contribute to the goals and objectives outlined in this RFA. Funds may not be used for rental of a venue to provide professional development unless the expense is determined by the CDE to be a necessary and reasonable expense. Funds provided under this grant may not be used for the following purposes:

* Rental or lease-to-purchase (including, but not limited to, facilities and equipment)
* Gift cards or gift certificates
* Acquisition of furniture (for example, bookcases, chairs, desks, file cabinets, tables), unless an integral part of an equipment workstation or to provide adaptive equipment as reasonable accommodations to children with disabilities
* Acquisition of equipment for administrative or personal use
* Purchase of space
* Payment for memberships in professional organizations
* Purchase of promotional favors, such as bumper stickers, pencils, pens, or T-shirts
* Subscriptions to journals or magazines
* Travel outside the United States

## Administrative Indirect Cost Rate

Indirect costs reflect general administration and overhead that cannot easily be charged as direct program costs of the programs or activities they benefit, and that are borne by a primary party as a result of activities it charges as direct costs. Indirect costs may not exceed the approved indirect cost rate for the fiscal year in which the funds are spent. For a consortium, only the lead agency of a consortium can charge indirect costs.

Only the fiscal agent of this grant is permitted to charge indirect rate costs. Indirect rates for subgrantees or subcontractors are not an allowable cost. The LEA must limit total administrative indirect costs to the rate approved by the CDE for the applicable FY in which the funds are spent. Information regarding indirect cost rates, as well as responses to frequently asked questions, are available on the CDE Indirect Cost Rates web page at: <https://www.cde.ca.gov/fg/ac/ic/>.

## Reporting and Participation Requirements

Each lead LEA will submit reports, including a program progress report and a fiscal report, to the CDE on a frequency determined by the CDE. Additional data may be requested by the CDE or as directed by the CDE, at a frequency to be determined by the CDE. In addition to submitting progress and fiscal reports, the lead LEA is also responsible for participating in an IEEEP evaluation by fulfilling the data collection requirements specified by the CDE contracted evaluator, providing program data and documentation, participating in the Registry, focus groups or interviews, hosting site visits, and submitting year-end reports through the grant period. Examples of data to be submitted may include but is not limited to:

* + Total children in the LEA service or consortium service area who are receiving the majority of their special education services in a regular early childhood program (IDEA Part B Indicators 6a and 6b)
	+ Child outcome data for children enrolled in the early care and education settings within the LEA or consortium service areas (DRDP data)
	+ Total staff and classrooms participating in practice-based coaching and job embedded learning (shall be documented through the Registry where possible)
	+ Site names and locations where renovations and adaptive equipment are being purchased or installed
	+ Grant implementation success highlights
	+ Grant implementation challenge highlights
	+ Grant activity summary
	+ Grantees will be required to participate in regional needs assessments from ASPIRE regional leads.

In addition, the LEA is required to participate in systems building technical assistance opportunities as requested or directed by the CDE.

If the CDE does not receive the required reports, program activities are not completed, or there is a lack of participation in the evaluation, distribution of grant funding to the grantee may be delayed or withheld.

## Application Processes and Procedures

### Timeline

For timeline information, visit the CDE RFA funding profile page at: <https://www.cde.ca.gov/fg/fo/profile.asp?id=5995>.

### Application Submission Process

Prior to applying, applicants are strongly encouraged to read the entire IEEEP Grant Program RFA. The following items must be completed for all sections, as outlined below. The applicant will use the online RFA to input responses, which can be found on the grant RFA web page at: <https://www.cde.ca.gov/fg/fo/r2/ieeepexpansionrfa.asp>.

All applications will be screened for compliance, as noted in the Eligibility Requirements section. Applications meeting the eligibility criteria requirements outlined in this RFA, as well as the submission requirements listed below, will then be evaluated using the Scoring Rubric.

The IEEEP grant application consists of the following sections:

* **Section I:** Application Information
* **Section II:** Projected Increased Access
* **Section III:** Planning Template
* **Section IV:** Application Budget
* **Section V:** Allocation Priority
* **Section VI:** Application Agreement and Certification

All applicants must submit one application by the application due date to the CDE via the online RFA. Once the application is received, the applicant will automatically receive a notification that their application has been submitted successfully. Submissions received after the application due date will not be considered.

When submitting an application online, applicants should note character limits for each applicable field. Content submitted that goes beyond the specified character limits for each applicable field will not be included in the scoring of the applicant’s response.

If you do not intend to complete the RFA in one session, you must select the **Save Responses** button located on the bottom of the online application. Once selected, you will be redirected to a new browser window to enter your email address. You will receive an email with a unique web address for entrance back into the online RFA. It is recommended that you save the application web address to ensure access to the online application.

### Application Review Process

Applications that meet eligibility and due date requirements will be reviewed by the CDE and evaluated using the scoring rubric. Incomplete applications and applications not completed in accordance with the instructions and timelines may be disqualified if the CDE has made reasonable attempts to contact the applicant for missing information and the applicant is unresponsive. Disqualified applicants will be informed in writing of the reason(s) for the disqualification. Applicants may dispute the disqualification following receipt of the notification of the disqualification by submitting an email to IEEEP-RFA@cde.ca.gov. In the email, the applicant must include a justification rebutting the disqualification. Appeals will be reviewed by CDE staff, and all decisions will be final.

### Technical Assistance

Questions regarding the application process can be submitted to IEEEP-RFA@cde.ca.gov with the LEA’s name in the subject line.

A Frequently Asked Questions section will be made available on the RFA web page, which is located at <https://www.cde.ca.gov/fg/fo/r2/ieeepexpansionrfa.asp>. Questions of a general theme will be answered; anything program specific that potentially could give an applicant an unfair advantage will not be answered.

The CDE will conduct an RFA informational webinar session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. This webinar will take place following the release of the RFA. Registration information will be posted on the CDE IEEEP Grant for 2023–27 web page at <https://www.cde.ca.gov/fg/fo/r2/ieeepexpansionrfa.asp>.

### Appeal Process

After receiving the Score Notification Letter, applicants may request a copy of the completed scoring rubric for their agency by emailing IEEEP-RFA@cde.ca.gov. Agencies who wish to appeal their RFA score must submit a Letter of Appeal to IEEEP-RFA@cde.ca.gov, which must be received by CDE no later than 10 business days from Notification of Eligibility. In the case of a consortium, only the lead agency may submit an appeal on behalf of the entire consortium. **Appeals of the RFA score are limited to whether the CDE failed to correctly apply the standards for reviewing the application as specified in the RFA. Additional information will not be accepted.** Missing or incomplete documentation of the required elements cannot be the basis for an appeal. Late appeals will not be considered. Appeals will be reviewed by CDE staff within 10 business days and all decisions will be final.

### Grant Award Notification and Disbursement of Funds

Applicants selected for funding will receive a GAN. Grantees must sign and return the GAN to the CDE to accept the grant award and grant terms and conditions before funds are disbursed. Grantees will also agree to abide by General Assurances and Certifications. Additional information related to General Assurance and Certifications can be located on the CDE Funding Forms web page at: <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

Funds will not be disbursed until the CDE receives the signed GAN from the applicant. Applicants receiving an award letter may begin expending funds per the terms on the award letter. Expenditures incurred prior to the term on the letter, or outside the scope of the award will not be reimbursed.

### Grant Payments

Applicants are advised that funds cannot be disbursed until a GAN between the CDE and the grantee has been signed by both parties. Funding for grant awards is contingent upon the availability of funds. Prior to that time, the CDE has the right to request additional documents or materials to ensure that the awarded agency can fulfill the fiscal and programmatic requirements of the grant. Once the GAN is executed, the grantee will receive a copy of the GAN.

Upon receipt of the signed GAN and CDE approval of the narrative plan and budget, a total of 25 percent of the total grant award will be disbursed as an initial payment. After half of the initial payment has been expended by the grantee, the next 25 percent of the grant award will be disbursed to the grantee. Once half of the previous payment has been expended by the grantee, the next 25 percent of the grant award, or third payment, will be disbursed to the grantee. The remaining 25 percent of the grant will be provided on a reimbursement basis once all grant requirements have been met by the grantee.

