

California Department of Education

## The Inclusive Early Education and Expansion Program

## Request for Applications

**Application Due Date:**

**September 27, 2019**

**Application Administered by:**

**Early Learning and Care Division**

**California Department of Education**

**1430 N Street, Suite 6208**

**Sacramento, CA 95814**

Contents

[Section I: Overview 3](#_Toc8717431)

[Background 3](#_Toc8717432)

[State Statute and Authority 4](#_Toc8717433)

[Purposes 4](#_Toc8717434)

[Section II: Program Description 5](#_Toc8717435)

[Grant Information Summary 5](#_Toc8717436)

[Application Timeline 5](#_Toc8717437)

[Eligibility Requirements 5](#_Toc8717438)

[Responsibilities of Grant Recipients 7](#_Toc8717439)

[Reporting Requirements 12](#_Toc8717440)

[Allowable Activities and Costs 12](#_Toc8717441)

[Administrative Indirect Cost Rate 13](#_Toc8717442)

[Section III: Application 13](#_Toc8717443)

[Application Process 13](#_Toc8717444)

[Application Submission Requirements 13](#_Toc8717445)

[Technical Assistance 14](#_Toc8717446)

[Screening Process and Disqualification 14](#_Toc8717447)

[Appeal of Disqualification 15](#_Toc8717448)

[Scoring of Applications 15](#_Toc8717449)

[Appeals Process 16](#_Toc8717450)

[Prioritization of Awarding Funding 16](#_Toc8717451)

[Section A 18](#_Toc8717452)

[Section B 19](#_Toc8717453)

[Section C 20](#_Toc8717454)

[Section D 21](#_Toc8717455)

[Section E 24](#_Toc8717456)

[Section F 27](#_Toc8717457)

[Section G 30](#_Toc8717458)

[Section H 32](#_Toc8717459)

[Section IV: Scoring Rubric 35](#_Toc8717460)

[A. Letter of Intent 35](#_Toc8717461)

[B. Applicant Information 35](#_Toc8717462)

[C. Data Tables 35](#_Toc8717463)

[D. Application Narrative 36](#_Toc8717464)

[E. Budget Narrative 41](#_Toc8717465)

[F. Budget Summary 42](#_Toc8717466)

[Total Points Available 43](#_Toc8717467)

[Score Necessary to Qualify for Funding 45](#_Toc8717468)

[APPENDIX A: Key Terms and Acronyms A1](#_Toc8717469)

[APPENDIX B: Budget Narrative Guidance B1](#_Toc8717470)

[APPENDIX C: Education Code C1](#_Toc8717471)

## Section I: Overview

### Background

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability to participate, in a broad range of activities and context as full members of their family, schools, communities, and society (Council of Exceptional Children, Division for Early Childhood, and the National Association for the Education of Young Children). The results of inclusive experiences for children, with and without disabilities, and their families include a sense of belonging and membership, positive social relationships, friendships, and development to reach their full potential. The defining features that can be used to identify a high-quality inclusive early learning and care (ELC) program are access, participation, and supports. As California also strives to increase inclusive opportunities for all children with disabilities ages 3 to 22, early childhood inclusion will serve as a critical onramp for children and their families to experience a foundational sense of school and community membership and belonging.

In accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.), young children with disabilities are entitled access to inclusive high-quality ELC programs where they are able to learn alongside children who do not have disabilities, where they are provided with individualized and appropriate supports to enable them to meet high expectations.

Under the Least Restrictive Environment (LRE) provision of the IDEA, a continuum of educational placement options must be available to best meet the diverse needs of children with disabilities and requires a child with a disability to be educated in the school that the child would attend if he or she did not have a disability, unless the child’s IEP requires a different arrangement. This could include providing special education and related services in publicly-funded state preschool, private general early child care and preschool programs, Head Start and Early Head Start programs, and center and family-based child care.

In alignment with state and federal policy, California actively coordinates ELC programs and services to support all children, from linguistically and culturally diverse backgrounds, including children with disabilities. California promotes local resource development, state-sponsored evidence-based training, and technical assistance to improve program quality, and support programs and ELC staff to best serve young children and their families. Access to inclusive ELC programs benefits communities and families, especially when programs are coordinated with public K–12 systems to create a developmental and educational continuum of support with smooth transitions for children and their families.

While many children with speech and language disabilities are in large part served in inclusive settings, the intent of this grant is to expand services to a broader range of disability categories including children with more extensive support needs. The grant is intended to allow LEAs to serve children with disabilities in proportion to the rate of identification and serve a broad range of disabilities including children with autism, intellectual disabilities, and the other disability categories outlined in IDEA. Children with disabilities enrolled in ELC settings must be provided the full range of supplemental aids and services specified through the child’s Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) in collaboration with the LEA in order to facilitate their access and participation in their ELC setting.

### State Statute and Authority

Assembly Bill 1808 (Chapter 32, Statutes of 2018), established the Inclusive Early Education Expansion Program (IEEEP). AB 1808 appropriated $167,242,000 in General Funds to the State Superintendent of Public Instruction for allocation to local educational agencies (LEAs) for the purposes of increasing access to inclusive ELC programs for children with disabilities, including children with severe disabilities, and for the cost of conducting an evaluation of the IEEEP. In addition to the IEEEP, AB 1808 also established the Inclusive Early Care Pilot Program, now known as the Inclusive Early Learning and Care Coordination Program, to fund County Offices of Education to conduct coordination efforts between Local Educational Agencies, private and public entities with ELC programs and special education partners to further increase access and help build inclusive ELC programs.

### Purposes

The IEEEP is established for the purpose of increasing access to inclusive ELC programs, particularly in low-income and high-need communities, for children with disabilities, including children with severe disabilities. Key to successful inclusion of children with disabilities is a strong partnership among local educational agencies, subsidized ELC child care and preschool programs (both public and private), and local community special education partners, particularly those with expertise in inclusive early learning and care environments.

The intended purpose will be met through IEEEP grant program goals:

1. Ensuring children with disabilities, including children with severe disabilities, have greater rates of enrollment in inclusive subsidized ELC programs.
2. Increasing access and building capacity for inclusive ELC subsidized programs for example, by encouraging LEAs to establish partnerships with their local child-care community agencies that have contracts to directly serve subsidized children, including both public and private agencies.
3. Increasing access to inclusive ELC care for children representing a broad range of disabilities and levels of support needs.
4. Providing the individualized and necessary supports to enable children with disabilities to meet high expectations within the ELC settings.

## Section II: Program Description

### Grant Information Summary

This application covers the grant period beginning no later than **November 19, 2019 and ending June 30, 2023.** A total of $165,569,580 will be distributed among successful LEA applicants who can demonstrate the need for the IEEEP funds, the ability to meet the requirements in the Request for Application (RFA), and provide the required 33 percent fiscal matching of funds as well as demonstrate fiscal sustainability beyond the grant period.

Grants will be competitively awarded based on the selection criteria described in this RFA, with priority for funding going to low-income and high need areas pursuant to California *Education Code* (*EC*) Section 8499.5, which includes the number of eligible children birth to five years of age with an IFSP or IEP as well as those applicants that represent a consortium of local community partners, including local special education partners and those with expertise in inclusive early learning and care environments.

Additionally, with the remaining one percent of funding, an independent evaluator will be selected, at a future date, to evaluate the IEEEP.

### Application Timeline\*

The grant period for the one-time IEEEP grant is from **November 19, 2019, to June 30, 2023.**

| **Application Timeline** | **Dates\*** |
| --- | --- |
| IEEEP Request for Application (RFA) Release Date | June 7, 2019 |
| IEEEP Webinar | June 11, 2019 |
| Deadline to submit the IEEEP Letter of Intent | June 28, 2019 |
| IEEEP Application due to the California Department of Education (CDE) | September 27, 2019 |
| The Application Review Process will use the Reading and Scoring criteria specified in the RFA. | September 27- October 18, 2019 |
| Initial Intent to Fund notice will be posted | October 21, 2019 |
| Appeals must be submitted to the Early Learning and Care Division (ELCD) within ten calendar days.  | October 31, 2019  |
| Review of appeals  | November 1-15, 2019 |
| Final list of awardees posted | November 18, 2019 |
| Start Date | November 19, 2019 |

\*Dates are subject to change.

### Eligibility Requirements

#### Who can apply?

Only LEAs providing subsidized ELC programs under contract with the CDE who are eligible for funding pursuant to 5 California Code of Regulations (CCR) Section 18001, excluding (a)(3), may apply for this grant. LEAs whose current maximum reimbursement amount was reduced are still eligible for this funding.

