



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

---

Request for Application (RFA)  
Guidance Webinar  
January 9, 2015  
Presented by  
Early Education and Support Division  
California Department of Education

# Supporting High Quality State Preschool Programs



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Purpose of Webinar

- To review the 2014–15 CSPP QRIS Block Grant application posted as a Request for Applications (RFA)
- Topics will include:
  - RFA and its forms
- The RFA can be found at:

<http://www.cde.ca.gov/fg/fo/r2/csppqris1415rfa.asp>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Outline

- RFA Overview
- Eligibility and Priorities
- Critical Dates
- Funding
- Application and Forms
- Scoring

<http://www.cde.ca.gov/fg/fo/r2/csppqris1415rfa.asp>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# RFA Overview

## A. Purpose:

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

## B. Background:

Utilization of the existing QCF, Hybrid  
Rating Matrix, and Implementation  
Guide

## C. Assumptions

## D. Funding:

Prop 98 funding through 12/31/15



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# General Eligibility

- Be a local consortium that is:
  - Using the QC Framework
  - Utilizing a Tiered Rating Matrix that includes the 3 Common Tiers
  - Operating a QRIS on or before June 30, 2014 (i.e., rating early care and education programs)
  - Inclusive of stakeholders



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Priority I Applicants

- Have an existing approved Action Plan at the EESD as of 6/1/2014
- Be a local consortium
- Set ambitious, yet achievable targets for CSPPs
- Describe how the QRIS Block Grant funds will be used



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Priority II Applicants

- Submit a QRIS Block Grant Plan
- Describe local QRIS (Section II)
- Be a local consortium
- Set ambitious, yet achievable targets for CSPPs
- Describe how the QRIS Block Grant funds will be used

# Critical Dates Priority I



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Dates	Critical Events
October 16, 2014	<p>Preliminary Webinar</p> <p>Bill Language, resources, contact available at:  <a href="http://www.cde.ca.gov/sp/cd/op/cdprograms.asp">http://www.cde.ca.gov/sp/cd/op/cdprograms.asp</a>            Email: <a href="mailto:PSQRISBG@cde.ca.gov">PSQRISBG@cde.ca.gov</a></p>
January 8, 2015	<p>The RFA is available on the CDE web page at  <a href="http://www.cde.ca.gov/fg/fo/r2/csppqris1415rfa.asp">http://www.cde.ca.gov/fg/fo/r2/csppqris1415rfa.asp</a></p>
January 9, 2015	<p>Webinar to address grant questions and the application process.</p>
January 21, 2015	<p>Letter of Intent due to EESD by 5:00 p.m.</p>
February 4, 2015	<p>Submission date for the grant application for those who qualify for Priority I. Due to the EESD by 5:00 p.m.</p> <p><b>NOTE: Grant applications must arrive at the EESD by this date and time in order to be included in the first priority in the competitive process.</b></p>
February 5-6 and 9, 2015	<p>The Application Review Process using the Application Criteria List.</p>
February 10, 2015	<p>The CDE will post the Priority I grant awards in an Intent to Award announcement. This is an initial notification and is not the final list of grantees. The final funding list will be posted on the CDE Web site when all data is verified and appeals are decided. Applicants are advised not to obligate funds based on this list.</p>
February 20, 2015	<p>Appeals must be submitted within 10 calendar days of the Intent to Award announcement with original signatures from the Authorized Agent. No faxed or e-mailed appeals will be accepted.</p>
February 23-24, 2015	<p>Review of Appeals</p>
February 27, 2015	<p>Final funding list for Priority I award recipients will be posted on the CDE Web site.</p>

