U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150032

Gramts.gov Tracking#: GRANT11765430

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
10/16/2014	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:	California Department of Education
* b. Employer/Taxpayer Identification Number (EIN/TIN):	680258051
* c. Organizational DUNS:	8074808430000

d. Address:

* Street1:	1430 N Street
Street2:	
* City:	Sacramento
County/Parish:	
* State:	CA: California
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	95814-5901

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:		* First Name:	Debra
Middle Name:			
* Last Name:	McMannis		
Suffix:			

Title:	
Organizational Affiliation:	
* Telephone Number:	916-224-0720
Fax Number:	
* Email:	dmcmannis@cde.ca.gov

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number 84.419B

13. Competition Identification Number:

84 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

State of California Preschool Development Grants-Expansion Grant

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant: CA-all

* b. Program/Project: CA-001

Attach an additional list of Program/Project Congressional Districts if needed.

CA Preschool Expansion Congressional Distr | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 01/01/2015

* b. End Date: 12/31/2018

18. Estimated Funding ($):

* a. Federal	139,849,663.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	139,849,663.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	
* First Name:	Irene
Middle Name:	
* Last Name:	Castorena-Krueger
Suffix:	
* Title:	Associate Governmental Program Analyst
* Telephone Number:	916-319-0655
Fax Number:	
* Email:	ICastorenaKrueger@cde.ca.gov
* Signature of Authorized Representative:	Irene Castorena-Krueger
* Date Signed:	10/16/2014

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CONGRESSIONAL DISTRICTS OF APPLICANT

CA-all

CONGRESSIONAL DISTRICTS OF PROGRAM

CA-001, CA-002, CA-003, CA-004, CA-005, CA-006, CA-007, CA-008, CA-009, CA-010, CA-011, CA-013, CA-014, CA-015, CA-016, CA-017, CA-018, CA-019, CA-020, CA-021, CA-022, CA-023, CA-024, CA-025, CA-026, CA-027, CA-028, CA-029, CA-030, CA-031, CA-032, CA-033, CA-034, CA-035, CA-037, CA-038, CA-039, CA-040, CA-043, CA-044, CA-047, CA-049, CA-050, CA-051, CA-052, CA-053

A total of 43 of California's 53 congressional districts will be served directly the state's Preschool Expansion Initiative.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Irene Castorena Krueger	Associate Governmental Program Analyst
APPLICANT ORGANIZATION	DATE SUBMITTED
California Department of Education	10/16/2014

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT11765430 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-16T16:24:15-04:00

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* N.A.

** Street 1* N.A. *Street 2*

** City* N.A. *State* *Zip*

Congressional District, if known:

6. * Federal Department/Agency:

N.A.

7. * Federal Program Name/Description:

Preschool Development Grants

CFDA Number, *if applicable:* 84.419

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N.A. *Middle Name*

** Last Name* N.A. *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N.A. *Middle Name*

** Last Name* N.A. *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Irene Gastgeb Krueger

***Name:** *Prefix* ** First Name* N.A. *Middle Name*

** Last Name* N.A. *Suffix*

Title: **Telephone No.:** **Date:** 10/16/2014

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CA Preschool Expansion GEPA427.pdf | Delete Attachment | View Attachment

General Education Provisions Act (GEPA) Section 427

As demonstrated throughout the Project Design proposed by the partners of the California Preschool Expansion Grant Proposal, the California Department of Education (CDE) is deeply committed to issues surrounding diversity. This project continues this commitment by providing equal treatment of groups (e.g. members of racial or ethnic minority groups low-income individuals and individuals with disabilities). Additionally, it is anticipated that with institutionalization of the proposed systems changes, services will be delivered to all ethnic groups regardless of race, creed, color, religion, sexual orientation or disabling condition.

Experts from the CDE, collaborative partner First Five California (F5CA), project Subgrantees, and other project partners knowledgeable about equity and access in educational programs, will be asked to assist in assuring that this project is adhering to GEPA. Staff experts from among CDE project partners will work with Subgrantee and program staff to ensure that barriers to equal access do not occur in the implementation of project activities.

CDE, F5CA, project Subgrantees, and other project partners will identify staff with backgrounds and experiences who have overcome barriers similar to those confronting the program's participants and who have had experience assisting culturally diverse students, students with disabilities, and low-income students. Additional steps shall be taken, following CDE criteria, as an Affirmative Action and Equal Employment Opportunity employer, to ensure full inclusion of diverse participants.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	California Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	Irene
Middle Name:	
* Last Name:	Castorena Krueger
Suffix:	
* Title:	Associate Governmental Program Analyst
* SIGNATURE:	Irene Castorena-Krueger
* DATE:	10/16/2014

Tracking Number:GRANT11765430 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-16T16:24:15-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: CA Preschool Development Grants-Expansion Gr | Delete Attachment | View Attachment

Tracking Number:GRANT11765430 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-16T16:24:15-04:00

California's Preschool Expansion Initiative

The California Department of Education (CDE), in collaboration with First 5 California (F5CA) will build upon California's deep investments in early childhood education, its publicly funded preschool programs, and its local investments and systems, to expand access to High-Quality Inclusive Preschool Programs (HQIPPs) for children in California's High-Need Communities. This initiative will strengthen and expand the existing California State Preschool Program by improving quality and increasing access. Through the Preschool Expansion Initiative, California will create 1,274 new HQIPP slots, enhance 2,483 slots to meet the HQIPP standards, and serve 934 children with Individual Education Programs (IEPs) in High-Quality and Inclusive settings.

Initiative Goals

The Initiative seeks to achieve the following goals:

1. Develop and expand successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on children with disabilities;
2. Support the voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
3. Invest in capacity-building and sustainable infrastructure, particularly at the local level;
4. Develop sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the state's budget; and
5. Integrate recent innovations involving similar principles, especially California's TQRIS: the California Quality Continuum Framework.

Key Design Elements

California's Preschool Expansion Initiative will develop a cohesive pathway to a future State Preschool Program that effectively integrates multiple funding streams. The project will leverage state and local funding, build upon existing quality initiatives, increase inclusion, engage families, strengthen the P-16 continuum, and enhance professional development.

Expected Outcomes and Contributions for Research, Policy, and Practice

A major element of California's Preschool Expansion Initiative is the evaluation it will conduct with Infrastructure Funds and matching funds from F5CA. This multi-step outcomes study will determine which of the required High-Quality elements or combination of elements have the greatest impact on school success and healthy development, creating later cost savings associated with improved child outcomes. Results from this evaluation will provide direction to both California and the nation to help develop future program guidelines that most effectively use resources and improve child outcomes.

Population Served

California greatly needs to increase access to HQIPPs. Nearly half of California's children live below 200 percent of the Federal Poverty Level and there is a large discrepancy between eligibility and enrollment in preschool programs. California will subgrant 95 percent of Preschool Expansion Grant funds to 11 geographically diverse Subgrantees that serve 22 of California's 58 counties, home to more than 60 percent of the state's population. Subgrantees will provide HQIPPs to four-year-olds at 200 percent of the Federal Poverty Level by improving access to and quality of preschool programs with a focus on supporting the full inclusion of children with IEPs, English learners, and migrant populations.

Close Form

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** CAPreschoolExpansionNarrative.pdf

Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Tracking Number:GRANT11765430 Funding Opportunity Number:ED-GRANTS-081814-002 Received Date:2014-10-16T16:24:15-04:00

A. Executive Summary 3
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Throughout California's history, millions of people have followed their dreams here – searching for new opportunities, hoping to create better lives for themselves, their children, and their families. Today, our state has the greatest number of young children in the nation, approximately three million from birth through age five, a number projected to grow to 3.24 million by 2020. With 13 percent of the nation's preschoolers located in California, and 30 percent of those children living below the poverty level, the state has a critical role in realizing the nation's vision of high-quality, inclusive early education and the pathway to that vision provided by the Preschool Expansion Grants program.[1]

California has a longstanding tradition of steadfast public commitment to its highest-need early learners, including children with disabilities, English learners, and those impacted by the deep poverty prevalent in many of our communities. This application builds on that commitment, and on our recent accomplishments developing a comprehensive statewide early learning plan, and one of the nation's most innovative Tiered Quality Rating and Improvement Systems (TQRIS).[2] [3]

Research and practice have confirmed that achievement disparities between highest need children and their peers can be documented long before children enter kindergarten. Research also tells us how to design high-quality, inclusive early education programs to enable all children to build a solid foundation for school success and lifelong learning. The evidence demonstrates our ability to decrease taxpayer costs and save money, reduce grade retention rates and special education placement, increase reading proficiency levels and high school graduation rates, and enhance children's lifelong success and productivity by improving early childhood learning opportunities.[4]

Today, California stands at an early education crossroads, one road leading to the continued implementation of an excellent and incrementally evolving California State Preschool Program (CSPP). The other, described by this Preschool Expansion Grant application, represents

[1] Population Division, U.S. Census Bureau as cited on KIDS COUNT Data Center, 2013, updated July 2014.
[2] For a description of the *California Comprehensive Early Learning Plan*, adopted in 2013, see: http://www.cde.ca.gov/sp/cd/ce/sacresources.asp.
[3] For more information on California's rapidly growing Quality Rating and Improvement System, see: http://www.cde.ca.gov/sp/cd/rt/.
[4] Barnett, S.W., (2013). *Expanding Access to Quality Pre-K is Sound Public Policy.* National Institute for Early Education Research.

a direct expressway to an entirely new future in which California will be able to reimagine the CSPP to respond to local needs and fully utilize local resources, while accessing statewide supports to build capacity for excellence and strong outcomes for our children. **California's vision is inclusive**: high-quality programs and supports for children, including those with diverse needs in the areas of language, disability, and other special needs.

California's roadmap to High-Quality Inclusive Preschool Programs (HQIPPs) relies upon a portfolio of vibrant, inclusive, and high-quality preschool options, ensuring children have a strong foundation on which to build their education.[5] While research supports this foundation as critical for all children, it is even more vital for children with disabilities and children who are at-risk due to poverty, and other confounding factors.