## Planning Template Instructions

The applicant will use an online application system to input responses, which can be found on the CDEs IEEEP grant’s RFA web page at: <https://www.cde.ca.gov/fg/fo/r2/ieeepexpansionrfa.asp>. In order for the application to be considered complete, all of the following sections must be completed.

The IEEEP grant application consists of the following sections:

1. Section I: Applicant Information (Required; Not scored)
2. Section II: Projected Increased Access (Required; Worth 40 points)
3. Section III: Planning Template (Required; Worth 129 points)
4. Section IV: Application Budget
	1. Budget Summary (Required; Not scored)
	2. Budget Narrative (Required; Not scored)
5. Section V: Allocation Priority (Required; Worth 10 points; Not added to total score. Priority points are calculated to determine grantee’s priority for funding only after the application meets the minimum criteria and achieves a total score of at least 119 points)
6. Section VI: Application Agreement and Certification (Required; Not Scored)

### All Sections and Focus Area Points Total 169 points (allocation priority totaled separately)

The following requirements must be adhered to in this planning template:

1. Information in the application must be relevant to the program being administered by the applicant for the LEA or consortium service area.
2. Inclusion of false or misleading information is a cause for disqualification.
3. An application that is substantially plagiarized[[3]](#footnote-4) in any part or form from another applicant’s IEEEP grant application will automatically be rejected.

###  Section I: Applicant Information (Not Scored)

| Application Field | Instructions |
| --- | --- |
| LEA or lead LEA applying on behalf of the consortium | Provide the name of the entity applying for the grant |
| Type of Entity Applying  | Select “School District”, “County Office of Education”, “Charter School”, or “Consortium” |
| Point of Contact | Insert the name of the person who has the authority to sign and engage with the CDE |
| Point of Contact’s Office, Telephone Number, Extension (if applicable), and Email Address | Insert the office name, telephone number, extension number (if applicable), and email address of the Point of Contact |
| Fiscal Contact | Insert the name of the person who has the authority to sign and engage with the CDE |
| Fiscal Contact’s Office, Telephone Number, Extension (if applicable), and Email Address | Insert the office name, telephone number, extension number (if applicable), and email address of the Point of Contact |
| Does this application include a proposal to increase access to subsidized inclusive early care and education programs for children up to five years of age, excluding kindergarten and transitional kindergarten, including those defined as “children with exceptional needs” pursuant to Section 8205, in low-income and high-need communities and quantify the number of additional subsidized children proposed to be served, including children with exceptional needs? | Yes or No |
| Does this application include a plan to fiscally sustain subsidized spaces or programs beyond the grant period? | Yes or No |
| Does this application utilize resources necessary to support professional development to allow staff to develop the knowledge and skills required to implement effective, high-quality inclusive practices? | Yes or No |
| Does this application include a description of special education expertise that will be used to ensure the funds are used in a high-quality, inclusive manner? | Yes or No |
| Does the budget include the identification of local resources to contribute 33% of the total award amount from state and local resources? Local resources may include in-kind contributions. | Yes or No |
| Does the applicant meet the requirements for hardship pursuant to *EC* Section 17075.10?[[4]](#footnote-5)*Note:* Requirements include either of the following (paragraph 1 or 2):1. Demonstrate both of following (a) and (b):
2. that due to extreme financial, disaster-related, or other hardship the school district has unmet need for pupil housing
3. that the school district is not financially capable of providing the matching funds otherwise required for state participation, that the district has made all reasonable efforts to impose all levels of local debt capacity and development fees, and that the school district is, therefore, unable to participate in the program pursuant to this chapter except as set forth in this article.
4. Demonstration that, due to unusual circumstances that are beyond the control of the district, excessive costs need to be incurred in the construction of school facilities. Funds for the purpose of seismic mitigation work or facility replacement pursuant to this section shall be allocated by the board on a 50% state share basis from funds reserved for that purpose in any bond approved by the voters after January 1, 2006. If the board determines that the seismic mitigation work of a school building would require funding that is greater than 50% of the funds required to construct a new facility, the school district shall be eligible for funding to construct a new facility under this chapter.
 | Yes or No |
| Ages of children included in the plan | Select the age range(s) for the program(s) the applicant is including in the plan:Infant (0–18 months)Toddler (18 months–3 years)Preschool (3–5 years) |
| County of lead agency | Provide the applying entity’s county of service |
| County(ies) of all consortium partners included in the grant (if applicable) | Provide the counties included in the consortium of the grant  |
| Consortium Members (if applicable) | Enter the total number of consortium partnersInsert the names of the agency the entity represents that are a part of the consortium |

### Section II: Projected Increased Access (40 Points)

#### Plan to Increase Access (14 Points):

Describe the plan to increase the percentage of children with disabilities enrolled from a broad range of disability types reflective of the population, including ages and disability types. This includes children with disabilities in the applicant's attendance area enrolled in subsidized CSPPs and other subsidized early care and education programs including those in low-income and high-need communities as defined by the county childcare needs assessment[[5]](#footnote-6) (This question is weighted to address a legislative priority identified in *EC* Section 8337(h)(1).).

#### Plan of Placement Options (21 points):

1. Describe the plan to increase access, participation, and supports in early education settings while ensuring for the LRE for children with disabilities including those from a broad range of disability types. (This question is worth 14 points and is weighted to address a legislative priority identified in *EC* Section 8337(h)(3).)
2. Describe the plan to coordinate with the public Transitional Kindergarten through Twelfth Grade (TK-12) system (specifically preschool through Third Grade) to create a developmental and educational continuum of support in the community(ies) served (7 points).

**Table: Projected Increased Access (5 points):**

Information included in this table must be relevant to the programs included in the applicant’s LEA or consortium service area and data should be applied to Focus Area B, question two (2) in Section III below.

| Early care and education setting type | Total number of children with disabilities enrolled in early care and education settings in **2022–23** (baseline) | Total number of anticipated additional children with disabilities enrolled in early care and education **by the end of the grant period[[6]](#footnote-7)** |
| --- | --- | --- |
| CSPP | [Enter Total Number] | [Enter Total Number] |
| Early Head Start  | [Enter Total Number] | [Enter Total Number] |
| Head Start | [Enter Total Number] | [Enter Total Number] |
| General Child Care and Development (CCTR) | [Enter Total Number] | [Enter Total Number] |
| Family Child Care Home Education Network (CCFC) | [Enter Total Number] | [Enter Total Number] |
| Private Child Care | [Enter Total Number] | [Enter Total Number] |
| Tribal Child Care and Development Funds Centers (CCDF) | [Enter Total Number] | [Enter Total Number] |
| Voucher (CalWORKs Stages 1, 2, 3; California Alternative Payment Program; and California Migrant Alternative Payment Program) | [Enter Total Number] | [Enter Total Number] |
| Combined funding program type (enter types here) | [Enter Total Number] | [Enter Total Number] |

### Section III: Planning Template (129 Points)

#### Focus Area A: Grant Oversight, Implementation, and Sustainability (28 Points):

1. Special Education Expertise: Describe the special education expertise (for example, special education administrator or grant leadership or close collaboration with special education administrators) that will be funded to ensure the grant funds are used in a high-quality, inclusive manner for subsidized early care and education. (This question is worth 14 points and is weighted to address a legislative priority identified in *EC* Section 8337(h)(2).)
2. Fiscal Sustainability: Describe the plan to ensure use of private, local, state, or federal funding (including names of funding sources) for fiscal sustainability of spaces and programs created by grant funds required to implement effective and high-quality inclusive practices for subsidized early care and education. (7 points)
3. Professional Development Sustainability: Describe the resources necessary to support professional development for expanding the knowledge and skills required to implement (7 points):
	1. Effective fiscally sustainable inclusive practices
	2. The multi-year commitment to job-embedded professional learning, including practice-based coaching which may be through the local County Office of Education; the local and regional QCC; the local CSPP QRIS Block Grant and or through ASPIRE.

