

Draft Quality Expenditure Plan for 2017–18

**Prepared for the Department of Finance and the Chairperson of the Joint Legislative
Budget Committee**



Prepared by the

**Early Education and Support Division
Instruction, Learning, and Standards Support Branch
California Department of Education**

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Description: Report on the Draft Child Care and Development Fund Quality Expenditure Plan for 2017–18

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Recipient: The Department of Finance and the Chairperson of the Joint Legislative Budget Committee

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Executive Summary

Submission of this plan is required by Item 6100-194-0890, Provision 7(e) of the Budget Act of 2016 (Senate Bill 826). The California Department of Education (CDE) is required, on or before February 1, 2017, to provide a draft of the new Quality Expenditure Plan to the Department of Finance and the Chairperson of the Joint Legislative Budget Committee for review and comment.

The CDE Early Education and Support Division (EESD) conducted two stakeholder input sessions on the state quality improvement expenditure plan for its federal Child Care and Development Block Grant (CCDBG) Fund requirement.

The Quality Expenditure Plan for 2017–18 removes the one-time funding, leaving a remaining balance of \$78,084,000 to support required quality improvement expenditures for child care resource and referral (R&R) services, local planning councils, and child care licensing to support a local Quality Rating and Improvement System (QRIS) provided in the 2016–17 state budget, to support professional development for the early care and education workforce, and to support other activities identified in the CCDBG. It supports longstanding workforce infrastructure projects such as the Child Development Training Consortium and the Program for Infant/Toddler Care. It reduces several projects and eliminates one project to provide a little over 40 percent of the funds previously provided in one-time state general funds for an Infant/Toddler QRIS Block Grant.

If you have any questions or comments regarding this plan, please contact Cecelia Fisher-Dahms, Education Administrator, Early Education and Support Division, by phone at 916-324-9739 or by e-mail at cfisher@cde.ca.gov.

Background

The California Department of Education (CDE) is the lead state agency for the federal Child Care and Development Block Grant (CCDBG). As such, the CDE manages federal funds that are distributed through direct contracts for services and through vouchers administered by alternative payment programs. Besides the direct support for financial assistance for child care services, the CCDBG also requires states to spend a certain portion of the funds, along with matching funds, on quality improvement activities. Historically, quality spending was set at a minimum of 4 percent with additional targeted funds required for infants and toddlers, R&R and school-age services, and for quality. The current triennial state plan can be found on the CDE Child Care and Development Fund State Plan Web page at <http://www.cde.ca.gov/sp/cd/re/stateplan.asp>.

The 2014 reauthorization of the CCDBG changed the quality spending requirement. Section 658G of the new CCDBG law states:

Reservation.— (1) Reservation for Activities Relating to the Quality of Child Care Services.—A State that receives funds to carry out this subchapter for a fiscal year referred to in paragraph (2) shall reserve and use a portion of such funds, in accordance with paragraph (2), for activities provided directly, or through grants or contracts with local child care resource and referral organizations or other appropriate entities, that are designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care, and is in alignment with a Statewide assessment of the State's needs to carry out such services and care, provided in accordance with this subchapter.

(2) Amount of Reservations.—Such State shall reserve and use—

(A) to carry out the activities described in paragraph (1), not less than—

(i) 7 percent of the funds described in paragraph (1), for the first and second full fiscal years after the date of enactment of the Child Care and Development Block Grant Act of 2014;

(ii) 8 percent of such funds for the third and fourth full fiscal years after the date of enactment; and

(iii) 9 percent of such funds for the fifth and each succeeding full fiscal year after the date of enactment; and

(B) in addition to the funds reserved under subparagraph (A), 3 percent of the funds described in paragraph (1) received not later than the second full fiscal year after the date of enactment and received for each succeeding full fiscal year, to carry out the activities described in paragraph (1) and subsection (b)(4), as such activities relate to the quality of care for infants and toddlers.

(3) State Reservation Amount.—Nothing in this subsection shall preclude the State from reserving a larger percentage of funds to carry out the activities described in paragraph (1) and subsection (b).

Federal Quality Improvement Requirement

This additional requirement went into effect in federal fiscal year (FFY) 2016. That means that in FFY 2016, 7 percent in quality spending was required. With the previous 4 percent and additional targeted funds, this change had no fiscal impact on the quality budget for state fiscal year (SFY) 2016–17. In FFY 2017, the 3 percent in designated infant/toddler funding went into effect. Since FFY 2017 started October 1, 2016, three-quarters of the required amount (\$18,094,240) was included in the calculations for the budgeted infant/toddler increase (\$9,152,000) for SFY 2016–17. The additional quarter would normally be added into the calculations for SFY 2017–18. Likewise in SFY 2017–18, the increase from 7 percent to 8 percent would go into effect on October 1, 2017. The CDE calculates the minimum spending requirement to include an additional \$7,308,583 for SFY 2017–18.

On March 14, 2016, the federal Department of Health and Human Services Administration of Children and Families Office of Child Care released the Child Care and Development Fund (CCDF) allocations, including redistributed funds, for FFY 2016 (i.e., from October 1, 2015 to September 30, 2016). No new federal grant amounts have been released for FFY 2017. This uncertainty about current and future federal grand funding presents a budgeting challenge. The Governor's Proposed Budget does not allocate any new quality funds for the state CCDBG quality expenditure plan at this time.

The Budget Act of 2016, Item 6110-194-0890, Provision 7 stipulates:

7. (a) On or before March 1, 2017, the State Department of Education shall develop a new quality funding expenditure plan for submission as an amendment to the state's Child Care and Development Block Grant State Plan.
- (b) The new quality expenditure plan shall prioritize activities that support the Quality Rating and Improvement System. It is the intent of the Legislature that, to the greatest extent possible, the state use funding from the state's Child Care and Development Block Grant quality allocation to support the Quality Rating Improvement System.
- (c) The new quality expenditure plan shall maintain funding for resource and referral agencies, local planning councils, and licensing enforcement.
- (d) The new quality expenditure plan shall comply with the federal Child Care and Development Block Grant of 2014.
- (e) On or before February 1, 2017, the State Department of Education shall provide a draft of the new quality expenditure plan to the Department of Finance and the Chairperson of the Joint Legislative Budget Committee for review and comment.

Stakeholder Input

During November 2016, the CDE Early Education and Support Division (EESD) Quality Improvement Office conducted two stakeholder input sessions. The November 1, 2016, session focused on the requirements of the CCDBG Act. There were 52 people in attendance at seven locations throughout the state with 32 verbal comments provided. The November 14, 2016, session focused on Quality Rating and Improvement System (QRIS) input. There were 71 people in attendance at seven locations with 31 verbal comments. Thirty written comments were also received. Commenters included large child care agencies, colleges, county offices of education, associations, state agencies (First 5 California and Department of Finance), and existing CCDBG Quality Improvement contractors, such as the California Early Childhood Mentor Program (CECMP), R&R organizations, and Local Child Care Planning Councils (LPCs).

Commenters generally supported existing projects. Many commented on the value of the California R&R Network's data efficiency project to meet the CCDBG requirement of

a statewide searchable database and the ability of R&R organizations to reach out and conduct training for a wide array of provider types. Several used the opportunity to request annual licensing visits, suggesting the licensing funding be removed from the Quality Improvement budget. Many expressed the desire for additional funding to be used to make the sunseting Infant/Toddler QRIS Block Grants ongoing to maintain and build on the current quality investment in state quality improvement professional development infrastructure systems that support local QRIS. Several specific projects were called out. Some recommended restoration of the 2010 50 percent to LPCs. Others recommended support for a workforce registry, coaching and mentoring, leadership training, and services for the full range of providers. There was support for health and safety training with a request to include Occupational Health and Safety and to require health and safety training for license-exempt providers.

Draft Expenditure Plan Explanation

The enclosed draft quality improvement expenditure plan for 2017–18 represents the CDE’s efforts to balance the need to maintain the infrastructure of quality improvement activities that it has developed and refined with the need to provide some continuing support of the Infant/Toddler QRIS Block Grants.