LEAs may apply independently or on behalf of a consortium of early learning and care (ELC) providers within the LEA’s attendance area that will provide inclusive ELC programs on behalf of the LEA.

If an LEA applies on behalf of a consortium of ELC providers, the following requirements apply:

* The LEA can apply only on behalf of private or public agencies that currently provide one of the following subsidized ELC programs under contract with CDE:
	+ California State Preschool Program (CSPP)
	+ General Child Care Services (CCTR)
	+ Family Child Care Home Education Network (CFCC)
	+ California Migrant Child Care Services (CMIG)

The LEA can apply only on behalf of provider agencies that would otherwise be eligible pursuant to Title 5 CCR Section 18001 excluding subsection (a)(3). Provider agencies whose current maximum reimbursement amount was reduced are still eligible for this funding. The CDE will review applications to determine whether the provider agencies in the consortium are eligible to receive IEEEP funds. If you wish to know whether a provider agency is eligible, you may contact the ELCD.

* The LEA must remain in the consortium as the lead for the entire project period;
* Demonstrate how the consortium will plan for sustainability of increasing access to inclusive ELC services to children with disabilities beyond the funding period;
* An LEA applying on behalf of a consortium of local providers must submit the application on behalf of the consortium, act as the fiduciary agent, compile and submit the consortium’s fiscal information, and collect and submit any data from the providers as required by the CDE.

### Use of Funds

#### How may funds be used?

LEAs may select one or more of the following activities for the use of funds:

**Facilities**: Funding can be used by either an LEA, or a consortium ELC provider, for facility repairs and renovations that will assist children with disabilities, including children with severe disabilities, in increasing access to inclusive ELC programs. Funding for new facility construction can only be used by LEAs.

**Adaptive Equipment**: LEAs or ELC consortium providers may use the IEEEP funds to improve the accessibility in indoor and outdoor environments by building or purchasing adaptive equipment in order to increase participation of children with disabilities, including severe disabilities.

**Professional Development**: Funding can be used by LEAs and ELC consortium providers for professional development to ensure that ELC staff are prepared to serve children with a broad range of disabilities, including children with severe disabilities.

### Responsibilities of Grant Recipients

The LEAs selected to implement this work must demonstrate capacity to do the following:

1. Develop a site leadership team to begin a **planning** process to establish inclusive ELC programs for children with disabilities. Include in the plan specific activities to be conducted, desired outcomes, collaborative agreements with local partners, timelines, and sustainability.
	* Members of the site leadership team may include, but are not limited to, school principals, special and general education teachers, parents, public and private child care agencies, Quality Counts California, and First 5.
	* Planning resources may include the Inclusive Early Learning and Care Coordination Program (IELCCP) grantees located at County Offices of Education.
	* Planning should include current available resources and identify unmet needs to support children with disabilities, as well as assess current challenges and successes in serving children with disabilities in inclusive ELC settings.
2. Increase **access** to inclusive settings for children with disabilities, including children with severe disabilities and provide individualized and appropriate supports to enable these children to meet high expectations within the ELC settings.
3. Build **partnerships** with community-based public and private agencies, particularly those with expertise in special education to increase access and enroll children representing a broad range of disability categories, including children with severe disabilities in inclusive ELC programs; expand services within their area and ensure support to working families, including those with variable schedules and nontraditional hours.
* Work with local community partners, including local special education partners and those with expertise in inclusive ELC environments, to ensure the LEA, and if relevant any consortium providers, benefit from expertise in early learning and care environments.
* The applying LEA is encouraged to apply as a consortium by applying on behalf of themselves and on behalf of public and nonprofit agencies which provide direct ELCD services under contract with the CDE in their attendance area in order to maximize the number of opportunities for children with disabilities, and especially children with severe disabilities, to participate in high-quality ELC environments with same-age peers.
* The applying LEA can determine if potential CDE-contracted providers in their LEA area are offering high-quality ELC services by contacting the county or regional Quality Counts California (QCC) quality rating and improvement system (QRIS) at https://www.cde.ca.gov/sp/cd/op/csppqrisbgcontacts.asp [Link no longer avilable].
1. Ensure **sustainability** by developing a plan to increase and sustain the number of inclusive ELC-subsidized spaces or programs beyond the grant funding period.
	* LEAs and any consortium providers are required to contribute a 33 percent match, in-kind, cash, or a combination of both, to receive funding. An in-kind contribution is anything offered by the LEA that would normally be paid for and is an allowable expense, such as staff time, materials, services, space, etc. In-kind contributions are the value of the contributions provided to the LEA by other public agencies and institutions, and by private organizations and individuals. Examples include, but are not limited to, the following:
		+ Special education teacher, instructional aide, general education teacher, behavioral specialist
		+ Family engagement activities, including but not limited to parent time implementing developmental strategies at home, participating in classroom activities, parent groups, school site activities (parent leadership)
		+ Volunteers
		+ Supplies
		+ Professional development travel
		+ Facilities
		+ Educational equipment and supplies
	* LEAs are encouraged to coordinate with California’s QRIS and QCC to ensure participating ELC providers also are participating in their local QCC to promote inclusion of children with disabilities in ELC settings.
	* LEAs and any consortium providers are expected to rely on special education expertise funded by local Part B, for children age three to five, and early intervention expertise funded by the Department of Developmental Services, Part C, for children age birth to three.
2. If applying to use the funds for professional development, ensure program staff have appropriate **professional development** to support inclusion for children age birth to five and their families by:
	* Creating a plan to implement evidence-based inclusive practices throughout the funding period.
	* Ensuring that staff of the LEA and any consortium ELC providers, as applicable, complete the CDE-*required* trainings over the initial 18-month period, which include the topics of:
		+ Ages and Stages Questionnaire-Social-Emotional
		+ Supporting inclusive practices
		+ Adaptations and accommodations
		+ Universal design for learning
		+ Behavior and the use of positive behavioral supports
	* Ensuring that staff of the LEA and any consortium ELC providers, as applicable, complete a minimum of three CDE-*recommended* trainings over the course of the funding period, which trainings must be from the following list:
* Strengthening Families
* Centers for Disease Control: Learn the Signs. Act Early.
<https://www.cdc.gov/ncbddd/actearly/index.html>
* Pyramid model implemented with practice-based coaching
* Inclusive Classroom Profile (ICP)
* Embedded Instruction Teaching Practices (California)
* Beginning Together
* California Preschool Instructional Network (Inclusion Works)
* Trauma Informed Care
* Education coursework specific to early childhood education for children with special needs
* Other: any other training program upon written submission and prior approval by the CDE

Professional development for general and special educators must be budgeted on a full-time equivalency (FTE) basis, not to exceed $1,000 per FTE, per year.

6. If applying to use these funds to repair, renovate, modify or build new **facilities** to: strengthen access and increase inclusion for children with disabilities, including children with severe disabilities, the following requirements apply:

**Funding for Renovation and Repair:** IEEEP funding may be used to fund the cost of renovations or repairs for an LEA site or for an LEA consortium provider providing direct early learning and care services on behalf of the LEA in the LEA’s area of attendance when the purpose of the renovation and/or repair is to expand and/or increase inclusive opportunities for children with disabilities, including children with severe disabilities.

* + - 1. Renovations (whether indoor or outdoor environments) are limited to $250 per square foot at the ELC facility). If costs exceed $250 per square foot, the difference would need to be within the 33 percent local match.

2. Renovations may include, but are not limited to, adding or modifying classroom bathrooms, sinks, or drinking fountains or installing ramps, handrails, wider doorways, or other modifications to make the environment more inclusive to children with disabilities, including children with severe disabilities.

* + - Renovations may include otherwise adapting the outdoor environment and setting to improve access for children with disabilities, including children with severe disabilities
* If an ELC provider discontinues participation within the grant period, all retrievable materials purchased with IEEEP funds must be returned to the LEA.
* All facility renovation projects must be competitively bid and follow the Public Contract Code, if applicable.
* For repair and renovation of a family child care home, IEEEP funds per site cannot exceed $5,000.

**Funding for New Construction:** Funding for new construction can only occur on sites owned and occupied by an LEA and must be used to expand access for children with disabilities, including those children with serious disabilities. [For an illustration of an exemplary program, go to Seeds of Partnership at <https://seedsofpartnership.org/hqele/hqele.html>.]

* All new classroom construction for LEA sites must be competitively bid pursuant to the Public Contract Code and grant funds may not exceed $250 per square foot. If costs exceed $250 per square foot, the difference would need to be within the 33 percent local match.
* For new construction, IEEEP funds cannot exceed $500,000 per LEA site.
* For allowable and disallowable costs see the California School Accounting Manual <https://www.cde.ca.gov/fg/ac/sa/documents/csam2019complete.pdf>.

