

# California Department of Education



## California State Preschool Program (CSPP)–California Migrant Program (CMIG) Quality Rating and Improvement System (QRIS) Block Grant

Fiscal Year (FY) 2019-20

### APPLICATION

Forms B through E

Consortia with QRIS Plans on File:

Forms B, C, and E of this application and Forms F and G in the separate excel spreadsheet must be completed.

New QRIS Consortia:

Forms B through G must be completed.

All Consortia:

An original application and spreadsheet plus three hard copies must be sent to the Early Learning and Care Division and postmarked by **May 29, 2019**.

An electronic copy of the entire application must be submitted to the CSPP–CMIG QRIS Block Grant email box at [PSQRISBG@cde.ca.gov](mailto:PSQRISBG@cde.ca.gov) before midnight on **May 29, 2019**.

Submit all request for application (RFA) questions via email to the CSPP–CMIG QRIS Block Grant email box at [PSQRISBG@cde.ca.gov](mailto:PSQRISBG@cde.ca.gov).

CSPP–CMIG QRIS Block Grant Application FY 2019-20  
**Form B**

**Lead Signature Page**

Maximum Points: 4 points

**I. CSPP–CMIG QRIS Block Grant Lead Local Education Agency (Required)**

Name:

Address:

Email Address:

Phone Number:

Signature:

Date:

**II. Consortium Co-lead Agency (if different from Section I. above)**

Name:

Address:

Email Address:

Phone Number:

Signature:

Date:

**III. First 5 IMPACT Lead**

Lead Agency Name:

Lead Agency Contact:

Signature:

Date:

**IV. Infant/Toddler QRIS Block Grant Lead**

Lead Agency Name:

Lead Agency Contact:

Signature:

Date:

CSPP–CMIG QRIS Block Grant Application FY 2019-20  
**Form B**

**V. CSPP–CMIG QRIS Block Grant Program Lead Contact (Required)**

Name:

Email Address:

Phone Number:

**VI. CSPP–CMIG QRIS Block Grant Fiscal Lead Contact (Required)**

Name:

Email Address:

Phone Number:

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 Quality Counts CA Rating Matrix, Continuous Quality Improvement Pathways Common Tools and Resources, and the Quality Counts CA Implementation Guide, as found at the Quality Counts California (CA) web page at <https://www.cde.ca.gov/sp/cd/rt/californiaqris.asp>. Signing the CSPP–CMIG QRIS Block Grant Plan (Form C) also confirms that the consortium/applicant has read and agreed to the general assurances found at the CDE Funding Forms web page found at <https://www.cde.ca.gov/fg/fo/fm/ff.asp>.

**Form C**

**Consortium Participants**

Maximum Points: 5

The local consortium shall include representatives from the following A through E organizations. Section F is optional. Fill out the required information and secure stakeholders' signatures. If applying as a multi-county consortium, the required participants for each county in the consortium must be included. Copy the appropriate pages for each county's A through E representatives and add to your application. Signing this section means that representatives have read and concur with the application that is being submitted.

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

- County Office of Education
- School District/Charter School
- Community College

When completing this section, if the signature of a consortium lead is on the Lead Signature Page, then on the signature line below write "See Form B."

Name of LEA:

Print Name:

Title:

Email:

Phone Number:

Signature:

Date:

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

1. Do not serve students in grades K-3.
2. Do not have ELCD-contracted programs within their boundaries.

**B. First 5 County Commission: (Required):**

Name of First 5 County Commission:

Print Name:

Title:

Email:

**Form C**

Phone Number:

Signature:

Date:

**C. Local Post-Secondary Educational Institution(s): (Required)**

Note: Priority given to a public college or university

Name of Post-Secondary Education Institution:

Print Name:

Title:

Email:

Phone Number:

Signature:

Date:

**D. Local Child Care Planning Council: (Required)**

Name of Local Child Care Planning Council:

Print Name:

Title:

Email:

Phone Number:

Signature:

Date:

**E. Local Resource and Referral Agency(ies): (Required)**

Name of Resource and Referral Agency:

Print Name:

Title:

Email:

CSPP–CMIG QRIS Block Grant Application FY 2019-20  
**Form C**

Phone Number:

Signature:

Date:

**F. Optional: Other local agencies**

This could include non-profit organizations and tribal entities that provide services to children from birth to five years of age, inclusive.

Name of Agency:

Print Name:

Title:

Email:

Phone Number:

Signature:

Date:

Name of Agency:

Print Name:

Title:

Email:

Phone Number:

Signature:

Date:

**Consortium QRIS Plan**

Maximum Points: 141 for New QRIS Consortia Applicants, N/A for QRIS Consortia with Plans on File

**A. An Overview of the consortium’s current Quality Rating and Improvement System (QRIS)**

A1. Describe the local Early Learning and Care Community.