The draft expenditure plan is organized to correspond to the state CCDBG plan. The numbers to the left of an item refer to that section of the state plan. Section 6.2 of the plan refers to the state’s professional development activities to support the workforce. Most of these activities are listed in Section 7.2, QRIS Continuous Quality Improvement. This section is organized based on the three core areas of the QRIS:

1. Child Development and School Readiness
2. Teachers and Teaching
3. Program and Environment

This section uses two attached documents: the QRIS Rating Matrix and the QRIS Continuous Quality Improvement Pathways.

After eliminating the one-time funding, in most instances, the CDE is proposing to keep the funding as established in the 2016–17 plan, with the following changes:

- Reduction of \$459,420 in the development of early learning resources
- Cut of \$55,000 to the Faculty Initiative Project
- Cut of \$340,000 to the PITC Institutes, removing paid fellowships
- Cut of \$52,500 to the PITC inclusion of infants and toddlers with disabilities, removing paid fellowships
- Cut of \$30,000 to the Child Care Initiative Project

- \$381,280 to the Child Development Training Consortium, eliminating the Career Incentive Grants
- Cut of \$2,687,500 to the Child Care Retention Program (AB 212), representing a one-quarter reduction off-site by Child Development contractors having access to local QRIS block grants to support staff retention
- Cut of \$92,000 to the Child Development Teacher and Supervision Grant Program administered by the Student Aid Commission
- Addition of \$5,142,700 in Infant/Toddler QRIS Block Grant, which is about 40 percent of the current sunseting grant
- Cut of \$1,000,000 to the CA-QRIS Certification Grants, which supports recertification and turnover need for new certifications
- Cut of \$45,000 to support the CECMP's Program Administrative and Business Administrative Scale trained director mentors

CDE Quality Improvement Projected Budget for 2017-18	Final 2016- 17	2016-17 One-time Funds	Changes	2/1/17 DRAFT 2017-18
Activity Listed in State Plan Order	Amount	Amount	Amount	Amount
1 - CCDF Leadership and Coordination with Relevant Systems				
1.1 Local Child Care and Development Planning Councils (LPCs)	\$ 3,353,000			\$ 3,353,000
1.1 LPC Coordinator Modules	\$ 250,000	\$ (250,000)		\$ -
2 - Consumer and Provider Education				
2.3 800-KIDS-793 Phone Line for Parents	\$ 91,000			\$ 91,000
2.3 Resource and Referral Programs	\$22,280,266			\$22,280,266
5 - Ensuring the Health and Safety of Children in Child Care				
5.2 License Enforcement for Child Care Programs	\$ 8,000,000			\$ 8,000,000
Health and Safety Training Grants and Regional Trainers	\$ 2,655,000			\$ 2,655,000
6 - Training and Professional Development				
6.2 Supporting Training and Professional Development of the Child Care Workforce (see section 7.2)				
Subsidized TrustLine Applicant Reimbursement	\$ 460,647			\$ 460,647
Update of Workforce Study	\$ 1,000,000	\$ (1,000,000)		\$ -
6.3 Early Learning and Development Guidelines				
Development of Infant/Toddler Resources	\$ 1,394,117	\$ (1,214,117)		\$ 180,000
Development of Early Learning Resources	\$ 2,587,008	\$ (1,627,583)	\$ (459,420)	\$ 500,005
Faculty Initiative Project	\$ 455,000		\$ (55,000)	\$ 400,000
7.2 Quality Rating and Improvement (QRIS) Continuous Quality Improvement Pathways				
Core I - Child Development and School Readiness				
Child Observation				
Desired Results System for Children and Families	\$ 2,495,100	\$ (1,470,300)		\$ 1,024,800
Desired Results Field Training	\$ 816,845	\$ (150,000)		\$ 666,845
School Readiness				
Program for Infant/Toddler Care (PITC) Institutes	\$ 970,000		\$ (340,000)	\$ 630,000
PITC Inclusion of I/T with Disabilities	\$ 840,000		\$ (52,500)	\$ 787,500
PITC Partners for Quality Regional Support Network	\$ 4,441,674			\$ 4,441,674
California Preschool Instructional Network (CPIN)	\$ 4,000,000			\$ 4,000,000
Social-Emotional Development				
Inclusion and Behavior Consultation Network	\$ 920,000			\$ 920,000
Map to Inclusive Child Care and CSEFEL	\$ 750,000			\$ 750,000
Developmental and Health Screening				
Developmental Screening Network	\$ 175,500			\$ 175,500
Core II - Teachers and Teaching				
Professional Development				
California Early Childhood Mentor Program	\$ 2,866,295			\$ 2,866,295
California Early Childhood Online (CECO)	\$ 290,000			\$ 290,000
Child Care Initiative Project	\$ 3,057,444		\$ (30,000)	\$ 3,027,444
Child Development Training Consortium (CDTC)	\$ 3,273,200		\$ (381,280)	\$ 2,891,920
Family Child Care at Its Best Project	\$ 766,704			\$ 766,704
Financial Support for Career Advancement				
Child Care Retention Program: AB 212	\$10,750,000		\$ (2,687,500)	\$ 8,062,500
CD Teacher and Supervisor Grant Program	\$ 318,000		\$ (92,000)	\$ 226,000
Stipend for Permit	\$ 435,000			\$ 435,000
I/T QRIS Block Grants	\$ -		\$ 5,142,700	\$ 5,142,700
CMIG QRIS Block Grant	\$ 800,000			\$ 800,000
CA-QRIS Certification Grants	\$ 2,000,000		\$ (1,000,000)	\$ 1,000,000
Core III - Program and Environment				
CA Strengthening Families Trainer Coordination	\$ 40,000			\$ 40,000
Community College PITC Demonstration Sites	\$ 594,200			\$ 594,200
CECMP Administration Support (PAS and BAS)	\$ 100,000		\$ (45,000)	\$ 55,000
Other: Evaluation of Quality Improvement Activities				
Evaluation of Quality Improvement Activities	\$ 570,000			\$ 570,000
TOTAL	\$83,796,000	\$ (5,712,000)	\$ -	\$78,084,000



**California Department of Education
Child Care and Development Fund
Estimated Quality Spending Requirement
FY 2017-18**

	FFY 2017 CCDF 7% (Estimated)	FFY 2017 CCDF 8% (Estimated)
GRANT FUNDS AND STATE MATCH		
Discretionary, Non-Targeted Funds	294,836,377	294,836,377
Mandatory	85,593,217	85,593,217
Matching	206,960,007	206,960,007
State Match	<u>206,960,007</u>	<u>206,960,007</u>
subtotal	\$794,349,608	\$794,349,608
Percent of State Fiscal Year	<u>x 25%</u>	<u>x 75%</u>
	\$198,587,402	\$595,762,206
Quality Percent Spending Requirement	<u>x 7%</u>	<u>x 8%</u>
Estimated Quality Spending Requirement	\$13,901,118	\$47,660,976
		SFY 2017-18 (Estimated)
Aggregate CCDF Funds for 2017-18		\$794,349,608
2017-18 Minimum Quality		\$61,562,095
3% Infant/Toddler Quality Set-Aside		<u>\$23,830,488</u>
Total Minimum Expenditures Required		<u>\$85,392,583</u>

FFY 2017 and 2018 grant amounts are from the FY 2016 CCDF Allocations Based on Appropriation (including Redistributed Funds) table to be posted on the Office of Child Care Web Site. Quality calculations for FFY 2016 are based on the CDE's interpretation of current law.

CDE is waiting for further direction from the Administration for Children and Families as to how the quality minimum spending requirements are to be calculated.