7. If applying to use the funds for the purchase or building of adaptive equipment or to modify or repair existing equipment to render it more useful for children with disabilities, the **adaptive equipment** must:

* + Improve accessibility and quality of both indoor and outdoor environments to support the participation of children with disabilities in all daily activities and routines.
	+ Enhance participation and access to instructional materials and activities in inclusive ELC programs.
	+ Be universally designed and meet Americans With Disabilities Act standards

Examples of adaptive equipment include, but are not limited to, the following:

* adaptive and instructional materials
* general adaptive and universally designed materials
* adaptive utensils, bowls and other feeding equipment
* changing tables
* adaptive furniture
* visual cues for daily routines, and sensory materials
* adaptive playground equipment, whether movable or permanent

Note: If the ELC facility discontinues participation within the grant period, all retrievable materials purchased must be returned to the LEA.

8. Participate in the IEEEP evaluation by providing program data requested, submitting year-end reports through June 30, 2023, and following the requests of the IEEEP independent evaluator as necessary.

### Reporting Requirements

Each lead LEA will submit quarterly reports to the IEEEP program monitor and reports to the IEEEP evaluator, or as directed by the CDE, at a frequency to be determined by the CDE. The quarterly reports must include progress on the following items, in addition to other information that may be then requested:

1. Local planning activities by the site leadership
2. Increased participation of children with disabilities enrolled in inclusive settings as measured by Federal IDEA Part B preschool LRE indicators and Part C indicators for infants and toddlers
3. Identification and collaboration with community-based child care settings to increase the number of subsidized children participating in inclusive ELC programs
4. Sustainability
5. Progress in completing the professional development plan, if applicable
6. Progress in completing facilities improvement or construction, if applicable
7. Progress in purchase and deployment of adaptive equipment, if applicable
8. Data collection and utilization for continuous improvement

Funding will be structured around completion of planning activities, required data collection, fiscal reporting, and participation in required meetings. Failure to meet reporting requirements and participation in the evaluation process may delay payment and result in termination of funding.

### Allowable Activities and Costs

Applicant budgets and fiscal reports will be reviewed and any items that are deemed non-allowable, excessive, or inappropriate pursuant to federal Uniform Guidance (Title 2 Code of Federal Regulations Section 200 et seq.) will be disallowed. Local funding must be used to supplement and not supplant existing resources. Generally, all expenditures must contribute to the goals outlined in Section I. Refer to the California School Accounting Manual at <https://www.cde.ca.gov/fg/ac/sa/documents/csam2019complete.pdf>.

### Administrative Indirect Cost Rate

The LEA must limit total administrative indirect costs to the rate approved by the CDE for the applicable fiscal year in which the funds are spent. For a listing of indirect cost rates visit the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>.

## Section III: Application

### Application Process

Prior to submitting an application, applicants are strongly encouraged to read the entire IEEEP RFA and consider all requirements for eligibility. The following steps outline the application process:

**Section A:** Letter of Intent (Must be submitted electronically no later than **5 p.m. on June 28, 2019** to qualify for funding)

**Section B:** Applicant Information

**Section C**: Data Tables

**Section D:** Application Narrative (include information on Professional Development, Facilities, and/or Adaptive Equipment funding, as applicable)

**Section E:** Budget Narrative (include information on Professional Development, Facilities, and/or Adaptive Equipment funding, as applicable)

**Section F:** Budget Summary (should correlate with Budget Narrative)

**Section G:** IEEEP Facilities, if applicable

### Application Submission Requirements

All applicants must submit **one original** application, with signatures in blue or black ink, and **three copies** to the address below by 5:00 p.m. on **September 27, 2019.** **Submissions received beyond 5:00 p.m. on September 27, 2019 and submissions from applicants that did not timely submit a Letter of Intent, will not be considered**. No applications submitted electronically will be reviewed. Applications will be screened for completeness and compliance with screening criteria as indicated below. **Applications that are found to be incomplete, missing required signatures, not formatted properly or otherwise not in accordance with screening criteria may not be read or scored at the sole discretion of the CDE**. Any additional attachments will not be considered for scoring. Applications should be delivered to:

Inclusive Early Education Expansion Program

Early Learning and Care Division

California Department of Education

1430 N Street, Suite 3410

Sacramento, CA 95814-5901

### Technical Assistance

#### Frequently Asked Questions

Questions can be submitted to IEEEP@cde.ca.gov by **June 28, 2019**. Responses to these questions will be sent to applicants who have submitted a letter of intent.

#### Webinar

The CDE will conduct an RFA information webinar session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. This webinar will take place on **June 11, 2019.**

### Screening Process and Disqualification

Applications will be screened to determine if they are completed in accordance with the instructions and timelines. Incomplete applications or applications not completed in accordance with the instructions and timelines may be disqualified. It is solely the applicant’s responsibility to carefully review the RFA information and requirements before submitting the application for funding. Although CDE has the right to exercise reasonable discretion and waive minor discrepancies in application and submission requirements that do not impact the integrity of the submission, it is not required to do so. Disqualified applicants will be informed in writing of the reasons for the disqualification.

In summary:

* Applications must be from LEAs and the LEA and any consortium providers must be in good standing to receive IEEEP funding pursuant to Title 5 CCR section 18001 [excluding subsection (a)(3)].
* Applications must be received by 5 p.m., September 27, 2019.
* Applicants must have timely submitted a Letter of Intent.
* Applicants must submit four (4) completed application packages: one (1) application with original signatures, and three copies of the entire original application. The original copy requires an original signature in blue or black ink by the local educational agency’s Superintendent or Superintendent’s designee.
* All required sections must be included:
* Application Information
* Data Tables
* Application Narrative

	+ Cannot exceed 20 pages in length on 8½ x 11-inch paper
	+ Arial 12-point font
	+ One-inch margins
	+ Single-spaced
	+ Double-sided
	+ Response must be in sequence of the questions as presented in the RFA
* Budget Narrative

	+ Must include description that the applicant has the required 33 percent match of local resources
* Budget Summary
* IEEEP Facilities worksheet (required if applying for facility funding)

### Appeal of Disqualification

All applications not passing the screening process will be notified of their disqualification, with the reason for disqualification. Applicants may dispute the disqualification within five days following receipt of the notification of the disqualification by submitting an email to IEEEP@cde.ca.gov stating the grounds upon which the CDE disqualified the applicant. In the email the applicant must include a justification rebutting the disqualification. Appeals will be reviewed by CDE staff and all decisions will be final.

### Scoring of Applications

All applications passing the screening criteria and determined to meet RFA eligibility requirements will be read and scored by two trained readers. Applications will be randomly assigned to readers. Readers will base their scores on the degree to which an application provides evidence that it is responsive to the RFA requirements as reflected in the RFA.

Readers will independently evaluate and score each section, using the scoring rubric as the basis for rating applications. The readers will thereafter agree upon a final consensus score for each section.

Applicants must meet a competitive score threshold to qualify to receive funding. The threshold score will vary depending upon the use for which the funds were requested. The chart on page 45 shows what score is necessary for an applicant to qualify to be funded.

### Appeals Process

Applicants who wish to appeal their application score must submit a Letter of Appeal, which must be received in the ELCD no later than 5:00 p.m., October 31, 2019. Appeals are limited to addressing how the CDE failed to correctly apply the standards for reviewing the application as specified in the RFA. Additional information will not be accepted. Missing or incomplete documentation of the required elements cannot be the basis for an appeal. Late appeals will not be considered. All appeals will be reviewed by a panel of ELCD and SED staff and the decision of the panel will be final.

Inclusive Early Education Expansion Program

Early Learning and Care Division

California Department of Education

1430 N Street, Suite 3410

Sacramento, CA 95814-5901

### Prioritization of Awarding Funding

Applications that have passed the screening criteria will be competitively scored to determine whether they are qualified to receive funding. Funding may only be awarded to applications that meet a threshold qualified score (which will vary depending upon the requested use of funding, see Scoring Table). Thereafter, funding will be awarded to successful applicants in order of an application’s priority scores, with 12 being the highest priority score, until all funds are exhausted. **Application priority scores are not subject to an appeal.**

All applications passing the screening criteria and meeting the threshold qualified score will be prioritized as follows:

1. Applicants with a demonstrated need for expanded access in low-income communities to inclusive early care and education.

2. Applicants that represent a consortium of local partners, including local special education partners and those with expertise in inclusive early learning and care environments.

