General Child Care and Development (CCTR) Expansion Funds Fiscal Year 2018–19

Request for Applications Webinar
History and Definitions (1)

- State and federally funded programs that use centers and family child care home networks operated or administered by either public or private agencies and local educational agencies.

- Child development services for children from birth through 13 years of age and older children with exceptional needs.

- These programs provide an educational component that is culturally, linguistically, and developmentally appropriate for the children served.
History and Definitions (2)

- These programs provide an educational component that is culturally, linguistically, and developmentally appropriate for the children served.

- These programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.
History and Definitions (3)

- Local Educational Agencies (LEAs) are School Districts, County Offices of Education, Community College Districts, or Direct Funded Charter Schools.

- Non-LEAs are private non-profit agencies, recognized tribal entities, or community based organizations.
Overview (1)

- The California Department of Education (CDE) Early Learning and Care (ECLD) announces the availability of approximately $8.1 million General Child Care and Development (CCTR) program funds to provide direct services for California children up to age 13.

- The CDE will disburse these funds to agencies to provide child care and development program services. Funding preference shall be provided to underserved areas as identified by each Local Child Care Planning Council (LPC).
Funding Priorities

• By Local Planning Council (LPC) priorities within each county
• By order of scores for eligible applications
• Unused funds allocated to counties will be redistributed to successful unfunded applicants in priority order as stated above.
• Full-day/full-year applicants only will be funded.
Statutory and Regulatory Information (1)

- The California *Education Code (EC)*
  Title 1, Division 1, Part 6, Chapter 2 sections 8235–8237
  authorizes the Superintendent of Public Instruction to
  administer CCTRs.

- *California Code of Regulations*, Title 5 (5 CCR), Education
  Chapter 19, sections 18001–18003 provide general
  provisions for awarding funding.

- If awarded, applicants must adhere to *EC*, and *5 CCR*,
  which are integrated into the Funding Terms and
  Conditions (FT&C) and the CCTR program requirements.
Statutory and Regulatory Information (2)

- Applicable laws and regulations also include CDE Audit Guide and The Child Care Development Fund (CCDF) at 45 Code of Federal Regulations (45 CFR), Part 98 (Federal Register, Vol. 72, No. 142, July 24, 1998) and all other federal regulatory requirements listed on page 5 of the CCTR Request for Applications (RFA) Program Overview.
Statutory and Regulatory Information (3)

- 5 CCR Section 18272 requires each agency, as part of the Desired Results System, to maintain a developmental profile that identifies the emotional, social, physical, linguistic, and cognitive growth of each child served, and to use the profile to plan and conduct age and developmentally appropriate activities.

http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp
and
http://www.cde.ca.gov/sp/cd/ci/drdpforms.asp
Statutory and Regulatory Information (4)

The California Department of Education (CDE) monitors each contractor’s administrative performance in accordance with EC Section 8261 and 5 CCR Section 18279 utilizing:

• Annual Contractor Self-Reviews
  a. Program Self-Evaluation
  b. Federal Program Monitoring/Compliance Monitoring Review
Statutory and Regulatory Information (5)

External Reviews:

- Contractors must submit an annual financial and compliance audit to the CDE Audits & Investigations Division EC Section 8448(g)  
  http://www.cde.ca.gov/fg/au/pm/

- CDE will conduct program reviews periodically using the appropriate review instruments
Application Timelines

- RFA release date: November 8, 2018
- Applications due to ELCD: December 18, 2018
- Score notification to applicants: February 1, 2019
- Appeals due to ELCD: February 21, 2019
- Proposed Awards announced: March 15, 2019
Applicant Eligibility (1)

The RFA funding opportunity is available to:

- Existing CCTR contractors
- Existing Early Care and Learning (ELCD) program contractors that do not have a CCTR contract
- New agencies without ELCD program contracts
Applicant Eligibility (2)

To Be Eligible Applicants Must Be:

- Licensed or eligible for licensing through Community Care Licensing
- Applicants without a license will not be issued a contract until issued a license.
- Current licensed applicants must be in compliance with Title 22 California Code of Regulations
- Exempt from licensing in accordance with Health and Safety Code Section 1596.792
- Registered with the Secretary of State to do business in California, or
- Possess a valid California Business License
- Exception: public entities (i.e. LEAs, recognized tribal entity, local governments., etc.)
- Applicants that have provided child care and development services in the service delivery area, for at least three years immediately preceding the posting date of this RFA or applicants that have their primary administrative offices for the child development program in the service delivery area
Applicant Eligibility (3)

Current ELCD contractors are eligible to apply except when one or more of the following conditions apply (5 CCR, Section 18001):

- The contractor is on conditional status.
- The contractor failed to clear identified noncompliance items within 12 months of the review.
- CDE reduced the contractor’s current year maximum reimbursement amount.
- The applicant contractor has an outstanding accounts receivable balance.
Applicant Eligibility (4)

Current ELCD contractors are eligible to apply except when one or more of the following conditions apply (5 CCR, Section 18001):

• The applicant contractor has a delinquent audit with the CDE.
• Contractor employs or plans to employ a person in a position of financial responsibility or control who has been convicted of a crime involving misuse or misappropriation of state or federal funds, or a state or federal crime involving moral turpitude (EC Section 8406.9)
Applicant Eligibility (5)

An applicant that is not a current ELCD contractor is eligible to apply for funding, except when one or more of the following conditions apply (5 CCR, Section 18001).

The applicant:

• had a previous contract with the CDE that was terminated or not continued for fiscal or programmatic noncompliance within three years immediately preceding the date the RFA was posted.
Applicant Eligibility (6)

An applicant that is not a current ELCD contractor is eligible to apply for funding, except when one or more of the following conditions apply (5 CCR, Section 18001).

The applicant:

• employs or plans to employ a person in a position of financial responsibility or control who has been convicted of a crime involving misuse or misappropriation of state or federal funds, or a state or federal crime involving moral turpitude (EC Section 8406.9)
Application Submission

Applications must be received at or before 5:00 p.m. on December 18, 2018 at the following address:

California Department of Education
Early Learning and Care Division
Attn: Funding and Agency Support Unit
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
Applications for funding must be completed in accordance with the following instructions:

- The application must demonstrate the applicant’s working knowledge of state and federal early education requirements.
- Applicants must submit all required information and forms requested in the RFA.
Application Submission (2)

- Applications must conform to the format requirements (i.e. Section IX of RFA instructions) paper size, margin, and font size.
- CCTR Application must be included as the first page for the entire application.
- Do not attach additional covers or place applications in binders.
- Applications must be adequately secured with a staple in the upper left-hand corner.
- Failure to submit the application on a timely basis may result in the disqualification of the application.
Application Submission (3)

Cost of Preparing Application

• Applicant accepts sole responsibility for all costs incurred in the development of its application.

• These costs are not reimbursable even if the agency is awarded funds through this RFA.
Application Submission (4)

Number of Copies Required

- One (1) application with original signature in **blue ink** by the agency’s authorized agent in all sections (e.g., Certification Signature, Payee Data Record Form (STD.204))

- Four (4) copies of the entire original application
Application Submission (5)

Application Due Date

- Applications must be received by: 5:00 p.m. on December 18, 2018
- Postmarks will not be accepted.
- Applications that do not adhere to submission requirements will be disqualified.
Application Review Process (1)

Initial Screening Criteria

Applications must be:

- Timely, must be received by due date
- Include all required signatures
- Include appropriate number of copies
- Eligible for funding pursuant to 5 CCR Section 18001
Application Review Process (2)

Preliminary Screening

- The applicant’s eligibility for funding and adherence to submission requirements will be verified.
- Disqualified applicants will be notified in writing.
- Eligible applications will move forward for evaluation and scoring.
Application Review Process (3)

Evaluation and Scoring

- Eligible applicants will be evaluated and scored.
- Scores are based solely on the Program Narrative (Section IX of application).
- Applicants must obtain a minimum score of 77.7 points (70 percent of 111 maximum points).
- The CDE will notify all applicants in writing of their score.
Application Review Process (4)

