# **Inclusive Early Learning and Care Coordination**

#  **Program**

# **Request for Applications**

# **Program Overview and Instructions**

**Application Due Date: January 25, 2019**



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## Overview

### Program Description and Requirements

The California Department of Education (CDE), Early Learning and Care Division (ELCD) and Special Education Division (SED), are accepting applications from county offices of education (COE) to increase access to inclusive early learning and care programs. This grant program is to support the inclusion of children with disabilities and other exceptional needs, including children with severe disabilities, in early learning and care settings pursuant to: (1) Parts B and Part C of the federal Individuals with Disabilities Education Act (Subchapter II (commencing with Section 1411) and, (2) Subchapter 3 (commencing with Section 1431) of Chapter 33 of Title 20 of the United States Code) for infants and toddlers.

### Background

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) state that 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.

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 learning and care (ELC) 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.

In partnership with the state and federal resources, California actively coordinates ELC programs and services to support all children, including children with disabilities and other exceptional needs and children with severe disabilities, from linguistically and

culturally diverse backgrounds. California also promotes resource development and 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 early learning and care programs benefits communities and families, especially when programs are coordinated with public K–12 systems to create a developmental and educational continuum of support.

Research and practice confirm achievement disparities between the highest need children and their peers can be documented long before children enter kindergarten. Many of California’s youngest and most at-risk learners continue to lack access to high quality early learning and care programs. Historically, children with an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP) have been underserved in community early learning programs primarily due to availability of inclusive spaces, limited funding, a bifurcated educational system as well as the skills, knowledge, attitudes, and beliefs of the early educator workforce.

### Purposes

This grant has been established for the following purposes:

1. Ensuring greater rates of enrollment in early learning and care settings for children with disabilities and other exceptional needs, including those with severe disabilities.
2. Increasing and building capacity for inclusive early learning and care programs.
3. Increasing access to care for children representing a broad range of disability types and different levels of severity.
4. Improving child outcomes for children with disabilities and other exceptional needs, including children with severe disabilities, as measured by state assessments, achievement of learning objectives, the Desired Results Developmental Profile (DRDP), and other state and local measures.

### Responsibilities

The county offices of education selected for this work must demonstrate the capacity to do the following:

1. Coordinate and collaborate with local resources to support children with disabilities and other exceptional needs, including children with severe disabilities, within their county or region.
2. Coordinate and leverage other state and federal investments directed towards supporting children with disabilities and other exceptional needs, including children with severe disabilities.
3. Communicate regularly with the CDE ELCD and SED.
4. Coordinate with California’s Quality Rating and Improvement System (QRIS), Quality Counts California (QCC) to ensure participating ELC sites also are participating in their local QCC.
5. Develop broadly applicable resources that can be shared statewide.
6. Commit to providing program data through program evaluation by submitting year end reports for 2019 and 2020.

## Program Description

### State Statute and Authority

In Statutes of 2018, Assembly Bill 1808, the Inclusive Early Care Pilot Program, now known as the Inclusive Early Learning and Care Coordination Program, shall be established for the purpose of increasing access to inclusive early learning and care programs. The Superintendent of Public Instruction, in consultation with the State Department of Developmental Services and the State Interagency Coordinating Council on Early Intervention, shall develop a grant program or county offices of education to support the inclusion of children with disabilities and other exceptional needs, including children with severe disabilities in early learning and care settings.

### Grant Information

This application covers the grant period beginning no later than March 1, 2019 and ending June 30, 2020. A total of $10 million dollars will be distributed among successful

county offices of education applicants. The funding formula is based on a number of factors, including but not limited to, the number of priority one zip codes in each county, per California *Education Code* Section 8499.5, the number of children birth to five years of age with an Individual Family Service Plan or Individual Education Plan, and the number of eligible children birth to five in each county. Applicants will receive their funding amount after the letters of intent have been submitted.