A2. Provide background information on the development of your local QRIS.

A3. Describe the challenges and barriers in operating your local QRIS.

A4. Describe the success and lessons learned in operating your local QRIS.

**B. Quality Continuum Framework and Tiers (Enhance and Align Standards)**

B1. How does the consortium incorporate the Quality Continuum Framework (QCF)? Visit the CDE Quality Counts California (CA) web page at <https://www.cde.ca.gov/sp/cd/rt/californiaqris.asp> to reference the QCF.

B2. Please identify your local rating system in reference to the Quality Counts CA Rating Matrix. Go to <https://www.cde.ca.gov/sp/cd/rt/californiaqris.asp> on the Quality Counts California (CA) web page to reference the Rating Matrix document.

Note 1: If some of the rating matrix elements are blocked, that means that the program must meet or exceed those blocked elements. Blocked elements only pertain to the overall tiered rating at Tiers 2 and 5. They do not effect point values.

Note 2: Point ranges for a tier do not change even if the local Tier 5 has additional requirements. These additional requirements are in addition to the point range.

Identify the consortium’s Tier 2:

- Using existing point system
- Have local block for some or all elements, click as applicable:
  - Child Observation
  - Developmental and Health Screenings
  - Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)
  - Effective Teacher-Child Interactions: CLASS Assessments
  - Ratios and Group Size
  - Program Environment Rating Scale(s)
  - Director Qualifications (Centers Only)
- Indicate and describe any additional requirements, as applicable.
  - Child Observation
  
  
  
  
  
  
  
  
  
  
  - Developmental and Health Screenings



**Form D**

Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)

Effective Teacher-Child Interactions: CLASS Assessments

Ratios and Group Size

Program Environment Rating Scale(s)

Director Qualifications (Centers Only)

**B3. Identify the consortium's Tier 5:**

Using existing point system

Have local block for some or all elements, click as applicable:

Child Observation

Developmental and Health Screenings

Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)

Effective Teacher-Child Interactions: CLASS Assessments

Ratios and Group Size

Program Environment Rating Scale(s)

Director Qualifications (Centers Only)

Indicate and describe any additional requirements, as applicable.

Child Observation

Developmental and Health Screenings

Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)

Effective Teacher-Child Interactions: CLASS Assessments

Ratios and Group Size

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**Form D**

Program Environment Rating Scale(s)

Director Qualifications (Centers Only)

**C. Rating and Assessing (Ensure Accountability)**

C1. Confirm how the consortium will ensure that the qualifications of those who are conducting the assessments (QRIS ratings) meet the requirements of the Quality Counts CA Implementation Guide. Describe the process(es) for ongoing quality control for maintaining an appropriate degree of rigor, including interrater reliability, in their rating processes.

C2. Using the Quality Counts CA Implementation Guide, what are the local QRIS monitoring and rating frequency decisions (based on local goals and resources)? The Quality Counts CA Implementation Guide can be found on the CDE Quality Counts California (CA) web page at <https://www.cde.ca.gov/sp/cd/rt/californiaqris.asp>.

**Form D**

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 child care centers and family child care home providers; 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?

**D. Quality Improvement Process (Create and Support Improvement Strategies)**

D1. How does the consortium use the Framework's Continuous Quality Improvement Pathways Common Tools and Resources to provide training and technical assistance? Go to <https://www.cde.ca.gov/sp/cd/rt/californiagris.asp> on the CDE Quality Counts California (CA) web page to reference the Continuous Quality Improvement Pathways Common Tools and Resources document.

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**Form D**

D2. How does the consortium actively increase the quality of the early learning programs by utilizing the CDE quality improvement professional development projects?

D3. How does the consortium offer training and technical assistance to program staff on developmental and behavioral screening using standardized, validated screening tools?

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

**Form D**

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?

**E. Convening and Strengthening Partnerships (Build Local Consortia)**

E1. As the lead agency, how are you ensuring that all consortium members engage in one local QRIS? If not, what steps are you taking to create one QRIS and what is the projected time frame to reach this results? 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. In addition to required partners, how will the consortium bring together other organizations in their region to create one system with the same goal of improving the quality of early learning, including but not limited to: Early Learning and Care Division (ELCD) 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?

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**Form D**

E3. As the lead agency, how are you cultivating collaborations that encourage networking at the local level to create coherence and alignment in planning and implementation efforts across the consortium? Please be specific and address a) coordination and use of CDE quality improvement professional development projects, b) coordination with CDE ELCD Field Services Consultants, and c) coordination of ELCD contractors' or Head Start/Early Head Start grantees' quality improvement plans with state or federal site plans.

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 and Traditional Kindergarten School Readiness programs in the quality efforts?