Additional information regarding the implementation timelines for the CCDBG Reauthorization is available here:

<https://www.acf.hhs.gov/occ/resource/pi-2015-02-attachment-timeline-of-effective-dates-for-states-and-territories-ccdbg-act-of-2014>

Quality Improvement Projects in Child Care and Development Fund State Plan Order

1. CCDF Leadership and Coordination with Relevant Systems

Local Child Care and Development Planning Councils (LPCs)

LPCs are appointed by 58 local county boards of supervisors and county superintendents of schools to assess the needs for child care and development services. LPCs have a mandated and diverse membership structure inclusive of child care providers, parents, public agencies, community agencies, and discretionary local stakeholders. LPCs identify gaps in the supply and demand of all forms of care. Based on the information obtained through periodic need assessments, the LPCs establish priorities for the use of funds to address the identified needs of unserved and underserved populations within their county. These priorities typically specify the ages of children, family income of target populations, special education needs or circumstances of families, and the geographic areas of service. LPCs encourage public input in the development of local priorities and hold public hearings. LPCs prepare a comprehensive, countywide child care plan that is designed to mobilize public and private resources to address identified needs. LPCs collaborate with subsidized and nonsubsidized providers, Head Start agencies, First 5 County Commissions, county welfare departments, human service agencies, job training programs, employers, integrated child and family service councils, parent organizations, and other interested parties to foster partnerships designed to meet local child care needs. LPC Grant information can be found on the CDE Local Child Care and Development Planning Councils Web page at <http://www.cde.ca.gov/sp/cd/re/lpc.asp>.

2. Consumer and Provider Education

800-KIDS-793 Phone Line for Parents

A toll-free telephone system, accessible to the public throughout the state of California, that provides general child care information to and connects all parents, child care providers, and other interested individuals to their local child care R&R programs in California. There is no income eligibility requirement or fee related to receiving this service. Using the automated system, a caller can enter his/her zip code and be provided with the name and phone number of his/her local child care resource R&R agency or can choose to speak to a live information specialist. This bilingual (Spanish and English) service system is an important component of the comprehensive consumer education campaign. 800-KIDS-793 Phone Line for Parents information can be found on the California Child Care R&R Network Web page at http://www.rrnetwork.org/find_child_care.

R&R Programs

These funds support California's system of Child Care R&R programs and are located in every county of the state. These funds support the following activities:

- Provide parents information about their child care options and components of quality child care and disseminate consumer education materials.
- Make referrals for child care services that best meet families' needs.

- Develop, gather, and report data from callers and child care providers to the CDE regarding the supply and demand for child care services in their local areas.
- Maintain comprehensive, up-to-date databases that includes information about all licensed providers offering child care in each R&R program's service delivery area.
- Carry out activities that support center-based, family child care and license-exempt or informal care providers, such as recruiting and training child care providers and offering technical assistance to enhance child care provider skills.
- Administering the TrustLine background check application process.
- R&R programs information can be found on the California Child Care R&R Network Web page.

5. Ensuring the Health and Safety of Children in Child Care

License Enforcement for Child Care Programs

These funds will be used for licensing inspections by California Department of Social Services Community Care Licensing Division (CCLD) of day care facilities for children. The CCLD has responsibility for licensing child care facilities under authority of the California *Health and Safety Code* (§1596.70 et seq.) and to enforce minimum standards contained in Title 22, Division 12 of the *California Code of Regulations*. The mission of the CCLD is to protect the health and safety of children in care. This project funds activities and licensing visits to maintain and increase the quality and availability of child care.

Health and Safety Training Grants and Regional Trainers

R&R agencies use these funds through a contract to arrange for or provide reimbursement to licensed center-based staff, licensed family child care providers, and license-exempt family child care and in-home providers. Reimbursement is for costs associated with completing health and safety training, including pediatric cardiopulmonary resuscitation, pediatric first aid, prevention and control of communicable disease in child care settings, safe handling of food, nutrition, disaster preparedness and mitigation, and other health and safety-related subjects. Trainers and curriculum content are reviewed and approved by the California Emergency Medical Services Authority (EMSA).

A network of regional R&R trainers will provide preventive health training needed for pre-licensure. University of California at San Francisco will conduct training of these trainers on EMSA-approved curriculum.

6. Training and Professional Development

6.2 - Supporting Training and Professional Development of the Child Care Workforce (see section 7.2)

Subsidized TrustLine Applicant Reimbursement

These funds support the TrustLine Registration process of state and federally subsidized license-exempt child care providers. TrustLine is the California registry of in-home and license-exempt child care providers who have passed a background screening. TrustLine was created by the California Legislature to give parents an important tool to use when selecting a caregiver for their children. It is the only authorized screening program of in-home and license-exempt caregivers in the state with access to fingerprint records at the California Department of Justice (DOJ) and the Federal Bureau of Investigations (FBI) and access to California's Child Abuse Central Index. *Health and Safety Code* Section 1596.66(a) requires that license-exempt child care providers (except grandparents, aunts, and uncles) who are funded through the Alternative Payment Program or the CCDBG be registered on TrustLine. Fees associated with the TrustLine process are paid for license-exempt providers serving families who are eligible for subsidized child care or as participants in Stages 2 and 3 of the CalWORKs child care system. Subsidized TrustLine Applicant Reimbursement information can be found on the California's Background Check for In-Home Child Care TrustLine Web page at <http://www.trustline.org/>.

6.3. Early Learning and Development Guidelines

Development of Early Learning Resources

The CDE uses these funds to develop early learning resources to support the workforce to improve their knowledge and skills in serving young children. Resources include the State Infant/Toddler Learning and Development Foundations, the Preschool Learning Foundations, Curriculum Frameworks, Program Guidelines, Early Childhood Educator Competencies, and Best Practices documents. Development of Early Learning Resources can be found on the CDE Early Education and Support Division Resources Web page at <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>.

Faculty Initiative Project

Essential content and competencies embodied in CDE EESD publications and materials are integrated into early childhood education curriculum in the California Community College (CCC) and California State University (CSU) systems by fostering collaboration and building consensus among faculty members involved in core early childhood education and child development curriculum. Among publications and programs to be included in informational seminars are the *California Preschool Learning Foundations*, *Preschool Curriculum Frameworks*, the *Preschool English Learners Resource Guide*, and the *Preschool Program Guidelines*. Faculty Initiative Project information can be found on the WestEd Early Childhood Education Faculty Initiative Project Web page at <https://facultyinitiative.wested.org/>.

7.2. QRIS Continuous Quality Improvement Pathways

Core I: Child Development and School Readiness

Child Observation

Desired Results System for Children and Families

Funds are used to continue the development of an assessment instrument to measure the progress of children who receive subsidized child care and development services through state-contracted center-based or family child care home education networks. The Desired Results Developmental Profile (DRDP) System is a resource and provides an instrument for staff and families to monitor the progress of their children and to continually improve their programs. The DRDP 2015 is fully aligned with all volumes of the *Preschool Learning Foundations* and the *Infant/Toddler Learning and Development Foundations* and meets both the assessment requirements for EESD-funded programs and CDE Special Education Division/federal reporting requirements. The Desired Results System also includes a Desired Results Family (Parent) Survey and the Harms Environment Rating Scales to measure program quality. In addition, a computer-based application of the DRDP, known as DRDPtech, is available for use by local program staff to maintain and manage their DRDP data. Desired Results System for Children and Families information can be found on the Desired Results for Children and Families Web page at <https://www.desiredresults.us/>.

Desired Results Field Training

The purpose of the Desired Results Field Training (DR Field Training) is to provide training and technical assistance in all areas of the Desired Results System to assist programs in using assessment for program quality improvement. The Desired Results System includes several components: the DRDP, the Environment Rating Scales, the Parent Survey, and the program self-evaluation. Regional trainings on the Desired Results System are provided to new program directors and newly funded agencies. The DR Field Training project maintains a robust Web site that includes training materials, online courses, tutorials, and access to DRDPtech and work aids to assist in implementation of the Desired Results System. The DR Field Training assists projects in the self-evaluation process to improve outcomes for children and families. This project will also include further development of the system, including DRDP 2015 training materials and activities, training videos, online classes, CD ROMs, and other support materials. The DR Field Training includes assistance provided in person, by telephone, and through e-mail. Desired Results Field Training information can be found on the Desired Results for Children and Families Web page at <https://www.desiredresults.us/training>.