### Eligibility Requirements

Grants shall be awarded on a competitive basis. Applicants shall be a COE or several COEs may elect to apply as a consortium. The CDE requires that all COEs are included and reserves the right to contact neighboring COEs to partner with a COE that was not included in a letter of intent. The COEs that apply as a consortium must remain in the consortium for the entire project period. One COE in the consortium must serve as the lead. The lead COE will be responsible for submitting the application, acting as the fiduciary agent, compiling and submitting the consortium’s fiscal information, and responsible for collecting and submitting data as required by CDE.

Priority shall be given to applicants with a demonstrated need for expanded access to inclusive early learning and care within their county, particularly within low-income and high need and low access communities including, but not limited to, the percentage of children with IFSP or IEPs, and the percentage of eligible unserved children. “High need” shall be determined pursuant to the county child care needs assessments specified in Section 8499.5 of the California *Education Code,* and the determination of high need shall be made by the SSPI.

The COEs need to make special consideration regarding the county census data for the number of children from birth to five. For counties with low birth to five census, the COEs are encouraged to apply as a consortium to maximize capacity and funding efficiencies. Additional considerations would be how the lead COE can provide supports to neighboring communities to increase the number of children with disabilities in inclusive settings.

The COE is expected to collaborate with other early learning and care agencies to maximize the number of opportunities children with disabilities, and especially children with significant disabilities, can participate in a high quality early learning environment with same age peers to benefit from access to pre-academic teaching and learning that result in educational benefit. This one time funding is meant to provide the foundation and supports for the Inclusive Early Education Expansion Program (IEEEP) and those programs and consortiums participating in the IEEEP’s anticipated release of the RFA in 2019.

### Allowable Activities and Costs

Applicant budgets for the use of grant funds will be reviewed and any items that are deemed non-allowable, excessive or inappropriate will be eliminated. Generally, all expenditures must contribute to the goals outlined in Section I.

### Administrative Indirect Cost Rate

The applicant must limit total administrative indirect costs (for itself and, if applicable, any other county offices of education in the consortium) 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/](http://www.cde.ca.gov/fg/ac/ic/).

## Accountability

### Reporting Requirements

The lead COE will be part of a continuing conversation with the CDE and other COEs. These meetings and communication channels will be established by the CDE and held quarterly. During those meetings the lead COE shall provide the following:

1. Regular progress reports.
2. Presentation and communication materials including but not limited to power points, talking points, and fact sheets.
3. Any other materials or reports requested by the CDE.

If the required reports and program activities are not completed, or if there is a lack of participation in meetings, funding for the COE could be reduced or withdrawn.

## Application Procedures and Processes

### Application Timeline

The grant period for the Inclusive Early Learning and Care Coordination Program (IELCCP) is a one-time funding from March 1, 2019, to June 30, 2020.

| **Critical Events** | **Dates** |
| --- | --- |
| RFA Release Date. The Inclusive Early Learning and Care Coordination Program (IELCCP) RFA is available.  | December 12, 2019 |
| Webinar to address grant questions and the application process | December 12, 2019 |
| The IELCCP Letter of Intent  | January 11, 2019 |
| The IELCCP Application is due to the California Department of Education.  | January 25, 2019 |
| The Application Review Process will use the Reading and Scoring criteria specified in the RFA. | January 28–February 7, 2019 |
| Grant Award Notification Letters will be mailed to recipients. | February 8, 2019 |
| Appeals must be submitted to the Early Learning and Care Division within ten calendar days of the Intent to Award announcement with original signatures from the Authorized Agent. No faxed or emailed appeals will be accepted.  | February 8–19, 2019 |
| The final Grant Award Notification letters will be mailed to recipients.  | February 20, 2019 |
| Start Date | March 1, 2019 |

### Application Process

Prior to submitting the application, applicants are strongly encouraged to read the entire IELCCP RFA and consider all requirements for eligibility.

The following steps outline the application process:

1. The application will request three general types of information:
* Application Information
* Application Narrative
* Itemized Budget

To prepare the application, follow the guidance below.