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

F1. Describe your consortium’s process for monitoring and evaluating the impact of your quality improvement efforts. Include child, early educator and site outcomes, as applicable.

F2. Describe the extent to which your QRIS consortium uses kindergarten entry assessment (KEA) data to demonstrate the effectiveness of your consortium’s quality improvement efforts on affecting positive child outcomes. (e.g., Are more of the children who were enrolled in Tier 4 and Tier 5 rated sites scoring higher on their kindergarten readiness assessments than their counterparts enrolled in Tiers 1, 2 and 3?) If your consortium is not using KEA data to measure effectiveness, describe what is being used.

**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.

**Form D**

G2. How will the consortium work together with the local resource and referral agency(ies) (R&Rs) 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 R&Rs to make QRIS information available to parents inquiring about child care?



## CSPP–CMIG QRIS Block Grant Plan

### Site QRIS Block Grants for CSPP and CMIG sites rated at Tiers 4 and 5

Maximum Points: 6–24 points

- A. Tier 4 Site Block Grants:** What will be the block grant amount for CSPP and CMIG Center sites rated at Tier 4? Is that amount given per site, classroom, enrollment or other factors? What will be the block grant amount for Family Child Care Homes (FCCHs) within a Family Child Care Home Education Network (FCCHEN)? Is the amount based on whether the FCCH is licensed as small or large, on the number of children enrolled, or other factors?
- B. Tier 5 Site Block Grants:** What will be the block grant amount for CSPP Center and CMIG sites at Tier 5? Are the amounts for Tier 5 the same as Tier 4 or different? If different, is that amount given per site, classroom, enrollment, or another factor? What will be the block grant amount for FCCHs within a FCCHEN? Is the amount based on whether the FCCH is licensed as small or large, on the number of children enrolled, or other factors?

### Quality Improvement Process for CSPP and CMIG sites not yet rated at Tier 4

Maximum Points: 6–24 points

- A. Engagement.** Describe your process of engaging CSPP and CMIG providers into your QRIS. This may include describing outreach and recruitment efforts. Identify any differences in the engagement between engaging CSPP providers, CMIG providers and FCCHEN providers.

**Form E**

**B. Improvement.** Describe your process of improving the quality of CSPP centers, CMIG and FCCHs not yet at Tier 4. This may include highlighting the quality improvement efforts identified in Form E. Section V. For grantees with QRIS plans on file, identify any particular challenges in assisting these sites to move to Tier 4.

**Assessment and Access Projects (CSPP and CMIG)**

Maximum Points: 12 points

**A. Assessment Projects.** Describe the use of these funds to conduct initial and ongoing regular assessments of CSPP centers and FCCHs in your QRIS service area.

Note: Rating is done at the site level. Classrooms selected for assessment are chosen as described in the Quality Counts CA Implementation Guide found at the CDE Quality Counts California (CA) web page at <https://www.cde.ca.gov/sp/cd/rt/californiaqris.asp>. This could mean that a site with CSPP funding could receive a rating that is not based on the assessments of any CSPP classrooms.

**B. Access Projects.** Describe use of these funds to provide access to high-quality early learning programs. Include your web site/page address that provides site rating information.

CSPP–CMIG QRIS Block Grant Application FY 2019-20  
**Forms F and G**

This page is information only regarding Forms F and G as those forms are a separate Excel file which will be provided to applicants with their prospective award amount.

For a complete application, Forms F and G must be received by the CDE by May 29, 2019. The completed Excel file should be sent to the [PSQRISBG@cde.ca.gov](mailto:PSQRISBG@cde.ca.gov) email box with an original and three hard copies sent to the ELCD and postmarked by May 29, 2019. Additional information regarding submission can be found in the Submission Instructions section on page 13 of the RFA.

**CSPP–CMIG Participation Baseline and Target and Data Tables**

Maximum Points: 9 points

- F1 Sites
- F2 Tiered Rating
- F3 Children

**CSPP–CMIG QRIS Block Grant FY 2019-20 Budget**

Maximum Points: 9 points Budget Narrative, 9 points Budget Spreadsheet

The budget form includes both budget narrative and spreadsheets, consisting of the following tabs:

- Index
- G1 CSPP Narrative
- G2 CSPP Local QRIS Block Grants
- G3 CSPP Quality Improvement
- G4 Assessment and Access
- G5 Total CSPP QRIS Budget
- G6 CMIG Narrative
- G7 CMIG Local QRIS Block Grants
- G8 CMIG Quality Improvement
- G9 CMIG Assessment and Access
- G10 Total CMIG QRIS Budget
- G11 Grand Total QRIS Budget

**Note:** Tabs G6–G10 are only completed if there is a prospective CMIG award.

See the Budget Guidance section on pages 18–21 of the RFA when preparing Tab G1 CSPP Narrative and Tab G6 CMIG Narrative, if applicable.