# Critical Dates Priority II



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Dates	Critical Events
October 16, 2014	<p>Preliminary Webinar</p> <p>Bill Language, resources, contact available at:  <a href="http://www.cde.ca.gov/sp/cd/op/cdprograms.asp">http://www.cde.ca.gov/sp/cd/op/cdprograms.asp</a></p> <p>Email: <a href="mailto:PSQRISBG@cde.ca.gov">PSQRISBG@cde.ca.gov</a></p>
January 8, 2015	<p>The RFA is available on the CDE web page at  <a href="http://www.cde.ca.gov/fg/fo/r2/csppqris1415rfa.asp">http://www.cde.ca.gov/fg/fo/r2/csppqris1415rfa.asp</a></p>
January 9, 2015	<p>Webinar to address grant questions and the application process.</p>
January 21, 2015	<p>Letter of Intent due to EESD by 5:00 p.m.</p>
February 3, 2015	<p>Webinar II TA around Section II Walk through, and Q &amp; A-Time TBD</p>
March 4, 2015	<p>Submission date for the grant application for those who qualify for Priority II. Due to the EESD by 5:00 p.m.</p> <p><b>NOTE: Grant applications must arrive at the EESD by this date and time in order to be included in the second priority in the competitive process.</b></p>
March 5-6 and 9, 2015	<p>The Application Review Process using the Application Criteria List.</p>
March 10, 2015	<p>The CDE will post the Priority II grant awards in an Intent to Award announcement. This is an initial notification and is not the final list of grantees. The final funding list will be posted on the CDE Web site when all data is verified and appeals are decided. Applicants are advised not to obligate funds based on this list.</p>
March 20, 2015	<p>Appeals must be submitted within 10 calendar days of the Intent to Award announcement with original signatures from the Authorized Agent. No faxed or e-mailed appeals will be accepted.</p>
March 23-24, 2015	<p>Review of Appeals</p>
March 27, 2015	<p>Final funding list will be posted on the CDE Web site.</p>

# Form A-Letter of Intent



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## Intent to Submit Application

For Priority I and Priority II  
CSPP QRIS Block Grant Funding  
Due on January 21, 2015 by 5 p.m.

**PLEASE COMPLETE EVERY PORTION OF FORM**

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

On behalf of the above agency, I hereby formally submit to the California Department of Education, Early Education and Support Division, this "Intent to Submit Application" form. I understand that this form **is mandatory to be considered for funding** and it **must be received** by the Early Education and Support Division by January 21, 2015 by 5 p.m.

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

**Intent to Submit Application for CSPP Funding must be received at no later than 5 p.m. on January 21, 2015:**

California Department of Education  
Early Education and Support Division  
Attn: Funding and Agency Support Unit  
1430 N Street, Suite 3410  
Sacramento, CA 95814-5901  
FAX: 916-323-6853

**Form A. Letter of Intent**  
 For Priority I and Priority II  
 CSPP QRIS Block Grant Funding  
 Due on January 21, 2015, by 5 p.m.

***PLEASE COMPLETE EVERY PORTION OF FORM***

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

On behalf of the above agency, I hereby formally submit to the California Department of Education, Early Education and Support Division, this "Intent to Submit Application" form. I understand that this form **is mandatory to be considered for funding** and it **must be received** by the Early Education and Support Division by January 21, 2015 by 5 p.m.

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

**Intent to Submit Application for CSPP Funding must be received at no later than 5 p.m. on January 21, 2015:**

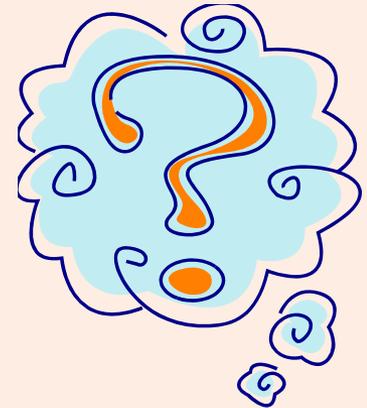
**California Department of Education  
 Early Education and Support Division  
 Attn: Quality Improvement Office  
 1430 N Street, Suite 3410  
 Sacramento, CA 95814-5901**



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Pause for Questions

Please use this time to type in your questions about **eligibility, priorities and critical dates.**





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Funding

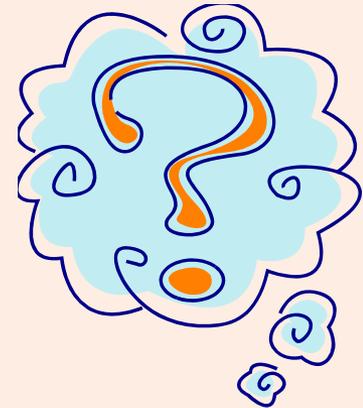
- General Funding
  - \$50 Million allocated on an annual basis
- Funding Levels
  - Based on 2012-13 CSPP Enrollment per county of approved applicants
- Fund Distribution
  - Covers 18 months from 7/1/14 to 12/31/15
  - 90% distributed initially
  - Final 10% after final report



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Pause for Questions

Please use this time to type in your questions about **funding**.