Appeal Process

After receiving the written notification, the applicant:

• Should review their application
• May request a copy of the criteria used to score and any readers comments

An applicant wishing to appeal their score:

• Must submit a notice of appeal to the CDE within ten (10) business days of receiving results notification
Application Review Process (5)

Results

Final awards will be announced as follows:

- Successful applicants will receive a proposed award letter.
- Final awards will be posted on CDE’s web site: http://www.cde.ca.gov/fg/fo/fr
Early Learning and Care Division

Section IX:
Program Attachments
Program Narrative Information
Program Narrative

Characteristics of High-Quality Early Education Environments (EC, Section 8203)

• Age-appropriate physical environments that meet applicable licensing standards and DRDP system requirements.
• Age appropriate program activities and services that meet the developmental needs of each child
• Program activities, learning materials, teaching methods, meet the cultural and linguistic needs of children
• Learning opportunities promoting children’s success in school
• Parent education
• Family and community and involvement
• Efficient and effective program administration
• Provision for the nutritional needs of children
• Social & health services
Program Narrative

Staffing Requirements

- Teachers must have a valid Associate Teacher permit, or higher, issued by the Commission on Teacher Credentialing (CTC).

- Site Supervisors (may only supervise one site) must have a valid Site Supervisor permit issued by CTC.

- Program Director (required if operating multiple sites) must have valid Program Director permit or the equivalent

Specific information on permit requirements is located on the CTC Web site.
## Program Narrative
### Staffing 5CCR Staffing Requirement
#### Title 5

<table>
<thead>
<tr>
<th>Ages</th>
<th>Ratios</th>
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<tbody>
<tr>
<td>Infant 0 – 18 months (CCTR)</td>
<td>Adult/Child 1:3&lt;br&gt;Teacher/Child 1:16</td>
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<tr>
<td>Toddler 18 – 36 months (CCTR)</td>
<td>Adult/Child 1:4&lt;br&gt;Teacher/Child 1:16</td>
</tr>
<tr>
<td>Preschool 36 months to enrollment in kindergarten (CCTR or CSPP)</td>
<td>Adult/Child 1:8&lt;br&gt;Teacher/Child 1:24</td>
</tr>
<tr>
<td>Three and four year olds as defined in statute (CSPP)</td>
<td>Adult/Child 1:8&lt;br&gt;Teacher/Child 1:24</td>
</tr>
<tr>
<td>School – Age enrolled in kindergarten through 14 years old (CCTR)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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Program Narrative

What is the Desired Results System (DR)?

• California designed the Desired Results System to measure child progress toward six desired developmental outcomes

• Desired Results (DR) defines an overall outcome in a developmental area or “Domain”

• Desired Results for Children and Families is a system designed to improve the quality of programs and services
Program Narrative
The Six Desired Outcomes

• Children are personally and socially competent
• Children are effective learners
• Children show physical and motor competence
• Children are safe and healthy
• Families achieve their goals
• Families support children’s learning and development
Program Narrative
DRDP Domains

- Approaches to Learning—Self-Regulation
- Social and Emotional Development
- Language and Literacy Development
- English Language Development
- Cognition, Including Math and Science
- Physical Development—Health
- History—Social Science
- Visual and Performing Arts
Desired Results System
Program Narrative (1)
Components of the Desired Results System

The DR system consists of the following components:

1. Desired Results Developmental Profile (DRDP) assessment instruments

2. Desired Results Parent Survey

3. Environment Rating Scales (ERS)

4. Program Self Evaluation

More information and training regarding the DR System can be found at: https://desiredresults.us/content/about-desired-results
Program Narrative (2)
Completing Section IX

• Follow preparation instructions carefully for Section IX Program Narrative of the RFA.

• Applicants must complete a written narrative for program components 1 through 5.

• Must adhere to the page limitations, paper size, font type and size, and line per inch limits described in the RFA Instructions.