School Readiness

Program for Infant/Toddler Care (PITC) Institutes

PITC Institutes is a comprehensive, multimedia training program for trainers of infant/toddler caregivers. It is presented in four separate modules for approximately 60 participants per module. The institutes cover social–emotional development, quality group care, cognitive and language development, and cultural and family issues. Participants usually include program administrators, college faculty, early interventionists, and other professionals who provide training for caregivers. Participants receive copies of all PITC curriculum guides, training manuals, and other print resource materials. They may purchase the videos at discounted prices during the training event.

Participants who complete the modules and related course work receive certificates that recognize them as certified PITC trainers. Certified trainers who receive scholarships will be required to conduct a minimum of 25 hours of training in their local area during the following two years using the PITC materials. After completion of the local training requirement, these trainers are eligible to become trainers in the PITC Regional Support Network and receive compensation for providing training in accordance with the policies of that project. Certified trainers may also receive scholarships to attend an annual graduate conference that will focus on new and updated information relative to PITC content and training activities.

In addition to the intensive institutes for trainers that offer PITC certification, one of the four institutes each year may be designed as a special-focus institute for specific audiences to respond to emerging training needs. The purpose of the focused institutes will be to expand the impact of PITC on the quality of care for infants and toddlers throughout California. The primary target audience for the focused institutes will be local or regional CA-QRIS trainers or coaches. These institutes also function as a source of continuing education for the core group of PITC trainers who provide training and technical assistance to local communities throughout California. The focused institutes will be held in different geographic regions each year to minimize travel for directors and trainers. PITC Institutes information can be found on the WestEd PITC Web page at <https://www.wested.org/service/program-infant-toddler-care-trainer-institutes/>.

PITC Inclusion of Infants and Toddlers with Disabilities: Beginning Together

The Beginning Together Project ensures that information about children with special needs is incorporated and appropriate inclusive practices are promoted in the training and technical assistance provided by certified trainers for the PITC. Beginning Together is designed to move inclusive experiences for young children with disabilities or other special needs and their families from theory into practice. This is accomplished through a training-of-trainers institute, a seminar for community colleges, regional technical assistance activities, support to institute graduates, and support of inclusive practices in other PITC activities, including a Beginning Together advanced technical assistance institute.

The various institutes and academies offered continue to build a cadre of qualified trainers who are available to assist local child care providers in complying with the requirements of the Americans with Disabilities Act by creating inclusive environments. The PITC infant/toddler specialists and coordinators receive technical assistance to support them in creating linkages with early interventionists and infant/toddler child care programs at the local level. Outreach sessions are conducted throughout the state each year to bring together PITC trainers, infant/toddler staff, family child care providers, early interventionists, and other professionals working with children with disabilities and other special needs and their families to discuss strategies for local coordination of services. The PITC college demonstration programs also receive training and technical assistance. PITC Inclusion of Infants and Toddlers with Disabilities information can be found on the California Inclusion Beginning Together Web page at <http://www.cainclusion.org/bt>.

PITC Partners for Quality Regional Support Network

Funds maintain a Regional Support Network for provision of training and technical assistance activities at the local level to improve the quality and increase the quantity of child care services for infants and toddlers. The primary components of this network are outreach sessions, stipends for trainers, and regional training coordinators, which are described below.

- Outreach Sessions

Approximately 15–30 outreach training sessions will be provided for existing planning groups to continue to support the implementation of their county infant/toddler capacity plan. Critical topics will usually include recent brain research and implications of these research findings for administrative policies, results of national studies of child care quality, and program practices and caregiving strategies that support optimal infant/toddler development.

The content and length of the specifically targeted sessions will be customized to meet the needs of the unique audiences including directors, teen parent groups, American Indian tribal groups, First 5 Children and Families county commissions, LPCs, and other planning agencies.

- Training with an Infant/Toddler Focus and Incentives for Professional Growth

Community-based training and technical assistance and professional growth incentives will be provided to support staff working in infant/toddler center-based programs and to support family child care providers. The Regional Support Network will foster the retention of trainers who have completed PITC trainer-of-trainer modules by employing certified trainers to deliver training and technical assistance services in local communities. Center-based programs, as well as small groups of family child care and license-exempt providers, may receive training and technical assistance through a maximum of three 60-hour training plans. Professional growth incentives may also be provided to participants who have completed at least 28 hours of training specified in a training plan. These incentives include cash stipends when the training is provided outside regular work hours, resource materials, or payment for college units.

These training activities will be evaluated each year using an on-site, pre- and post-review methodology. The first evaluations using this approach revealed statistically significant differences between pre-training and post-training overall ratings of quality. Family child care programs were rated lower than centers at the pre-training assessment and moved up in quality at the post-training assessment. The findings in both studies indicated that additional training and technical assistance would likely help centers and family child homes continue to improve the quality of their care. These evaluations show that the Stipend Program training and technical assistance resulted in significant improvements in quality. These results are consistent with findings reported in national studies of child care quality that indicate a strong connection between caregivers' participation in training and the quality of care they provide.

- **Regional Trainer/Coordinators**

Regional Trainer/Coordinators (RTCs) will be provided to coordinate training and technical assistance in designated regions of California and to support PITC certified trainers in the provision of training at the local level. These RTCs will be responsible for coordinating the assignment of trainers to local training groups and allocating training resources, including incentives for professional growth; arranging regular meetings with trainers; coordinating outreach services to new and existing infant/toddler programs and local policymaking groups; and coordinating PITC training at the community college PITC demonstration programs. PITC Partners for Quality Regional Support Network information can be found on the PITC Web page at https://www.pitc.org/pub/pitc_docs/pqjobopp.html.

California Preschool Instructional Network (CPIN)

The CPIN provides statewide professional development, technical assistance, and support to California's preschool program administrators and teachers to improve the quality of California preschool programs for all children, including children with disabilities and those who are learning English as a second language. Services are provided through the 11 regions of the California County Superintendents Educational Services Association. Each regional team has an Early Childhood Education (ECE) lead and an English Learner lead. Each local CPIN team is responsible for establishing and maintaining the local network of preschool administrators, teachers, and leaders who meet at least five times during each school year. The CPIN provides leadership and consistent messages of instructional support in the CPIN content areas including, but not limited to, content based on the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework* covering the domains of social–emotional development, language and literacy, English language development, mathematics, visual and performing arts, physical development, health, history–social science, and science. CPIN training and technical assistance may also cover content from the *Preschool English Learners (PEL) Guide*, *Inclusion Works!* and other CDE EESD initiatives and publications. On-site technical assistance will be provided to preschool programs participating in their local QRIS. CPIN information can be found on the CPIN Web site at <http://www.cpin.us/>.

Social–Emotional Development

California Inclusion and Behavior Consultation (CIBC) Network

Through a network of inclusion and behavior consultants, the CIBC Network offers on-site consultation and technical assistance to early care and education providers seeking to support the learning and development of children birth to five with disabilities and special needs, including those with challenging behaviors. On-site consultation assists providers in building their capacity through the use of strength-based teaching strategies, development of accommodations to enhance a child's learning environment, problem solving, action planning, and facilitation of relationships with community resources that can provide ongoing support of early care and educators. Programs participating in a local QRIS are eligible for services at no cost. A program may request consultation for a teacher/provider who has a child with disabilities, challenging behaviors, or other special needs. The information can be found on the CIBC Network Web site at <http://www.cibc-ca.org>.

Map to Inclusive Child Care

The MAP to Inclusion and Belonging . . . Making Access Possible Project (MAP Project), formerly known as The Map to Inclusive Child Care Project, began in 1998–99 with a federal technical assistance grant designed to support a statewide initiative to expand opportunities for inclusion of children with disabilities and other exceptional needs in child care settings. The MAP Project is committed to improving access to services and care for children and families, which includes support, education, and training for providers and the families they serve. The current focus of the MAP Project is to work with stakeholders to expand access to opportunities for children with disabilities and other special needs from birth to twenty-two years of age in early care and education, after school, and community settings.