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

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

The CDE will designate points based on the following:

* + - 1. Zero to three points depending on the LEA’s high-need zip code priorities. Per *EC* section 8492(2)(1), “High-need” shall be defined pursuant to the county child care needs assessment specified in Section 8499.5.” https://www.cde.ca.gov/sp/cd/ci/documents/lpcpriorities201819.xlsx [Link no longer available].
			2. Zero to three points for the breadth of collaborative partners, including local special education partners and those with expertise in inclusive early learning and care environments
			3. Zero to three points for applicants who demonstrate the ability to serve children with a broad range of disabilities, including children with severe disabilities, and
			4. Zero to three points for the areas with low numbers of eligible children being served in relation to the number of eligible children.

### Section ALetter of Intent

In order to submit an application for the IEEEP Grant, a Letter of Intent **must** be received electronically by the California Department of Education, Early Learning and Care Division’s email box IEEEP@cde.ca.gov no later than **5:00 p.m. on June 28, 2019.**

**IEEEP Lead Local Educational Agency Information:**

Local Educational Agency Applying for Funding:

Superintendent or Superintendent’s Designee:

Email Address:

Phone number:

Address:

County:

*On behalf of the above agency, I hereby formally submit to the California Department of Education, Early Learning and Care Division, this “Letter of Intent” form, indicating the Agency’s intent to submit an IEEEP application. I understand that this form* ***is mandatory to be eligible for funding.***

Superintendent or Designee’s Signature:

Date:

### Section BLocal Educational Agency Application Information

**Local Educational Agency:**

Address:

County:

Zip codes of LEA service area(s):

**Superintendent or Designee’s Name:**

Superintendent’s Phone Number:

Superintendent’s Email Address:

**Director of Special Education Name:**

Director of Special Education’s Phone Number:

Director of Special Education’s Email Address:

**Director of Early Childhood Education Name:**

Director of Early Childhood Education Phone Number:

Director of Early Childhood Education Email Address:

**IEEEP Program Lead Name:**

IEEEP Program Lead’s Phone Number:

IEEEP Program Lead’s Email Address:

**Fiscal Lead Name:**

Fiscal Lead’s Phone Number:

Fiscal Lead’s Email:

Superintendent Signature:

Date:

### Section CLocal Collaborative Community Partners

Provide contact information for the following partners:

1. Local Special Education Expert, e.g., Special Education Local Planning Area, County Office of Education, Special Education Faculty
	1. Name
	2. Title
	3. Organization
	4. Authorized Signature
2. Local community partners with expertise in inclusive ELC programs environments
	1. Name
	2. Title
	3. Organization
	4. Authorized Signature
3. If applying as a consortium, list all of the local ELC subsidized providers who will be a part of the consortium (LEA consortium providers):
	1. Name
	2. Title
	3. Organization
	4. Authorized Signature

### Section DData Tables

Table 1.

Report all children ages birth to five by disability category based on 2017–2018 data in your LEA service area.

| Disability Category | Total # of children by disability category |
| --- | --- |
| Autism (AUT) | # |
| Deaf-blindness (DB) | # |
| Deafness (D) | # |
| Emotional disturbance (ED) | # |
| Hard of hearing (HH) | # |
| Intellectual disabilities (ID) | # |
| Multiple disabilities (MD) | # |
| Orthopedic impairment (OI) | # |
| Other health impairment (OHI) | # |
| Specific learning disability(SLD) | # |
| Speech and language impairment (SLI) | # |
| Traumatic brain injury (TBI) | # |
| Visual impairment (VI) | # |
| Developmental delay (DD) ***NOTE*:** Birth to 3 only | # |
| Total number of children with disabilities Birth to 5 | # |
| Total number of children Birth to 5 in LEA service area | # |

Table 2.

The Office of Special Education Programs defines inclusion as 10 or more hours per week in ELC settings with same-age peers and receiving the majority of special education supports within those settings. Of the children identified in Table 1 report children by ELC settings.

| ELC Settings | Total # of children with an IEP or IFSP by setting who are enrolled **ten or more hours per week** in the following settings  | Using the disability codes from Table 1, identify types of disability category by setting(example: For CSPP, AUT, SLI, ID) |
| --- | --- | --- |
| California State Preschool Program (CSPP) | # | [insert code] |
| Early Head Start | # | [insert code] |
| General Child Care and Development (CCTR) | # | [insert code] |
| Head Start | # | [insert code] |
| Family Child Care Homes Education Network | # | [insert code] |
| Private Child Care Centers | # | [insert code] |
| Local Educational Agency Self-Contained Special Education Preschool Classroom | # | [insert code] |
| Vouchers (CalWORKs Stages 1, 2, 3; California Alternative Payment Program; and California Migrant Alternative Payment Program) | # | [insert code] |
| Tribal Child Care and Development Fund Centers (CCDF) | # | [insert code] |
| Other: | # | [insert code] |
| Total: | # | [insert code] |

Table 3.

Given the baseline number in Table 1, project the increasing number of children with disabilities enrolled in inclusive early learning and care (ELC) settings.

| ELC Settings | 2019–20 | 2020–21 | 2021–22 | 2022–23 |
| --- | --- | --- | --- | --- |
| California State Preschool Program (CSPP) | # | # | # | # |
| Early Head Start | # | # | # | # |
| General Child Care and Development (CCTR) | # | # | # | # |
| Head Start | # | # | # | # |
| Family Child Care Homes Education Network | # | # | # | # |
| Private Child Care Centers | # | # | # | # |
| Local Educational Agency Self-Contained Special Education Preschool Classroom \* | # | # | # | # |
| Vouchers (CalWORKs Stages 1, 2, 3; California Alternative Payment Program; and California Migrant Alternative Payment Program) | # | # | # | # |
| Tribal Child Care and Development Fund Centers (CCDF) | # | # | # | # |
| Other: | # | # | # | # |
| Total: | # | # | # | # |

\* Number should be decreasing over time.

### Section EInclusive Early Education Expansion Program

Application Narrative

When responding to the application narrative, please include a description of how the LEA, or its consortium providers acting on its behalf, plan to utilize local public and private partners to provide inclusive ELC on behalf of the LEA, in order to expand access and opportunities for children with disabilities and children receiving subsidized care.

**Planning:** Describe the composition of your local site leadership team, which may include, but is not limited to, principals, special education and ELC instructors, public and private child care agencies, Tribal child care programs, QCC, and Inclusive Early Learning and Care Coordination Program (IELCCP) grantee and describe how this team will conduct local planning to implement the IEEEP.

Describe your current challenges and successes in serving children with disabilities in inclusive ELC settings.

**Access:** Describe how you and/or consortium providers plan to increase the number of children with disabilities enrolled from your current enrollment in ELC settings to expansion to new ELC settings. Using Table 3, project the increase in enrollment for students with disabilities from year to year.

Describe how you plan to increase the number of children with **severe disabilities** enrolled in ELC settings.

Describe how you plan to provide individualized and appropriate supports to enable children with disabilities to meet high expectations within the ELC settings.

Describe how the LEA will ensure that the Individuals with Disabilities Education Act supports and services are made available in expanded and new ELC settings for both Part C infant and toddlers and Part B preschoolers.

**Partnership:** Describe how you plan to strengthen the partnerships with your local community partners to increase the access to enroll children representing a **broad range** of disability categories in those settings.

Describe how you plan to support the partnerships with your local community partners to increase access to enroll children with **severe disabilities** in those settings.

**Sustainability:** Describe your plan to sustain the number of inclusive ELC spaces of your agency and your partners, beyond the grant period.

Describe your plan to use state and local resources, including in-kind contributions, to contribute 33 percent of the total award amount granted, to increase and improve inclusive ELC settings.

Describe how your expansion of inclusive ELC environments will coordinate with the public K–12 system to create a developmental and educational continuum of support in your community and how this coordination will be sustained after the grant period.

Describe your current participation in QCC. Please include your rating (if available), any goals, and participation in local meetings, trainings, and coaching; if you are currently not participating in QCC activities, how do you plan to work with your local QCC to expand inclusive practices in ELC settings and staff development plans and how this participation will be sustained after the grant period?

**Professional Development (optional, required only if applying for professional development):**

If applying for professional development funding, describe the early childhood technical assistance and support resources you are **currently** accessing to support your ELC providers.

How do you plan to ensure that all **new** ELC staff complete and provide evidence of attendance for the five required RFA trainings (Ages and Stages Questionnaire-Social-Emotional, Supporting Inclusive Practices, Adaptions and Accommodations, Universal Design for Learning, and Behavior and the use of Positive Behavioral Supports) within an 18-month period?

How will you support the staff to incorporate knowledge and competencies gained in trainings, including supporting parents’ awareness of developmental milestones?