California places a special focus on increasing inclusive preschool options for children with disabilities because our state recognizes that such options are imperative in order to educate children in the least restrictive environment (LRE). A vital element of California's work is building and supporting a culture and community of inclusion from the earliest point possible for children, including children with disabilities.

Historically, children with an Individualized Education Program (IEP) have been underserved in community preschool programs primarily due to availability of inclusive spaces and limited funding. A central priority of the work described by this application is to provide new and enhanced HQIPP options for children with disabilities. Through this work, California will set high expectations, closing the gap in both expectations and achievement for lifelong learning and success. It is imperative to build a system of HQIPPs to create long-lasting impacts that will have a ripple effect on the achievement of students, families, and teachers as they move through the K-12 system. As a result, families, teachers, administrators, and the greater community will recognize and expect all people to learn, work, and live together across California. The work described in the following pages brings together special and general education at one of the earliest possible opportunities—preschool.

California has maintained its commitment to early learners during good times and bad, recession and boom. Public childcare centers were first introduced in our nation during World

[5] The term High-Quality Inclusive Preschool Programs (HQIPPs) will be used throughout this application, and is intended to reflect the definition for High-Quality Preschool Programs provided in the notice inviting applications, as well as to indicate the primary importance that California's application places on the creation of inclusive classrooms.

War II. When the war ended, public funding for childcare centers abruptly ceased in most states. California, however, which had the most wartime daycare programs in the nation, became the only state to continue to publicly fund daycare following WWII.[6] Over the course of nearly 70 years since WWII, California has continued to lead the way in early childhood education, working especially to ensure that high-need young children gain fundamental school readiness skills. In 1965, California established one of the nation's first state preschool programs. In 1998, California voters passed the groundbreaking Proposition 10, creating First 5 California, which focuses on the learning and healthy development of children prenatal through age five and supports access to high-quality early learning programs. Local First 5 commissions in each of the state's counties work closely with local organizations and systems to create the continuum of support and services children need to succeed.

More recently, the leadership of our state, Governor Edmund G. Brown Jr., State Superintendent of Public Instruction, Tom Torlakson, and legislative and community leaders, have helped propel the most significant positive educational reform in a generation. The state's 2013 adoption and subsequent implementation of its **Local Control Funding Formula (LCFF)** school finance system was the most sweeping education finance reform ever adopted in California. LCFF shifts resources to where the needs are greatest and moves funding decision-making to local communities through the development and implementation of Local Control and Accountability Plans (LCAPs). Local school districts can utilize this new flexibility to prioritize and invest in early education, as two of our largest districts, Los Angeles and Fresno, have already done.

Furthermore, California's patient but steadfast implementation of the **Common Core State Standards (CCSS)** is now considered a model for the nation. Currently, public support for the CCSS remains strong and all major California education stakeholders have united to implement an outreach campaign to ensure the public receives accurate information about the new standards' potential to create positive outcomes for students.[7] Of special relevance to this application, California has moved to ensure the standards and systems developed for early

[6] Hassan, A. (2005). *Rosie Re-Riveted in Public Memory: A Rhetorical Study of WWII Shipyard Childcare in Richmond, California and the 1946-1957 Campaign to Preserve Public Supported Childcare*, Thesis (Ph.D.)--Ohio University.

[7] For an overview of California's CCSS Communications Campaign, see: http://cdefoundation.org/ccss-campaign/; for the communications toolkit being utilized by California's education stakeholders for this work, see: http://frameworksinstitute.org/toolkits/californiacommoncore/.

education programs, including the highly recognized *Preschool Learning Foundations* (see section (B)(1)), are fully aligned with the CCSS.[8]

As we create the future California State Preschool Program system, we recognize the state has many diverse regions, each with its own political dynamics, economy, and labor market. We also recognize that a one-size-fits-all approach will not work for California. California's Preschool Expansion Initiative calls for a locally-driven approach to creating sustainable preschool access and excellence. Accordingly, this application has been developed based on the following guiding principles:

Development and expansion of successful local institutions and programs focused on improved outcomes for children and families, especially for children with disabilities;

Investments that build capacity and sustainable infrastructure, particularly at the local level;

Development of sustainable, high-quality inclusive programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the state's budget;

Creation of additional spaces and capacity for children with disabilities and a commitment to supporting local education agencies (LEAs) in serving children with the full range of needs and challenges; and

Integration of recent innovations involving similar principles, especially the creation and development of California's locally driven TQRIS and the California Quality Continuum Framework (see Appendix B.2).

(A)(1) BUILDING ON THE STATE'S PROGRESS TO DATE

In June 2014, California Governor Edmund G. Brown Jr. signed budget legislation authorizing $(b)(4) for significant efforts to grow and develop California's early education program. Among other critical investments, the bill provided $(b)(4) in ongoing additional funding for the California State Preschool Program and one-time infrastructure and teacher training investments. It also sustained funding for the continued development of California's Tiered Quality Rating and Improvement System (TQRIS) through the Early Learning Quality

[8] See: California Department of Education, (2012). *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework.* Available at: http://www.cde.ca.gov/sp/cd/re/psalignment.asp.

Rating and Improvement System (QRIS) Block Grant, a $(b)(4) annual grant program focused on the CSPP. Equally important, the bill's passage and enactment symbolized the next phase of California's commitment to the early education renaissance in the state.[9]

Two signature elements provide an important foundation to the state's renewed commitment to and investment in early learning: the development of a strong, comprehensive statewide early learning plan (the *California Comprehensive Early Learning Plan* – CCELP), and with the support of Race to the Top-Early Learning Challenge (RTT-ELC) funding, the establishment of one of the nation's most innovative Tiered Quality Rating and Improvement Systems.[10] [11]

Adopted in 2013 following an extensive research-based and stakeholder-driven process involving over 2,700 participants, the CCELP lays out a roadmap for California to develop a high-quality birth through age five system based on four key drivers: 1) Access to Quality Early Learning and Care, 2) Program-level Continuous Improvement, 3) A Great Early Childhood Workforce, and 4) Family Partnerships. Utilizing these drivers, California is working to create an early learning system that equips children with the knowledge and skills they need to achieve long-term success.

In 2011, California applied for and received a Race to the Top–Early Learning Challenge (RTT-ELC) grant to support the development of a regionally-based TQRIS. This work led to the creation of California's TQRIS, a tiered framework that allows early education programs to assess and increase quality early education programming through the use of common systems across the state, while allowing flexibility in response to local conditions. Now considered one of the most successful TQRIS implementations in the country, the state's TQRIS was launched serving 16 counties through 17 Regional Consortia, and now has expanded to serve an additional 14 mentee counties (30 total counties), representing 93 percent of the total children birth through age five in California.[12]

California's Preschool Expansion Initiative, described in this proposal, builds on this

[9] Please see State Superintendent of Public Instruction Tom Torlakson's letter on California's 2014-15 Budget at: http://www.cde.ca.gov/nr/el/le/r14ltr0724.asp

[10] For a description of the *California Comprehensive Early Learning Plan*, adopted in 2013, see: http://www.cde.ca.gov/sp/cd/ce/sacresources.asp.

[11] For more information on California's rapidly growing Tiered Quality Rating and Improvement System, see: http://www.cde.ca.gov/sp/cd/rt/.

[12] California Department of Finance, Demographic Research Unit, (2014). *Race/Ethnic Population with Age and Sex Detail, 2010-2060.*

momentum, providing California with the capacity to support 11 local Subgrantee partnerships, each of which has outlined an exciting pathway to achieve sustainable HQIPPs that emphasize the full inclusion of children with disabilities. Equally important, through the implementation of this program, the California Department of Education (CDE) and its key state agency partners, including First 5 California (F5CA), will use the lessons learned from this work to inform policy and practices that will guide the future development of the CSPP. This work will be facilitated and managed by CDE's new Early Education and Support Division (EESD) (formerly the Child Development Division) and the Special Education Division (SED).[13]