# Table of Priority I and II QRIS Block Grant Plan Elements



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

QRIS Block Grant Plan Elements	Priority I	Priority II
I.	Consortium Participants	Consortium Participants
II.	<b>Action Plan Currently on file</b>	<b>Consortium's QRIS</b>
III.	CSPSP Participation Data Tables	CSPSP Participation Data Tables
IV.	Local QRIS block grants for CSPSP sites rated at Tiers 4 and 5	Quality Continuum Framework and Tiers for CSPSP sites rating at Tiers 4 and 5
V.	Quality Improvement Process for CSPSP's not yet at Tier 4	Quality Improvement Process for CSPSP's not yet at Tier 4
VI.	Assessment and Access Projects	Assessment and Access Projects
VII.	Budget Narrative	Budget Narrative



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Application Overview

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

# Form B-Signature Page



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## Signature Page

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

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

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

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

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

**FAX: 916-323-6853**  
**Form B. Signature Page**

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

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

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

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

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

# Form C- QRIS Block Grant Plan

## Form C. QRIS Block Grant Plan

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

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

QRIS Block Grant Plans will include:

I. Consortium Participants;

Pages  
36-39

II. The Consortium's Quality Rating and Improvement System (QRIS):

- A. Overview
- B. Quality Continuum Framework and Tiers
- C. Rating and Assessing
- D. Quality Improvement Process
- E. Convening & Strengthening Partnerships
- F. Monitoring and Evaluating the Impacts on Child Outcomes
- G. Disseminating Information to Parents and the Public about Program Quality.

III. CSPP participation Data Tables

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

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

VI. Assessment and Access Projects

VII. Budget Narrative

Each Consortium will set ambitious yet achievable targets and goals for CSPP



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Form C- QRIS Block Grant Plan

## Form C. QRIS Block Grant Plan

### A. Local Educational Agency (at least one of the following are required):

1. County Office of Education:

Title \_\_\_\_\_ Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

E-mail \_\_\_\_\_ Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

2. School District/Charter School add contact and signatures as needed.

District Name: \_\_\_\_\_

Title \_\_\_\_\_ Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

E-mail \_\_\_\_\_ Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

**Note: Do not include districts that:**

1. Do not serve students in grades K-3
2. Do not have CSPP/classrooms within their boundaries.

3. Community College(s):

Title \_\_\_\_\_ Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

E-mail \_\_\_\_\_ Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

Title \_\_\_\_\_ Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

E-mail \_\_\_\_\_ Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

B. First 5 County Commission: (Required)

Title \_\_\_\_\_ Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

E-mail \_\_\_\_\_ Phone Number \_\_\_\_\_ Fax Number \_\_\_\_\_

Title \_\_\_\_\_ Print Name \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

# Form C- QRIS Block Grant Plan

## Form C. QRIS Block Grant Plan

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

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

QRIS Block Grant Plans will include:

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

Each Consortium will set ambitious yet achievable targets and goals for CSPP



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Pages  
40-45

# QRIS Block Grant Plan

## Section II



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

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

**A. An Overview of the consortium's current Quality Rating and Improvement System (QRIS)** Please provide a brief summary of the consortium's QRIS.



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# B. Framework

## A. Quality Continuum Framework and Tiers

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

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

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

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

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

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



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# B. Framework

## California's Plan: Local Activities

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

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

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

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

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

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

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

### California's Plan: State Activities

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

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

# B. Framework



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

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

# B. Framework



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

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

# B. Tiered Rating Matrix



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## California's Plan: Local Activities

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

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

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

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

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

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

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

### California's Plan: State Activities

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

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

# B. Tiered Rating Matrix



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

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

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
<b>CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS</b>					
<b>1. Child Observation</b>	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA <i>Foundations &amp; Frameworks</i> <sup>1</sup> twice a year	<input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
<b>2. Developmental and Health Screenings</b>	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care <i>Licensing form LIC 701 "Physician's Report - Child Care Centers"</i> or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE, if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
<b>CORE II: TEACHERS AND TEACHING</b>					
<b>3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)</b>	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD <sup>2</sup> OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
<b>4. Effective Teacher-Child Interactions: CLASS Assessments</b> (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: <b>Pre-K</b> ▪ Emotional Support - 5 ▪ Instructional Support - 3 ▪ Classroom Organization - 5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: <b>Pre-K</b> ▪ Emotional Support - 5.5 ▪ Instructional Support - 3.5 ▪ Classroom Organization - 5.5 <b>Toddler</b>

