



Request for Application (RFA) Guidance Webinar for Priority II Qualified Applicants of the California State Preschool (CSPP) Quality Rating and Improvement System (QRIS) Block Grant



February 3, 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





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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>



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Outline

- RFA Overview
- Priority II Critical Dates
- Funding
- Application and Forms
- Scoring



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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



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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 II



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Dates	Critical Events
October 16, 2014	<p>Preliminary Webinar</p> <p>Bill Language, resources, contact available at: http://www.cde.ca.gov/sp/cd/op/cdprograms.asp</p> <p>Email: PSQRISBG@cde.ca.gov</p>
January 8, 2015	<p>The RFA is available on the CDE web page at http://www.cde.ca.gov/fg/fo/r2/csppqris1415rfa.asp</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 & 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>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.</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>



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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



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Pause for Questions

Please use this time to ask your questions about **overview, critical dates, and funding**

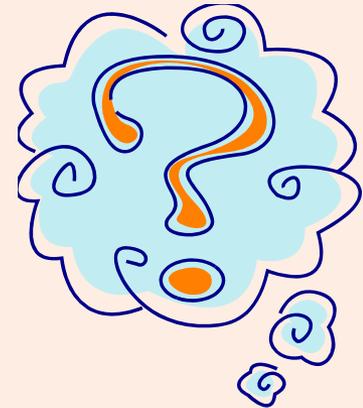


Table of Priority II QRIS Block Grant Plan Elements



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QRIS Block Grant Plan Elements	Priority II
I.	Consortium Participants
II.	Consortium's QRIS
III.	CSPP Participation Data Tables
IV.	Quality Continuum Framework and Tiers for CSPP sites rating at Tiers 4 and 5
V.	Quality Improvement Process for CSPP's not yet at Tier 4
VI.	Assessment and Access Projects
VII.	Budget Narrative



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Application Overview

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

Form B-Signature Page



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Signature Page

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

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

Program Lead Contact Person	Program Contact's Email	Phone Number

Fiscal Lead Contact Person	Fiscal Contact's Email	Phone Number

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

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

II. Local Educational Agency (LEA) Lead (if different from Section I. above)	LEA Agency Contact		Phone Number
Address	City	State	Zip Code
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Program Lead Contact Person	Program Contact's Email	Phone Number

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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



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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

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QRIS Block Grant Plans will include:

- I. Consortium Participants;
- II. The Consortium's Quality Rating and Improvement System (QRIS):
 - A. Overview
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Pages
40-45

QRIS Block Grant Plan Section II



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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.



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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.



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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



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California's Race to the Top-Early Learning Challenge – Quality Continuum Framework	
Common QRIS Elements	Common Tools and Resources
1. CHILD DEVELOPMENT AND SCHOOL READINESS	
<p>a. Early Learning and Development Standards to include developmentally, culturally, and linguistically appropriate teaching strategies, interactions and environments.</p> <p>b. Comprehensive Assessment System to include a developmental and behavioral screening with follow-up and ongoing observational child assessment.</p> <p>c. Health Promotion Practices 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



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California's Race to the Top-Early Learning Challenge – Quality Continuum Framework	
Common QRIS Elements	Common Tools and Resources
2. TEACHERS AND TEACHING	
<p>a. Early Childhood Educator Qualifications</p> <p>b. Effective Teacher-Child Interactions</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>
3. PROGRAM AND ENVIRONMENT	
<p>a. Licensing and Regulatory Requirements to include both DSS/CCL Title 22 and CDE Title 5 regulatory requirements.</p> <p>b. Program Administration and Leadership</p> <p>c. Family Engagement</p> <p>d. Effective Data Practices</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



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B. Tiered Rating Matrix



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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
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<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 & Frameworks</i> ¹ 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
2. Developmental and Health Screenings	<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
CORE II: TEACHERS AND TEACHING					
3. 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]	<input type="checkbox"/> Center: 24 units of ECE/CD ² 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
4. Effective Teacher-Child Interactions: CLASS Assessments (*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: Pre-K ▪ Emotional Support - 5 ▪ Instructional Support - 3 ▪ Classroom Organization - 5	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support - 5.5 ▪ Instructional Support - 3.5 ▪ Classroom Organization - 5.5 Toddler