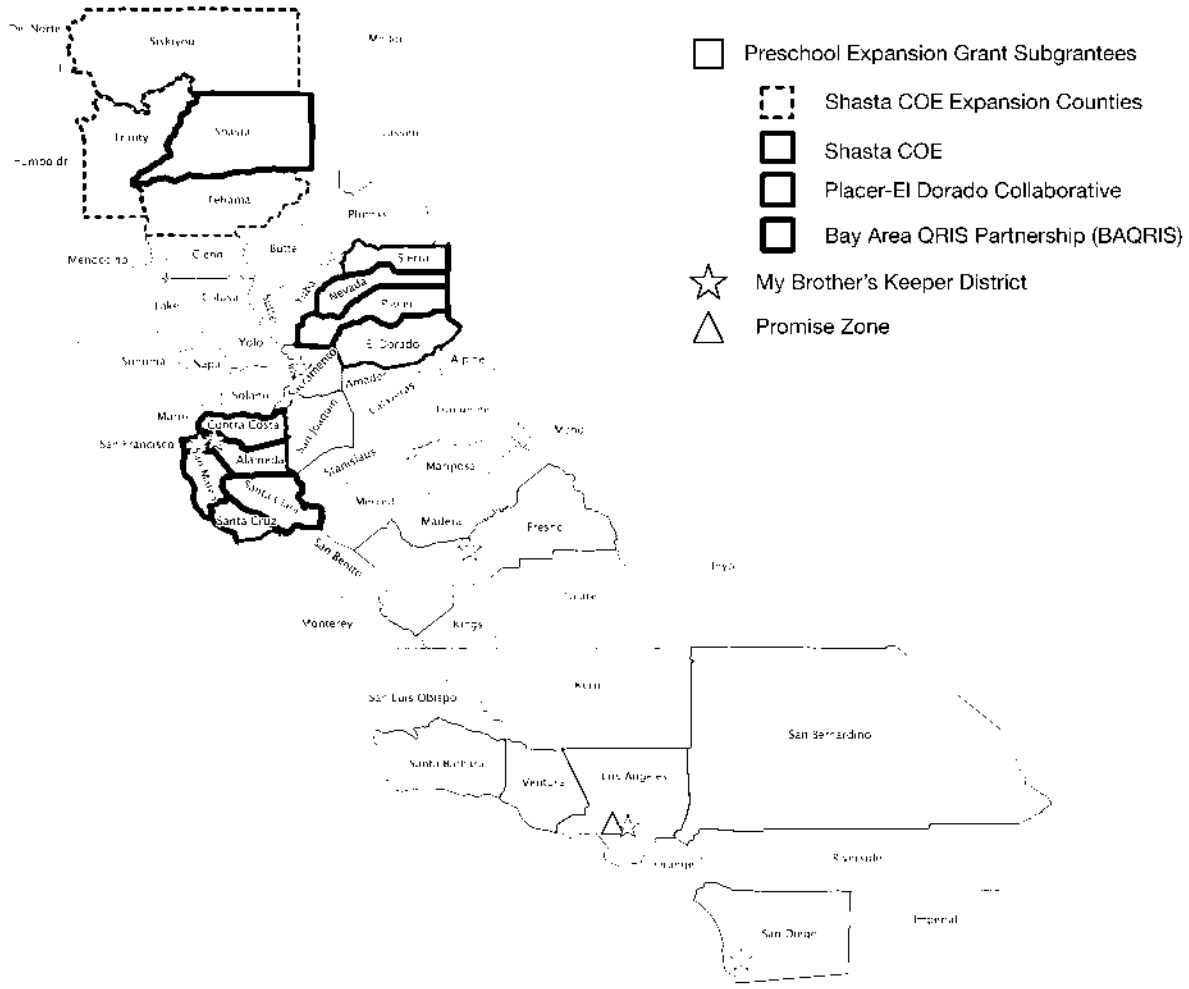
(A)(2) PROVIDE VOLUNTARY, HIGH-QUALITY PRESCHOOL IN TWO OR MORE HIGH-NEED COMMUNITIES

California's continued success working with and funding Regional Consortia as part of its regionally-based RTT-ELC implementation has provided the knowledge, capacity, and partnerships to engage in a rigorous Subgrantee selection process. The opportunity to participate as a California Preschool Expansion Subgrantee was offered statewide through extensive outreach by the CDE, F5CA, the State Board of Education (SBE), and other entities. Initial applications were submitted via a publicly available website and then vetted by a team consisting of representatives of the CDE, F5CA, and the SBE. The selection team utilized rigorous criteria in selecting potential Subgrantees, which included program, collaboration, and sustainability elements.[14] The selection team also used data from work by the American Institutes for Research (AIR), which identifies areas with the greatest amount of unmet need for state preschool in the state of California.[15] Other key factors, such as integration with My Brother's Keeper initiatives and numbers/percentages of English learners and children with disabilities were also taken into consideration. The highest-ranking applicants were then interviewed prior to selection (see section (D)(3) for more detail on the selection process).

As illustrated by Figure A.1, this process yielded an outstanding set of Subgrantees that represent the broad diversity of High-Need Communities in the state of California and that possess the experience, resources, and capacity to create the next generation of the CSPP. Their capacities are highlighted throughout this document by "spotlights" on subgrantees.

[13] Henceforth, a reference to CDE in this application refers to both the Early Education and Support Division (EESD) and the Special Education Division (SED).
[14] See Appendix A.1 for selection criteria.
[15] AIR, (September 2014). *Preliminary List of Greatest Areas of Unmet Need for State Preschool in California.*

Figure A.1: California's Preschool Expansion Initiative Subgrantees



(A)(3) INCREASE THE NUMBER AND PERCENTAGE OF ELIGIBLE CHILDREN SERVED IN HIGH-QUALITY PRESCHOOL PROGRAMS

As illustrated below by Table A.1, California will increase both the number and percentage of children served in HQIPPs each year during the implementation of California's Preschool Expansion Initiative.

In addition, simultaneous to the implementation of the Preschool Expansion Initiative, California will be expanding the coverage of CSPP with funding appropriated and authorized by the California state legislature and the Administration as well as the RTT-ELC grant. The experience gained through California's Preschool Expansion Initiative implementation will allow the state to increase quality for these programs as well.

YEAR	# AND % IN HQIPPS[16]		# AND % OF 4-YEAR -OLD ELIGIBLE CHILDREN IN CSPP[17]	
2014	14,701	18.9%	77,927	34.2%
2015	22,052	24.9%	88,583	38.6%
2016	29,402	34.7%	88,583	38.6%
2017	36,753	44.3%	88,583	38.6%
2018	44,103	54.5%	88,583	38.6%

The 2014-15 California Budget Act, enacted by the Legislature and the Administration in June 2014, articulates a two-year goal to provide 11,500 additional CSPP slots to eligible children by 2015-16. The pathway described by this Preschool Expansion Grant application describes an acceleration of California's efforts towards high-quality, inclusive classrooms. The 11 Subgrantees participating in this application will develop demonstration programs of sustainable quality, emphasizing full inclusion of children with disabilities, in the diverse array of urban, rural, cultural, and economic settings present in California.

(A)(4) POSSESSING THE CHARACTERISTICS SPECIFIED IN THE DEFINITION OF HIGH-QUALITY PRESCHOOL PROGRAM

As a condition of participation, all programs selected as Subgrantees are required to commit to the **structural elements of high-quality** programs as specified by the Preschool Expansion Grant notice inviting applications, with a particular focus on full inclusion.[18] To ensure that Subgrantees have the capacity, frameworks, and systems necessary to achieve this definition of high-quality, the CDE and F5CA staff compared these characteristics to California's TQRIS, the Quality Continuum Framework, and other preschool programs and systems.[19] The results of this analysis, coupled with the selection of an outstanding set of Subgrantees with demonstrated capacity, provides California with confidence that the programs selected will meet or exceed the required structural elements of High-Quality Preschool

[16] Defining high quality as a rating of 4 or 5 on the TQRIS. Currently, the state has 2,995 sites serving CSPP children; out of these sites, 644 sites are in TQRIS within the first two years of TQRIS implementation. (Annual CSPP participation rate in TQRIS – 11%). Of the 644 CSPP sites, 287 are in Tier 4 and 5, which is 45% of the total participating CSPP sites. If the participation rate continues at 11% rate and high tier rate continues at 45% rate, these will be the numbers of High Quality Inclusive Preschool Programs.

[17] Assumes neither population growth nor funding changes after fiscal year 2015-16.

[18] Appendix A.2 details how state-funded preschool programs are currently meeting the definition of High-Quality Preschool Program.

[19] In addition to California's TQRIS, this cross-comparison of existing program requirements looked at the CSPP, the F5CA's Child Signature Program (CSP), and the Preschool Expansion Grant Definition of a High-Quality Preschool Program. See Appendix A.2 for a summary of this work.

Programs. California further anticipates that this initial set of Subgrantees will provide clear pathways for additional CSPP contractors to achieve the same heightened level of program quality.

In addition to the required grant activities, California seeks to use a portion of Preschool Expansion Grant state infrastructure and quality improvement funds, in combination with matching funds, to study the impact of various components of HQIPPs on children's achievement in K-12. It is California's desire to increase the depth of existing research on preschool quality, and the proposed multi-step study described in Section (C)(1) of this application will provide essential information to benefit our state as well as national efforts to support the implementation and expansion of High-Quality Inclusive Preschool Programs.

(A)(5) SET EXPECTATIONS FOR SCHOOL READINESS

California's **early learning and development standards** are the *Preschool Learning Foundations* (Foundations), which describe the knowledge and skills children develop, the behaviors they learn, and the social and emotional competencies they develop across multiple developmental domains (see Section (B)(1)). In order to assess children's developmental progress, and to inform curriculum planning aligned to the Foundations, California employs a teacher observation developmental assessment instrument used by state-funded programs, the Desired Results Developmental Profile (DRDP). This observational instrument is aligned with Volumes 1, 2, and 3 of the *Preschool Learning Foundations* and with the *Head Start Child Development Framework*.[20] The state has also developed the Desired Results Developmental Profile-Kindergarten (2015) (DRDP-K) as an observational assessment for kindergarten entry.[21] The DRDP-K (2015) is an assessment instrument designed for teachers to observe, document, and reflect on the learning, development, and progress of all children enrolled in transitional kindergarten and kindergarten classes. The DRDP-K (2015) was developed by the CDE in collaboration with the Illinois State Board of Education and is directly aligned with the Foundations as well as the state's kindergarten content standards and the Common Core State Standards.

(A)(6) SUPPORTED BY A BROAD GROUP OF STAKEHOLDERS

California's Preschool Expansion Grant application has received substantial support from

[20] The Framework, formerly known as the *Head Start Outcomes Framework*, serves as a guide to school readiness for programs serving preschool age children.
[21] See Appendix A.3 for the Desired Results Developmental Profile-K (2015), List of Measures.

a broad array of statewide and local stakeholders. The foundation for this strong base of support is formed by the close and growing partnership between the CDE (in particular, Early Education and Support Divisions and Special Education Divisions) and First 5 California. The successful CDE/F5CA partnership has yielded significant results through the joint implementation of the state's RTT-ELC grant; CDE and F5CA also collaborated closely to create a strong statewide system of support for California applicants pursuing Early Head Start-Child Care Partnership grants.

Appendix H provides **letters of support** from over 150 stakeholders, including state Legislative and Congressional leaders, state and local intermediary organizations and foundations, K-12 districts, and state and local child care and development planning councils (LPCs). Prominent among these is California's State Advisory Council on Early Learning and Care (SAC). The SAC informed the development of and approval of the CCELP, which provides the foundation for the state's early learning planning. SAC leadership considers California's Preschool Expansion Initiative to be a critical part of the state's efforts to improve access to high-quality early education.