Major activities focus on the development and dissemination of resources to support inclusive practice for the early care and education field as well as out-of-school time providers of care. The resources include an extensive, searchable Web site with practical, relevant topics as well as county-specific resources and information. The Web site houses MAP Project-developed resources as well as links to resources on other Web sites gathered into topic areas. Resources and training materials are added regularly in response to needs and issues identified by the field. Family Engagement, Healthy Mind, Healthy Body, School Age and Beyond, and Cultural Competency and Resources in Multiple Languages are among the topic areas that have been recently added. Another feature of the Web site is a list of state and national organizations and agencies providing training and technical assistance on inclusion. The MAP Project continues to work with the stakeholder group to identify emerging issues that affect quality child care for children with disabilities. Map to Inclusive Child Care information can be found on the California Inclusion California Map to Inclusion and Belonging Web page at <http://cainclusion.org/camap/>.

California Collaborative for Social and Emotional Foundations of Early Learning (CA CSEFEL)

The CA CSEFEL Teaching Pyramid approach was built on the Positive Behavior Interventions and Support (PBIS) model with the incorporation of quality early childhood practices. The WestEd Center for Child and Family Studies has further adapted the approach to incorporate “facilitative administrative practices” as described in research documents. The power of the CA CSEFEL Teaching Pyramid is most clearly seen when it is implemented across an entire site, district, or agency (i.e., programwide). There are six recommended components for achieving a programwide approach: (1) planning by a group of leaders, (2) training in a systematic way, (3) coaching/technical assistance to support implementation to fidelity, (4) incorporation of family engagement to strengthen the link between home and school, (5) identification and training of those responsible for the development of positive behavior support plans, and (6) follow-up for sustainability after training ends. CA CSEFEL information can be found on the California Inclusion Teaching Pyramid Web page.

Developmental Screening

Developmental Screening Network

Funds are provided for a network of trainers to support developmental screening of young children. The current tool used by the CA-QRIS is the Ages and Stages Questionnaire (ASQ) and ASQ-Social Emotional. CA-QRIS trainers in the network are supported by a community of practice. Developmental Screening Network information can be found on the WestEd Publications and Resources Web page at <https://www.wested.org/resources/cpei-california-early-care-and-education-screening-guide/>.

Core II: Teachers and Teaching

Professional Development

California Early Childhood Mentor Program

Mentor activities are provided at 100 community college campuses to support experienced teachers and directors and encourage them to remain in the field of early childhood education. Financial compensation and professional development support are provided to more than 640 child care and development teachers and 145 directors who have been selected as mentors. Mentor teacher applicants must complete a self-assessment of their classroom, and their program director must agree to conditions of their participation. Candidates for director mentor attend an orientation Webinar and a full-day training in mentoring techniques to qualify to apply. A local selection committee convened each academic year by the community college chooses mentor teachers and directors. The average stipend per classroom mentor is estimated to be approximately \$1,600 per year. More than 2,100 early childhood education students will be provided with alternative placements for practicum experiences and mentoring support to achieve their academic goals, and over 90 director protégés will receive support in improving their program leadership and management skills. Information can be found on the CECMP Web site at <http://www.ecementor.org/>.

California Early Childhood Online (CECO)

The CECO provides online professional development on the California Infant/Toddler Learning and Development Foundations and Infant/Toddler Curriculum Framework. Early childhood education administrators and teachers throughout the state receive CECO professional development opportunities to improve child and program outcomes and gain knowledge of California's Early Learning and Development System, including Infant/Toddler Learning and Development Foundations, the Preschool Learning Foundations, Infant/Toddler Curriculum Framework, and Preschool Curriculum Framework. Participants have access to the California Infant/Toddler Learning and Development Foundations and Curriculum Framework through online modules, covering the domains of social–emotional development, language development, language and literacy, cognitive development, English-language development, mathematics, visual and performing arts, perceptual and motor development, physical development, health, history–social science, and science. This Web site will be fully functional in Spanish in March 2017. CECO information can be found on the CECO Web site at <https://www.caearlychildhoodonline.org/>.

Child Care Initiative Project (CCIP)

Local R&R agencies use the funds to implement a model that builds licensed family child care capacity, informs the provision of quality of care, and supports providers and families in their collaborative efforts to optimize the early care and education of their children. The model assesses local supply and demand, recruits individuals to become licensed family child care providers, offers culturally and linguistically relevant professional development opportunities that are based on current research and evidence-based practices, provides technical assistance and support to providers (potential and established) and families, and connects them with resources. CCIP services focus on the areas of business practices, program development, family engagement and support, child development, provider support, and resource connections. The funds also maintain the efforts of the local R&R agencies to meet the need for infant and toddler care in their communities by recruiting, engaging, and supporting individuals to provide this type of care. CCIP information can be found on the California Child Care R&R Web page at http://www.rnetwork.org/ccip_quality.

Child Development Training Consortium (CDTC)

Financial aid and technical assistance are provided to students to access college-level child development course work to raise the quality of care in early care and education settings throughout California. This training creates a pool of qualified staff for child care and development programs and addresses issues of access related to training, career ladder access for providers, staff retention, content flexibility, and cost-effectiveness. The training also reaches out at the local level to assist in the recruitment and preparation of underrepresented groups. Participants currently employed in a child care and development program may earn college units in child development and general education as required to attain the Child Development Permit. Students may attend regularly scheduled core curriculum classes. Classes may be offered at off-campus locations so that working students may have greater access. CDTC information can be found on the CDTC Web page at <http://www.childdevelopment.org/cs/cdtd/print/htdocs/home.htm>.

Family Child Care at Its Best

The *Family Child Care at Its Best* Project, administered by the Center for Human Services Training and Development at University of California, Davis, provides training and quality improvement services to licensed family child care home providers statewide. Webinars based on the Family Child Care at Its Best series have been developed in English and Spanish for use by family child care providers in the state. The training program has expanded both the content and delivery of training for licensed family child care providers. The CSEFEL Teaching Pyramid Modules 1 and 2 have been adapted for use within family child care. Both modules are available in English and Spanish throughout California. Family Child Care at Its Best information can be found on the University of California Davis Extension Center for Human Services Web page at <http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV>.

Financial Support for Career Advancement

Child Care Retention Program: AB 212

Funds are provided to LPCs for child care staff retention activities to retain qualified staff who work directly with children in state-subsidized, center-based programs. The LPCs develop countywide plans in accordance with approved guidelines and submit these plans to the CDE EESD for review and approval. The funds are intended to supplement, not supplant, existing efforts and investments to retain qualified child care staff at the local level and to promote best practices that foster quality early childhood education. Child Care Retention Program: AB 212 information can be found on the CDE LPC Contacts Web page at <http://www.cde.ca.gov/sp/cd/re/lpccontacts.asp>.

Child Development Teacher and Supervisor Grant Program

The California Student Aid Commission administers this program and provides assistance through grants for college course work leading to the attainment of a Child Development Permit at the teacher, master teacher, supervisor, or program director levels. Participants in this program are selected on the basis of their demonstrated financial need and academic achievement. They must commit to working one full year in a licensed child care center for every year they receive a grant. Child Development Teacher and Supervisor Grant Program information can be found on the California Student Aid Commission Child Development Grant Program.

Stipend for Permit

The CDTC helps potential teachers in child care and development programs to obtain a Child Development Permit Stipend by paying the cost of the application fees. Salaries of child care teaching staff are substantially less than those of workers with similar levels of education. Assistance with the cost of permits provides these staff with incentives to proceed with completing training related to child development that research has shown to increase the quality of care provided to children. Staff members also benefit from completing the additional course work because they are able to secure permanent positions as teachers. Implementation of this program continues in collaboration with the California Commission on Teacher Credentialing, which issues the permits. Stipend for Permit information can be found on the CDTC Web page at http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_permit.htm.

Infant/Toddler QRIS Block Grants

These funds partially backfill behind the \$24.163 million in one-time funds appropriated in 2015–16 for the purpose of QRIS consortia to provide training, technical assistance, and resources to help infant and toddler child care providers meet a higher tier of quality as determined by their local QRIS rating matrix. Local consortia use the QRIS Block Grant to support local early learning programs and increase the number of low-income infants and toddlers in high-quality early learning programs. Application for Infant/Toddler QRIS Block Grants can be found on the CDE QRIS Web page at <http://www.cde.ca.gov/sp/cd/rt/>.