**Facilities (optional, required only if applying for facilities):**

If applying for funding to expand access for children with disabilities, including children with severe disabilities by modifying, updating, or renovating facilities, or building new classrooms, describe how you plan to 1) modify or update current LEA classrooms and LEA subsidized care facilities; 2) modify or update subsidized ELCD-contracted facilities; 3) add an additional classroom space on LEA sites only. (See Section H. IEEEP Facilities)

Describe modification for the outdoor environments to increase access and participation of children with disabilities, including children with severe disabilities.

**Adaptive Equipment (optional, required only if applying for adaptive equipment):**

If applying for adaptive equipment funding, what additions, adaptations, or modifications will you need to make to your current indoor and outdoor ELC equipment to increase accessibility for children with disabilities, including children with severe disabilities?

Describe your plan for adding general adaptive and universally designed materials (e.g. adaptive utensils, bowls, changing tables, chairs, writing instruments, puzzles, visual cues for daily routines, and sensory materials) not specified in the child’s IEP/IFSP to the inclusive ELC programs.

**Evaluation**: Describe how you plan to provide program data and participate in an overall program evaluation to ensure expanded access to ELC environments.

### Section FBudget Narrative

Prepare a Budget Narrative that supports the funding request and demonstrates that the 33 percent matching requirement, cash or In-kind, has been met. Articulation of 33 percent match of the total request for funding in the Budget Narrative and Budget Summary will be used to screen applications. Budget Narratives that do not describe how the LEA meets the 33 percent requirement (cash or in-kind) may not be funded. Refer to Appendix B: Budget Narrative Guidance for further information.

Provide detail in the Budget Summary to match the Budget Narrative, providing full-time equivalents and resumes for key personnel and explanations of the functions provided by subcontractors for each year.

This Budget Narrative is to be divided into four parts, depending on your selected uses of the funds.

Part 1: (to be completed by all): Explain within the budget categories specific information about personnel responsible for management and oversight of the grant funds, including planning and partnership activities.

Part 2: (if requesting funds for facilities) Explain within the budget categories specific information regarding construction or renovation and repair projects.

Part 3: (if requesting funds for instructional materials such as adaptive equipment) Explain within the budget categories specific information to support these intended purchases.

Part 4: (if requesting funds for professional development) Explain within the budget categories specific information to this use, including substitutes, if they will be provided, the purchase of training materials, and the type(s) of professional development. Guidance about the Budget Narrative may be found in Appendix B.

Part 1. Management and Partnerships: This Budget Narrative has six items as applicable: Classified Staff, Certified Staff, Employee Benefits, Supplies, Travel, and Other.

Regarding Classified and Certified Staff, provide:

* The title of each position to be compensated under this project
* The agency that funds each position
* The salary for each position under this project and salary changes over fiscal years
* The amount of time, such as hours of percentage of time, to be expended by each position under this project
* Any additional basis for cost estimates or computations

Explain specific responsibilities of each position relative to the managing the IEEEP funds and facilitating partnerships.

Regarding Benefits, provide:

* The fringe benefit percentages for all personnel identified above
* The basis for cost estimates for computations

Regarding Supplies, provide:

* An estimate of materials and supplies needed for the management and partnership activities, by nature of expense or general category (e.g., office supplies)
* The basis for cost estimates or computations

Regarding Travel[[1]](#footnote-1), provide:

* An estimate of the number of trips
* An estimate of transportation and/or subsistence costs for each trip
* Any additional basis for cost estimates or computations

Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success. Travel expenses are calculated based on a per diem of $46 per person and a mileage rate of $0.58 per mile.

Other: Specify and describe the use of funds and how it relates to the purposes of the IEEEP grant funding.

Part 2. Facilities: This Budget Narrative has two items: Facilities Modifications and New Classroom Construction. If using IEEEP funds for either of these purposes, Section H must be included in the application and information of the total cost per site summarized in this section.

Facilities Modifications include repair and renovation projects that support access to inclusive early learning at the applicant’s sites and/or those of consortium providers that have direct service early learning contracts with the CDE ELCD. See Responsibilities for Grant Recipients Section, Facilities, for any cost limitations.

New Classroom Construction is limited to one classroom per site of the LEA applicant. See RFA for cost limitations.

Part 3. Adaptive Equipment and Instructional Materials: This Budget Narrative has one item: Adaptive Equipment and Instructional Materials. If using IEEEP funds for this purpose, describe or list the intended purchases. The narrative should identify the equipment and materials intended for each site.

Part 4: Professional Development: This budget narrative has seven items: Classified Staff, Certified Staff, Employee Benefits, Books and Supplies, Travel, Contractual Services, and Other Professional Development Services. If using IEEEP funds for Professional Development, refer to the guidance above in Part 1 regarding Certified and Classified Staff, Benefits, Supplies, and Travel.

Regarding Contractual Services, the narrative training costs and years should correspond to the Professional Development plan articulated in Section E.

Regarding Other Professional Development Services, the narrative should articulate any additional costs not covered in the other budget items.

Note: No IEEEP funds may be used for food, beverages, or gift cards.

The Indirect Rate is the LEA’s Administrative Indirect Rate found at the CDE Indirect Cost Rates web page at <https://www.cde.ca.gov/fg/ac/ic/>.

### **Section G**Budget Summary

Submit an Excel spreadsheet using state accounting (e.g., 1000 for Certificated Personnel) and approved indirect rate. Applicants are to separate funding into four fiscal years and provide a total budget, in accordance with the California School Accounting Manual at <https://www.cde.ca.gov/fg/ac/sa/documents/csam2019complete.pdf>. The Budget Summary should correlate to the Budget Narrative. Match includes any combination of cash and in-kind.

| **Budget Summary**  | **2019–20** **Grant** | **2019–20** **Match** | **2020–21** **Grant** | **2020–21** **Match** | **2021–22** **Grant** | **2021–22** **Match** | **2022–23** **Grant** | **2022–23** **Match** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Part 1. Management and Partnerships | Part 1 | Part 1 | Part 1 | Part 1 | Part 1 | Part 1 | Part 1 | Part 1 |
| Certificated Personnel (1000) | $ | $ | $ | $ | $ | $ | $ | $ |
| Classified Personnel (2000) | $ | $ | $ | $ | $ | $ | $ | $ |
| Employee Benefits (3000) | $ | $ | $ | $ | $ | $ | $ | $ |
| Services and Other Operating Expenses (5000) | $ | $ | $ | $ | $ | $ | $ | $ |
| Staff Travel | $ | $ | $ | $ | $ | $ | $ | $ |
| Other: | $ | $ | $ | $ | $ | $ | $ | $ |
| Part 2. Facilities | Part 2 | Part 2 | Part 2 | Part 2 | Part 2 | Part 2 | Part 2 | Part 2 |
| Facilities Modifications | $ | $ | $ | $ | $ | $ | $ | $ |
| New Classroom Construction | $ | $ | $ | $ | $ | $ | $ | $ |
| Part 3. Adaptive Equipment | Part 3 | Part 3 | Part 3 | Part 3 | Part 3 | Part 3 | Part 3 | Part 3 |
| Adaptive Equipment and Instructional Materials | $ | $ | $ | $ | $ | $ | $ | $ |
| Part 4. Professional Development | Part 4 | Part 4 | Part 4 | Part 4 | Part 4 | Part 4 | Part 4 | Part 4 |
| Certificated Personnel (1000) | $ | $ | $ | $ | $ | $ | $ | $ |
| Classified Personnel (2000) | $ | $ | $ | $ | $ | $ | $ | $ |
| Employee Benefits (3000) | $ | $ | $ | $ | $ | $ | $ | $ |
| Books and Supplies for Professional Development (4000) | $ | $ | $ | $ | $ | $ | $ | $ |
| Staff Travel | $ | $ | $ | $ | $ | $ | $ | $ |
| Contractual Services (5810) | $ | $ | $ | $ | $ | $ | $ | $ |
| Other Professional Development Services | $ | $ | $ | $ | $ | $ | $ | $ |
| Subtotal subject to Indirect | $ | $ | $ | $ | $ | $ | $ | $ |
| Indirect Cost (7000) | $ | $ | $ | $ | $ | $ | $ | $ |
| **Budget Total** | **$** | **$** | **$** | **$** | **$** | **$** | **$** | **$** |

| **Years** | **Grant Amount** | **Matching Amount** | **Total Investment** | **Match Percent of Total (33% or more)** |
| --- | --- | --- | --- | --- |
| **2019-2020** | $ | $ | $ | % |
| **2020-2021** | $ | $ | $ | % |
| **2021-2022** | $ | $ | $ | % |
| **2022-2023** | $ | $ | $ | % |
| **Grand Total** | $ | $ | $ | % |

### Section HIEEEP Facilities

To apply for IEEEP grant funds for facility renovations and site improvements, the LEA applicant, or the LEA’s consortium provider(s) who provides direct subsidized services must either (1) own the land on which the renovations or repairs will occur or (2) have a lease on the property for ten or more years from the start of work on which the classroom(s) are being renovated or repaired. To be eligible to use funds to renovate or repair facilities, the CDE contractor must operate an ELCD CCTR, CSPP, CFCC, or CMIG program.