Key statewide intermediary organizations including Children Now, Early Edge, the First 5 Association, and others have demonstrated strong support, assisted with research and outreach for the development of this application, and pledged ongoing assistance with implementation (see Letters of Support Appendix H).

This application has received strong support from California's special education community, which recognizes the opportunity to increase inclusive educational opportunities for children at the earliest point possible: preschool. California's State IDEA Panel, known as the California Advisory Commission on Special Education, the State Special Education Task Force, charged with making policy recommendations to state leaders relative to special education, and the state Special Education Local Plan Area organization, have all expressed strong support for this proposal (see Letters of Support Appendix H).

The strong support at the state level is also reflected in deep partnerships and collaborative relationships at the local level. Each of the local Subgrantees participating in this application represents a network of local partners (see Letters of Support Appendix H). Many of these partnerships stem from the original 17 RTT-ELC Regional Consortia members and the relationships they are developing to support the new "mentee" counties that are being brought

into this work.

California has a notable tradition of philanthropic support for early education innovation. Major California foundations including the David and Lucile Packard, Annenberg, and Heising-Simons Foundations, have played leadership roles organizing support for the work described by this application. Additional foundations pledging their support for the implementation of the Preschool Expansion grant include: Bay Area Early Childhood Funders, LA Partnership for Early Childhood Investment, Marin Community Foundation, Thomas J. Long Foundation, Mimi and Peter Haas Fund, and the Kenneth Rainin Foundation. Several of these have made matching commitments that will concretely further the impact and scaling of this work (see Letters of Support Appendix H).

(A)(7) ALLOCATION OF FUNDING

California's Preschool Expansion Initiative supports targeted investments designed to demonstrate how HQIPPs can be implemented locally on a sustainable basis, without creating pressure on the state budget. As illustrated by Figure A.1 above and detailed in Section D, these investments will be made in highly diverse environments, including both urban and rural counties, in order to gain the broadest base of experience that will accelerate California's drive to expand access to HQIPPs. As illustrated by Table A.2, the funding allocation reflects a significant emphasis on service to children and families with disabilities. California will allocate 95 percent of grant funds to create both new spaces and improve existing ones, building on the base of existing funding streams to create sustainable, statewide pathways to high-quality preschool.

# New Slots	# New Slots w. IEP	# Improved Slots - Full Day	# Improved Slots w. IEP Full Day	# Improved Slots - Part Day	# Improved Slots w. IEP - Part Day
NEW		IMPROVED			
1,274		2,483			
75%	25%	69%		31%	
		75%	25%	75%	25%
ALL					
3,757					

(A)(7)(a) Activities to Build or Enhance State Preschool Program Infrastructure

California will use up to 1(b)(4) percent or less of grant funds, combined with matching funds provided by the state of California, private foundations, and other partners, to develop a

comprehensive set of investments at the state level to support quality improvements and the inclusion of children with disabilities, while also evaluating the impact of HQIPPs on child outcomes. California intends to support its Subgrantees with best practices in quality improvement, family engagement, and inclusion of children with disabilities, which can be applied to supporting preschool programs across the state. The elements of this state-level support and evaluation package include:

Evaluation of the Elements of High-Quality, including new research designed to identify the structural elements and investments that most cost-effectively lead to high-quality learning environments for children and improved child outcomes;

Support for Inclusive Preschool Programs, supporting Subgrantees programmatically to most effectively create and sustain evidence-based full-inclusion environments, and fiscally to gain the skills to leverage the funding streams supporting inclusion;

Continuous Quality Improvement Systems, including coaching institutes for Subgrantees and continued development of statewide and local capacity to utilize and apply California's TQRIS, for quality improvement purposes.

Strengthening Family Engagement, supporting Subgrantee use of the Strengthening Families Framework and the Five Protective Factors;

Strengthening the P-3 Continuum, including P-3 Executive Leadership Institutes and demonstration sites focused on improving early education experiences for boys of color, especially in participating My Brother's Keeper districts; and

Technical Assistance to New State Preschool Programs, by increasing the capacity of the Early Education and Support Division at the CDE to monitor and support expanded State Preschool Programs.

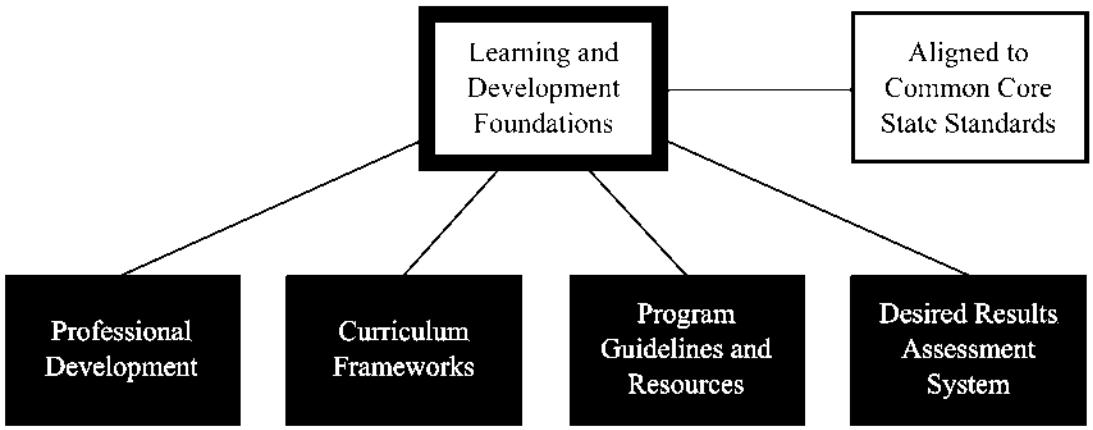
California will build on its existing systems to ensure a rapid startup for Preschool Expansion Initiative activities, with (b)(percent of federal grant funds provided to Subgrantees. A key element of the support provided by the state will be to assist each Subgrantee in culturally and linguistically appropriate outreach and communications in order to ensure rapid program startup.

Please see the Appendices for the "Evidence Table," which provides a guide to the location of required evidence for each narrative section.

(B)(1) STATE EARLY LEARNING AND DEVELOPMENT STANDARDS

The developmentally, culturally, and linguistically appropriate three-volume *Preschool Learning Foundations* (Foundations) and the *Infant/Toddler Learning and Development Foundations* play a central role in California's early learning initiatives and serve as an important tool in the coordination of California's early learning and development system (see Figure B.1 below).[22] These **research-based early learning and development standards** describe the knowledge and skills children develop, the behavior they learn, and their developing social and emotional competencies.

Figure B.1: California's Early Learning and Development System



These Foundations are commonly understood standards describing young children's learning and development, and all other resources in the system are aligned with them. The Foundations were universally designed to meet the needs of all young children in California, including children with disabilities or developmental delays. Developed by early education researchers, college faculty, program directors, site supervisors, teachers, and other stakeholders, the Foundations include all essential domains of school readiness and describe what all children from birth through age five should know and be able to do along with their disposition toward learning. Released in January 2008, Volume 1 of the Foundations illustrates domains for increasing social-emotional capacity, as well as language, literacy, English language development (for English learners), and mathematics while addressing approaches to learning within the social-emotional domain. Released in 2010, Volume 2 of the Foundations describes

[22] See Appendix B.1 for excerpts from *The Preschool Learning Foundations*, Volumes 1-3.

developmental domains for visual and performing arts, physical development, and health. Volume 3 (2012) of the Foundations describes developmental domains for history/social science and science. Each volume has an accompanying Preschool Learning Curriculum Framework that takes an integrated approach to early learning and describes how curriculum planning considers the connections between different domains as children engage in teacher-guided and child-initiated learning activities.

In 2012, the Foundations were further aligned with the Common Core State Standards (CCSS) to ensure effective P-3 transitions.[23] In 2014, California adopted legislation (SB-858) that directed transitional kindergarten (TK) curriculum to be aligned with the Foundations.[24]

(B)(2) STATE'S FINANCIAL INVESTMENT

California has consistently supported investing in its youngest residents and the development of innovative funding and program supports that best meet the needs of the state's children and families, especially the most vulnerable. In 1965, California became one of the first states in the nation to provide funding for preschool with the creation of the California State Preschool Program (CSPP). In 1988, California voters supported initiatives guaranteeing minimum funding levels for public education (including child development programs) through the passage of Proposition 98. California reaffirmed its dedication to its youngest children in 1998 through the groundbreaking passage of Proposition 10, the Children and Families First Act. This Act created a dedicated funding stream and established a new state agency, First 5 California (F5CA), along with 58 F5CA county commissions, all solely focused on supporting early learning and healthy development of children prenatal through age five and their families. In 2006, Assembly Bill 172 directed $ (b)(4) from the state budget to expand preschool programs, increase and improve staff professional development, and institute outreach and literacy programs for qualifying four-year-olds. Subsequently, the California State Preschool Program Act of 2008 (Assembly Bill 2759) consolidated the existing State Preschool, Prekindergarten Family Literacy, and General Child Care and Development programs into the

[23] WestEd and California Department of Education, (2012). *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework.* Available at: ww.cde.ca.gov/sp/cd/re/psalignment.asp.

[24] The Kindergarten Readiness Act (2010) changed the entry date for kindergarten from December 2 to September (phased in over time) so that children enter kindergarten at age five. The Act also established Transitional Kindergarten for those children with fall birthdays, offering a developmentally appropriate curriculum aligned with kindergarten standards taught by credentialed professionals.

current CSPP, enabling the participation of more than 19,000 additional children and creating the largest state-funded preschool program in the nation, allowing for full-day, full-year CSPP, as well as part-day programs aligned to the school year.