#### Focus Area B: Grant Leadership, Planning, and Collaboration (42 points):

1. Local Grant Leadership: Indicate who will be included in your local grant leadership team (7 points)
* Early education administrators within the LEA
* Early education administrators and staff within CBOs and Tribal preschool or childcare that operate in the LEA’s attendance area
* Special education administrators
* Fiscal staff
* Early and special education teachers within the LEA
* Early educators within CBOs and Tribal preschool or childcare
* Special education service providers (including Part C)
* QCC staff (including coaches)
* Special Education Local Plan Area staff
* Family resource center staff
* Parents
* Regional center staff
* Local Regional Child Care Licensing staff
1. Local Inclusion Plan: Describe the plan to develop or update a local plan to include goals to increase access to inclusive early care and education programs for children with disabilities, including a broad range of disabilities in proportion to the rate of identification similar to LEAs in the region. (This question is worth 14 points and is weighted to address a legislative priority identified in *EC* Section 8337(h)(4).)
2. Collaborative professional development: Describe how the LEA or consortium will lead the partnership and collaboration on inclusion efforts between special education and general education and with other early care and education partners within the LEA or consortium program area to: (1) ensure administrators and teaching staff in early care and education programs receive professional development including practice-based coaching and job-embedded professional learning outlined in the RFA and (2) ensure trainings for LEA staff are provided to Tribal and CBO staff (7 points)
3. Collaboration to support the use of Classroom Assessment Scoring System (CLASS): Describe how the LEA or consortium members plan to collaborate with the local regional lead for the ASPIRE program and local CSPP QRIS Block Grant leads to implement local/regional plans to support teacher-child interactions and CLASS implementation within inclusive settings (7 points)
4. Collaboration with QCC, inclusive of the CSPP QRIS Block Grantee(s): Describe how the LEA or consortium members plan to continue to, or begin collaborating with and participating in, QCC to expand high-quality, inclusive practices in early care and education settings and staff development plans. Describe with specificity in the following areas: (1) development of QCC goals; (2) participation in local meetings; and (3) training and coaching. The plan should include how all components of professional development are met by partnering with QCC coaches to support the delivery of professional development training and ongoing practice-based coaching and job-embedded instruction through this grant (7 points)

#### Focus Area C: Professional Development (42 points):

1. Describe how the LEA or consortium will develop plans, within one year (12 months) of the beginning of the grant period, to **implement professional development which is delivered collaboratively** for early care and education staff, special education staff (including administrators and principals), and subsidized Tribal programs and CBOs, using the Registry to track completion. The professional development plan should **include an element of practice-based coaching, and** include the following **required** professional development opportunities (as noted on the GAN):
	1. Job embedded professional learning (as noted in the Key Terms and Acronyms), including but not limited to behavior supports (i.e. *Pyramid Model like National Center for Pyramid Model Innovations or California Teaching Pyramid*); social-emotional development; teacher-child interactions (i.e. Classroom Assessment Scoring System); or inclusion coaching with support from special education experts and disability specialists, including the Embedded Instruction California Project (7 points)
	2. Classroom Assessment Scoring System® (CLASS ®) with a focus on teacher-child interactions within the inclusion classroom (7 points)
	3. Developmental screening for children up to five years old, including the referral and follow-up (7 points)
	4. Transitions to preschool or Transitional Kindergarten (TK) or kindergarten: Strategies to support children and increase families’ knowledge in selecting the most appropriate placement for their child with and without disabilities (7 points)
	5. *Universal Design for Learning* (7 points)
	6. Trauma Informed Care or cultural competencies (7 points)

##### **Recommended Plan Details (7 points):**

Describe how the LEA or consortium plans to ensure **professional development is delivered collaboratively** or how implementation planningwill begin for early care and education staff, special education staff (including administrators and principals), and subsidized Tribal programs and CBOs, and with collaboration with QCC and or CSPP QRIS Block Grantee(s) for the following professional development opportunities within one year (12 months) of the beginning of the grant period, and ensure that staff upload the required documents to the Registry to track completion (7 points):

1. *DRDP* offered by the Desired Results Access Project
2. *Strengthening Families*
3. *Centers for Disease Control: Learn the Signs. Act Early.*
4. *Inclusive Classroom Profile*
5. *Beginning Together: Caring for Young Children with Disabilities in Inclusive Settings*
6. *California Preschool Instructional Network (Inclusion Works)*
7. *Significant Disproportionality and Culturally Responsive Practices:* State Performance Plan Technical Assistance Project (SPP-TAP)
8. Other: any other training program upon written submission and prior approval by the CDE

#### Focus Area D: Adaptive Equipment and Facilities Renovation (not scored):

**If applicable:** This focus area is only required if the budget includes adaptive equipment and facilities renovation expenses.

1. If you are using this grant funding to support adaptive equipment or facilities renovations, describe how the LEA or consortium partners will develop a plan to purchase, install or modify adaptive equipment or renovate facilities to ensure the indoor and outdoor subsidized early care and education environments increase accessibility for children with disabilities, including children from a broad range of disabilities for LEA classrooms or in partnership with Tribal programs and subsidized CBOs operating an early care and education program within one year (12 months) of the grant period (as noted on the grant award notification).
	1. If known, for which early care and education sites do you plan to purchase, install or modify adaptive equipment or renovate facilities (including early care and education program type, address, and zip code)?

#### Focus Area E: Linking Application Data (10 points):

Applicants are required to provide data for the LEA or consortium, as applicable, to support the narrative for Focus Area E. Data is required to justify the program narrative plans. The CDE will consider how the applicant has used data to supplement and justify the program narrative plans.

| Application Field | Instructions |
| --- | --- |
| Within the LEA or consortium service area, what is the approximated total number of children enrolled in a regular early childhood program in the 2022–23 school year? (Enrollment data) | Enter the total number of children enrolled in an early care and education program |
| Within the LEA or consortium service area, what is the total number of children with disabilities enrolled in a regular early childhood program in the 2022–23 school year? (Enrollment data) | Enter the total number of children with disabilities enrolled in an early care and education program |
| Within the LEA or consortium service area, what is the total number of children by disability type enrolled in a regular early childhood program in the 2022–23 school year? (Enrollment data) | Enter the total number of children with disabilities, by primary disability type, enrolled in an early care and education program |
| Within the LEA or consortium service area, what is the number of children with disabilities who were provided the majority of their special education services in a segregated setting in 2022–23 (Indicator 6 Data)? | Enter the total number of children with disabilities who were provided the majority of their special education services in a segregated special education program in 2022–23  |
| Within the LEA or consortium service area, what is the projected total **increase** of children with disabilities by disability type, who will receive the majority of their special education services in regular early childhood programs **by the end of the grant period**.  | Drop down disability typeAutism: Deaf-blindness: Deafness: Emotional disturbance: Hard of hearing: Intellectual disabilities: Multiple disabilities: Orthopedic impairment: Other health impairment: Specific learning disability: Speech or language impairment: Traumatic brain injury: Visual impairment: |

Applicants must ensure that the data provided ties into their planning template from Section II. Applicants must include:

1. Written prompts for the required questions in Section II: Projected Increased Access correlates to the data provided in the data section (5 points).
2. Written prompts for required question in Section II: Plan of Placement Options correlates to the data provided in the data section (5 points).

### Section IV: Application Budget (Required)

A projected budget for each FY of the entire grant period (July 1, 2023, through June 30, 2027) is required for the application.

Applicants must use the IEEEP Grant Proposed Budget Summary and Narrative documents available on the CDE IEEEP Grant RFA web page at <https://www.cde.ca.gov/fg/fo/r2/ieeepexpansionrfa.asp>. Applicants must use the Proposed Budget Summary and Narrative and must attach it to their online grant application.