# B. Tiered Rating Matrix



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				<b>Toddler</b> <ul style="list-style-type: none"> <li>Emotional &amp; Behavioral Support – 5</li> <li>Engaged Support for Learning – 3.5</li> </ul>	<ul style="list-style-type: none"> <li>Emotional &amp; Behavioral Support – 5.5</li> <li>Engaged Support for Learning – 4</li> </ul>
<b>CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership</b>					
<b>5. Ratios and Group Size</b> (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations <b>Infant Ratio of 1:4</b> <b>Toddler Option Ratio of 1:6</b> <b>Preschool Ratio of 1:12</b> <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i> <input type="checkbox"/> Not Required	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 4:16</b> <b>Toddler – 3:18</b> <b>Preschool – 3:36</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:12</b> <b>Toddler – 2:12</b> <b>Preschool – 2:24</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:12 or 2:8</b> <b>Toddler – 2:10</b> <b>Preschool – 3:24 or 2:20</b>	<input type="checkbox"/> Center - Ratio: Group Size  <b>Infant/Toddler – 3:9 or better</b> <b>Toddler – 3:12 or better</b> <b>Preschool – 1:8 ratio and group size of no more than 20</b>
<b>6. Program Environment Rating Scale(s)</b> (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
<b>7. Director Qualifications</b> (Centers Only)	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration  <b>OR Master Teacher Permit</b>	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision <b>OR Site Supervisor Permit</b> <b>AND</b> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration <b>OR Program Director Permit</b> <b>AND</b> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, <b>OR Administrative Credential</b> <b>AND</b> <input type="checkbox"/> 21 hours PD annually
<b>TOTAL POINT RANGES</b>					
Program Type	Common-Tier 1	Local-Tier 2 <sup>3</sup>	Common-Tier 3	Common-Tier 4	Local-Tier 5 <sup>4</sup>
<b>Centers</b> 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
<b>Infant-only Centers</b> 6 elements for 30 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 7 to 15	Point Range 16 to 21	Point Range 22 to 26	Point Range 27 and above
<b>FCCHs</b> 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above
<b>Infant-only FCCHs</b> 4 Elements for 20 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 5 to 10	Point Range 11 to 13	Point Range 14 to 17	Point Range 18 and above

# B. Local Tiers 2 & Tiers 5



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

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



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# C. Rating and Assessing

## C. Rating and Assessing

C1. Describe the qualifications of those who are conducting the assessments (QRIS ratings) and the process(es) for ongoing quality control for maintaining an appropriate degree of rigor, including inter-rater reliability, in their rating processes?

C2. Using the Implementation Guide, what are the local QRIS monitoring and rating frequency decisions (based on local goals and resources)? The Implementation Guide can be found at:

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

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

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

# Implementation Guide



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## California's Plan: Local Activities

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

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

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

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

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

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

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

## California's Plan: State Activities

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

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



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Implementation Guide

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

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

### Consortia Implementation Guide



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# D. Quality Improvement Process

**D. Quality Improvement Process.** *Please answer each question in the respective box below.*

D1. How do you use the QCF's Continuous Quality Improvement Pathways Common Tools and Resources? Go to <http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp> to reference the Continuous Quality Improvement Pathways Common Tools and Resources.

D2. How does the Consortium actively increase the quality of the early learning programs and eliminate barriers to access for children with High Needs?

D3. How does the Consortium offer training and technical assistance (T & TA) to program staff on developmental and behavioral screening using standardized, validated screening tools?

D4. What type of incentives and support mechanisms does the consortium utilize for high-quality program providers to serve children with high needs?

D5. How does the consortium include local efforts that support healthy development, such as health and safety practices, active physical play, and adult-child relationships, which support social-emotional development?



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# D. Continuous Quality Improvement Pathways

## California's Plan: Local Activities

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

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

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

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

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

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

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

### California's Plan: State Activities

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

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



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# CA RTT-ELC CONTINUOUS QUALITY IMPROVEMENT PATHWAYS

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



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

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

# E. Convening and Strengthening Partnerships



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## E. Convening and Strengthening Partnerships

E1. As the lead agency, how are you ensuring that all consortium members engage in the local QRIS work? Describe the decision making process within the consortium. If you have a visual/flow chart which describes your decision making process, you may choose to include it.