The national recession that began in 2008 greatly impacted California. State and federal budget reductions placed significant pressure on California's early learning and care programs. During this same period, however, the state's tradition of innovation continued with the establishment of transitional kindergarten (TK). California was awarded $(b)(4) in 2011 for its innovative application to the federal Race to the Top- Early Learning Challenge (RTT-ELC) Grant competition. RTT-ELC funding provided catalytic investment capital for the development of California's well-recognized Tiered Quality Rating and Improvement System (TQRIS).[25]

Through rigorous and effective budgeting undertaken by California since 2010, along with the passage of the statewide revenue generating measure Proposition 30 in 2012, California put its financial house in order. This enabled the state to continue its tradition of large-scale investment in early education. In June 2014, California's legislature and Governor approved new investments of $(b)(4) in early learning, including the Early Learning QRIS Block Grant, a $(b)(4) annual grant program to support early education quality improvement; $(b)(4) to expand service capacity in the CSPP and serve an additional 11,500 children in full-day, full-year programs; and a one-time allotment for infrastructure and teacher training investments for both transitional kindergarten and preschool teachers.

Table B.1 describes California's financial investment from 2010-2014, the number of children served by the CSPP, and the significant local and philanthropic contributions being leveraged. This information also appears in the required Excel worksheets submitted for this proposal.

[25] See Appendix B.2 for California's TQRIS.

State Fiscal Year	1:State Funding[26]	2: Local Funding[27]	3: Philanthropic /Private Funding (if applicable)[28]	4: Number of Four-Year-Old Children[29]	5: Number of Four-Year-Olds at or below 200% FPL[30]	6: Four-Year-Olds Served in the State Preschool Program[31]		7: Four-Year-Olds at or below 200% FPL Served in the State Preschool Program	
						#	%	#	%
2014[32]	(b)(4)			488,543	227,354	77,927	16%	76,254	34%
2013				493,460	225,815	82,942	17%	81,139	36%
2012[33]				508,357	240,518	86,948	17%	83,957	35%
2011[34]				514,154	235,389	93,254	18%	87,184	37%
2010				507,658	224,956	92,628	18%	85,572	38%

[26] Source: CSPP Proposition 98 and non-Proposition 98 General Fund, and First 5 California funding.
[27] Source: First 5 California county commissions.
[28] Source: The David and Lucile Packard Foundation, Heising-Simons Foundation, Richard and Lezlie Atlas Family Foundation, Dwight Stuart Youth Fund, Tikun Olam Foundation, Early Edge, LA Partnership for Early Childhood Investment, Children Now, Zero to Three, and the Advancement Project. This is a partial list of philanthropic and private funding.
[29] Source: Department of Finance, State of California - Population Projections, 2010-2060, http://www.dof.ca.gov/research/demographic/reports/projections/view.php.
[30] Source: Poverty: Kids Count Data Center - Children in poverty (200 percent poverty), http://datacenter.kidscount.org/data/tables/47-children-below-200-poverty#detailed/2/2-52/false/36,868,867,133,38/any/329,330. Note: This represents best reliable data available on poverty level by age in California.
[31] Source: California Department of Education: CD-801A Monthly Child Care Reports, (monthly average for the year).
[32] Includes CSPP Proposition 98 and non-Proposition 98 General Fund, Standard Reimbursement Rate increase, Expansion funding, Restoration funding, and First 5 California funding.
[33] The funding cuts from the 2010-11 state fiscal year were realized over time as reduced services to children and families. The greatest noticeable impact began in the 2012-13 fiscal state year. Additionally, population growth began to decline in the same year.
[34] California made significant cuts to early education and support services, particularly the CSPP, between state fiscal years 2010-11 and 2011-12. There were no funding increases or restorations until the 2014-15 state fiscal year.

Building on this increased statewide support, an unprecedented collaboration of stakeholders including the CDE, F5CA, the California Head Start Association, and the California State Head Start Collaborative Office, with funding from the David and Lucile Packard Foundation, came together to support and develop proposals to secure federal Early Head Start-Child Care Partnership funds. Together, this partnership supported the development of high-quality proposals from throughout California, including one from the CDE to serve the state's rural northern region.

(B)(3) ENACTED AND PENDING LEGISLATION, POLICIES AND/OR PRACTICES

State and Local Commitment to Increasing Access to High-Quality Inclusive Preschool Programs

California has provided public child care since the 1940s and, since the 1960s, provided developmental services to infants, toddlers, and their families, with state law mandating early education programs for infants and toddlers with developmental delays and disabilities in 1980. More recently, through a series of collaborative public/private local and state efforts, as well as decisions made by the Administration and the Legislature, California's early education and K-12 leaders have undertaken key initiatives to establish a coherent system of High-Quality Inclusive Preschool Programs (HQIPPs) and continue to expand access to and support preschool by:

Enacting the California Early Intervention Services Act (CEISA) in 1993, this established Early Start, California's early intervention program for infants and toddlers with disabilities under Part C of the Individuals with Disabilities Education Act (IDEA). Early Start is a multiagency effort, with the California Department of Developmental Services as the lead agency for statewide implementation in collaboration with the SED. Early Start services are delivered in natural environments and promote practices that include young children and their families in everyday activities and settings within their communities, laying the foundation for inclusion as children grow older and families continue to support their development and learning.

Developing the Desired Results: Access for Children with Disabilities in 1994, which created a high-quality authentic assessment system. In addition to assessing all children birth through age five who are enrolled and participate in state-subsidized early care and education programs with a DRDP tool, those children receiving special education services from Local Educational Agencies (LEA) receive assessment with Desired

Results *access* twice per year. The Desired Results *access* Project provides opportunities for professional development, implementation support for the DRDP *access* Assessment System, and ongoing research devoted to data-driven improvements to the system.

Implementing the Supporting Early Education Delivery Systems Project (SEEDS) in 1994, which offered training and technical assistance to administrators, staff, and families involved in early childhood special education programs. SEEDS was a project of the SED contracted through the Sacramento County Office of Education. Assistance was provided on behalf of the CDE at no cost to programs serving children birth through age five in LEAs throughout California. A new project is proposed to replace this work in an expanded contract in 2015-16.

Establishing the Special Education Early Childhood Administrators Project in 1994, this provided professional development and support to emerging administrators, parents, and professional leaders from both general and special education programs across a variety of settings, including the CSPP, Head Start, and Family Resource Centers. This interagency collaboration promoted more inclusive programs and services for all young children.

Passing the groundbreaking Proposition 10 in 1998, which created F5CA, 58 county commissions, and a dedicated funding stream focused on the early learning and healthy development of children prenatal through age five.

Launching two major initiatives to support the professional development, education, and effectiveness of early childhood educators in 2000 – passage of Assembly Bill 212 (2000) the Child Development Staff Retention Program, known as AB 212, and First 5 California's Comprehensive Approaches to Raising Education Standards (now CARES Plus). Together, these programs improve the quality of early learning environments by supporting the education and professional development and retention of an effective, well-compensated, and diverse early learning workforce. These professional development programs support early educators with increased compensation and benefits, tutoring and mentorship support, financial aid, career counseling, professional development and training, and access to higher education. CARES Plus has an additional focus on teacher effectiveness as an intentional frame for improving child outcomes.

Launching the F5CA Power of Preschool (PoP) Program in 2003, this expanded

access to high-quality early learning programs. Through PoP, participating classrooms that met the required quality levels received a per-space reimbursement rate similar to CSPP if they did not receive public funding, while those that were publicly funded received a quality enhancement stipend. In 2011, F5CA developed the Child Signature Program (CSP), which built on the strengths of PoP to provide comprehensive, evidence-based early education services to high-need children. The PoP/CSP experience provides an outstanding foundation for the development of the HQIPP described by this proposal.

Establishing the California Preschool Instruction Network (CPIN) in 2006, this initially provided statewide early literacy support for teachers and administrators. Since the release of the *Preschool Learning Foundations* (2008), CPIN has provided research-based training, technical assistance, and on-site support for the nine preschool learning domains.

Enacting the California State Preschool Program Act of 2008, Assembly Bill 2759, which was designed to streamline the administration of the state's early learning system and expand and enhance the system by helping bridge the achievement gap between children with high needs and their peers. By consolidating the existing State Preschool, Prekindergarten-Family Literacy, and General Child Care and Development programs serving preschool-age children into the CSPP, the legislation significantly increased the efficiency and effectiveness of program administration and created the largest state-funded preschool in the nation. The resulting efficiencies enabled more than 19,000 additional children to participate in the California State Preschool Program and expanded access to full-day services designed to better support working families.

Developing the Research-Based *Infant/Toddler and Preschool Learning Foundations* (Early Learning and Development Standards) in 2008, which outline key knowledge and skills that most children can achieve when provided with effective interactions, instruction, and environments shown by research to promote optimal early learning and development (see Section (B)(1)).

Creating the California Early Educator Competencies in 2008, which describe the knowledge, skills, and dispositions early educators need to effectively foster children's learning and development. The competencies also provide coherent structure and content to support the professional development of California's early childhood workforce.

Enacting the Kindergarten Readiness Act of 2010, Senate Bill 1381, this established transitional kindergarten (TK) programs for four-year-olds turning five between September 1 and December 2 (with implementation beginning in 2012). Under this law, school districts must offer developmentally appropriate TK programs for children eligible to attend. Districts receive the same average daily attendance funds for these children as they do for traditional kindergarten children because TK is considered the first of a two-year kindergarten program.

Winning a $(b)(4) award of federal RTT-ELC funds in 2011, which included $(b)(4) for the state over four years and a supplemental grant increasing the total award to $(b)(4). California is implementing a unique approach to TQRIS that builds upon local and statewide successes to create sustainable capacity at the local level and address the geographic and cultural diversity of the state. RTT-ELC has expanded the work and local investments of 17 original Regional Leadership Consortia (Consortia) and their 14 mentee counties implementing regionally based TQRIS and reaching 90 percent of California's children. California's TQRIS is based on a Quality Continuum Framework with common evidence-based tools and resources and includes three common tiers (see Appendix B.2 and Sections (B)(4) and (C)(2) for a description of California's TQRIS).

Adopting the California Comprehensive Early Learning Plan of 2013, this recommended "access to quality early learning and care" as a key driver of success for public education in California. The State Advisory Council on Early Learning and Care (SAC) brought together more than 2,700 early learning stakeholders to develop the CCELP.[35] The CCELP provides the state with a roadmap to equip all children with the knowledge and skills they need to achieve long-term success.