1. Applicants must submit an electronic copy of the application by email on or before 11:59 p.m., January, 25, 2019 to IELCCP@cde.ca.gov. Additionally, applicants should mail or personally deliver a hard copy application. The application packages must be received at the following address on or before 11:59 p.m. on January 25, 2019.

Inclusive Early Learning and Care Coordination Program

Early Learning and Care Division

California Department of Education

1430 N Street, Suite 3410

Sacramento, CA 95814-5901

* The applicant will receive email confirmation of the submitted application. If changes need to be made, resubmit the entire application prior to the submission deadline.
* The last submitted application will be the one considered for review.
* Incomplete or late applications will not be considered.

### Application Review

**All applications meeting RFA requirements will be read and scored by trained readers from the ELCD and SED. Applications will be randomly assigned to readers, taking in to consideration any conflicts of interests. Readers will base their scores on the degree to which an application provides evidence that it meets the RFA requirements.**

Applications will be evaluated by at least two readers. Application reviews will occur during the timeframe identified in critical dates. Applicants meeting the approval threshold may also be required to participate in an interview prior to awards being made with the CDE and an opportunity to make the necessary revisions.

A scoring rubric will be used as the basis for rating applications. The score will be based upon a competitive review of the quality of the application, the articulated need, and the ability of the COE to meet such needs.

### Technical Assistance

The CDE and SED staff will conduct an RFA application information session to provide an overview of the RFA and offer potential applicants an opportunity to ask clarifying questions. The RFA Application information session will take place on December 12, 2018.

## Application Timeline

### Help Desk

Help is available to respond to clarifying questions regarding the RFA. Applicants should submit requests for clarification to IELCCP@cde.ca.gov. Please write IELCCP Lead Agency RFA Question in the subject line.

### Appeals Process

Applicants who wish to appeal must submit a Letter of Appeal to the CDE. Appeals are limited to the grounds that the application process described in the RFA was not followed. Late appeals will not be considered. The protesting applicant(s) must file a full and complete written appeal, including the reason for appeal, issue(s), in dispute, legal authority or other basis for the appellant’s position, and the remedy sought. Applicants who wish to appeal the decision must submit a letter of appeal by mail or in person to:

Inclusive Early Learning and Care Coordination Program

Early Learning and Care Division

California Department of Education

1430 N Street, Suite 3410

Sacramento, CA 95814-5901

**Appeals to the ELCD must be postmarked within ten calendar days of the posting of the letter of regret.**

## Program Application Guidelines

Each section of the core application narrative will be assigned a score using the following rubric, which summarizes the required components of the IELCCP application.

**Section A:** A narrative description of current data and key activities to increase capacity for inclusive early learning and care

**Section B:** A narrative description of past barriers to increase capacity for inclusive early learning and care

**Section C**: How COE will utilize this grant to increase capacity for inclusive early learning and care?

**Selection Criteria:** See Appendix AThe scoring system is used to signify how an application meets the funding criteria for the program. For most narrative responses, a Likert Scale will be used as follows

0 = Incomplete, missing critical content

1 = Minimal, lacks specificity

2 = Adequate, includes some specificity, but needs additional detail

3 = Comprehensive, provides a clear description that includes specific details

Each grant application will be reviewed and scored by at least two readers. Readers will provide a score for each individual section. The team of readers will independently evaluate and score the applications using the scoring rubric, then meet to discuss the scores to reach consensus on the overall approval for each section. If two readers have scored the application and their scores do not fall within one point away in each category, then the two readers will recalibrate and rescore the application.

If the two readers scores still do not calibrate, then a third reader will score the application. The third reader’s score will be combined with one of the previous reader’s scores whichever one it is closest to/calibrated with, and averaged to determine final score.