#### Budget Summary (Required):

Applicants must provide totals for each object code and align with the Proposed Budget Detail. Applicants should group line items by the object code series and provide lines for object code totals.

#### Budget Narrative (Required):

Applicants must provide a completed Proposed Budget Narrative with sufficient detail for each identified cost associated with implementing the proposed goals and activities, including why the costs are reasonable and necessary to support the proposal’s goals and activities.

The Budget Workbook and Narrative will be provided separately and will not be calculated for the minimum required points.

Provide a proposed budget for the project period which matches the total allocated for the counties included in the consortium and that will support activities that are consistent with the information provided in your application. The expenditure of funds must be clearly tied to the activities described in the implementation plan in the application. Budget priorities must be centered on grant oversight and planning facilities renovation, adaptive equipment, and professional development. Items to include in the budget narrative may include but are not limited to:

* + - 1. Services provided by the applicant and partners, which includes contracted services and operating expenses;
			2. Travel and communication expenses;

3. Funds reserved for activities to develop module tools, resources, and materials required to respond to needs identified in your application;

1. Supplies and other costs required to support grant activities;
2. Capital outlay[[7]](#footnote-8), which must be directly related to grant activities; and
3. Indirect charges (CDE-approved rates or lower apply).

For each area, provide the expenditure amount and a brief narrative description of how the funds described support the program activities. All subgrantees and contractors must be identified and included in the budget. Please note that while an applicant may apply for more funds than allocated to their respective county or counties within a consortium, a successful applicant is not guaranteed to receive its entire request.

### Section V: Allocation of Priority for Free and Reduced Priced Meals (10 Points)

Grants shall be awarded on a competitive basis. Priority shall be calculated only for those grantees who have met the minimum eligibility requirements and point totals (see Sections I–IV above). Priority points shall be given to programs who have FRPM percentages based on the table below (10 points). (This question addresses a legislative priority identified in *EC* Section 8337(h)(2):

| **Very Low Percentage** | **Low Percentage** | **Fair Percentage** | **High Percentage** | **Extremely High Percentage** |
| --- | --- | --- | --- | --- |
| 0–23% | 24–48% | 49–74% | 75–89% | 90% or more. |

## Scoring Rubric

### Section I Application Information (Not Scored)

### Section II Projected Increased Access (40 points total)

* Plan to Increase Access: 14 points
* Plan of Placement Options: 21 points
* Projected Increased access: 5 points

Plan to Increase Access (14 points)

| **Item** | **Insufficient Answer (0–1 point)** | **Approaches Expectations (2–3 points)** | **Meet Expectations (4–8 points)** | **Exceeds Expectations (9–14 points)** |
| --- | --- | --- | --- | --- |
| Increased Access | Does not describe a plan to increase access | Identifies the plan to increase access **but does not** include those in low-income and high-need communities and **does not include** reference to the county childcare needs assessment | Identifies **and describes** the plan to increase access including those in low-income and high-need communities **but does not include reference** to the county childcare needs assessment | Identifies **and describes** the plan to increase access including those in low-income and high-need communities as defined by the county childcare needs assessment |

Plan for Placement Options (14 points)

| **Item** | **Insufficient Answer (0–1 point)** | **Approaches Expectations (2–3 points)** | **Meet Expectations (4–8 points)** | **Exceeds Expectations (9–14 points)** |
| --- | --- | --- | --- | --- |
| Access, participation, and supports in early education settings | Does not describe a plan to increase access, participation, and supports in early education settings | Identifies the plan to increase access, participation, and supports in early education settings but **does not** address the least restrictive environment **and/ or** include a broad range of disability types | Identifies the plan to increase access, participation, and supports in early education settings **while** ensuring for the least restricted environment for children **with** one to two disability types | Identifies the plan to increase access, participation, and supports in early education settings **while** ensuring for the least restricted environment for children **with** a broad range of disability types(at least three) |

Plan for Placement Options (7 points)

| **Item** | **Insufficient Answer (0–1 point)** | **Approaches Expectations (2–3 points)** | **Meet Expectations (4–5 points)** | **Exceeds Expectations (6–7 points)** |
| --- | --- | --- | --- | --- |
| Coordination with the public Transitional Kindergarten (TK) through Twelfth grade | Does not describe a plan to coordinate with the public TK-12 system | Identifies a plan **with one to two** key elements to coordinate with the public TK-12 system (specifically preschool through Third Grade) to create a developmental and educational continuum of support in the community(ies) served  | Identifies a plan **with three** key elements to coordinate with the public TK-12 system (specifically preschool through Third Grade) to create a developmental and educational continuum of support in the community(ies) served | Identifies a plan **with four or more** key elements to coordinate with the public TK-12 system (specifically preschool through Third Grade) to create a developmental and educational continuum of support in the community(ies) served |

Projected Increased Access (5 points)

| **Item** | **Approaches expectations (0–1 points)** | **Meets Expectations (2–3 points)** | **Exceeds Expectations (4–5 points)** |
| --- | --- | --- | --- |
| Total increase of children with disabilities | The table includes a planned enrollment increase of children with disabilities enrolled **in one setting type** of early care and education by the end of the grant period  | The table includes a planned enrollment increase of children with disabilities enrolled **in two setting types** of early care and education by the end of the grant period  | The table includes a planned enrollment increase of children with disabilities enrolled in **three or more setting** types of early care and education by the end of the grant period  |

### Section III Planning Template (122 points)

#### Focus Area A Grant Oversight, Implementation and Sustainability (28 points total)

* Special Education Expertise (14 points)
* Fiscal Sustainability (7 points)
* Professional Development Sustainability (7 points)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Insufficient Answer (0–1 point)** | **Approaches expectations (2–3 points)** | **Meets Expectations (4–8 points)** | **Exceeds Expectations (9–14 points)** |
| Special Education Expertise | The plan **does not** include the special education expertise that will be used to ensure the grant funds are used in a high-quality, inclusive manner for subsidized early care and education. | The plan includes reference to special education expertise **but does not** **specify** the type of expertise that will be used to oversee the grant **and does not describe** how the expertise will ensure the grant funds are used in a high-quality, inclusive manner for subsidized early care and education. | The plan **includes one type** of special education expertise **and describes** how the expertise will ensure the grant funds are used in a high-quality, inclusive manner for subsidized early care and education. | The plan details **more than one type of** special education expertise **and describes** how the expertise will ensure the grant funds are used in a high-quality, inclusive manner for subsidized early care and education. |
| **Item** | **Insufficient Answer (0–1 point)** | **Approaches expectations (2–3 points)** | **Meets Expectations (4–5 points)** | **Exceeds Expectations (6–7 points)** |
| Fiscal Sustainability | The plan **does not** include a description of how the applicant will ensure use of private, local state, or federal funding for fiscal sustainability early care and education. | The plan includes **few details** of how the applicant will ensure use of private, local state, or federal funding for fiscal sustainability spaces or programs created by grant funds required to implement effective inclusive practices for subsidized early care and education. | The plan includes a detailed description, **including only one other funding source** of how the applicant will ensure use of private, local state, or federal funding for fiscal sustainability of spaces and programs created by grant funds required to implement effective inclusive practices for subsidized early care and education. | The plan includes an **extensive** description, **including names of at least two funding sources** of how the applicant will ensure use of private, local state, or federal funding for fiscal sustainability of spaces and programs created by grant funds required to implement effective inclusive practices for subsidized early care and education. |
| Professional Development Sustainability | The applicant **does not** provide recommended details | The plan includes resources necessary to support professional development for expanding **only** **LEA staff** knowledge and skills required to implement effective inclusive practices and fiscal sustainability but **does not include** a multi-year commitment to practice-based coaching and job-embedded instruction. | The plan includes resources necessary to support professional development for expanding **only** **LEA staff** knowledge and skills required to implement effective inclusive practices and fiscal sustainability, **including** multi-year commitment to practice-based coaching and job-embedded instruction | The plan details of resources necessary to support professional development for expanding **LEA, Tribal, and CBO staff knowledge** and skills required to implement effective inclusive practices **and** fiscal sustainability, **including** the multi-year commitment to practice-based coaching and job-embedded instruction. |