Enacting the 2014-15 California Budget Act, this provides $(b)(4) in early education funding, including $(b)(4) in ongoing funding to increase access to the California State Preschool Program. The Budget Act also provided a one-time infrastructure and teacher training investment and authorized the Early Learning Quality Rating and Improvement System (QRIS) Block Grant, a $(b)(4) annual grant

[35] Governor's State Advisory Council of Early Learning and Care. (2013). *California Comprehensive Early Learning Plan*. Sacramento. Retrieved from: http://www.cde.ca.gov/sp/cd/ce/documents/compearlylearningplan2013.pdf.

program to support early education quality improvement.[36]

(B)(4) QUALITY OF EXISTING STATE PRESCHOOL PROGRAMS

California's Commitment to the Components of a High-Quality Inclusive Preschool Program

California has long demonstrated and pioneered a commitment to HQIPPs that promote healthy development and school readiness. Since its genesis in 1965, CSPP has required a high level of quality as defined in the *California Code of Regulations* (*CCR*) Title 5 regulations that include low teacher to child ratios, ongoing professional development, and use of child observational tools.[37]

In 2003, F5CA appropriated $100 million to establish the PoP demonstration program with the goal of expanding access to high-quality early learning in nine counties.[38] As a requirement of PoP, most classrooms supported the inclusion of children with special needs in settings with typically developing children. Simultaneous to the implementation of PoP, F5CA funded the Special Needs Project (SNP) in ten counties. The SNP focused on screening, referral, service provision, and inclusion of children with disabilities. PoP programs were able to take lessons learned from SNP to strengthen their own identification and inclusion strategies. Counties that implemented both PoP and SNP created even stronger connections to system enhancements and identified promising practices to implement consistently high quality systems for children with disabilities. As described in section (B)(3), the Child Signature Program (CSP) was subsequently developed by building on the success of PoP, as well as the SNP, Educare, and CARES Plus. Children and families in CSP classrooms benefit from: high-quality learning environments that enrich learning and healthy development; highly trained teachers with bachelor's degrees; low staff-to-child ratios; small classes; effective teacher-child interactions (as measured by the Classroom Assessment and Scoring System, CLASS®); culturally sensitive care; family engagement support; and developmental and health screening, assessment, and follow-up; evidence-based curricula; and nutritious meals and snacks.[39] In addition, CSP programs include essential staff to support families, allowing teachers to spend more time on

[36] Please see State Superintendent of Public Instruction Tom Torlakson's letter on California's 2014-15 Budget Act at: http://www.cde.ca.gov/nr/el/le/r14ltr0724.asp.
[37] *California Code of Regulations*, Title 5: http://bit.ly/1sOIciZ.
[38] The original PoP counties were: Los Angeles, Merced, San Diego, San Francisco, San Joaquin, San Mateo, Santa Clara, Ventura, and Yolo
[39] *First 5 California Child Signature Program Fact Sheet, (n.d).*

direct, individualized instruction.

California built on the strengths of PoP/CSP in the state's winning RTT-ELC proposal by incorporating aligned quality criteria in the development of its TQRIS: The California Quality Continuum Framework (Framework). The Framework clearly articulates and defines high standards of program excellence commensurate with nationally recognized standards. It incorporates research-based elements, tools, and resources grouped into three core areas: (1) Child Development and School Readiness; (2) Teachers and Teaching; and (3) Program and Environment. Additionally, in keeping with the overarching goal of school readiness, the required tools and resources are aligned with the new Kindergarten Common Core State Standards and the Head Start Outcomes Framework.

To ensure maximum flexibility and recognize diverse areas of quality, the Consortia streamlined the Framework into two companion pieces (see Appendices B.2 and B.3) – the points-based, hybrid Rating Matrix (Rating Matrix) and the Quality Improvement and Professional Development Pathways (Pathways).[40] In the Rating Matrix, the Consortia prioritized research-based elements, which demonstrate improved child outcomes (e.g. the CLASS®). The Rating Matrix now includes seven rated elements for center-based sites while the non-rated elements were moved into the Pathways. Through streamlining, the Consortia narrowed the TQRIS focus on the rating component to ensure they still included dedicated resources for improvement. The Pathways contain the key elements of the participating program's quality improvement plan and support each Consortium's continuous program improvement process. Table B.2 below outlines the two components of California's TQRIS – the Rating Matrix and the Pathways.

[40]In a hybrid approach to TQRIS, a combination of the building block approach (all standards in each level must be met for programs to move to the next level) and the point system (every standard is assigned a number of points with a combined score used to determine the quality rating) determines program ratings. In California's TQRIS, the first level is a building block and the higher tiers are earned through a point system.

RATING MATRIX (RATED ELEMENTS/INDICATORS)	**QUALITY IMPROVEMENT AND PROFESSIONAL DEVELOPMENT PATHWAYS (NON-RATED ELEMENTS, TOOLS, AND RESOURCES)**
CORE I: CHILD DEVELOPMENT & SCHOOL READINESS	
Child Observational Assessments Developmental & Health Screenings	Infant/Toddler and Preschool Learning Foundations and Curriculum Frameworks Preschool English Learner Guide National Data Quality Campaign's Framework California Collaborative for the Social-Emotional Foundations of Early Learning (CCSEFEL) Health and Nutrition (USDA Child and Adult Food Program), physical education/activity, and tobacco cessation training
CORE II: TEACHERS AND TEACHING	
Lead Teacher/FCCH Owner Education and Professional Development Classroom Assessment Scoring System (CLASS®) Assessments	Common Core 8 Professional Growth Plan Early Childhood Educator (ECE) Competencies ECE Competencies Self-Assessment Tool CLASS or PITC Program Assessment Rating Scale (PARS)
CORE III: PROGRAM AND ENVIRONMENT	
Environment Rating Scales (ERS) Ratios & Group Size (Centers only) Director Qualifications and Professional Development (Centers only)	Program Administrative Scale (PAS) or Business Administrative Scale (BAS) Family Engagement - Strengthening Families™ Five Protective Factors Framework

Current data indicate that nearly 1,600 sites have been rated using the state TQRIS, serving approximately 60,000 children, almost 40 percent of which are participating in the CSPP. Data further indicate that of the 524 CSPP programs that have been TQRIS rated to date, almost half have achieved a Tier 4 rating or above.[41] Additionally, 445 sites of the Subgrantee counties participating in TQRIS have been rated and meet Tier 4 or Tier 5 thresholds. These programs provide a solid foundation from which to build the work of California's Preschool Expansion Initiative.

[41] Data source: RTT-ELC TQRIS Common Data Elements reports - September 2014.

California's preschool programs are increasingly focused on the targets laid out by its TQRIS, which provides a clear framework for achieving high-quality along with pathways for continuous quality improvement. Appendix A.2 provides a cross-comparison of the CSPP, CSP, Head Start, and California's TQRIS, which collectively comprise the range of programs represented by Subgrantees. High-quality benchmarks such as program requirements, California Education Code, CCR Title 5 requirements, and the TQRIS are presented as evidence of the quality of existing CSPPs. This table describes how each program supports California's commitment to the components of a High-Quality Inclusive Preschool Program detailed by the Preschool Expansion Grant notice inviting applications.

California's HQIPPs also meet all of the Preschool Expansion Grant's defined Program Standards. Table B.3 provides specific evidence supporting California's compliance with these standards. This evidence demonstrates the existing capacity of preschool and early childhood special education programs to provide high-quality, inclusive preschool opportunities for all children.

PRESCHOOL EXPANSION GRANT STANDARDS	**EVIDENCE**
a.) Early learning and Development Standards are implemented through evidence-based activities, interventions, or curricula appropriate for each age group of infants, toddlers, and preschoolers.	*California Preschool Learning Foundations* are aligned with the K-12 Common Core State Standards. *California Preschool Curriculum Frameworks* (Vols.1-3) are companion volumes to the *California Preschool Learning Foundations* and provide evidence-based strategies for educators that enrich learning and development opportunities across 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.[42] Foundations and Frameworks are included in the TQRIS Pathways.
b.) Comprehensive Early Learning Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of children's learning and development outcomes and program performance.	CDE developed the Desired Results System to document children's learning and development outcomes and program performance. CDE's Desired Results includes the Desired Results: Access for Children with Disabilities Project (DR *access*) to ensure the system is also based on the needs of children with disabilities and is applicable to the settings in which they are served. Desired Results Developmental Profile (DRDP) and the DRDP *access* are valid and reliable assessment tools aligned with the Foundations and Head Start Outcomes Framework that teachers use to observe and assess children's learning and development in state funded preschools, Head Starts, and special education programs. Children in both CSP and the CSPP classrooms, including children with IEPs receive regular developmental assessments using DRDP tools. CSP data from FY 2012-13 demonstrates developmental gains and these developmental gains were accentuated in classrooms taught by teachers with BA degrees. Required by California Education Code and California Code Regulations, *CCR*, Title 5 programs should distribute and analyze results from the Desired Results Parent Survey and use those results in the self-evaluation process. The SED is required to report annually on child outcomes to the Office of Special Education Programs in the Annual Performance Report: Indicator 7: Preschool Assessment. The DRDP *access* is used to collect this assessment data to fulfill this

[42] *California Preschool Curriculum Frameworks* (Vols. 1-3) are available at: http://www.cde.ca.gov/sp/cd/re/psframework.asp.