B. Tiered Rating Matrix



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ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				Toddler <ul style="list-style-type: none"> Emotional & Behavioral Support – 5 Engaged Support for Learning – 3.5 	<ul style="list-style-type: none"> Emotional & Behavioral Support – 5.5 Engaged Support for Learning – 4
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations <i>(excluded from point values in ratio and group size)</i>	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (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
7. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units ECE/CD+ 3 units management/ administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/-with 3 units management/ administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/-with 6 units management/ administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/-with 8 units management/ administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/-with 8 units management/ administration, OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2 ³	Common-Tier 3	Common-Tier 4	Local-Tier 5 ⁴
Centers 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
Infant-only Centers 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
FCCHs 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
Infant-only FCCHs 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



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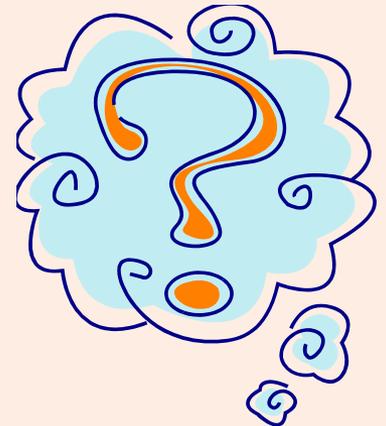
B3. LOCAL TIERED RATING MATRIX WITH ELEMENTS AND POINTS. <i>Complete as needed, based on responses to B2.</i>			
ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	Local Tier 2	Local Tier 5
CHILD DEVELOPMENT AND SCHOOL READINESS			
1. Child Observation	<input type="checkbox"/> Not required		
1. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations		
1. Local Element (Please describe)			
TEACHERS AND TEACHING			
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)			
PROGRAM AND ENVIRONMENT			
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)			
Program Type	Common-Tier 1	Local-Tier 2	Local-Tier 5
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 ___



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Pause for Questions

Please use this time to ask your questions about **the signature page, Consortium Participants, and the description of your QRIS and the Quality Continuum Framework and your Tiers**





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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



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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>



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Implementation Guide

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

Tiered Quality Rating and Improvement System (TQRIS)

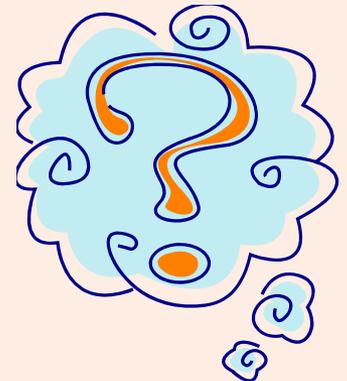
Consortia Implementation Guide



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Pause for Questions

Please use this time to ask your questions about **rating and assessing using the Implementation Guide**





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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?



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D. Continuous Quality Improvement Pathways