##

## Form A

**Letter of Intent**

**Inclusive Early Learning and Care Coordination Program**

In order to submit an application for the Inclusive Early Learning and Care Coordination Program (IELCCP) Grant, a Letter of Intent must be received electronically to the California Department of Education, Early Learning and Care Division’s email box IELCCP@cde.ca.gov no later than **11:59 p.m. on January 11, 2019**.

**IELCCP Lead Agency Information:**

Lead Agency:

Superintendent:

Email Address:

Phone number:

If intending to submit as a consortium of County Offices of Education, list the additional County Offices of Education:

*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 IELCCP application. I understand that this form* ***is mandatory to be considered for funding.***Lead COE Superintendent Signature:Date:

**Lead County Office of Education Application Information**

This information should be submitted with the application

Lead County Office of Education (COE):

Address:

City:

Superintendent:

Superintendent’s Phone Number:

Superintendent’s Email Address:

IELCCP Program Lead:

Program Lead’s Phone Number:

Program Lead’s Email Address:

IELCCP Fiscal Lead:

Fiscal Lead’s Phone Number:

Fiscal Lead’s Email:

Lead COE Superintendent Signature:

Date:

If submitted as a consortium, the name and signature of each participating COE must be included below:

## Form C

**Inclusive Early Learning and Care Coordination Program**

**Application Narrative and Data Tables**

**Section A: A narrative description and current data and key activities to increase capacity for inclusive early learning and care**

A1. Describe the current key activities and strategies (if any) by the COE to ensure children with disabilities and other exceptional needs, including children with severe disabilities, have access to inclusive ELC programs.

A2. Explain past initiatives for, and a history of working on expansion of inclusive ELC for children with disabilities and other exceptional needs, including children with severe disabilities.

A3. Include the current County/Regional data for children with disabilities and other exceptional needs, including children with severe disabilities.

| County or Regional Programs Data  | Total # of slots per County/Region  | Total # of children with an IFSP per County/Region  | Total # of children with an IEP per County/Region  |
| --- | --- | --- | --- |
| California Migrant Program (CMIG) | **#** | **#** | **#** |
| California State Preschool Program (CSPP) | **#** | **#** | **#** |
| Early Head Start | **#** | **#** | **#** |
| General Child Care and Development (CCTR) | **#** | **#** | **#** |
| Head Start | **#** | **#** | **#** |
| Family Child Care Homes | **#** | **#** | **#** |
| Private Child Care Centers | **#** | **#** | **#** |
| Transitional Kindergarten | **#** | **#** | **#** |
| Local Education Agency (LEA) Self-Contained Special Education Preschool Classroom | **#** | **#** | **#** |
| Other | **#** | **#** | **#** |
| TOTAL  | **#** | **#** | **#** |

A4. Describe the number of current children birth to five by disability type, in an inclusive environment.

**Section B: A narrative description of past barriers to increase capacity for inclusive early learning and care**

B. What are the barriers to expansion of inclusive ELC within the county/region?

**Section C: A narrative description of how the COE will utilize this grant to increase capacity for inclusive early learning and care**C1. Describe how this grant will be used to increase access to subsidized inclusive early learning and care programs for children up to five years of age with disabilities and other exceptional needs, including children with severe disabilities. Include strategies used to support key activities described in question A1.

C2. Describe how you plan to partner with the possible agencies listed below to accomplish these key activities.

* Alternative Payment Program

* Child Care Resource and Referral Agencies
* Local Education Agencies
* Local Planning Council
* Local Quality Rating and Improvement System, Quality Counts Consortium
* Publicly funded Early ELC Providers
* Private ELC Settings
* Regional Centers
* Special Education Local Planning Area
* Tribal Nations
* Other

C3. How will the applicant coordinate and leverage other state and federal investments directed towards supporting children with disabilities and other exceptional needs, including children with severe disabilities? Please specifically address both Part C (Regional Centers) and Part B (SELPAs)

C4. How will this grant increase capacity for children representing a broad range of disability types and levels of severity?

C5. Describe the willingness and capacity to share resources developed through the IELCCP on a statewide basis.