#### Focus Area B Grant Leadership, Planning, and Collaboration (42 points total)

* Local grant leadership or partners (7 points)
* Local inclusion plan (14 points)
* Collaborative professional development (7 points)
* Classroom Assessment Scoring System (CLASS) (7 points)
* QCC Collaboration (7 points)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item** | **Insufficient Answer (0–1 point)** | **Approaches expectations (2–3 points)** | **Meeting expectations (4–5 points)**  | **Exceeds Expectations (6–7 points)** |
| Local grant leadership  | The applicant **does not** include local partners. | The applicant includes LEA early education **and** special education partners **but does not** include other partners. | The applicant includes LEA, Tribal, and CBO early education and special education partners and QCC partners **but does not** include other partners. | The applicant includes educators **and** administrators of LEA early education and special education, Tribal and CBO partners, QCC partners, family resource center partners or regional center partners, and Local Child Care Regional Office staff. |
| **Item** | **Insufficient Answer (0–1 point)** | **Approaches expectations (2–3 points)** | **Meets Expectations (4–8 points)** | **Exceeds Expectations (9–14 points)** |
| Local inclusion plan | The applicant **does not** include a plan of how they will develop or update their local plan to include goals to increase access to early care and education for children with disabilities from a broad range of disabilitiesin proportion to the rate of identification similar to local educational agencies in their region. | The applicant mentions a plan to be developed or updated but **does not** include details of how they will develop or update their local plan or how they will include goals to increase access to early care and education for children with disabilities and **does not** include mention of increase assess to a broad range of disabilities in proportion to the rate of identification similar to LEAs in their region. | The applicant includes a detailed plan of how they will develop or update their local plan to include goals to increase access to early care and education for children with disabilities in proportion to the rate of identification similar to LEAs in their region  | The applicant includes the team that will be involved in developing or updating their local plan detailed steps (for example, process of plan development, measuring tool to identify needs such as surveys, focus groups, analysis of LRE data, inclusion assessment, and so on) to include measurable and specific goals to increase access to early care and education for children with disabilities from a broad range of disabilities in proportion to the rate of identification similar to LEAs in their region. |
| **Item** | **Insufficient Answer (0–1point)** | **Approaches expectations (2–3 points)** | **Meets Expectations (4–5 points)** | **Exceeds Expectations (6–7 points)** |
| Collaborative professional development | The applicant **does not** include a plan to partner with early care and education partners in the LEA or consortia program area | The applicant includes a plan to partner with early care and education partners in the LEA or consortia program area but includes only **one** of the following details:1) ensure administrators and teaching staff in early care and education programs have access to professional development including practice-based coaching and job-embedded professional learning outlined in the RFA,2) describes how Tribal and CBO staff will learn alongside those employed by the LEA or,3) describes how the LEA or consortia will lead this partnership.  | The applicant includes a plan to partner with early care and education partners in the LEA or consortia program area and includes **two** of following details:1) ensure administrators and teaching staff in early care and education programs have access to professional development including practice-based coaching and job-embedded professional learning outlined in the RFA,2) describes how Tribal and CBO staff will learn alongside those employed by the LEA or,3) describes how the LEA or consortia will lead this partnership.  | The applicant includes a plan to partner with early care and education partners in the LEA or consortia program area and includes **all of** the following details:1) administrators and teaching staff in early care and education programs have access to professional development including practice-based coaching and job-embedded professional learning outlined in the RFA,2) describes how Tribal and CBO staff will learn alongside those employed by the LEA and,3) describes how the LEA or consortia will lead this partnership.  |
| **Item** | **Insufficient Answer (0–1 point)** | **Approaches expectations (2–3 points)** | **Meets Expectations (4–5 points)** | **Exceeds Expectations (6–7 points)** |
| Collaboration supporting CLASS | The applicant **does not** provide recommended details | The plan includes **two or fewer** **details** of how the applicant will collaborate with the Quality Improvement System (ASPIRE and CSPP QRIS Block Grant) program local regional leads to implement plans for supporting inclusive practices with teacher-child interactions through CLASS | The plan includes **three details** of how the applicant will collaborate with the Quality Improvement System (ASPIRE and CSPP QRIS Block Grant) program local regional leads to implement plans for supporting inclusive practices with teacher-child interactions through CLASS | The plan includes **four or more details** of how the applicant will collaborate with the Quality Improvement System (ASPIRE and CSPP QRIS Block Grant) program local regional leads to implement plans for supporting inclusive practices with teacher-child interactions through CLASS |
| Collaboration with QCC and or CSPP QRIS Block Grant | The applicant **does not** provide recommended details of how the LEA or consortia members plan to collaborate with and participate in QCC and or QRIS Block Grant to expand inclusive practices in early care and education settings and staff development plans by participating in local meetings | The applicant provides **one recommended detail** of how the LEA or consortia members plan to collaborate with and participate in QCC and or QRIS Block Grant to expand inclusive practices in early care and education settings and staff development plans by participating in local meetings but is missing details:* development of QCC goals
* participation in local meetings
* training and coaching
* how components of professional development are met by partnering with QCC coaches to support the delivery of professional development trainings and ongoing practice-based coaching and job-embedded instruction
 | The applicant provides **two** of the recommended details of how the LEA or consortia member’s plan to collaborate with and participating in QCC and or QRIS Block Grant to expand inclusive practices in early care and education settings and staff development plans in the:* development of QCC goals
* participation in local meetings
* training and coaching
* how components of professional development are met by partnering with QCC coaches to support the delivery of professional development trainings and ongoing practice-based coaching and job-embedded instruction
 | The applicant describes how the LEA or consortia member’s plan to continue to or begin collaborating with and participating in QCC and or QRIS Block Grant to expand inclusive practices in early care and education settings and staff development plans in **all** the following areas:* development of QCC goals
* participation in local meetings
* training, and coaching
* how components of profession al development are met by partnering with QCC coaches to support the delivery of professional development trainings and ongoing practice-based coaching and job-embedded instruction
 |

#### Focus Area C Professional Development (49 points total)

* Required questions: (42 points)
* Recommended questions: (7 points)

Required questions: (42 points total)