California Migrant (CMIG) QRIS Block Grants

The CMIG QRIS Block Grants are an augmentation to the \$50 million in Proposition 98 funding to build on the local QRIS efforts of current lead agencies and their consortia and to raise the quality of California State Preschool Programs (CSPPs). Funds can be used for local QRIS block grants to CDE EESD migrant contractors rated at QRIS tier 4 or 5 to support quality improvement for CSPPs not yet at tier 4 and for assessing them and improving access. Currently 20 of the 49 participating counties have state CMIG sites in their counties. The same CSPP QRIS Block Grant requirements apply.

CA-QRIS Certification Grants

These grants provide the CA-QRIS regional hubs with funds to support the certification and recertification of trainers, coaches, observers, and assessors on the tools and professional development systems used by the CA-QRIS for rating and continuous quality improvement.

Core III: Program and Environment

California Strengthening Families™ Trainer Coordination

Funds provide support for a network of R&R trainers who are trained on the Strengthening Families™ model. This research-informed approach is designed to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs, and communities in building five protective factors: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children. This is the family engagement model adopted by the CA-QRIS. California Strengthening Families Trainer Coordination information can be found on the Center for the Study of Social Policy, Strengthening Families™ Web page at <http://www.cssp.org/young-children-their-families/strengtheningfamilies>.

Community College PITC Demonstration Sites

Funds provide institutes and follow-up technical assistance to interested California community colleges to integrate the PITC philosophy and practices into their existing infant/toddler programs and into the infant/toddler courses. The five existing PITC demonstration programs will receive training and technical assistance as necessary for staff training, equipment, and materials to enhance and maintain the quality of the programs. Funds will also be allocated to support and maintain the best practices of the PITC philosophy, including small groups, continuity of care, primary caregiving, and following children's individual schedules. Community College PITC Demonstration Sites information can be found on the PITC Demonstration Programs Web page at https://www.pitc.org/pub/pitc_docs/demosites.html.

CECMP Administrative Scale and Business Administrative Scale Training

These funds support training to reliability on the PAS and BAS by the CECMP director mentors in centers and large family child care homes to support CA-QRIS efforts in their service areas. Information can be found on the CECMP Web site at <http://www.ecementor.org/>.

Other: Evaluation of Quality Improvement Activities

Evaluation of Quality Improvement Projects

Evaluation activities focus on a selection of quality improvement activities in each contract cycle. Recent cycles have included a study of the R&R training activities, including the Child Care Initiative Project, the California Preschool Instructional Network, and the California Collaborative for the Social–Emotional Foundations of Early Learning and its Teaching Pyramid model. Current studies include Local Child Care and Development Planning Councils, AB 212, and Family Child Care at Its Best. Results are used to review the projects, their alignment with the state’s quality improvement efforts, and funding adjustments. Evaluation of Quality Improvement Activities information can be found on the CDE Administrative Resources and Reports Web page at <http://www.cde.ca.gov/sp/cd/re/cddadminres.asp>.

Overview of Child Care and Development Block Grant Activities to Improve the Quality of Child Care

- Phases in an increase in minimum quality set-aside from 4 percent to 9 percent over a five-year period starting in FFY 2016. In addition, requires states to spend minimum of 3 percent to improve the quality of care for infants and toddlers.
- Requires states to spend quality funds on at least one of 10 specified quality activities:
 1. Training and professional development
 2. Implementation of early learning guidelines (Foundations)
 3. Tiered QRIS
 4. Improving the supply and quality of infant/toddler programs and services
 5. R&R services
 6. Facilitating compliance with state licensing standards
 7. Evaluating quality of programs and services
 8. Support for accreditation
 9. Development of program standards relating to health, mental health, nutrition, physical activity, and physical development
 10. Activities related to provider preparedness, child safety, child well-being, or entry to kindergarten
- In other sections, specifies training and technical assistance on identifying and serving homeless children and their families and strategies to strengthen the business practices of child care providers to expand the supply and improve the quality of child care services.
- Requires establishment of professional development and training requirements with ongoing annual training and progression to improve knowledge and skills of CCDF providers.

- Requires states to implement their *Early Learning and Development Guidelines* describing what children should know and be able to do from birth to kindergarten entry.
- Includes provisions on social–emotional health of children, including providing consumer and provider education about policies regarding expulsions of children from early care and education programs and developmental screenings for children at risk of cognitive or developmental delays.

Who Can Develop Quality Activities

- The Lead Agency directly, or through grants or contracts with local child care R&R organizations or other appropriate entities, develops quality activities.
- Agency types currently funded include:
 - R&R agencies and the California Child Care R&R Network
 - County offices of education and LPCs
 - California community colleges and state universities
 - State agencies, including the California Department of Social Services
 - Other organizations, such as county First 5 Commissions and California Modified Assessment Studies translation vendors.

**Pertinent Sections of the Child Care and Development Block Grant Act:
Public Law 113–186**

SEC. 658A. SHORT TITLE AND PURPOSES.

(a) **SHORT TITLE.**—This subchapter may be cited as the Child Care and Development Block Grant Act of 1990.

(b) **PURPOSES.**—The purposes of this subchapter are—

(1) to allow each State maximum flexibility in developing child care programs and policies that best suit the needs of children and parents within that State;

(2) to promote parental choice to empower working parents to make their own decisions regarding the child care services that best suit their family’s needs;

(3) to encourage States to provide consumer education information to help parents make informed choices about child care services and to promote involvement by parents and family members in the development of their children in child care settings;

(4) to assist States in delivering high-quality, coordinated early childhood care and education services to maximize parents’ options and support parents trying to achieve independence from public assistance;

(5) to assist States in improving the overall quality of child care services and programs by implementing the health, safety, licensing, training, and oversight standards established in this subchapter and in State law (including State regulations);

(6) to improve child care and development of participating children; and

(7) to increase the number and percentage of low-income children in high-quality child care settings.

SEC. 658E. APPLICATION AND PLAN.

(c) **Requirements of a Plan-**

(1) **Lead agency-**The State plan shall identify the lead agency designated or established under section 658D.

(2) **Policies and procedures-**The State plan shall-

(G) TRAINING AND PROFESSIONAL DEVELOPMENT REQUIREMENTS.—

(i) **IN GENERAL.**—The plan shall describe the training and professional development requirements that are in effect within the State designed to enable child care providers to promote the social, emotional, physical, and cognitive development of children and to improve the knowledge and skills of the child care workforce. Such requirements shall be applicable to child care providers that provide services for which assistance is provided in accordance with this subchapter.

(ii) **REQUIREMENTS.**—The plan shall provide an assurance that such training and professional development—

(l) shall be conducted on an ongoing basis, provide for a progression of professional development (which may include encouraging the pursuit of postsecondary education), reflect current research and best practices relating to the skills necessary for the child care workforce to meet the

developmental needs of participating children, and improve the quality of, and stability within, the child care workforce;

(II) shall be developed in consultation with the State Advisory Council on Early Childhood Education and Care (designated or established pursuant to section 642B(b)(1)(A)(i) of the Head Start Act (42 U.S.C.

9837b(b)(1)(A)(i))), and may engage training providers in aligning training opportunities with the State's training framework;

(III) incorporates knowledge and application of the State's early learning and developmental guidelines (where applicable), the State's health and safety standards, and incorporates social-emotional behavior intervention models, which may include positive behavior intervention and support models;

(IV) shall be accessible to providers supported through Indian tribes or tribal organizations that receive assistance under this subchapter; and

(V) to the extent practicable, are appropriate for a population of children that includes—

(aa) different age groups;

(bb) English learners;

(cc) children with disabilities; and

(dd) Native Americans, including Indians, as the term is defined in section 4 of the Indian Self-Determination and Education Assistance Act (25 U.S.C. 450b) (including Alaska Natives within the meaning of that term), and Native Hawaiians (as defined in section 6207 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7517)).