E2. How will the consortium bring together other organizations in their region with the same goal of improving the quality of early learning, including but not limited to: Early Education and Support Division (EESD) programs, including migrant child care programs, alternative payment programs; Early Head Start and Head Start; tribal child care; county Health and Human Services programs including Women, Infants, and Children (WIC); California Home Visiting Program (CHVP) and local home visiting programs; and non-profit agencies and other organizations providing services for children from birth to age five?

E3. As the lead agency, how are you encouraging networking at the local level to create coherence and alignment in planning and implementation efforts across communities with support and technical assistance from the CDE, participating state agencies, and other state partners?

E4. How is the consortium developing strong partnerships with local school districts that focus on aligning developmentally appropriate practices, creating and building a birth to age eight continuum that supports healthy transitions, aligns professional development, promotes family engagement, and includes local Transitional Kindergarten (TK) and traditional Kindergarten School Readiness programs in the quality efforts?



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# F. Monitoring and Evaluating the Impacts on Child Outcome

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

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

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



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

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

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

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

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

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

# Form C- QRIS Block Grant Plan

## Form C. QRIS Block Grant Plan

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

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

QRIS Block Grant Plans will include:

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

Pages  
46-48



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Each Consortium will set ambitious yet achievable targets and goals for CSPP



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# CSPP Types

<b>California State Preschool Program (CSPP) Sites</b>
<b>Homes in Family Child Care Home Education Networks</b>
<b>Braided Classroom Sites:</b>
<b>CSPP and Head Start Sites</b>
<b>CSPP and State or Local First 5</b>
<b>CSPP and Programs funded by IDEA, Part B</b>
<b>CSPP and Title I Sites</b>
<b>CSPP and General Child Care (CCTR) Sites</b>
<b>CSPP and State-funded Migrant Sites</b>
<b>CSPP and Tribal Sites</b>
<b>CSPP and Other Local Funding</b>
<b>CSPP and a combination of any two above funding sources (specify)</b>

# Targets



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Page  
46

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

Sites that include California State Preschool Program Classrooms in the Consortium	Total Number of CSPP Sites in the County or Region	Baseline and Annual Targets -- Number and percentage of CSPP sites in the Tiered QRIS									
		Baseline (Today)		Target- end of fiscal year 2014-15		Target -end of fiscal year 2015-16		Target- end of fiscal year 2016-17		Target- end of calendar year 2017-18	
		#	%	#	%	#	%	#	%	#	%

Page  
47

**III. B. Increasing the number of California State Preschool Program (CSPP) Sites in the top tiers of the Consortium's Tiered Quality Rating and Improvement System.**

Please enter baseline and annual target numbers for the total number of sites and for the number of sites in each tier, based on the number of tiers in the Consortium's Quality Rating and Improvement System (QRIS).

	Baseline (Today)	Target- end of fiscal year 2014-15	Target- end of fiscal year 2015-16	Target- end of fiscal year 2016-17	Target- end of fiscal year 2017-18
--	------------------	------------------------------------	------------------------------------	------------------------------------	------------------------------------

Page  
48

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

Sites that include California State Preschool Program Classrooms in the Consortium	Total Number of CSPP Children served in the Target Service Population (County or Region)	Baseline and Annual Targets -- Number and percent of Children served at CSPP Sites that are in the top tiers of the Tiered QRIS.									
		Baseline (Today)		Target- end of fiscal year 2014-15		Target -end of fiscal year 2015-16		Target- end of fiscal year 2016-17		Target- end of calendar year 2017-18	
		#	%	#	%	#	%	#	%	#	%

# Form C- QRIS Block Grant Plan

## Form C. QRIS Block Grant Plan

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

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

QRIS Block Grant Plans will include:

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

Each Consortium will set ambitious yet achievable targets and goals for CSPP



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Local QRIS Block Grants

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

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

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

# Form C- QRIS Block Grant Plan



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

## Form C. QRIS Block Grant Plan

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

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

QRIS Block Grant Plans will include:

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

Each Consortium will set ambitious yet achievable targets and goals for CSPP



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

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

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

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

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

# Form C- QRIS Block Grant Plan

## Form C. QRIS Block Grant Plan

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

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

QRIS Block Grant Plans will include:

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

Each Consortium will set ambitious yet achievable targets and goals for CSPP



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# VI. Assessment and Access Projects

## VI. Assessment and Access Projects

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

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

# Form C- QRIS Block Grant Plan

## Form C. QRIS Block Grant Plan

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

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

QRIS Block Grant Plans will include:

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

Each Consortium will set ambitious yet achievable targets and goals for CSPP



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction



**TOM TORLAKSON**  
 State Superintendent  
 of Public Instruction

# VII. Budget Narrative

## VII.A. QRIS Block Grants: *As described in Section IV.*

Tier	Type	Factor	Number	Grant Amount	Total
4	CSPP	Site			
		Classroom			
		Other			
	FCCH in FCCHEN	Small			
		Large			
		Preschooler			
		Other			
5	CSPP	Site			
		Classroom			
		Other			
	FCCH in FCCHEN	Small			
		Large			
		Preschooler			
		Other			
<b>TOTAL QRIS BLOCK GRANTS</b>					



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# VII. Budget Narrative

**VII.B. Quality Improvement Activities.** *As described in section V.*

- 1) Personnel
- 2) Benefits
- 3) Supplies
- 4) Travel
- 5) Equipment
- 6) Contractual
- 7) Training Stipends
- 8) Incentives
- 9) Total Direct Costs

# VII. Budget Narrative

**VII.C. Assessment and Access Projects** – *As described in section VI. Must be 20 percent or less of entire award.*



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

- 1) Personnel
- 2) Benefits
- 3) Supplies
- 4) Travel
- 5) Equipment
- 6) Contractual
- 7) Total Direct Costs
- 8) Indirect Costs
- 9) Total Grant Funds Requested



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Form-D

## Budget Spreadsheet

County/Region		Action Plan Section		TOTALS	Percent of Grant
<b>SACS</b>					#VALUE!
<b>IV</b>		<b>Local QRIS Block Grants</b>		\$	
<b>V</b>		<b>Quality Improvement (QI)</b>			
		Personnel			
1000		QI Mangement			
2000		Support Staff			
	1	<b>Subtotal Salaries</b>		0	
3000		Benefits			
	2	<b>Subtotal Benefits</b>		0	
<b>V. A.</b>		<b>TOTAL PERSONNEL</b>		0	
		Operations			
4000	3	Supplies and Services			
5000	4	Travel			
5000	5	Equipment			
	6	Contractual			
	7	Training Stipends			
	8	Incentives			
		Other			
<b>V. B.</b>		<b>TOTAL OPERATIONS</b>		0	
<b>V. C.</b>	10	<b>TOTAL DIRECT COSTS (V. A+B)</b>		0	#VALUE!
<b>VI</b>		<b>Assessment and Access</b>			
		Personnel			
1000		Assessment Management			
2000		Support Staff			
	1	<b>Subtotal Salaries</b>		0	
3000		Benefits			
	2	<b>Subtotal Benefits</b>		0	
<b>VI. A.</b>		<b>TOTAL PERSONNEL</b>		0	
		Operations			
4000	3	Supplies and Services			
5000	4	Travel			
5000	5	Equipment			
	6	Contractual			
		Other			
<b>VI. B.</b>		<b>TOTAL OPERATIONS</b>		0	
<b>VI. C.</b>	7	<b>TOTAL DIRECT COSTS (VI. A+B)</b>		0	#VALUE!
		<b>TOTAL DIRECT COSTS ((V + V. C + VI. C)</b>			#VALUE!
<b>D.1</b>		<b>AMOUNT NOT SUBJECT TO INDIRECT</b>			
<b>D.2</b>		<b>TOTAL USED TO CALCULATE INDIRECT</b>			#VALUE!
<b>E</b>	8	<b>INDIRECT COSTS</b>	0.00%		#VALUE!
<b>F</b>	9	<b>TOTAL GRANT FUNDS FY 2014-15 (V+ VI.C+VII.C+E)</b>			#VALUE!