• This is the only section of RFA that is scored

• Demonstrate how your program will meet the educational needs of children and families

• Must align with the scoring rubric
Program Narrative (3)

Completing Section IX

There are five components to the Program Narrative

1. Agency Philosophy and Introduction
2. Assessment of Needs
3. Program Administration
4. Program Quality
5. Parent Involvement and Education
6. Health and Social Services and Community Partnerships
Component #1
Agency Philosophy and Introduction (1)

Provide a general overview of the agency’s early education and development services for children and families.

- A description of your agency, including size, location, and types of services provided
- A written philosophical statement and goals and objectives which support that philosophy
- The goals and objectives must reflect the cultural and linguistic characteristics of the families served by this contract
Example

The Perfect Preschool Program is located in Vibrant Valley, CA., is a primarily Hispanic and Asian community. Vibrant Valley is a primarily agriculture and service industry economy with an unemployment rate of 20%. In Vibrant Valley, CA, 20% of the population with children under the age of five falls at or below the 70th percentile on the SMI. We offer CSPP services for eligible three and four year old children from 6:00 a.m. to 6:00 p.m. Monday through Friday. We provide children with nutritious meals and snacks.
Component #1
Agency Philosophy and Introduction (3)

Example (continued)
The Perfect Preschool Program offers a developmentally appropriate early childhood education program that meets the needs of the "whole child" and encourages the power of play. We use XYZ curriculum which respects both the age and the individual needs of each child, in addition the XYZ curriculum aligns with the California Preschool Curriculum Frameworks.
Example (continued)

We believe in community collaboration and invite community members into the classroom to enhance our educational curriculum (parents, farmers, business owners, city officials, school district staff, etc.) and to create important partnerships to further our hands-on education for children and parents.
Component #2
Assessment of Needs

Describe the needs of the children and families proposed to be served through this application and demonstrate how this funding will meet the needs of the community served.

- A description of the needs assessment process with findings that include:
  - Economic levels of families
  - Ethnicities and languages other than English spoken in the home
  - Types of work in the community where services are proposed
Component #2
Assessment of Needs (cont.)

- Number of age eligible children in the community where services are proposed
- Number of CCTR eligible families in the community where services are proposed
- Number of child care slots available in the community and the number of unmet child care slots where the services are proposed
- Unmet need for additional capacity in the community where services are proposed. Describe how the days and hours of operation meet the needs of the children and families needing full day services.
Component #2
Children and Families

Example

According to the latest census data from 2010, the Vibrant Valley population of 37,000 people is comprised of 60% Hispanic, 30% Asian, and the remaining 10% are of various ethnicities. The primary languages are English, Spanish, Mandarin, and Cantonese.
Component #2
Children and Families

Example (continued)

Many of our families work as farm laborers. Vibrant Valley’s top industry is agriculture (grapes and alfalfa). Parents also work in the service industry, and often work multiple jobs. Our CCTR service delivery hours of 6:00 a.m. to 6:00 p.m. assist those parents working extended hours and multiple jobs especially during harvesting season.
Component #3
Program Administration

Describe the agency’s strategic plan for the CCTR contract. Include a comprehensive description of how the agency plans to ensure both fiscal and programmatic compliance.

1. Administrative Roles and Responsibilities

2. Start-Up Phase Timeline

3. Goals and Objectives to Maintain Compliance
Component #3
Program Administration (1)

Administrative Roles and Responsibilities:
• Organizational chart including roles and responsibilities of all individuals who implement both fiscal and programmatic compliance.
Component #3
Program Administration (2)

Start-Up Phase Timeline:

- Provide an anticipated start-up timeline detailing the following:
  - Staff recruitment ensuring 5 CCR qualifications and ratios
  - Process for recruiting and sustaining enrollment of eligible families
  - Facility renovation (i.e. construction, purchasing of materials/equipment), including obtaining approval from CDE for Equipment Purchases
  - Licensing (obtaining or increasing capacity)
Component #3
Program Administration (3)

Goals and Objectives to Maintain Compliance*

- Compliance with Title 22 California Code of Regulations
- Certification of Eligibility and Documentation of Need
- Attendance Recording and Reporting