C6. How will this grant be used for building local and regional capacity to support increased access for children with disabilities and other exceptional needs, including children with severe disabilities, to inclusive learning and care programs? Describe how increased access will happen through the following activities. Write a narrative after the name of the type of activity.

* Outreach Coordinators
* Placement Navigators
* Coordination and provision of resources or adaptive equipment
* Providing professional learning, certifications or licenses
* Providing assessment or evaluation tools and licenses
* Offering training for parents and families
* Behavioral specialists or mental health professionals
* Other Coordination

C7. Describe how you plan to provide program data and participate in overall program evaluation to ensure expanded access to inclusive environments, as specified by the SSPI, as a condition of receiving grant funding. Data must be submitted between June 2019 and June 2020.

**Section D: Budget Narrative:** Prepare a narrative that supports the budget, providing full time equivalents and resumes for key personnel and explanation of the functions provided by subcontractors.

**Section E: Budget:** Submit an Excel spreadsheet using state accounting (e.g., 1000 for Personnel) and approved indirect rate. Applicants are to separate funding into two fiscal years and provide a total budget, in accordance with the California School Accounting Manual.

## APPENDIX A: SELECTION CRITERIA

### Scoring Rubric

Applications that do not meet or surpass the adequate threshold in any section will be disqualified and are ineligible to receive IELCCP funding. The application must describe the applicant’s expertise and experience in each of the follow questions.

| Sections | Maximum Points |
| --- | --- |
| 1. Current Data and Activities to Increase Capacity for Inclusive Early Learning and Care
 | 21 |
| 1. Past Barriers to Providing Early Learning and Care:
 | 3 |
| 1. Plan to Increase Capacity
 | 72 |
| 1. Budget Narrative
 | 3 |
| 1. Budget
 | 3 |
| Total | 102 |

#### Current Dataand Activities to Increase Capacity for Inclusive Early Learning and Care

***21 points possible***

A1. Describe the current key activities and strategies by the COE to ensure children with disabilities and other exceptional needs, including children with severe disabilities, have access to inclusive early learning and care programs.

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative of current efforts underway by the COE.  | The description gives a minimal narrative of current efforts underway by the COE.  | The description gives an adequate narrative of current efforts underway by the COE.  | The description gives a comprehensive narrative of current efforts underway by the COE.  |

A2. Describe past initiatives for, and a history of working on expansion of inclusive early learning and care for children with disabilities and other exceptional needs, including children with severe disabilities.

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative of current efforts underway by the COE.  | The description gives a minimal narrative of current efforts underway by the COE.  | The description gives an adequate narrative of current efforts underway by the COE.  | The description gives a comprehensive narrative of current efforts underway by the COE.  |

A3. Provide current county/regional data for children with disabilities and other exceptional needs, including children with severe disabilities.

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative of current efforts underway by the COE.  | The description gives a minimal narrative of current efforts underway by the COE.  | The description gives an adequate narrative of current efforts underway by the COE.  | The description gives a comprehensive narrative of current efforts underway by the COE.  |

A4. Provide the number of current children birth to five by disability type, in an inclusive early learning and care setting.

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative of current children’s placement by the COE.  | The description gives a minimal narrative of current children’s placement by the COE.  | The description gives an adequate narrative of current children’s placement by the COE.  | The description gives a comprehensive narrative of current children’s placement by the COE.  |

#### Past Barriers to Providing Early Learning and Care

***3 points possible***

B1. Describe the barriers to expansion of inclusive early learning and care within the county

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative of the barriers encountered by the COE.  | The description gives a minimal narrative of the barriers encountered by the COE.  | The description gives an adequate narrative of the barriers encountered by the COE.  | The description gives a comprehensive narrative of the barriers encountered by the COE.  |

#### Plan to Increase Capacity

***72 points possible***

C1. Description of how this grant will be used to increase access to subsidized inclusive early learning and care programs for children up to five years of age with disabilities and other exceptional needs, including children with severe disabilities Include strategies used to support key activities described in question A1.