(iii) INFORMATION.—The plan shall include the number of hours of training required for eligible providers and caregivers to engage in annually, as determined by the State.

(I) HEALTH AND SAFETY REQUIREMENTS.—

(i) shall relate to matters including health and safety topics consisting of—

(XI) minimum health and safety training, to be completed pre-service or during an orientation period in addition to ongoing training, appropriate to the provider setting involved that addresses each of the requirements relating to matters described in subclauses (I) through (X);

(T) EARLY LEARNING AND DEVELOPMENTAL GUIDELINES.—

(i) IN GENERAL.—The plan shall include an assurance that the State will maintain or implement early learning and developmental guidelines (or develop such guidelines if the State does not have such guidelines as of the date of enactment of the Child Care and Development Block Grant Act of 2014) that are appropriate for children from birth to kindergarten entry, describing what such children should know and be able to do, and covering the essential domains of early childhood development for use statewide by child care providers. Such guidelines shall—

(I) be research-based, developmentally appropriate, and aligned with entry to kindergarten;

(II) be implemented in consultation with the state educational agency and the State Advisory Council on Early Childhood Education and Care (designated or established pursuant to section 642B(b)(1)(A)(i) of the Head Start Act (42 U.S.C. 9837b(b)(1)(A)(i)); and

(III) be updated as determined by the State.

(V) BUSINESS TECHNICAL ASSISTANCE.—The plan shall describe how the State will develop and implement strategies to strengthen the business practices of child care providers to expand the supply, and improve the quality of, child care services.

(3) Use of block grant funds –

(A) General requirement -The State plan shall provide that the State will use the amounts provided to the State for each fiscal year under this subchapter in accordance with subparagraphs (B) through (D).

(B) Child care services and related activities- In General.—The State shall use amounts provided to the State for each fiscal year under this subchapter for child care services on a sliding fee scale basis, activities that improve the quality or availability of such services, activities that improve access to child care services, including the use of procedures to permit enrollment (after an initial eligibility determination) of homeless children while required documentation is obtained, training and technical assistance on identifying and serving homeless children and their families, and specific outreach to homeless families, and any other activity that the State determines to be appropriate to meet the purposes of this subchapter (which may include an activity described in clause (ii)) with priority being given for services provided to children of families with very low family incomes (taking into consideration family size) and to children with special needs.

SEC. 658G. ACTIVITIES TO IMPROVE THE QUALITY OF CHILD CARE.

(a) RESERVATION.—

(1) RESERVATION FOR ACTIVITIES RELATING TO THE QUALITY OF CHILD CARE SERVICES.—A State that receives funds to carry out this subchapter for a fiscal year referred to in paragraph (2) shall reserve and use a portion of such funds, in accordance with paragraph (2), for activities provided directly, or through grants or contracts with local child care resource and referral organizations or other appropriate entities, that are designed to improve the quality of child care services and increase parental options for, and access to, high-quality child care, and is in alignment with a Statewide assessment of the State's needs to carry out such services and care, provided in accordance with this subchapter.

(2) AMOUNT OF RESERVATIONS.—Such State shall reserve and use—

- (A) to carry out the activities described in paragraph (1), not less than—
- (i) 7 percent of the funds described in paragraph (1), for the first and second full fiscal years after the date of enactment of the Child Care and Development Block Grant Act of 2014;
 - (ii) 8 percent of such funds for the third and fourth full fiscal years after the date of enactment; and
 - (iii) 9 percent of such funds for the fifth and each succeeding full fiscal year after the date of enactment; and

(B) in addition to the funds reserved under subparagraph (A), 3 percent of the funds described in paragraph (1) received not later than the second full fiscal year after the date of enactment and received for each succeeding full fiscal

year, to carry out the activities described in paragraph (1) and subsection (b)(4), as such activities relate to the quality of care for infants and toddlers.

(3) STATE RESERVATION AMOUNT.—Nothing in this subsection shall preclude the State from reserving a larger percentage of funds to carry out the activities described in paragraph (1) and subsection (b).

(b) ACTIVITIES.—Funds reserved under subsection (a) shall be used to carry out no fewer than one of the following activities that will improve the quality of child care services provided in the State:

(1) Supporting the training and professional development of the child care workforce through activities such as those included under section 658E(c)(2)(G), in addition to—

(A) offering training and professional development opportunities for child care providers that relate to the use of scientifically-based, developmentally-appropriate and age-appropriate strategies to promote the social, emotional, physical, and cognitive development of children, including those related to nutrition and physical activity, and offering specialized training for child care providers caring for those populations prioritized in section 658E(c)(2)(Q), and children with disabilities;

(B) incorporating the effective use of data to guide program improvement;

(C) including effective behavior management strategies and training, including positive behavior interventions and support models, that promote positive social and emotional development and reduce challenging behaviors, including reducing expulsions of preschool-aged children for such behaviors;

(E) providing training and outreach on engaging parents and families in culturally and linguistically appropriate ways to expand their knowledge, skills, and capacity to become meaningful partners in supporting their children's positive development;

(F) providing training corresponding to the nutritional and physical activity needs of children to promote healthy development;

(G) providing training or professional development for child care providers regarding the early neurological development of children; and

(H) connecting child care staff members of child care providers with available federal and state financial aid, or other resources, that would assist child care staff members in pursuing relevant postsecondary training.

(2) Improving upon the development or implementation of the early learning and developmental guidelines described in section 658E(c)(2)(T) by providing technical assistance to eligible child care providers that enhances the cognitive, physical, social and emotional development, including early childhood development, of participating preschool and school-aged children and supports their overall well-being.

(3) Developing, implementing, or enhancing a tiered quality rating system for child care providers and services, which may—

(A) support and assess the quality of child care providers in the State;

(B) build on State licensing standards and other State regulatory standards for such providers;

(C) be designed to improve the quality of different types of child care providers and services;

(D) describe the safety of child care facilities;

- (E) build the capacity of State early childhood programs and communities to promote parents' and families' understanding of the State's early childhood system and the ratings of the programs in which the child is enrolled;
 - (F) provide, to the maximum extent practicable, financial incentives and other supports designed to expand the full diversity of child care options and help child care providers improve the quality of services; and
 - (G) accommodate a variety of distinctive approaches to early childhood education and care, including but not limited to, those practiced in faith-based settings, community-based settings, child-centered settings, or similar settings that offer a distinctive approach to early childhood development.
- (4) Improving the supply and quality of child care programs and services for infants and toddlers through activities, which may include—
- (A) establishing or expanding high-quality community or neighborhood-based family and child development centers, which may serve as resources to child care providers in order to improve the quality of early childhood services provided to infants and toddlers from low-income families and to help eligible child care providers improve their capacity to offer high-quality, age-appropriate care to infants and toddlers from low-income families;
 - (B) establishing or expanding the operation of community or neighborhood-based family child care networks;
 - (C) promoting and expanding child care providers' ability to provide developmentally appropriate services for infants and toddlers through training and professional development; coaching and technical assistance on this age group's unique needs from statewide networks of qualified infant-toddler specialists; and improved coordination with early intervention specialists who provide services for infants and toddlers with disabilities under part C of the Individuals with Disabilities Education Act (20 U.S.C. 1431 et seq.);
 - (D) if applicable, developing infant and toddler components within the State's quality rating system described in paragraph (3) for child care providers for infants and toddlers, or the development of infant and toddler components in a State's child care licensing regulations or early learning and development guidelines;
 - (E) improving the ability of parents to access transparent and easy to understand consumer information about high-quality infant and toddler care; and
 - (F) carrying out other activities determined by the State to improve the quality of infant and toddler care provided in the State, and for which there is evidence that the activities will lead to improved infant and toddler health and safety, infant and toddler cognitive and physical development, or infant and toddler well-being, including providing health and safety training (including training in safe sleep practices, first aid, and cardiopulmonary resuscitation) for providers and caregivers.
- (5) Establishing or expanding a statewide system of child care resource and referral services.
- (6) Facilitating compliance with State requirements for inspection, monitoring, training, and health and safety, and with State licensing standards.
- (7) Evaluating and assessing the quality and effectiveness of child care programs and services offered in the State, including evaluating how such programs positively impact children.