| **Item** | **Insufficient Answer (0–1 point)** | **Approaches expectations (2–3 points)** | **Meets Expectations (4–5 points)** | **Exceeds expectations (6–7 points)** |
| --- | --- | --- | --- | --- |
| Job embedded professional learning  | The description **does not** include details on how the LEA or consortia partners will create a professional development plan to ensure professional development, including job embedded professional learning is, delivered collaboratively for the use of behavior supports, social-emotional development, teacher-child interactions, or inclusion coaching | The description includes **minimal** details on how the LEA or consortia partners will create a professional development plan to ensure job embedded professional learning is delivered collaboratively for the use of behavior supports; social-emotional development; teacher-child interactions; or inclusion coaching | The description includes adequate details on how the LEA or consortia partners will create a professional development plan to ensure job embedded professional learning is delivered collaboratively for the use of behavior supports; social-emotional development; teacher-child interactions; or inclusion coaching **and** is provided collaboratively to early care and education staff, special education staff, and implementation planning is developed with **QCC/CSPP QRIS collaboration** OR addresses **at least two** of the following:1) administrators and principals;2) Tribal and subsidized CBOs; or3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. | The description includes comprehensive details on how the LEA or consortia partners will create a professional development plan to ensure job embedded professional learning is delivered collaboratively for the use of behavior supports; social-emotional development; teacher-child interactions; or inclusion coaching **and** is provided collaboratively to early care and education staff, special education staff, and implementation planning is developed with **QCC/CSPP QRIS collaboration,** including **all** of the following:1) administrators and principals;2) Tribal and subsidized CBOs; **and**3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. |
| Classroom Assessment Scoring System (CLASS) with focus on Inclusion  | The description **does not** include details on how the LEA or consortia partners will create a professional development plan to ensure CLASS training includes a focus on Inclusion is delivered collaboratively | The description includes **minimal** details on how the LEA or consortia partners will create a professional development plan to ensure CLASS training includes a focus on Inclusion is delivered collaboratively | The description includes adequate details on how the LEA or consortia partners will create a professional development plan to ensure CLASS training includes a focus on Inclusion is delivered collaboratively and is provided collaboratively to early care and education staff, special education staff, and implementation planning is developed with **QCC/CSPP QRIS/ASPIRE collaboration** OR addresses **at least two** of the following:1) administrators and principals;2) Tribal and subsidized CBOs; or3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. | The description includes comprehensive details on how the LEA or consortia partners will create a professional development plan to ensure CLASS training includes a focus on Inclusion is delivered collaboratively and is provided collaboratively to early care and education staff, and implementation planning is jointly developed **and fully implemented with QCC/CSPP QRIS/ASPIRE collaboration,** including **all** of the following:1) administrators and principals;2) Tribal and subsidized CBOs; **and**3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. |
| Developmental screening including referral and follow-up | The description **does not** include how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively on the use of developmental screening, including the referral and follow-up processes. | The description includes **minimal** details on how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively on the use of developmental screening, including the referral and follow-up processes. | The description includes adequate details on how the LEA or consortia partners will create a plan to ensure professional development on the use of developmental screening, including the referral and follow-up processes with **QCC/CSPP QRIS collaboration** for early care and education staff, and special education staff **OR** addresses **at least two** of the following:1) administrators and principals;2) Tribal and subsidized CBOs; **or**3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. | The description includes comprehensive detail on how the LEA or consortia partners will create a plan to ensure professional development on the use of developmental screening l, including the referral and follow-up processes with **QCC/CSPP QRIS collaboration** for early care and education staff, and special education staff **AND** **all** of the following: 1) administrators and principals; 2) Tribal and subsidized CBOs; **and**3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period.  |
| Transitions   | The description **does not** include details on how the LEA or consortia plans to ensure implementation planning is developed for transitions to preschool or TK or kindergarten.  | The description includes **minimal** details on how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively for transitions to preschool or TK or kindergarten.  | The description includes adequate details on how the LEA or consortia partners will create a plan to ensure professional development on transitions to preschool or TK or kindergarten is delivered collaboratively for early care and education staff, special education staff, **with** QCC**/CSPP QRIS** collaboration**OR** addresses **at least two** of the following: 1) administrators and principals; 2) Tribal and subsidized CBOs; or 3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period.   | The description includes comprehensive details on how the LEA or consortia partners will create a plan to ensure professional development on transitions to preschool or TK or kindergarten is delivered collaboratively for early care and education staff, special education staff, **with** QCC**/CSPP QRIS** collaboration **AND** including **all o**f the following:  1) administrators and principals; 2) Tribal and subsidized CBOs; **and**3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period.   |
| Universal Design for Learning | The description **does not** include how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively for Universal Design for Learning. | The description includes **minimal** details on how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively for Universal Design for Learning. | The description includes adequate detailson how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively for Universal Design for Learning with **QCC/CSPP QRIS collaboration** OR addresses **at least two** of the following:1) administrators and principals;2) Tribal and subsidized CBOs; or3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. | The description includes comprehensive details on how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively for Universal Design for Learning to early care and education staff, special education staff, with **QCC/CSPP QRIS collaboration** AND including **all** of the following:1) administrators and principals;2) Tribal and subsidized CBOs; **and**3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. |
| Trauma Informed Care and Cultural Competencies | The description **does not** include how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively for trauma informed care/cultural competencies  | The description includes **minimal** details on how the LEA or consortia partners will create a plan to ensure professional development is delivered for trauma informed care/cultural competencies. | The description includes adequate details on how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively for trauma informed care or cultural competencies with **QCC/CSPP QRIS collaboration** OR addresses **at least two** of the following:1) administrators and principals,2) Tribal and subsidized CBOs; or3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. | The description includescomprehensivedetailson how the LEA or consortia partners will create a plan to ensure professional development is delivered collaboratively for trauma informed care or cultural competencies to early care and education staff, special education staff, with **QCC/CSPP QRIS collaboration** AND including **all** of the following:1) administrators and principals,2) Tribal and subsidized CBOs; **and**3) how the LEA will ensure a plan is created detailing required professional development within 12 months of the beginning of the grant period. |

Recommended plan details: (7 points)

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| **Item** | **Minimum answer (0–1 point)** | **Approaches expectations (2–3 points)** | **Meeting Expectations (4–5 points)** | **Exceeds expectations (6–7 points)** |
| Additional professional development trainings | The description **does not** include how the LEA or consortium will create a plan within one year (12 months) of the beginning of the grant period to ensure additional professional development is delivered. | The description includes how the LEA or consortium will create a plan within one year (12 months) of the beginning of the grant period to ensure additional professional development is delivered and includes training on **one to two additional** training topics outlined in the RFA.  | The description includes how the LEA or consortium will create a plan within one year (12 months) of the beginning of the grant period to ensure additional professional development is delivered, which includes **collaboration with QCC/CSPP QRIS,** and includes training on **three to five additional** training topics outlined in the RFA.  | The description includes how the LEA or consortium will create a plan within one year (12 months) of the beginning of the grant period to ensure additional professional development is delivered, which includes **collaboration with QCC/CSPP QRIS,** and **six to** **seven** additional trainings (excluding “other”) topics outlined in the RFA. |

#### Focus Area D Adaptive Equipment and Facilities Renovation (Not Scored)

#### Focus Area E Application Data (10 points)

Required Questions: (5 points each)

| **Items** | **Did not answer (0–1 point)** | **Approaches expectations (2–3 points)** | **Meets Expectations (4–5 points)** |
| --- | --- | --- | --- |
| Section II Linking data for projected increased access | The justification links **one** data point from the Application Data table to Section II: Projected Increased Access  | The justification links **two** data points from the Application Data table to Section II: Projected Increased Access  | The justification links **three or more** data points from the Application Data table to Section II: Projected Increased Access  |
| Section II Linking the data to the plan of placement options | The justification links **one** data point from the Application Data table to Section II- Plan of Placement Options | The justification links **two** data points from the Application Data table to Section II- Plan of Placement Options | The justification links **three or more** data points from the Application Data table to Section II- Plan of Placement Options |

### Section V Allocation Priority Points (10 points)

Free and Reduced Priced Meals (10 points)

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| --- | --- | --- | --- | --- | --- |
| **Items**  | **Very Low Percentage (2 points)** | **Low Percentage (4 points)** | **Fair Percentage (6 points)** | **High Percentage (8 points)** | **Extremely High Percentage (10 points)** |
| What is the percentage of children eligible for Free and Reduced-Price Meals (FRPM) in TK or kindergarten in the 2022-23 school year for the communities included in this application (if applying as a consortium use a weighted average of the districts included in the application) | 0–23% or did not answer  | 24–48%  | 49–74%  | 75–89%  | 90% or more.  |

## Appendices

### A. Statutory Language

###### Section 70. Item 6100-196-0001 of Section 2.00 of the Budget Act of 2023 is amended to read:

For local assistance, State Department of Education (Proposition 98), for allocation by the Superintendent of Public Instruction to school districts, county offices of education, and other agencies for the purposes of California state preschool programs pursuant to Article 2 (commencing with Section 8207) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code funded in this item, in lieu of the amount that otherwise would be appropriated pursuant to any other statute and the Inclusive Early Education Expansion Program pursuant to Article 16 (commencing with Section 8337) of Chapter 2 of Part 6 of Division 1 of Title 1 of the Education Code

Schedule:

(3) 5210015-Inclusive Early Education Expansion Program—LEA: 162,657,000

Provisions:

###### 8. Of the amount appropriated in Schedule (3), $162,657,000 shall be available for the Inclusive Early Education Expansion Program. These funds shall be available for encumbrance until June 30, 2027.