PRESCHOOL EXPANSION GRANT STANDARDS	**EVIDENCE**
	requirement. DRDP-PS (2010) and DRDP *access* are undergoing revision to combine them into a single tool called DRDP (2015). Use of DRDP is included in both the TQRIS Rating Matrix and Pathways.
c.) A qualified workforce improves young children's health, social, emotional, and educational outcomes.	Based on a five-point range for each of the seven rated elements, California's TQRIS requires teachers to have a BA in order to achieve the full 5 points. In the Lead Teacher Minimum Requirement element/indicator, Directors must have a BA to achieve 4 points and a MA to achieve the full 5 points on the Director Qualifications element. Teachers and Directors must also participate in 21 hours of professional development annually. All Special Education teachers must have a BA/Teaching Credential and a specialist credential in Early Childhood Special Education. Recent data indicate that 57 percent of CSP teachers have a BA or advanced degree and on average have a mean of over 30 ECE/CD units per teacher (2013-14). CSPP Teachers are required to participate in 21 hours of professional development annually. Significant federal and state resources such as AB 212 (2000) Child Development Staff Retention Program, CSP, and CARES Plus support ongoing professional development. California's TQRIS indicates that programs must attain minimum CLASS® scores linked to improved child outcomes to achieve the 4 or 5 point value for the Effective Teacher rated element. On average, CSP classroom quality is high as evidenced by CLASS scores. Most classrooms scored at or above CLASS domain scores of 5 for Emotional Support, 3 for Classroom Organization, and 2.75 for Instructional Support. CSPP sites in CSP (N=480) tend to score above the TQRIS 5 point-rating requirement for CLASS in Emotional Support (5.89) and Classroom Organization (5.60).[43]
d.) Culturally and linguistically responsive strategies are successfully used to engage	The CDE EESD has published a number of documents that provide guidance to teachers to support young English learners including the *Six Research Overview Papers of Best Practices for Young Dual Language Learners*, the Preschool Curriculum Framework,

[43] Data source: First 5 California 2013-14 Child Signature Program 1 and 3 database.

PRESCHOOL EXPANSION GRANT STANDARDS	**EVIDENCE**
families, help them build protective factors, and strengthen their capacity to support their children's development and learning.	Vol. 1, the *Preschool English Learner Guide* and the *World Full of Language* DVD. The Consortia adopted the research-based Strengthening Families Framework and the Five Protective Factors as a common approach to their TQRIS and added it to the Pathways.[44] CSP funds Family Support Specialists who develop and maintain relationships with families and ensure they are informed, engaged, and receive comprehensive services. Head Start programs implement the evidence-based Head Start Parent, Family, and Community Engagement Framework to promote parent and family engagement and children's learning and development.[45] Special Education programs are required to address the linguistic needs of children who are learning English and develop an appropriate plan in the IEP to address cultural and linguistic needs. Family engagement and use of the Strengthening Families Protective Factors Framework is in the TQRIS Pathways. CSPP programs support families through bi-annual parent conferences and Parent Advisory Committees, as well as annual Parent Surveys.
c.) Health promotion practices include health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; the promotion of physical activity, healthy eating habits, oral health, and behavioral health; and health literacy of parents.	California's TQRIS contains a Developmental and Health Screenings element and requires programs to screen each child using a valid and reliable developmental screening tool at entry and as indicated by results thereafter to achieve 3 points. Programs must complete the Ages & Stages Questionnaire (ASQ) for 4 points. In order to achieve the full 5 points, programs also must use the ASQ-SE and use screening results to make referrals and implement intervention strategies and adaptations as appropriate. California's TQRIS also assesses the Program Environment and structural quality including health and safety practices via the Environment Rating Scales (ERS). Sites are required to achieve a 5 and 5.5 respectively on the ERS to achieve 4 and 5 points.

[44] The five protective factors are: **parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children.**

[45] *The Parent, Family, and Community Engagement Framework* was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement.

PRESCHOOL EXPANSION GRANT STANDARDS	**EVIDENCE**
	In addition to the TQRIS Hybrid Matrix, Developmental and Health Screenings are in the TQRIS Pathways. CSPP are assessed on components of the ERS tool as part of the CDE's field services monitoring protocol.. California passed Assembly Bill 290 (2013), which increases the nutritional training requirement for providers.. California law requires providers in child care centers and family child care homes to complete 15 hours of training on health and safety. The training includes Pediatric First Aid, Pediatric Cardiopulmonary Resuscitation (CPR) and Preventive Health Practices. The Preventive Health Practices portion of the training must include information about infectious diseases (including immunizations), preventing childhood injuries, caring for children with special needs and identification and reporting of child abuse. It may include child nutrition, sanitary food handling, emergency preparedness, and evacuation information. CSPP programs participate in California Preschools SHINE (Shaping Healthy Impressions through Nutrition and Exercise), which incorporate 10 elements promoting health, nutrition and exercise. See Program Standard (d) above for further evidence.
f.) Data practices are effective and include gathering Essential Data Elements and entering them into the State's Statewide Longitudinal Data System or other early learning data system, using these data to guide instruction and program improvement, and making this information readily available to families.	California Special Education Management Information System (CASEMIS) at the CDE assists local educational agencies and state-operated programs to submit student level data for students with disabilities in California to the CDE. Child Development Management Information System (CDMIS) at the California Department of Education reports data to the federal government on subsidized child care and development programs to receive federal matching grant funds and to comply with state and federally mandated reporting requirements. The CDE has an additional data collection system called DRDPtech that is used to locally compile data collected from the DRDP assessments. The data is compiled and used to inform instruction for individual children and groups of children, to inform parents of their children's developmental progress, and to support program improvement. DRDP *access* assessment data on children receiving IDEA Part B services is captured in

PRESCHOOL EXPANSION GRANT STANDARDS	**EVIDENCE**
	the California Special Education Management Information System (CASEMIS) with a unique identifier for each child, and used to inform instruction. RTT-ELC-funded TQRIS, county offices of education, F5CA, and First 5 county commissions, form a network of effective local data systems and build upon a model of local control with demonstrated statewide successes. See Sections (C)(2)(a, b) for further evidence.

Support for Program Monitoring and Improvement

California's plan calls for a combination of state and local oversight to best maximize the expertise and resources of the CDE's *CCR* Title 5 programs field services staff, SED's inclusion staff, F5CA's Assessor Management System and Continuous Quality Improvement (CQI) teams, as well as the local TQRIS rating and monitoring and CQI process. The work will encompass two types of monitoring: 1) monitoring of licensing and basic health and safety checks, which will occur through the *CCR* Title 5 (CDE) program, fiscal, and health and safety monitoring process; and 2) ongoing program and fiscal monitoring, provided by CDE through field services site visits, ongoing technical assistance, and data collected via its California Special Education Management Information System (CASEMIS) and Child Development Management Information System (CDMIS).

To ensure quality standards and accountability to support CQI at a deeper level, Subgrantees will participate in California's locally implemented TQRIS, which includes common program assessment rating and monitoring practices and CQI based on local and state efforts and current research. California's TQRIS includes the use of standardized, evidence-based, and validated assessment tools to objectively and consistently rate early learning and development programs (see Appendix B.2). California's recently enacted 2014-15 state Budget Act provides support for ongoing program monitoring and improvement through the Early Learning QRIS Block Grant program, a $(b)(4) annual grant program to support early education quality improvement in the CSPP.

Subgrantees will coordinate with Consortia operating the local TQRIS to ensure HQIPPs are included in their local TQRIS by:

Implementing the TQRIS rating and monitoring process;

Gathering quality and scoring information;

Tracking supports and incentives;

Ensuring participation by targeted programs serving children with high needs;

Reviewing progress in relation to quality improvement targets; and

Collecting TQRIS information in the local data system.

Guided by the RTT-ELC Consortia Implementation Guide, the TQRIS monitoring process and local access to data will support the implementation of continued efficiencies and

improvements (See Appendix C.1).[46]

California will support HQIPP quality through a CQI project with F5CA funding provided by this grant. This project builds on F5CA's intentional teaching focus with current coaching and CLASS® training through its CARES Plus Program, and also provides related practice-based coaching to support continuous quality improvement within a full inclusion and culturally and linguistically diverse frame (see detail in Section (C)(1)). F5CA also will extend the work of the RTT-ELC assessor management activities in which state-level Master Anchors support local assessors and local capacity to implement the TQRIS.

(B)(5) COORDINATION OF EXISTING STATE PRESCHOOL PROGRAMS

There is a strong tradition in California of interagency collaboration and governance. The partnership supporting and developing this Preschool Expansion Grant proposal is modeled on previous successful collaborative efforts of F5CA and the CDE including: the Early Learning Advisory Council; California Early Childhood Educator Competencies; CARES Plus and AB 212 (2000), the Child Development Staff Retention Program; RTT-ELC State Implementation Team, support to 30 Consortia, RTT-ELC Integrated Action Team; and, most recently, collaborating on statewide Technical Assistance (TA) for the Early Head Start–Child Care Partnership grants. Other agencies and organizations throughout the state also contribute to these collaborative efforts. The First 5 Association of California effectively networks local First 5 commissions for the purpose of policy and professional development. California's network of County Offices of Education and the statewide Special Education Local Plan Areas (SELPA) organizations also provide strong support for networking and building county and local level collaboration and action programs, as well as its system of local child care and development planning councils.

State Advisory Council on Early Learning and Care

The State Advisory Council on Early Learning and Care (SAC) is tasked with identifying opportunities for collaboration and coordination among federally funded and state-funded early childhood services and with developing recommendations for increasing the overall participation of children in existing early childhood programs, including outreach to underserved populations. The SAC was created out of the Improving Head Start for School Readiness Act of 2007, and its Governor-appointed membership includes key state leaders in early education and school

[46] The Consortia Implementation Guide can be found at: http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp.

readiness. A primary activity of the SAC to date has been the development of *The California Comprehensive Early Learning Plan* (CCELP), described in Section (A)(1). See Section (B)(6) for further discussion of the SAC; the letter of support from the SAC is included in Appendix H.