(8) Supporting child care providers in the voluntary pursuit of accreditation by a national accrediting body with demonstrated, valid, and reliable program standards of high quality.

(9) Supporting State or local efforts to develop or adopt high-quality program standards relating to health, mental health, nutrition, physical activity, and physical development.

(10) Carrying out other activities determined by the State to improve the quality of child care services provided in the State, and for which measurement of outcomes relating to improved provider preparedness, child safety, child well-being, or entry to kindergarten is possible.

(c) CERTIFICATION.—Beginning with fiscal year 2016, at the beginning of each fiscal year, the State shall annually submit to the Secretary a certification containing an assurance that the State was in compliance with subsection (a) during the preceding fiscal year and a description of how the State used funds received under this subchapter to comply with subsection (a) during that preceding fiscal year.

(d) REPORTING REQUIREMENTS.—Each State receiving funds under this subchapter shall prepare and submit an annual report to the Secretary, which shall include information about—

(1) the amount of funds that are reserved under subsection (a);

(2) the activities carried out under this section; and

(3) the measures that the State will use to evaluate the State's progress in improving the quality of child care programs and services in the State.

Complete text of the Child Care and Development Block Grant Act can be found at the U.S. Department of Health and Human Services, Administration for Children & Families Web page at: <https://www.acf.hhs.gov/sites/default/files/occ/ccdbgact.pdf>.

CALIFORNIA QUALITY RATING AND IMPROVEMENT SYSTEM (CA-QRIS)

QUALITY CONTINUUM FRAMEWORK – RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good-Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA <i>Foundations & Frameworks</i> ¹ twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD), FCCH: 15 hours of training on preventive health practices]	<input type="checkbox"/> Center: 24 units of ECE/CD ² OR Associate Teacher Permit <input type="checkbox"/> FCCH: 12 units of ECE/CD OR Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE/CD + 16 units of General Education OR Teacher Permit AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or master's degree in ECE/CD) OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher–Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS for appropriate age group as available by one representative from the site	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K ▪ Emotional Support – 5 ▪ Instructional Support – 3 ▪ Classroom Organization – 5 Toddler ▪ Emotional & Behavioral	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5 Toddler ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4
4. Effective Teacher–Child Interactions: CLASS					

1. Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

2. For all ECE/CD units, the core eight are desired but not required.

Note: Point values are not indicative of Tiers 1–5 but reflect a range of points that can be earned toward assigning a tier rating (see Total Point Range).

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good-Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
Assessments (*Use tool for appropriate age group as available) (continued)				Support – 5 ▪ Engaged Support for Learning – 3.5 Infant ▪ Responsive Caregiving (RC) – 5.0	Infant ▪ Responsive Caregiving (RC) – 5.5
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education (CDE)
7. Director Qualifications (Centers only)	<input type="checkbox"/> 12 units ECE/CD + 3 units management/administration	<input type="checkbox"/> 24 units ECE/CD + 16 units General Education +/-with 3 units management/administration OR Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units ECE/CD +/-with 6 units management/administration and 2 units supervision OR Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units ECE/CD +/-with 8 units management/administration OR Program Director Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units ECE/CD including specialized courses +/-with 8 units management/administration OR Administrative Credential AND <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2³	Common-Tier 3	Common-Tier 4	Local-Tier 5⁴
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

3. Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.

4. Local-Tier 5: Local decision if there are additional elements included, CDE, February 2014 updated on May 28, 2015; effective July 1, 2015.

California QRIS Continuous Quality Improvement Pathways Core Tools and Resources⁵

CORE I: CHILD DEVELOPMENT and SCHOOL READINESS	
School Readiness	
Goal (Pathway)	All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.
Related Element(s)	Core I.1 Child Observation and Assessment
CA-QRIS Core Tool(s) and Resources	<ul style="list-style-type: none"> CA Foundations and Frameworks: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Preschool English Learner Guide: http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf Desired Results Developmental Profile Assessment (DRDP) Tools: https://www.desiredresults.us/ National Data Quality Campaign's Framework: http://www.dataqualitycampaign.org/ Ages and Stages Questionnaire (ASQ): http://agesandstages.com/
Social-Emotional Development	
Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skills, and strategies.
Related Element(s)	Core I.2 Developmental and Health Screenings
CA-QRIS Core Tool(s) and Resources	<ul style="list-style-type: none"> CA CSEFEL Teaching Pyramid Overview and Tiers 1–4 (Modules 1–3). CA Foundations and Frameworks – Social-Emotional Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Ages and Stages Questionnaire: Social-Emotional (ASQ-SE): http://agesandstages.com/asq-products/asqse/
Health, Nutrition, and Physical Activity	
Goal (Pathway)	Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	Core I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings
CA-QRIS Core Tool(s) and Resources	<ul style="list-style-type: none"> CA Preschool Foundations and Frameworks – Health and Physical Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp Infant/Toddler Program Guidelines: http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf CA Infant/Toddler Foundations and Frameworks–Perceptual/Motor: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp USDA Child and Adult Care Food Program Guidelines: http://www.fns.usda.gov/cacfp/
CORE II: TEACHERS AND TEACHING	
Effective Teacher-Child Interactions	
Goal (Pathway)	Teachers are prepared to implement effective interactions in the classroom.
Related Element(s)	Core II.4 Effective Teacher-Child Interactions
CA-QRIS Core Tool(s) and Resources	<ul style="list-style-type: none"> Classroom Assessment and Scoring System (CLASS) for relevant age grouping: http://www.teachstone.com/the-class-system/ Program for Infant/Toddler Care (PITC): http://www.pitc.org/pub/pitc_docs/home.csp. Program Assessment Rating Scale (PARS), as applicable and available: http://www.pitcpars.org/

5. This document accompanies the Hybrid Matrix as part of the Quality Continuum Framework. These are the tools and resources listed in the federal application that the Consortia are required to include in their Quality Improvement plan. Data will be gathered regarding how these tools and resources are used by the Consortia. Optional companion tools will also be developed, including the Enhanced Pathways Continuum, Pathways Implementation Guide, and Additional Pathways Tools and Resources.

California QRIS Continuous Quality Improvement Pathways Core Tools and Resources

Professional Development	
Goal (Pathway)	Teachers are lifelong learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher–Child Interactions
CA-QRIS Core Tool(s) and Resources	<ul style="list-style-type: none"> • Common Core 8⁶: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm • Early Childhood Educator (ECE) Competencies: http://www.cde.ca.gov/sp/cd/re/ececomps.asp • ECE Competencies Self-Assessment Tool: http://ececompsat.org/ • Professional Growth Plan
CORE III: PROGRAM AND ENVIRONMENT	
Environment	
Goal (Pathway)	The program indoor and outdoor environments support children’s learning and development.
Related Element(s)	Core III.6 Program Environment Rating Scale(s) (ERS)
CA-QRIS Core Tool(s) and Resources	<ul style="list-style-type: none"> • Environment Rating Scales: http://www.ersi.info/index.html (Harms, Clifford, Cryer): <ul style="list-style-type: none"> ○ Infant-Toddler Environment Rating Scale (ITERS) ○ Early Childhood Environment Rating Scale (ECERS) ○ Family Child Care Environment Rating Scale (FCCERS)
Program Administration	
Goal (Pathway)	The program effectively supports children, teachers, and families.
Related Element(s)	All
CA-QRIS Core Tool(s) and Resources	<ul style="list-style-type: none"> • Business Administration Scale (Family Child Care) – (BAS): http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/ • Program Administration Scale (Centers) – (PAS): http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/ <p>OR</p> <ul style="list-style-type: none"> • Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols and continuous improvement through a Program Improvement Plan (PIP)
Family Engagement	
Goal (Pathway)	Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.
Related Element(s)	All (III.6 ERS <i>Provision for Parents</i> Indicator)
CA-QRIS Core Tool(s) and Resources	Strengthening Families™ Five Protective Factors Framework.

6. Recommended.