California's Plan: Local Activities

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



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CA RTT-ELC CONTINUOUS QUALITY IMPROVEMENT PATHWAYS

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



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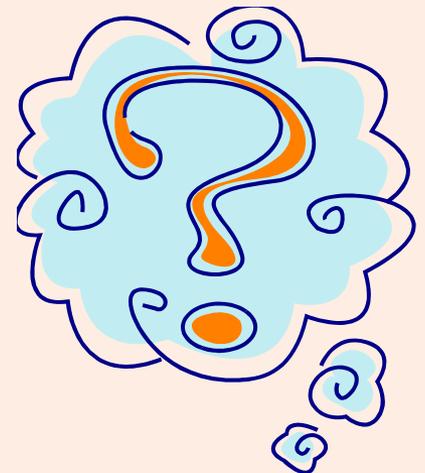
Professional Development	
Goal (Pathway)	Teachers are life-long learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	<ul style="list-style-type: none"> • Common Core 8: http://www.childdevelopment.org/cs/cdtp/print/htdocs/services_cap.htm • Early Childhood Educator (ECE) Competencies: http://www.cde.ca.gov/sp/cd/re/ececomps.asp • ECE Competencies Self-Assessment Tool: http://ececompsat.org/ • Professional Growth Plan
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"> • Environment Rating Scales: http://www.ersi.info/index.html (Harms, Clifford, Cryer): <ul style="list-style-type: none"> ○ Infant-Toddler Environment Rating Scale (ITERS), ○ Early Childhood Environment Rating Scale (ECERS), ○ Family Child Care Environment Rating Scale (FCCERS)
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"> • Business Administration Scale (Family Child Care) – (BAS): http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/ • Program Administration Scale (Centers) – (PAS): http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/ <p>OR</p> <ul style="list-style-type: none"> • Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols http://eclkc.ohs.acf.hhs.gov/hslc/grants/monitoring/fy-2014-pdfs/fy-2014-ohs-monitoring-protocol.pdf and continuous improvement through a Program Improvement Plan (PIP)
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: http://icfs.org/pdf/FiveProtectiveFactors.pdf



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Pause for Questions

Please use this time to ask your questions about **the Quality Improvement Process section**



E. Convening and Strengthening Partnerships



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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?



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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?)



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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?

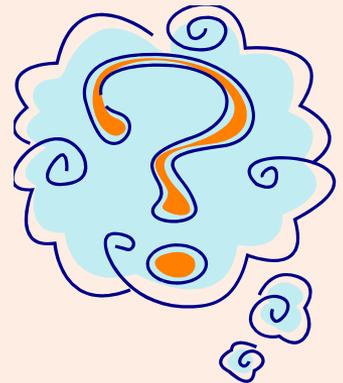
G3. How has the Consortium engaged the local Resource and Referral (R&R) agency(ies) in making quality rating data available to parents inquiring about childcare?



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Pause for Questions

- Please use this time to ask your questions about **Convening and Strengthening Partnerships, Monitoring and Evaluating the impacts on child outcomes, disseminating information to Parents and the Public**



Form C- QRIS Block Grant Plan



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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

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



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CSPP Types

California State Preschool Program (CSPP) Sites

Homes in Family Child Care Home Education Networks

Braided Classroom Sites:

CSPP and Head Start Sites

CSPP and State or Local First 5

CSPP and Programs funded by IDEA, Part B

CSPP and Title I Sites

CSPP and General Child Care (CCTR) Sites

CSPP and State-funded Migrant Sites

CSPP and Tribal Sites

CSPP and Other Local Funding

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



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Targets Continued: Section III. B.

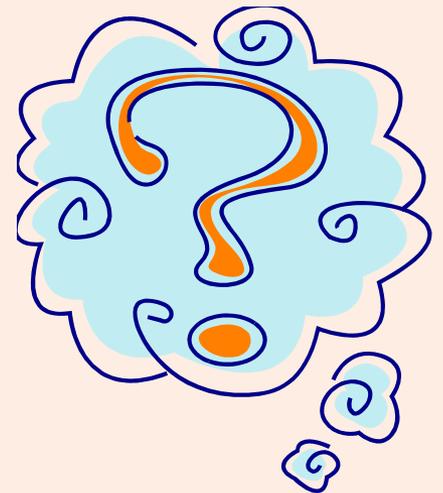
III. B. Increasing the number of California State Preschool Program (CSPP) Sites in the top tiers of the Consortium's Tiered Quality Rating and Improvement System. <i>Please enter baseline and annual target numbers for the total number of sites and for the number of sites in each tier, based on the number of tiers in the Consortium's Quality Rating and Improvement System (QRIS).</i>					
	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



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Pause for Questions

Please use this time to ask your questions about **the CSPP Participation Data Tables (Targets)**



Form C- QRIS Block Grant Plan

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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?