###### ARTICLE 16. Inclusive Early Education Expansion [8337- 8337.] *(Article 16 heading added by Stats. 2021, Ch. 116, Sec. 175.)*

(a) The Legislature finds and declares all of the following:

(1) Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high-quality early childhood programs and services are access, participation, and supports.

(2) In accordance with the Individuals with Disabilities Education Act (20 *U.S.C.* Sec. 1400 et seq.), all young children with exceptional needs should have access to inclusive high-quality early care and education programs where they are able to learn alongside children who do not have exceptional needs and are provided with individualized and appropriate supports to enable them to meet high expectations.

(3) Inclusive early care and education programs can improve a child’s developmental progress and educational outcomes, especially for children with exceptional needs.

(4) Interventions provided to children with exceptional needs, including children who are at risk of requiring services for pupils with exceptional needs, can be more effective when a child is younger.

(5) Access to inclusive early care and education programs benefits communities and families, especially when programs are coordinated with public elementary and secondary education systems to create a developmental and educational continuum of support.

(b) The Inclusive Early Education Expansion Program is hereby established for the purpose of increasing access to inclusive early care and education programs.

(c) The sum of one hundred sixty-seven million two hundred forty-two thousand dollars ($167,242,000) is hereby appropriated from the General Fund to the Superintendent for allocation to local educational agencies for the Inclusive Early Education Expansion Program pursuant to this section. These funds shall be available for encumbrance until June 30, 2023.

(d) The sum of two hundred fifty million dollars ($250,000,000) is hereby appropriated from the General Fund to the Superintendent for allocation to local educational agencies for the Inclusive Early Education Expansion Program pursuant to this section. These funds shall be available for encumbrance until June 30, 2027.

(e) The department’s divisions for special education and early education programs shall work collaboratively to administer the program, including developing criteria for the selection of grantees.

(f) At a minimum, an applicant shall be a local educational agency and shall include all of the following information in its grant application:

(1) A proposal to increase access to subsidized inclusive early care and education programs for children up to five years of age, including those defined as “children with exceptional needs” pursuant to Section 8205, in low-income and high-need communities. “High-need” shall be defined pursuant to the county child care needs assessment specified in Section 10486 of the Welfare and Institutions Code and other factors as determined by the Superintendent. The proposal shall quantify the number of additional subsidized children proposed to be served, including children with exceptional needs.

(2) A plan to fiscally sustain subsidized spaces or programs created by grant funds beyond the grant period. Subsidies may be funded with private, local, state, or federal funds, but shall be able to demonstrate a reasonable expectation of sustainability.

(3) (A) The identification of local resources to contribute 33 percent of the total award amount. The total award amount shall include state and local resources. Local resources may include in-kind contributions.

(B) A school district shall provide 33 percent of the cost of the project. This subparagraph shall not apply to a school district that self-certifies that it meets the requirements for financial hardship pursuant to Section 17075.10.

(4) The identification of resources necessary to support lead agency professional development to allow staff to develop the knowledge and skills required to implement effective inclusive practices and fiscal sustainability.

(5) A description of the special education expertise that will be used to ensure the funds are used in a high-quality, inclusive manner.

(g) This section does not prohibit a local educational agency from applying on behalf of a consortium of providers within the local educational agency’s program area, including public and private agencies that will provide inclusive early care and education programs on behalf of the applicant.

(h) Grants shall be awarded on a competitive basis. Priority shall be given to all of the following:

(1) Applicants with a demonstrated need for expanded access to inclusive early care and education.

(2) Applicants in low-income communities and applicants that represent a consortium of local partners, including local special education partners and those with expertise in inclusive early learning and care environments.

(3) Applicants who demonstrate the ability to serve a broad range of disabilities.

(4) Applicants who do or plan to serve children with disabilities in proportion to their rate of identification similar to local educational agencies in their region.

(i) Grants may be used for one-time infrastructure costs only, including, but not limited to, adaptive and universal design facility renovations, adaptive equipment, and professional development. Funds shall not be used for ongoing expenditures.

(j) A grant recipient shall commit to provide program data and participate in overall program evaluation to ensure expanded access to inclusive environments, as specified by the department, as a condition of the receipt of grant funding.

(k) The department may reserve up to one percent of the program funds to support an evaluation to address improved access, participation, and supports to inclusive early learning and care programs and program and child outcomes

### B. Key Terms and Acronyms

|  |  |
| --- | --- |
| Terms and Acronyms | Definition |
| Access | Providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development[[8]](#footnote-9) |
| Adaptive equipment | Adaptive equipment is any tool, device, or machine that is used to help with any task associated with daily living (for example adaptive and instructional materials, changing tables, adaptive furniture adaptive playground equipment, and feeding equipment)  |
| Applicant | An applicant is an LEA that requests funding from a grant program administered by the CDE |
| California State Preschool Program (CSPP) | A CSPP is a contracted program with the CDE per *EC* commencing with Article 7, Chapter 2 (sections 8235–8239). This includes full-day, full-year and part-day, school-year programs |
| California State Preschool Program (CSPP) Block Grant | The CSPP QRIS Block Grant provides annual funds for the support of local early learning QRIS that increase the number of low-income children in high-quality CSPPs that prepare those children for success in school and life |
| California Early Care and Education Workforce Registry (Registry)  | The California ECE Workforce Registry is a state, regional and local collaboration designed to track and promote the education, training and experience of the early care and education workforce for the purpose of improving professionalism and workforce quality to positively impact children. Evidence of training completion can be uploaded by the trainer through the Registry’s Training Calendar feature or directly by individual staff. For more information regarding the California Early Care and Education Workforce Registry, please visit their web page at [https://www.caregistry.org](https://www.caregistry.org/) |
| Community-based organization (CBO) | CBOs are public or private nonprofit organizations providing educational or related services to individuals in the community |
| CDE | California Department of Education |
| Children with exceptional needs | Children who have been determined to be eligible for either an individualized family services plan (IFSP) or an individualized education program (IEP) and who maintain an active IFSP or IEP and are receiving early intervention services or appropriate special education |
| Classroom Assessment Scoring System (CLASS) | CLASS stands for Classroom Assessment Scoring System and measures the quality of the interactions teachers have with children which impact learning and development. CLASS is an observation tool developed to assess these interactions across three areas: Emotional Support, Classroom Management, and Instructional Support. CLASS also supports continuous quality improvement that enables high-quality interactions.The CLASS instrument is an empirically validated system originally developed by University of Virginia's Center for the Advanced Study of Teaching and Learning (CASTL) at the Curry School of Education. Delivery of the CLASS tool and supporting professional development and technical assistance is provided by Teachstone®. CLASS has been shown to produce gains in children’s math, literacy, social, emotional, and cognitive abilities. Specifically, CLASS and CLASS Environment are observation instruments that assess the quality of teacher child interactions and the physical learning environment in preschool classrooms. |
| Consortium | A consortium is an association of two or more entities with the objective of participating in a common activity or pooling their resources for achieving a common goal |
| County office of education (COE) | COEs in California that provide services to the state’s school districts[[9]](#footnote-10) |
| *Education Code* (*EC*) | California *Education Code* |
| Early Education Division (EED) | The Early Education Division of the California Department of Education. The EED was previously known as the Early Learning and Care Division |
| Embedded Instruction California Project (EI-EL CA) | The Embedded Instruction connects the DRDP, 2015, assessment to curriculum and instructional practices to strengthen the relationship between assessment and instruction and provides planned and intentional instructional practices for children with disabilities. The Embedded Instruction Grant supports local educational agencies (LEAs) within California to work with experts and researchers in the area of embedded instruction to pilot these techniques and practices in their local early childhood programs |
| Enrollment | Registration in and attendance of full or part-day programs |
| Grant Award Notification (GAN) | The official legal document issued to the grantee indicating a grant award has been made and funds may be requested to be used, and reported on, in accordance with the specified grant assurances |
| Grantee | An applicant who is funded pursuant to an approved award notification |
| Individuals with Disabilities Education Act (IDEA) | The IDEA, originally enacted by Congress in 1975 is the law that makes available a free appropriate public education in the least restrictive environment with appropriate aids and supports available to eligible children with disabilities throughout the nation. Infants and toddlers with disabilities (birth through age two), and their families, receive early intervention services under IDEA Part C. Children and youth ages three through twenty-one receive special education and related services under IDEA Part B[[10]](#footnote-11) |
| Inclusive Early Education Expansion Program  | The IEEEP, is a grant program which allocates funding to local educational agencies (LEAs) for the purposes of increasing access to subsidized inclusive early care and education programs for children up to five years of age, excluding kindergarten and transitional kindergarten, specifically children with disabilities |
| Individualized Education Program (IEP) | An IEP is the plan for special education-related services for children ages three through twenty-one |
| Individualized Family Services Plan (IFSP) | An IFSP is a plan for early intervention, services, and supports for children birth to age three |
| Inclusion | The right of every eligible child, regardless of ability, to participate as full members in high-quality early care and education programs through access, participation, and support |
| Inclusive classroom | A classroom with a proportionate number of children that have an IEP or IFSP who receive at least 10 or more hours per week of special education supports in a general early care and education classroom |
| Job Embedded Professional Learning | Teacher learning through a practice based coaching model that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving teacher capability to utilize the newly acquired skills, strategies, or models on the job and linking those skills, strategies, or models to positive child outcomes |
| Local Educational Agency (LEA) | A local educational agency. For purposes of this RFA, LEA may include school districts, county offices of education, and charter schools |
| Least Restrictive Environment (LRE) | The LRE provision of the IDEA provides that: “To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.” 20 *U.S.C.* § 1412(a)(5)(A) |
| Participation | Using a range of instructional approaches to promote engagement in play and learning activities and a sense of belonging for every child[[11]](#footnote-12) |
| Practice-Based Coaching | Practice-based coaching is a cyclical process for guiding practitioners’ use of evidence-based practices for promoting positive child outcomes that involves four components: collaborative partnerships, shared goals and action planning, focused observation, and reflection and feedback |
| Pyramid Model | The Pyramid Model is a framework of evidence-based practices for promoting young children’s healthy social and emotional development |
| Quality Counts California | QCC is a statewide effort to strengthen California’s early learning and care system to support young children and their families. QCC uses an equity approach to close the education gap |
| RFA | Request for Applications |
| Special Education Division (SED) | The SED of the California Department of Education |
| Supports | Broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion[[12]](#footnote-13) |
| Universal Design | Universal design is the design of buildings, products or environments to make them accessible to all people, regardless of age, disability or other factors |
| Universal Design for Learning (UDL) | UDL is an approach to teaching and learning that gives all students equal opportunity to succeed |