An LEA may apply for new construction to build one new classroom to create inclusive ELC environments. If the applicant LEA applies as a consortium with other LEAs, the other LEA sites are eligible for new construction. New construction is not allowable outside of these parameters.

All facilities projects must be undertaken to meet Americans with Disabilities Act (ADA) compliance and universal design for learning. ADA compliance projects are preferred and major maintenance projects that increase accessibility for children with disabilities in ELCD programs. All ADA repairs or renovations submitted with this application must comply with the ADA Accessibility Guidelines for Buildings and Facilities which can be found on the ADA and ABA Accessibility Guidelines for Buildings and Facilities web page at <https://www.ada.gov/2010ADAstandards_index.htm>. Refer to universal design principles identified by the Centre for Excellence in Universal Design web page at <http://universaldesign.ie/What-is-Universal-Design/>.

The applicant applying for facilities funding must include evidence of a facilities development plan that meets all school facility requirements and local building and renovation code requirements. Include a detailed plan that describes all renovation activities that are planned, a timeline for the planned activities, start dates, progress benchmarks, and final completion. If the LEA is providing funding renovations or repairs to a subsidized ELC program contractor, include with the application any agreements or memoranda of understanding between the LEA and contractor regarding the subsidized ELC facilities that the LEA plans to fund for renovations and show the renovated facilities will meet the needs of a broad range of disabilities.

All work must be initiated before **April 30, 2019**, and be completed no later than April 1, 2023, to be able to enroll and reflect increased access for children with disabilities.

Do you plan to make renovations or repairs to LEA property? Yes \_\_ No \_\_

Do you plan to fund renovations or repair projects for early learning and care provider agencies in your LEA consortiums? Yes \_\_ No \_\_

Do you plan on adding a classroom to an LEA site? Yes \_\_ No \_\_

(Limit one classroom per awarded LEA)

You may create as many pages as necessary to document each site you plan to make renovations, repairs or build new construction.

**For each LEA site, complete the following information:**

Site Name:

Address:

City and Zip code:

DSS license number, if applicable:

ELCD contract number, if applicable:

Total Cost:

*Note: LEAs must follow the Public Contract Code.*

**Describe the facility and/or renovation plan for this site:**

**For each ELCD provider that is part of the LEA consortium who plans to use money to renovate and/or repair facilities to provide increased access to inclusive ELCD programs, complete the following information:**

Site Name:

Address:

City and Zip code:

Department of Social Services (DSS) license number (if applicable):

ELCD contract number:

Total Cost:

*Note: For each project the ELCD provider must receive three bids. The cost of the project must be the lowest responsive bid. If the ELCD provider is an LEA, the Public Contract Code must be followed.*

**Describe facility and renovation plan for this site:**

## Section IV: Scoring Rubric

### Letter of Intent

***Required*** *(not scored)*

### Applicant Information

***Required*** *(not scored)*

### Data Tables

***15 points possible***

Table 1. Report all children ages birth to five by disability category based on 2017-18 data.

| Score 1 | Score 5 |
| --- | --- |
| Data table is incomplete. | Data table is complete. |

Table 2. The Office of Special Education Programs defines inclusion as 10 or more hours per week in ELC setting with same-age peers and receives the majority of special education supports within that settings. Of the children identified above, what is their current setting?

| Score 1 | Score 5 |
| --- | --- |
| Data table is incomplete. | Data table is complete. |

Table 3. Given the baseline number in Table 1, project the number of children with disabilities enrolled in inclusive ELC settings and how you plan to increase from year to year.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Data table demonstrates insufficient growth. | Data table demonstrates modest growth. | Data table demonstrates ambitious growth. |

### Application Narrative

***75-100 total points possible (depending on funding applied for)***

**Planning:** Describe the composition of your local site leadership team, including: principals, special education and ELC instructors, public and private child care agencies, QCC, and IELCCP grantee and describe how the team will conduct local planning to implement the IEEEP.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of the team and its project planning activities. | Narrative provides adequate description of the team and its project planning activities. | Narrative provides a comprehensive description of the team and its project planning activities. |

Describe your current challenges and successes in serving children with disabilities in inclusive ELC settings.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of challenges and successes. | Narrative provides adequate description of challenges and successes. | Narrative provides a comprehensive description of challenges and successes.  |

**Access:** Describe how you plan to increase the number of children with disabilities enrolled from your current enrollment in ELC settings to expansion to new ELC settings.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of planned activities to increase the number of children with disabilities enrolled in ELC settings. | Narrative provides adequate description of planned activities to increase the number of children with disabilities enrolled in ELC settings. | Narrative provides a comprehensive description of planned activities to increase the number of children with disabilities enrolled in ELC settings. |

Describe how you plan to increase the number of children with **severe disabilities** enrolled in ELC settings.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of planned activities to increase the number of children with severe disabilities enrolled in ELC settings. | Narrative provides adequate description of planned activities to increase the number of children with severe disabilities enrolled in ELC settings. | Narrative provides a comprehensive description of planned activities to increase the number of children with severe disabilities enrolled in ELC settings. |

Describe how you plan to provide individualized and appropriate supports to enable children with disabilities to meet high expectations within the ELC settings.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of individualized and appropriate supports to enable children with disabilities in ELC settings.  | Narrative provides adequate description of individualized and appropriate supports to enable children with disabilities in ELC settings.  | Narrative provides a comprehensive description of individualized and appropriate supports to enable children with disabilities in ELC settings.  |

Describe how the LEA will ensure that the Individuals with Disabilities Education Act (IDEA) supports and services are made available in expanded and new ELC settings.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of how the LEA will ensure that the IDEA supports and services are available. | Narrative provides adequate description of how the LEA will ensure that the IDEA supports and services are available. | Narrative provides a comprehensive description of how the LEA will ensure that the IDEA supports and services are available. |

**Partnership:** Describe how you plan to strengthen the partnerships with your local community partners to increase the access to enroll children representing a **broad range** of disability categories in those settings.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of plans to strengthen the partnerships with local partners to enroll a broad range of disability categories.  | Narrative provides adequate description of plans to strengthen the partnerships with local partners to enroll a broad range of disability categories. | Narrative provides a comprehensive description of plans to strengthen the partnerships with local partners to enroll a broad range of disability categories. |

Describe how you plan to support the partnerships with local community partners to increase access to enroll children with **severe disabilities** in those settings.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of plans to strengthen the partnerships with local partners to enroll children with severe disabilities.  | Narrative provides adequate description of plans to strengthen the partnerships with local partners to enroll children with severe disabilities. | Narrative provides a comprehensive description of plans to strengthen the partnerships with local partners to enroll children with severe disabilities. |

**Sustainability:** Describe your plan to sustain the number of inclusive ELC spaces of your agency and your partners, beyond the grant period.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of planned activities to sustain the number of ELC spaces beyond the grant period. | Narrative provides adequate description of planned activities to sustain the number of ELC spaces beyond the grant period.  | Narrative provides a comprehensive description of planned activities to sustain the number of ELC spaces beyond the grant period.  |

Describe your plan to use state and local resources, including In-kind contributions, to contribute 33 percent of the total award amount granted, to increase and improve inclusive ELC settings.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of planned activities to use state and local resources to contribute 33 percent of the total award amount granted. | Narrative provides adequate description of planned activities to use state and local resources to contribute 33 percent of the total award amount granted. | Narrative provides a comprehensive description of planned activities to use state and local resources to contribute 33 percent of the total award amount granted. |

Describe how your expansion of inclusive ELC environments will coordinate with the public K–12 system to create a developmental and educational continuum of support in your community.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of expansion of inclusive ELC environments with coordinate with the public K-12 system.  | Narrative provides adequate description of expansion of inclusive ELC environments with coordinate with the public K-12 system. | Narrative provides a comprehensive description of expansion of inclusive ELC environments with coordinate with the public K-12 system. |

Describe your current participation in QCC. Please include your rating (if available), any goals, and participation in local meetings, trainings, and coaching; if you are currently not participating in QCC activities, how do you plan to work with your local QCC to expand inclusive practices in ELC settings and staff development plans?