*Each goal should include three objectives.
Component #3
Program Administration (4)

**Goals (What?):** are broad and comprehensive statements that describes what the agency is going to accomplish. Written goals provide a picture of the agency’s plan to build and sustain a high quality developmental program for children and support for their families.
Component #3
Program Administration (5)

Objectives/Action Steps(How, Who, When?): are comprehensive description of each step that is planned to reach the goal. Action steps include how the action steps will be taken, who will be responsible for completing the actions steps, timelines, and due dates for the action steps.
Component #3
Program Quality (1)

Provide a written narrative, aligned with the scoring rubric, of the agency’s commitment to implement a quality program.

- Desired Results System
- Education Program
- Staff Development
- Nutrition
- Quality Counts California (QCC) or Local Quality Rating Improvement Systems (QRIS) or Tribal Child Care Association of California (TCCAC) Quality Improvement System (QIS):
Component #3
Program Quality (2)

Desired Results System: Agencies must describe their process for continuous quality improvement using the Desired Results System (Developmental Profile, Parent Survey, Environmental Rating Scale, and Program Self-Evaluation)
Component #3
Program Quality (3)

**Education Program:** Describe how the program ensures the following (if your agency uses specific curriculum, annual staff training, community partnerships, etc.)

- Program approach is developmentally, linguistically, and culturally appropriate.
- Program is inclusive of children with special needs.
- Program encourages respect for the feelings and rights of children.
- Program supports children’s social and emotional development.
- Program provides for the development of cognitive and language skills.
- Program promotes each child’s physical development by providing sufficient time, indoor and outdoor space, equipment, materials, and guidelines for active play and movement.
- Program promotes and maintains practices that are health and safe.
Component #3
Program Quality (4)

Staff Development: Agencies must describe how staff development is planned, implemented, and evaluated. Describe both internal and external resources that are used to provide relevant, ongoing, and professional learning opportunities for all staff.
Component #4
Program Quality (1)

Nutrition: Please describe your agencies plan to include a nutrition component that ensures children have access to nutritious meals and snacks, at no additional cost to families, that are culturally and developmentally appropriate.
Component #4
Program Quality (2)

Quality Counts California (QCC) or Local Quality Rating Improvement Systems (QRIS) or Tribal Child Care Association of California (TCCAC) Quality Improvement System (QIS):

• **Participating:** Please describe your participation in QCC/QRIS/QIS. Include your site/agency rating, any goals that your agency is working on, participation in local meetings/trainings, coaching, etc.

• **Not Participating:** Please share why your agency is not currently participating in QCC/QRIS/QIS. Include if you have reached out to local leads, or TCCAC on a waitlist, or not familiar QCC/QRIS/QIS.

Information Only: NOT SCORED
Component #5
Parent Involvement and Education

Address how the agency plans to ensure that effective, two-way, comprehensive communication between staff and parents is carried out on a regular basis throughout the program year.

Describe in detail the agency’s plan for parent involvement and education in the following requirements:

- Orientation for parents
- Parent conferences
- Open door policy
- Parent Advisory Committee (PAC)
Component #6
Parent Involvement and Education

Describe in detail the agency’s plan for:

Health and Social Services
• How does the agency identify the needs of the child and family?
• How are families linked to appropriate resources?
• What follow-up procedures are in place to ensure that the needs have been met?

Community Partnerships
• Identify the partnerships that are currently in existence.
• Describe how the agency maintains strategic partnerships between community resources and providers.
Quality Learning Experiences

• Utilizing the sample DRDP Group Data available on the web located at https://www.desiredresults.us/drdp-forms
  Agencies must develop two activity plans (Group and Individual) for Infants and Toddlers that utilize the Infant Toddler Learning and Development Foundations.

• Consider what the data might say about both individual children as well as groups of children. Planning for both areas of strength and areas that need additional support.
  – Weekly Group Planning Form
  – Individual Routine Planning Form
Quality Learning Experiences (cont.)