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative of planned efforts by the COE.  | The description gives a minimal narrative of planned efforts by the COE.  | The description gives an adequate narrative of planned efforts by the COE.  | The description gives a comprehensive narrative of planned efforts by the COE.  |

C2. Describe how you plan to partner with the agencies listed below to accomplish these key activities?

* Alternative Payment
* Child Care Resource and Referral Agencies
* Local Education Agencies
* Local Planning Council
* Local Quality Rating and Improvement System, Quality Counts Consortia
* Publicly funded Early ELC Providers
* Private ELC Settings
* Regional Centers
* Special Education Local Planning Area
* Tribal Nations
* Other

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description lists 0–2 agencies to partner with **or** gives an incomplete narrative of current efforts underway by the COE.  | The description lists 3–5 agencies to partner with **or** gives a minimal narrative of current efforts underway by the COE.  | The description lists 6–8 agencies to partner with **and** gives an adequate narrative of current efforts underway by the COE.  | The description lists 9 or more agencies to partner with **and** gives a comprehensive narrative of current efforts underway by the COE.  |

C3. Description of how the applicant will coordinate and leverage other state and federal investments directed towards supporting children with disabilities and other exceptional needs, including children with severe disabilities and address both Part C (Regional Centers) and Part B (SELPAs)

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative of coordination and planning for Part C and Part B by the COE. | The description gives a minimal narrative of coordination and planning for Part C and Part B by the COE.  | The description gives an adequate narrative of coordination and planning for Part C and Part B by the COE.  | The description gives a comprehensive narrative of coordination and planning for Part C and Part B by the COE.  |

C4. Describe of how this grant will increase capacity for children representing a broad range of disability types and levels of severity

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative for capacity building for children with a broad range of disabilities types and severities by the COE.  | The description gives a minimal narrative for capacity building for children with a broad range of disabilities types and severities by the COE. | The description gives an adequate narrative for capacity building for children with a broad range of disabilities types and severities by the COE. | The description gives a comprehensive narrative for capacity building for children with a broad range of disabilities types and severities by the COE. |

C5. Describe of the applicant’s willingness and capacity to share resources developed through the IELCCP on a statewide basis

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative of how resources will be shared on a statewide basis.  | The description gives an insufficient narrative of how resources will be shared on a statewide basis.  | The description gives a sufficient narrative of how resources will be shared on a statewide basis.  | The description gives a comprehensive narrative of how resources will be shared on a statewide basis.  |

C6. Description of how this grant will be used for building local and regional capacity to support increased access for children with disabilities and other exceptional needs, including children with severe disabilities, to inclusive learning and care programs, including a description of how increased access will happen through the named activities

* Outreach Coordinators
* Placement Navigators
* Coordination and provision of resources or adaptive equipment
* Providing Professional Learning, certifications or licenses
* Providing assessment or evaluation tools and licenses
* Offering training for parents and families
* Behavioral Specialists or Mental Health Professional
* Other Coordination

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives an incomplete narrative. The COE will build local and regional capacity.  | The description gives an insufficient narrative. The COE will build local and regional capacity.  | The description gives a sufficient narrative. The COE will build local and regional capacity.  | The description gives a comprehensive narrative. The COE will build local and regional capacity.  |

C7. Describe how the applicant plans to provide program data and participate in overall program evaluation to ensure expanded access to inclusive environments, as specified by the SSPI, as a condition of receiving grant funding. (Data must be submitted by June 2019 and June 2020.)