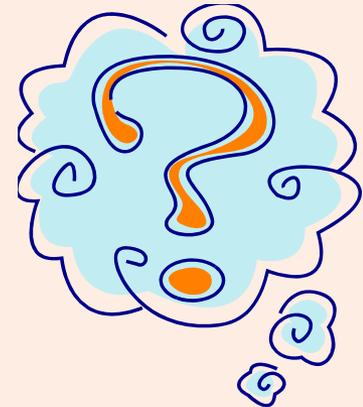
#VALUE!  
= 20% of grant



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Pause for Questions

Please use this time to type in your questions about **QRIS** **Block Grant Plan.**





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

Page  
18 of  
the  
RFA

# Scoring

- Likert Scale from 1-5 will be used as follows:

1 = Not Adequate at All

2 = Somewhat Adequate

3 = Adequate

4 = Somewhat Comprehensive

5 = Comprehensive



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Scoring

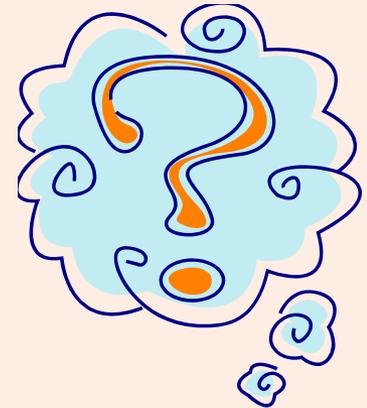
Rubric Sections	Points
1. Consortium participants	9
2. Action Plan Currently on File/Consortium's QRIS	NA or 103
3. CSPP Participation baseline and target DataTables	9
4. Local QRIS block grants for CSPP sites rated at tiers 4 and 5	6-12
5. Quality Improvement Process for CSPP's not yet at tier 4	6-12
6. Assessment and Access Projects	10
7. Budget Narrative	15
8. Budget Spreadsheet	5
<b>Total for Priority I</b>	<b>60-72</b>
<b>Total for Priority II</b>	<b>163-175</b>



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Pause for Questions

Please use this time to type in your questions about **scoring**.





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

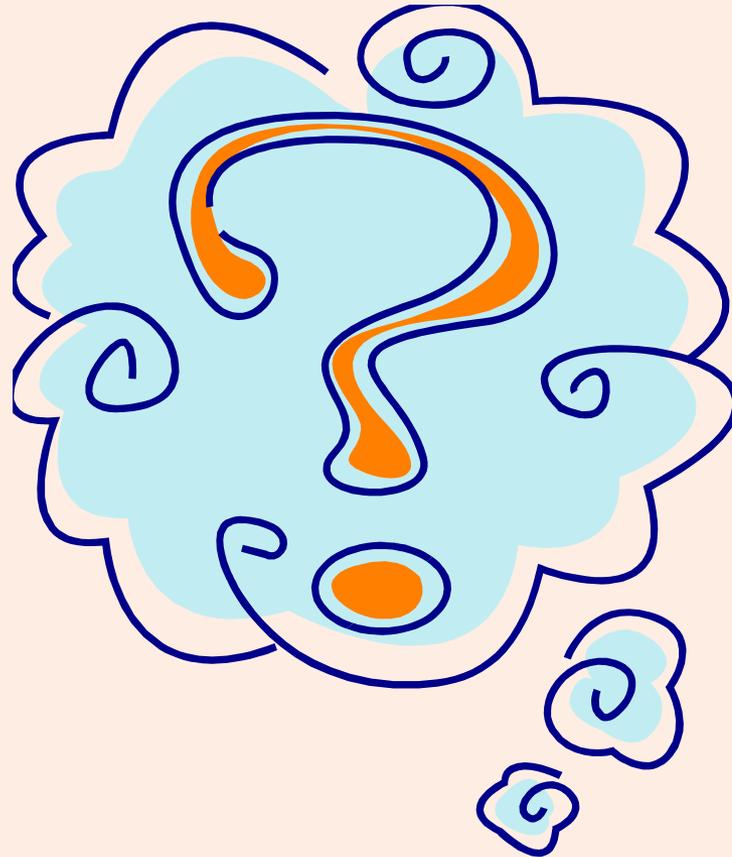
# Other Application Details

- **Disqualifications** can be found on page 30 of the RFA document
- **Appeals** can be found on page 31
- **Program Assurances** can be found on page 32
- **Key Terms** can be found on pages 59-62 of the Appendix



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Final Questions





**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# For Additional Information

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

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

# Thank you.