### C. Funding Allocation

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| --- | --- |
| **County** | **Funding Allocations by County**  |
| Alameda County |  $3,917,131.09  |
| Alpine County |  $70,735.88  |
| Amador County |  $276,240.04  |
| Butte County |  $1,013,844.46  |
| Calaveras County |  $319,439.89  |
| Colusa County |  $264,914.94  |
| Contra Costa County |  $3,120,334.04  |
| Del Norte County |  $273,173.85  |
| El Dorado County |  $841,242.30  |
| Fresno County |  $3,355,238.81  |
| Glenn County |  $277,466.51  |
| Humboldt County |  $472,244.39  |
| Imperial County |  $788,303.85  |
| Inyo County |  $197,380.89  |
| Kern County |  $3,191,101.58  |
| Kings County |  $868,592.67  |
| Lake County |  $320,631.89  |
| Lassen County |  $251,783.19  |
| Los Angeles County |  $25,920,970.55  |
| Madera County |  $761,952.19  |
| Marin County |  $913,323.92  |
| Mariposa County |  $85,190.75  |
| Mendocino County |  $400,675.97  |
| Merced County |  $1,253,374.79  |
| Modoc County |  $79,829.31  |
| Mono County |  $82,913.02  |
| Monterey County |  $1,295,330.36  |
| Napa County |  $589,502.63  |
| Nevada County |  $360,106.26  |
| Orange County |  $8,431,781.53  |
| Placer County |  $1,359,910.14  |
| Plumas County |  $156,855.25  |
| Riverside County |  $5,895,847.54  |
| Sacramento County |  $4,567,671.98  |
| San Benito County |  $421,170.52  |
| San Bernardino County |  $5,891,589.92  |
| San Diego County |  $9,717,917.86  |
| San Francisco County |  $1,438,792.75  |
| San Joaquin County |  $3,128,999.05  |
| San Luis Obispo County |  $1,095,820.38  |
| San Mateo County |  $2,112,556.39  |
| Santa Barbara County |  $1,470,257.73  |
| Santa Clara County |  $4,679,386.22  |
| Santa Cruz County |  $938,776.92  |
| Shasta County |  $859,061.21  |
| Sierra County |  $72,628.16  |
| Siskiyou County |  $290,379.53  |
| Solano County |  $1,447,462.84  |
| Sonoma County |  $1,316,340.37  |
| Stanislaus County |  $2,408,333.81  |
| Sutter County |  $487,838.13  |
| Tehama County |  $367,175.72  |
| Trinity County |  $81,353.64  |
| Tulare County |  $1,651,986.10  |
| Tuolumne County |  $265,835.08  |
| Ventura County |  $2,547,976.61  |
| Yolo County |  $942,859.33  |
| Yuba County |  $420,895.27  |
| Total |  |
| Statewide Total |  $116,030,430.00  |

1. National Association for the Education of Young Children. 2009. <https://bit.ly/40I0Cx1> (accessed on March 13, 2023). [↑](#footnote-ref-2)
2. Beginning in 2022–23, data reported by the LEA will be confirmed through data reported to the Division of Special Education through the California Longitudinal Pupil Achievement and Data System and through other data as required by the CDE. [↑](#footnote-ref-3)
3. “Plagiarism includes both the theft or misappropriation of intellectual property and the substantial unattributed textual copying of another's work. The theft or misappropriation of intellectual property includes the unauthorized use of ideas or unique methods obtained by a privileged communication…”, such as a grant. The U.S. Department of Health and Human Services. <https://ori.hhs.gov/ori-policy-plagiarism#:~:text=The%20theft%20or%20misappropriation%20of%20intellectual%20property%20includes,communication%2C%20such%20as%20a%20grant%20or%20manuscript%20review> (accessed on March 13, 2023). [↑](#footnote-ref-4)
4. California Department of General Services.<https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Financial-Hardship-Assistance-for-School-Construction> (accessed on March 13, 2023). [↑](#footnote-ref-5)
5. California Department of Social Services. <https://cdss.ca.gov/inforesources/child-care-and-development/quality-improvement-initiatives/local-child-care-and-development-planning-councils> (accessed on March 13, 2023). [↑](#footnote-ref-6)
6. Please enter the total number of **additional** children with disabilities, do not enter the total number of baseline plus additional children. [↑](#footnote-ref-7)
7. Capital Outlay are **expenditures for land, buildings, equipment, and other intangible capital assets, such as computer software, including items acquired through leases with option to purchase.** [↑](#footnote-ref-8)
8. National Association for the Education of Young Children (NAEYC). 2019. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf> (accessed on March 10, 2023). [↑](#footnote-ref-9)
9. California Department of Education.<https://www.cde.ca.gov/SchoolDirectory/county-offices-of-education> (accessed on March 10, 2023). [↑](#footnote-ref-10)
10. U.S Department of Education. <https://sites.ed.gov/idea/>(accessed on March 10, 2023). [↑](#footnote-ref-11)
11. National Association for the Education of Young Children (NAEYC). 2019. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/ps_inclusion_dec_naeyc_ec.pdf>(accessed on March 10, 2023). [↑](#footnote-ref-12)
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