- The plan should be comprehensive, integrated, and experience-based, establishing learning objectives, materials and other resources to support the activities.
- Activities must be designed to be age- and linguistically appropriate, culturally supportive, and accommodate variation in rates of development with attention to individual learning styles and abilities.
- The activity plan must include evidence of individualization that considers the diverse learning styles and abilities of each child. Include Desired Results Developmental Profile (DRDP) data and Individual Family Service Plans (IFSP).
Form H: Compliance with California Code of Regulations, Title 22
5 CCR § 18020

All applicants must complete, print, and submit a statement of compliance with Title 22 California Code of Regulations.

1. Is the applicant agency or subcontracting agency exempt by statute or otherwise exempt from licensure?

2. Does the applicant agency or subcontracting agency currently have a license with California Community Care Licensing (CCL)?
   a. If NOT currently licensed with CCL, is applicant agency or subcontracting agency eligible for a licensing in accordance with 22 CCR, Community Care Licensing, Division 12?
   b. If NOT currently licensed with CCL, is applicant agency or subcontracting agency exempt by statute or otherwise exempt from licensure?

APPLICANTS CURRENTLY LICENSED WITH CCL ONLY

3. Has the applicant agency or subcontracting agency holding a license with 22 CCR, Community Care Licensing, Division 12, received any non-compliance violation(s) at any site operated by the applicant agency or subcontracting agency within the past twelve months immediately preceding the date of this RFA?

If YES, you must submit the following information for each site receiving a non-compliance finding within the past twelve months.

<table>
<thead>
<tr>
<th>License Number</th>
<th>Site Name and Address</th>
<th>Violation Type, A or B And brief description</th>
<th>Corrective Action Plan</th>
<th>Cleared or Pending Clearance (supporting documentation)</th>
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Applicant Resources

- Desired Results Overview  http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp
- Desired Results Website  https://desiredresults.us
- California Early Education Online  http://www.caearlychildhoodonline.org/
- CDE Resource Webpage  http://www.cde.ca.gov/sp/cd/re/
- CDE Laws & Regulations  http://www.cde.ca.gov/sp/cd/lr/
- Nutritional Requirements  http://www.cde.ca.gov/ls/nu/he/mealmenu.asp
Early Education and Support Contracts
Contract Information

- Contracts are legally binding between the CDE and the public or private agency.
- Contracts are generally effective for a fiscal year.
- Contractors have no vested right to a subsequent contract.
Contract Terms

Referring to the FT&C and/or Program Requirements will be the best resource for questions regarding the operation of your program.

- The FY 2018-19 FT&C and Program Requirements can be found on CDE’s Web site at:
Contract Package

The Contract package will be e-mailed to the Executive Director or Program Director identified in the application cover-sheet. The package includes:

- Contract Face Sheet
- Directions for Childcare and Development Contracts
- Supporting Documentation for child care and development contracts
Contract Package (Continued)

- Contract Documentation Checklist
- Contractor Certification Clauses (CCC-04/2017)
- Federal Certifications (CO.8) (if there is federal funding)
- C0-005 California Civil Rights Laws Certification
- Sample resolution
Contract Award Process

• Applicants who receive a proposed award letter will:
  • Be contacted by CDFS for contract negotiation
  • Receive a CSPP contract or amendment
  • Complete the requirements for contract execution

Note: No apportionments can be made until a contract is deemed executed by the Contracts Office.
Requirements for Contract Execution

• Signatures by authorized designee.
• Original signatures in blue ink; no stamps.
• All forms completed.
• Public agencies are required to provide a board resolution authorizing the contract.
• Mail two copies of completed package to CDE.
Subcontract Information

• Applicants are permitted to subcontract portions of their contracts to another agency only as permitted by the EC, 5CCR and FT&C and with prior approval of the CDE
• Once approved to subcontract the applicant agency remains responsible for ensuring compliance with all administrative, programmatic, and fiscal requirements
Contact Information

After the award, questions regarding contracts, required forms, etc. can be directed to:
childdevelopmentcontracts@cde.ca.gov
Questions?

If you have any questions regarding the RFA, please submit your questions by e-mail to CCTRRFA@cde.ca.gov.