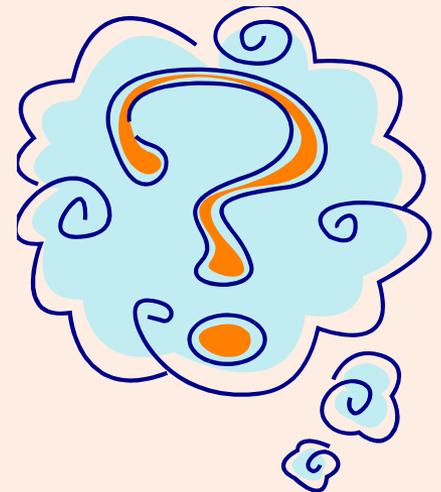
B. Tier 5 Block Grants: What will your block grant amount for CSPP at Tier 5? Are the amounts for Tier 5 the same as Tier 4 or different. If different, is that amount given per site or per classroom or another factor? What will be your block grant amount for FCCHs in FCCHENs? Is the amount based on whether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



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Pause for Questions

Please use this time to ask your questions about **QRIS Block Grants for CSPP sites at Tiers 4 and 5**



Form C- QRIS Block Grant Plan



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Form C. QRIS Block Grant Plan

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

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- III. CSPP participation Data Tables
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Each Consortium will set ambitious yet achievable targets and goals for CSPP



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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.

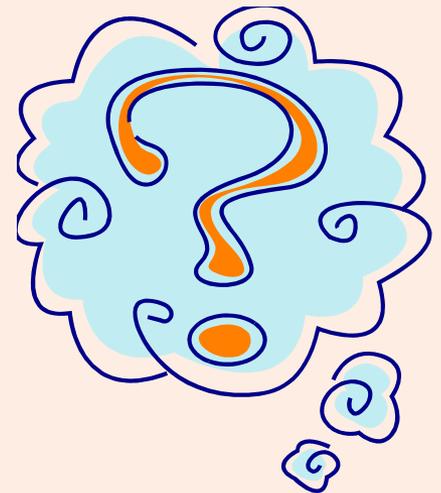
B. Improvement. Describe your process of improving the quality of CSPPs and FCCHENs that are not yet at Tier 4.



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Pause for Questions

Please use this time to ask your questions about **the Quality Improvement Process** for those **CSPP sites not yet at Tier 4**



Form C- QRIS Block Grant Plan

Form C. QRIS Block Grant Plan

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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.



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\$1,000,000



Assessment \$200,000

May be used to Examine the
7 factors:

1. Child Observation
2. Developmental & Health Screenings
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)
4. Effective Teacher-Child Interactions: CLASS Assessments
5. Ratios and Group Size
6. Program Environment Rating Scales (ERS)
7. Director Qualifications



Access \$800,000

Allowable Spending May
Include, but not be limited to:

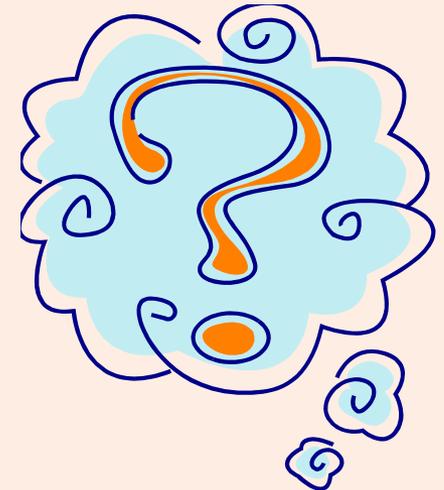
1. Searchable referral data base that indicates levels of quality
2. QRIS website
3. Support for a local eligibility/ waiting list
4. Marketing to Parents and the Public about high quality



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Pause for Questions

- Please use this time to ask your questions about **Assessment and Access Projects**



Form C- QRIS Block Grant Plan

Form C. QRIS Block Grant Plan

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



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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			
TOTAL QRIS BLOCK GRANTS					



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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.*