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of work or plans to work with your local QCC to expand inclusive practices in ELC settings. | Narrative provides adequate description of work or plans to work with your local QCC to expand inclusive practices in ELC settings. | Narrative provides a comprehensive description of work or plans to work with your local QCC to expand inclusive practices in ELC settings. |

**Professional Development (optional, required only if applying for professional development):**

Describe the early childhood technical assistance and support resources you are **currently** accessing to support your ELC providers.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of current early childhood technical assistance and support resources.  | Narrative provides adequate description of current early childhood technical assistance and support resources. | Narrative provides a comprehensive description of current early childhood technical assistance and support resources. |

How do you plan to ensure that all **new** ELC staff complete and provide evidence of attendance for the five required RFA trainings (Ages and Stages Questionnaire-Social-Emotional, Supporting Inclusive Practices, Adaptions and Accommodations, Universal Design for Learning, Behavior and the List of Positive Behavior Supports) within an 18-month period?

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of plans to ensure all new ELC staff complete five required RFA trainings within 18 months.  | Narrative provides adequate description of plans to ensure all new ELC staff complete five required RFA trainings within 18 months. | Narrative provides a comprehensive description of plans to ensure all new ELC staff complete five required RFA trainings within 18 months. |

How will you support the staff to incorporate knowledge and competencies gained in trainings, including supporting parents’ awareness of developmental milestones?

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of planned activities to support staff the staff to incorporate knowledge and competencies gained in trainings. | Narrative provides adequate description of planned activities to support staff the staff to incorporate knowledge and competencies gained in trainings.  | Narrative provides a comprehensive description of planned activities to support staff the staff to incorporate knowledge and competencies gained in trainings. |

**Facilities (optional, required only if applying for facilities):**

In order to expand access for children with disabilities, including children with severe disabilities describe how you plan to 1) modify or update current LEA facilities; 2) modify or update subsidized ELC facilities; 3) add additional classroom space on LEA sites only, to expand access for children with disabilities

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of planned activities to modify or update facilities, or add classrooms to expand access for children with disabilities. | Narrative provides adequate description of planned activities to modify or update facilities, or add classrooms to expand access for children with disabilities. | Narrative provides a comprehensive description of planned activities to modify or update facilities, or add classrooms to expand access for children with disabilities. |

Describe modification of the outdoor environments to increase access and participation of children with disabilities, including children with severe disabilities.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of planned activities. | Narrative provides adequate description of planned activities. | Narrative provides a comprehensive description of planned activities. |

**Adaptive Equipment (optional, required only if applying for adaptive equipment):**

What adaptive or modified equipment will you need to increase accessibility to children with disabilities, including children with severe disabilities?

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of adaptations or modifications of equipment to increase accessibility. | Narrative provides adequate description of adaptations or modifications of equipment to increase accessibility. | Narrative provides a comprehensive description of adaptations or modifications of equipment to increase accessibility. |

Describe your plan for adding general adaptive and universally designed materials (i.e. adaptive utensils, bowls, changing tables, chairs, writing instruments, puzzles, visual cues for daily routines, and sensory materials) not specified in the child’s IEP/IFSP to the inclusive ELC programs.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of plans for adding general adaptive and universally designed materials to inclusive ELC programs.  | Narrative provides adequate description of plans for adding general adaptive and universally designed materials to inclusive ELC programs. | Narrative provides a comprehensive description of plans for adding general adaptive and universally designed materials to inclusive ELC programs. |

**Evaluation**: Describe how you plan to provide program data and participate in an overall program evaluation to ensure expanded access to ELC environments.

| Score 1 | Score 3 | Score 5 |
| --- | --- | --- |
| Narrative provides minimal description of plans to provide program data and participate in program evaluation.  | Narrative provides adequate description of plans to provide program data and participate in program evaluation. | Narrative provides a comprehensive description of plans to provide program data and participate in program evaluation. |

### Budget Narrative

***20 points possible***

Budget Narrative that articulates staffing, including resumes of key personnel, and full description of subcontractors and their functions. Explain within the budget categories specific information about personnel responsible for management and oversight, planning and partnership activities, and, as applicable, funding for facilities, instructional materials such as adaptive equipment, and any funding allocated for professional development. Additional guidance about the Budget Narrative may be found in Appendix B.

| Part 1: Score 1 | Part 1: Score 3 | Part 1: Score 5 |
| --- | --- | --- |
| Budget narrative minimally supports the management and oversight, including planning and partnership activities proposed in the application narrative. | Budget narrative adequately supports the management and oversight, including planning and partnership activities proposed in the application narrative. | Budget narrative completely supports the management and oversight, including planning and partnership activities proposed in the application narrative. |
| Part 2: Score 1 | Part 2: Score 3 | Part 2: Score 5 |
| Budget narrative minimally supports the repair and renovation to existing sites and new classroom construction activities proposed in the application narrative. | Budget narrative adequately supports the repair and renovation to existing sites and new classroom construction activities proposed in the application narrative. | Budget narrative completely supports the repair and renovation to existing sites and new classroom construction activities proposed in the application narrative. |
| Part 2: Score 1 | Part 2: Score 3 | Part 2: Score 5 |
| Budget narrative minimally supports funding for adaptive equipment, including instructional materials, proposed in the application narrative. | Budget narrative adequately supports funding for adaptive equipment, including instructional materials, proposed in the application narrative. | Budget narrative completely supports funding for adaptive equipment, including instructional materials proposed in the application narrative. |
| Part 2: Score 1 | Part 2: Score 3 | Part 2: Score 5 |
| Budget narrative minimally supports the professional development activities proposed in the application narrative. | Budget narrative adequately supports the professional development activities proposed in the application narrative. | Budget narrative completely supports the professional development activities proposed in the application narrative. |

### Budget Summary

***15 points possible***

Budget Summary should correlate with the Budget Narrative and conform to the California School Accounting Manual.

| Score 5 | Score 10 | Score 15 |
| --- | --- | --- |
| Budget summary is incomplete. | Budget summary is adequate. | Budget summary is complete. |

### Total Points Available

Applicants may apply for a single, multiple, or combination of funding categories including, facilities, adaptive equipment, and professional development funding and will be scored on each section, as applicable, as follows:

| Section totals if requesting funds in **all three categories** | Maximum Points |
| --- | --- |
| Data Tables | 15 |
| Application Narrative | 100 |
| Budget Narrative | 20 |
| Budget Summary | 15 |
| Total | 150 |

| Section totals if requesting funds for **professional development and** either facilities **or** adaptive equipment | Maximum Points |
| --- | --- |
| Data Tables | 15 |
| Application Narrative | 90 |
| Budget Narrative | 15 |
| Budget Summary | 15 |
| Total | 135 |

| Section totals if requesting funds for **facilities and adaptive equipment**  | Maximum Points |
| --- | --- |
| Data Tables | 15 |
| Application Narrative | 85 |
| Budget Narrative | 15 |
| Budget Summary | 15 |
| Total | 130 |

| Section totals if requesting funds **only for** **professional development** | Maximum Points |
| --- | --- |
| Data Tables | 15 |
| Application Narrative | 80 |
| Budget Narrative | 10 |
| Budget Summary | 15 |
| Total | 120 |

| Section totals if requesting funds **only for facilities or adaptive equipment** | Maximum Points |
| --- | --- |
| Data Tables | 15 |
| Application Narrative | 75 |
| Budget Narrative | 10 |
| Budget Summary | 15 |
| Total | 115 |

### Score Necessary to Qualify for Funding

| **SCORING** | **All Categories** | **Professional Development and Facilities or Adaptive Equipment** | **Facilities and Adaptive Equipment** | **Professional Development Only** | **Facilities or Adaptive Equipment** |
| --- | --- | --- | --- | --- | --- |
| **100 – 80%****Fundable** | **150 – 120** | **135 – 108** | **130 – 104** | **120 – 96** | **115 – 92** |
| **79% or less****Not fundable** | **119.9 or less** | **107.9 or less** | **103.9 or less** | **95.9 or less** | **91.9 or less** |

## APPENDIX A: Key Terms and Acronyms

**Applicant** is a local educational agency requesting funding from a grant program administered by the CDE.

**California State Preschool Programs** (CSPP) are the contracted programs per *Education Code* (*EC*)commencing with Article 7, Chapter 2 (sections 8235–8239) and include, for the purposes of this grant, Family Child Care Home Education Networks providing CSPP services. This includes full-day, full-year and part-day, school-year programs.

**CDE** is the California Department of Education.

**COE** is a County Office of Education.

**DEC** is the Division for Early Childhood Council for Exceptional Children.

***EC*** is the California *Education Code*.

**ELC** is Early Learning and Care, and considered to be general education settings for children birth to age five.

**ELC Subsidized Child Care** is funded by state and federal dollars.

**ELCD** is the Early Learning and Care Division of the California Department of Education.

**Enrollment** is registration in and attendance of full or part-day programs.

**General Child Care (CCTR)** is full day, full year general child care funding for LEAs and non LEAs statewide.

**Grantee** is an applicant who is funded pursuant to an approved award notification.

**High-need** is based on county child care needs assessment to determine the additional settings for subsidized children including children with disabilities.