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| The description gives incomplete narrative of data plan.  | The description gives insufficient narrative of data plan.  | The description gives sufficient narrative of data plan.  | The description gives comprehensive narrative of data plan. |

#### Budget Narrative

***3 points possible***

Budget Narrative that clearing articulates staffing, including resumes of key personnel, and full description of subcontractors and their functions

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| Incomplete budget narrative, missing key information | The narrative gives an insufficient information to support the budget. | The narrative gives a sufficient information to support the budget | The narrative gives a comprehensive information to support the budget. |

#### Budget

***3 points possible***

Budget that conforms to the School Accounting Guide

| Score 0 | Score 1 | Score 2 | Score 3 |
| --- | --- | --- | --- |
| Incomplete or inaccurate budget | Minor miscalculations or minor lack of clarity  | Single miscalculation | Completely accurate, all calculations correct  |

#### Selection Criteria

| **COMPREHENSIVE** | **SUFFICIENT** | **MINIMAL** |
| --- | --- | --- |
| 100–90%Acceptable/Complete | 89–80%Acceptable/CompleteMay Require Interview | 79% or lessUnacceptable/IncompleteInterview Required |
| 102–91.8% | 91.7–73.44% | 73.43% or less |

## APPENDIX B: KEY TERMS AND ACRONYMS

**Applicant** is a county office of education requesting funding from a grant program administered by the CDE.

**Authorized Agent** is a Superintendent of a LEA, County Office of Education (COE).

**California State Preschool Programs** are the contracted programs per *Education Code* (*EC)* commencing with Article 7, Chapter 2 (sections 8235–8239) and includes, 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.

**CMIG** is the California Migrant Child Care and Development Program per the *EC* sections 8230–8233. This program uses centers and family child care home networks operated or administered by either public or private agencies and local educational agencies. These programs provide child development services for children from birth through 12 years of age and older children with exceptional needs. These programs provide an educational component that is culturally, linguistically, and developmentally appropriate for the children served and typically have seasonal start and stop dates.

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

**Consortium** is a two or more county offices of education that are working together to meet the objectives of this grant.

**CSPP** is the California State Preschool Program**.**

**DEC** is the Division for Early Childhood.

**DRDP** is the Desired Results Developmental Profile, which is an observation tool for teachers to record a child’s individual progress toward the achievement of the domains of learning and development as established by California’s early learning foundations for children birth through preschool or TK.

**ELC** is Early Learning and Care

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

**Early Learning 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]).

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

**ELCD** is the Early Learning and Care Division.

**Equipment and Supplies** is the follows the State’s definitions of Equipment and Supplies:

* “Equipment” is defined as tangible, nonexpendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit. (2 Code of Federal Regulations Section 200.33)
* “Supplies” are defined as all tangible personal property other than equipment. (2 Code of Federal Regulations Section 200.33)

**Family Child Care Home Education Networks** are the networks established pursuant to the *EC* Section 8245 that provide CSPP services. An example of this is using CSPP funds to pay for services provided to preschool-aged children and who are reported electronically on the CDD-801 to the CDE.

**Grantee** is an applicant who receives an approved grant award notification (Form AO-400 Grant Award Notification)

**IDEA** is the Individuals with Disabilities Education Act. It was passed in 1975 providing a free appropriate education to children with disabilities. It also gives parents a voice in their child’s education. It covers birth through high school graduation or 21 years of age.

**IEP** stands for Individualized Education Program. An IEP is a plan for special education and related services for children three to twenty-one.

**IFSP** stands for Individualized Family Service Plan. It guides and supports efforts to boost a child’s development up to age three.

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

**IELCCP** is the Inclusive Early Learning and Care Coordination Program.

**LEA** is identified as a Local Educational Agency.

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

**QCC** is Quality Counts California.

**QRIS** is the Quality Rating and Improvement System; see **Early Learning Quality Rating and Improvement System** above.

**RFA** is a Request for Application.

**SED** is the Special Education Division of the CDE.

**SELPA** stands for Special Education Local Plan Area. SELPAs are made up of school districts and county offices of education within particular geographic areas. Small school districts join together so they can provide a full range of services to students with special needs.

**Service Area** is defined as the boundaries or geographical area of the county or regional consortium where the QRIS operates.

**SSPI** is the State Superintendent of Public Instruction.

California Department of Education

December 2018