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



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Form-D

Budget Spreadsheet

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

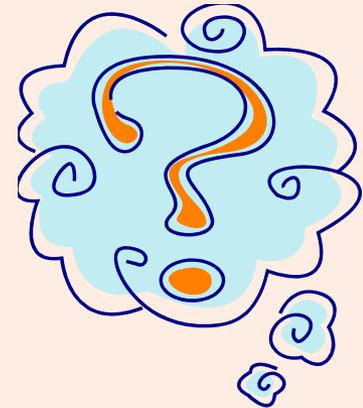
#VALUE!
= 20% of grant



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State Superintendent
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Pause for Questions

Please use this time to type in your questions about **Budget Narrative and Budget Spreadsheet**





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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



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Scoring

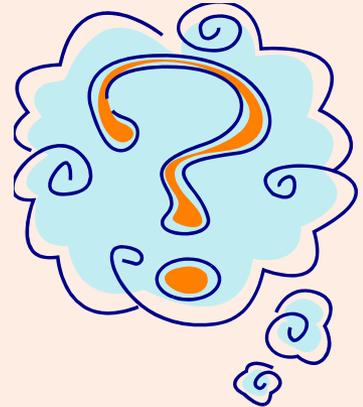
Rubric Sections	Points
1. Consortium participants	9
2. Action Plan Currently on File/Consortium's QRIS	103
3. CSPP Participation baseline and target Data Tables	9
4. Local QRIS block grants for CSPP sites rated at Tiers 4 and 5	6-12
5. Quality Improvement Process for CSPP's not yet at Tier 4	6-12
6. Assessment and Access Projects	10
7. Budget Narrative	15
8. Budget Spreadsheet	5
Total for Priority II	163-175



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Pause for Questions

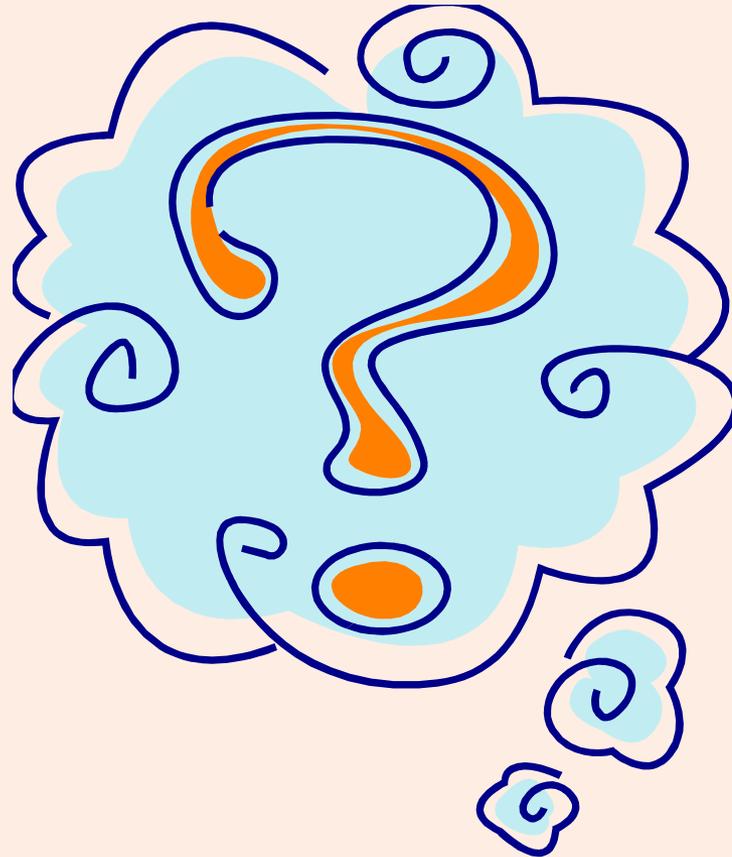
Please use this time to ask your questions about **scoring**.





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Final Questions





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For Additional Information

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

PSQRISBG@cde.ca.gov

Thank you.