**IDEA** is the Individuals with Disabilities Education Act, the law that makes a free appropriate public education in the least restrictive environment with appropriate aids and supports available to eligible children with disabilities throughout the nation. Infants and toddlers with disabilities (birth through age two), and their families, receive early intervention services under IDEA Part C. Children and youth ages three through twenty-one receive special education and related services under IDEA Part B.

**IEP** is an Individualized Education Program, the plan for special education-related services for children ages three through twenty-one.

**IFSP** is an Individualized Family Service Plan, a plan for early intervention, services, and supports for children birth to age three.

**IEEEP** is the Inclusive Early Education Expansion Program.

**Inclusion** is the right of every eligible child, regardless of ability, to participate as full members in high-quality early learning and care programs through access, participation, and supports.

**In-Kind** is described as anything given to the LEA that would normally be paid for and is an allowable expense such as donated time, materials, services, and space.

**LEA** is a local educational agency.

**LEA Consortium Providers** for purposes of the IEEEP grantare Early Learning and Care contracted providers, either public or private, who hold a CCTR, CSPP, CMIG or CFCC contract who partner with an LEA applying for the IEEEP grant and receive IEEEP funding from the LEA to meet the objectives of this grant.

**Local Community Partners** for purposes of the IEEEP grant are community partner public or private agencies, particularly local special education agencies and those with expertise in inclusive ELC environments, that collaborate with the LEA and any LEA Consortium Providers to help the LEA and Consortium Providers meet the objectives of this grant.

**LRE** is the Least Restrictive Environment, the IDEA statutory provision for preschool-age and school-age children. IDEA states a strong preference for educating children with disabilities alongside their peers without disabilities. LRE includes both public and private ELC programs.

**NAEYC** is the National Association for Education of Young Children.

**QCC** is Quality Counts California.

**Quality Rating and Improvement System** is a locally-determined system for continuous quality improvement based on a tiered rating structure with progressively higher quality standards for each tier that:

* Provides supports and incentives for programs, teachers, and administrators to reach higher levels of quality;
* Monitors and evaluates the impacts on child outcomes; and
* Disseminates information to parents and the public about program quality (*EC* Section 8203.1[b][1]).

**RFA** is a Request for Application.

**SED** is the Special Education Division, California Department of Education.

**SSPI** is the State Superintendent of Public Instruction, California Department of Education

## APPENDIX B: Budget Narrative Guidance

The Budget Narrative guidance is provided to serve as a guide in developing a Budget Narrative. The Budget Narrative is comprised of information supporting the requested amount to implement the activities specified in the Application Narrative, and also should include articulating how the LEA will contribute the required 33 percent cash or in-kind contribution from local sources necessary to implement and sustain the goals of the program. Articulation of 33 percent match of the total request for funding in the Budget Narrative must include the description of the 33 percent match and failure to do so may disqualify the application from being scored, as set forth in Section III, Screening Process and Disqualification.

For the Budget Narrative, explain within the budget categories specific information about personnel responsible for management and oversight, planning and partnership activities, facilities, adaptive equipment including instructional materials, and any funding allocated for professional development.

Budget Narratives can be in different formats but at the very least should include the following information:

1. Personnel Salaries/Rates/Percentage of time

All Budget Narratives must include salary information for all individuals providing services in the Application Narrative. Personnel costs must include an individual's salary or rate, percentage of full time equivalent (FTE), and duration of work (number of months worked). Clearly identify LEA personnel responsible for providing management and oversight. Additionally, if you need to, budget for substitute teachers or instructional aids to allow for professional development and training to occur for staff implementing this project.

For example:

* Clerical Staff (hourly employee)

$15.00/hour x 4 hours = $60.00,

OR

* Program Analyst (salaried employee)

$2,000.00 monthly salary x .5 FTE x 4 months = $4,000.00

* + Substitute Staff (daily)

10 days x $100.00 per day = $1,000.00

Additionally, Grantees must anticipate and build salary increases into their budget, over the four year period. Salary increases or rate increases are not allowed once the RFA is awarded. If a salary increase is to be built into a budget, the rates should reflect the increase across fiscal years. A brief justification should also be written to explain why a rate has increased from one year to the next.

For example:

FY 16/17 Personnel Costs

* Program Analyst (salaried employee)

$2,000.00 monthly salary x .5 FTE x 4 months = $4,000.00

FY 17/18 Personnel Costs

* Program Analyst (salaried employee)

$2,500.00 monthly salary x .5 FTE x 4 months = $5,000.00

*Justification: The Program Analyst monthly salary rate is increasing from 16/17 to 17/18 to account for a Merit Salary Increase and a Cost of Living Adjustment.*

1. Benefit costs

All benefit costs must be listed in the Budget Narrative. The Budget Narrative must include the benefit rate per individual. For example:

* Program Analyst $4,000.00 x 25% benefit rate = $1,000.00
1. Operating costs, if applicable

Operating costs include the following types of expenditures: supplies, adaptive equipment, travel, postage, phone, copying, etc. Each type of operating cost must be categorized separately and a breakdown of costs must be provided, when appropriate.

1. Equipment costs, if applicable

Equipment costs must specify equipment to be purchased during the grant period. All equipment purchases made by the Grantee become property of the CDE.

1. Travel expenses, if applicable, and per diem rates must be calculated at State rates. Travel expenses and per diem rates are specified by the California Department of Human Resources (CalHR). Travel expenses for staff travel to training must be included.
2. Overhead and Indirect rate, if applicable

Overhead/Indirect costs are general management costs. General management costs typically consist of administrative activities necessary for the general operation of the agency, such as accounting, budgeting, payroll preparation, personnel services, purchasing, and centralized data processing. If a Grantee is charging overhead/indirect fees, the rate must be included.

Local education agency (LEA) indirect rates can be found on the intranet at: <https://www.cde.ca.gov/fg/ac/ic/>

## APPENDIX C: EDUCATION CODE

**ARTICLE 23.5. Inclusive Early Education Expansion [8492- 8492.]**

*( Article 23.5 added by Stats. 2018, Ch. 32, Sec. 17. )*

**Section 8492.**

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

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

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

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

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

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

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

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

(d) The department’s Special Education Division and Early Education and Support Division shall work collaboratively to administer the program, including developing criteria for the selection of grantees.

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

(1) A proposal to increase access to subsidized inclusive early care and education programs for children up to five years of age, including those defined as “children with exceptional needs” pursuant to Section 8208, in low-income and high-need communities. “High-need” shall be defined pursuant to the county child care needs assessment specified in Section 8499.5. The proposal shall quantify the number of additional subsidized children proposed to be served, including children with exceptional needs.

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

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

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

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

(f) Nothing in this section shall prohibit a local educational agency from applying on behalf of a consortium of providers within the local educational agency’s program area, including public and private agencies that will provide inclusive early care and education programs on behalf of the applicant.

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

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

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

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

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

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

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

(j) The department may reserve up to 1 percent of the program funds to support an evaluation to address improved access, participation, and supports to inclusive early learning and care programs and program and child outcomes.

(k) Commencing in the 2018–19 fiscal year, the department shall convene a stakeholder workgroup that includes, but is not limited to, representatives from the relevant divisions in the department, the State Department of Developmental Services, the State Interagency Coordinating Council on Early Intervention, local educational agencies, appropriate county agencies, regional centers, and resource and referral agencies. The workgroup shall be maintained through June 30, 2023, with the goal of providing continuous improvement in the inclusion of children with exceptional needs in early care and education settings. The department shall include representatives of local educational agencies participating in the Inclusive Early Education Expansion Program established in this section and county offices of education participating in the Inclusive Early Care Pilot Program, established pursuant to Section 136 of the act adding this section, in this workgroup, when appropriate, to share challenges, barriers, and best practices.

(l) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the amount appropriated in subdivision (c) shall be deemed to be “General Fund revenues appropriated for school districts,” as defined in subdivision (c) of Section 41202, for the 2017–18 fiscal year, and included within the “total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XIII B,” as defined in subdivision (e) of Section 41202, for the 2017–18 fiscal year.

*(Added by Stats. 2018, Ch. 32, Sec. 17. (AB 1808) Effective June 27, 2018.)*

Bottom of Form

1. All travel is subject to State travel guidelines Specific travel requirements may be found on the ELCD Contractor Travel Guide Web page at <http://www.cde.ca.gov/sp/cd/ci/eesdcontractortravel.asp>. [↑](#footnote-ref-1)