State Superintendent of Public Instruction's Stakeholder Group

The State Superintendent of Public Instruction (SSPI) Stakeholder Group serves as the SSPI's principal advisory body on issues related to early learning and educational support. Additionally, it works to help meet the vision outlined in the SSPI's Transition Team report, *A Blueprint for Great Schools*, (*Blueprint*) by addressing policy changes to improve and streamline the delivery of early learning programs.[47] Developed in 2011 by a diverse group of leaders from across the state, including teachers, parents, community, labor, and business leaders, the *Blueprint* provides an overall framework for the work of the SSPI and his administration. It articulates a strong vision for the coordination of early learning and K-12 systems: "*In California's future, we envision that all children will thrive in preschool, be ready for kindergarten, and be academically proficient in third grade by growing up healthy and having opportunities for high-quality early learning.*" The four essential components of this vision include:

1. Building a high-quality early learning system;
2. Connecting early learning with K-12;
3. Increasing access to quality; and
4. Providing comprehensive support for the development of the whole child.

Created in 2013, the Stakeholder Group meets quarterly and makes recommendations to the SSPI that ultimately support California's early learning infrastructure and better serve its constituents.

F5CA's 2014 Strategic Plan

After an extensive stakeholder engagement process, F5CA adopted a new strategic plan in 2014, which describes the focus of the agency's work over the next five years. The plan articulates a strong Early Learning goal, "*Children birth through kindergarten benefit from high quality early education, early intervention, family engagement, and support that prepares all children to reach their optimal potential in school and life.*"[48]

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[47] The *Blueprint for Great Schools* can be found at: http://www.cde.ca.gov/eo/in/bp/.http://www.cde.ca.gov/eo/in/bp/.

[48] F5CA's 2014 Strategic Plan can be found at: http://www.ccfc.ca.gov/pdf/commission/resources/F5CA_Strategic_Plan.pdf.

Coordination with Title I of the Elementary and Secondary Education Act (ESEA)

The goals of California's Program Expansion Initiative mirror the goals of the Elementary and Secondary Education Act (ESEA) Title I preschool programs: *To take into account the experience of model programs for the educationally disadvantaged and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades.*[49] In order to expand services to children the year before kindergarten, the CDE encourages the use of Title I funds to provide additional preschool services. Many Subgrantees chosen for this grant already use Title I funds to provide preschool, and they will be able to provide greater alignment with resources provided by this grant.

In 2013, using Title 1 funds, Santa Barbara offered a prekindergarten camp as a transition to kindergarten activity in Santa Maria schools. The goal of the camp was to ease the transition for both parents and students by providing a developmentally appropriate, slower-paced introduction to the kindergarten environment focusing on social-emotional development and routines.

Coordination with the Child Care and Development Block Grant Act

The CDE is the lead state agency for the administration of the federal Child Care and Development Fund (CCDF). The CDE has a long history of using funds provided by the CCDF to support California's early learning programs and workforce, including the CSPP. Most notably, quality dollars were used to support the development of the *California Early Learning Foundations*, Curriculum Frameworks, and support materials to assist the early childhood workforce, leading to an improved understanding of children's development, curriculum planning, and practice. In California, the CCDF also supports:

Resource and Referral Programs, which connect eligible children and families to preschool services, provide technical assistance to local providers, and assist in data collection;

[49] NCLB Section 1112 Local Educational Agency Plans (c)(1)(F).

Child Development Staff Retention and Program (AB 212, 2000), which provides incentives to retain qualified staff who work directly with children in state-subsidized, center-based programs;

California Early Childhood Mentor Program, which mentors early education college students, provides support to new directors/administrators, and compensates experienced staff mentors resulting in improved quality of services to children and families;

California Preschool Instructional Network, which provides statewide professional development and technical assistance on the Preschool Foundations to improve the quality of preschool programs;

English Language Learners Support, which contributes to a more qualified workforce by providing training using the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning*;

California Collaborative on the Social and Emotional Foundations for Early Learning, which provides training and coaching on the teaching pyramid framework to support children with challenging behaviors and children with disabilities;

California Inclusion and Behavior Consultation Network, which provides direct support to teachers working with children with special needs and challenging behaviors;

Desired Results System, which establishes and maintains the research-based assessment system and training aligned with the State's Early Learning Guidelines; and

Desired Results: Access for Children with Disabilities, which supports special educators in meeting federal mandates to assess children with IEPs and contributes to the development of the DRDP assessment instrument.

Coordination with the Head Start Act

California's Head Start programs are administered through a system of grantees and delegate agencies. The majority of these agencies also have contracts with the CDE to administer the CSPP or state infant/toddler programs. In 1992, the Administration for Children and Families awarded the CDE a collaboration grant, which established the California Head Start-State Collaboration Office. This office works closely with the CDE, the California Head Start Association, and other associated state and federal agencies to ensure the seamless delivery of comprehensive services to all participating children and families.

Coordination between the Early Education and Support Division and the Special

Education Division

The CDE's Early Education and Support and the Special Education Divisions have worked closely together over the years and model an inclusive relationship at the state level. Recently, these divisions continued their collaborative work on the DRDP (2015) to ensure that the revisions of the DRDP are reliable and valid for use with all children. Their close relationship was an important asset in the development of this application as the two divisions worked in tandem to develop the systems and supports for the full inclusion of children with disabilities and their families in the programs supported by this application.

Interaction Between Special Education Local Plan Areas and Local Educational Agencies

Special Education Local Plan Areas (SELPAs) and Local Educational Agencies (LEAs) in California work closely to deliver appropriate educational programs to children with special needs. In California, SELPAs are responsible for administering special education services at the local level. They incorporate either a single district or multiple districts depending on their structure. The SELPA ensures LEAs are compliant with special education laws in providing services to children with disabilities and provide technical assistance and professional development to the LEAs. The SELPAs have a strong role and relationship with LEAs in providing preschool special education services in inclusive settings.

Coordination with Part C and Section 619 of Part B of the Individuals with Disabilities Education Act (IDEA)

California actively coordinates preschool programs and services, in partnership with the SAC and other State and Federal resources to serve preschool-aged children, including children with disabilities and children from linguistically and culturally diverse backgrounds. This includes programs, resources, and services supported by the Individuals with Disabilities Education Act (IDEA), Section Part B, Section 619 and Part C.

Part C of this Act focuses on children birth to age three and early intervention. The CDE works closely with the California Department of Developmental Services (DDS), the lead agency for Part C services. This coordination aligns the state's systems of early care and education to include all children and to support the workforce in understanding how they can meet the needs of children with disabilities and their families. This is accomplished by:

Coordinating and aligning messaging to programs to minimize conflicting information;

Ensuring children and families receive what they need by engaging them in information

gathering and avenues for feedback;

Forming partnerships with DDS in the transition process from Part C to Part B at age three. The SED in collaboration with the DDS provides professional development and guidance on transition regulations and practices for Part C Early Start children and families who transition to Part B at age three;

Supporting transition from natural environments in Part C to HQIPPs in Part B with the least restrictive environment; and

Collaboration statewide to build a comprehensive state professional development system across sectors.

All children are general education children first with supports and services provided to support access to preschool activities. To support IDEA's strong preference for educating children with disabilities in regular classes with same-aged peers, with appropriate services and supports, California strives to include children with disabilities in general education preschool activities and classrooms. This Preschool Expansion Initiative provides California an opportunity to highlight and build upon areas of success in inclusive classrooms and provide program models for other programs to replicate.

Coordination with Subtitle VII–B of the McKinney-Vento Act

The McKinney-Vento Homeless Education Assistance Act (McKinney-Vento Act) states, "*Each state educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.*" California makes every effort to meet this requirement with fidelity, and includes priority for families "seeking permanent housing for family stability" in the definition of eligibility for the CSPP and other subsidized early learning services.[50] Additionally, an adjustment is added to the reimbursement rate for CSPP providers to ensure supplementary resources are made available to serve this child population.[51] Coordination with the McKinney-Vento Act was among the selection criteria for California's Subgrantees.

[50] Education Code 8263 (a)(2)(iii)
[51] Education Code 8265 (6)

Bay Area QRIS: First 5 San Francisco has created a preschool bridge funding program to guarantee a high-quality preschool experience to children whose parent is part of California Work Opportunity and Responsibility to Kids (CalWORKs) or the county's ACCESS homeless support services program, funded by the McKinney-Vento Act. First 5 San Francisco recognizes that family circumstances should not dictate a child's ability to attend preschool. If a child care (CalWORKs or ACCESS) voucher is terminated because of a family's change in eligibility status, First 5 San Francisco provides preschool funding at a Preschool for All participating program to bridge this child's preschool years until he/she enters kindergarten.

San Bernardino County Preschool Expansion Collaborative (SBCPEC): The SBCPEC works closely with local shelters and served over 100 homeless families during the 2013-2014 program year. Many SBCPEC partners provide services directed to the special circumstances of high-needs children by prioritizing early learning opportunities for homeless children and will use this grant to capitalize on their collective expertise to raise the capacity of all partners. If funded, SBCPEC will use McKinney-Vento Act funding to provide available services, including: free lunch, bus passes, gas cards, and case management.

SHASTA COUNTY OFFICE OF EDUCATION

Shasta County Office of Education (SCOE): The SCOE sends a specialist to the weekly story time at the public library, which is frequented by a significant population of homeless families as it is within walking distance of the local homeless shelter. The specialist reads to children, gives out books, engages families in discussions about resources, and refers those with preschool-age children to available programs.

(B)(6) ROLE IN PROMOTING COORDINATION OF PRESCHOOL PROGRAMS WITH OTHER SECTORS

California continues to demonstrate commitment to and investment in services for children, especially those with high-needs and those from culturally and linguistically diverse backgrounds. The goal is to have coordinated and streamlined services for children from birth through age five focus on the needs of the whole child and on families. To achieve this goal, California has created flexible and effective governance structures that bring together the appropriate state agencies, local partners, and lead agency staff to assure successful coordination among preschool programs and services at the state and local levels. In California, special education is a key partner and the SED and SELPA work collaboratively with agencies and other state and local partners. Locally, California's network of county offices of education and local child care and development planning councils (LPCs) provides strong support for networking and building county-level collaboration and action programs. At the state level, numerous collaborative efforts between the CDE and F5CA have yielded significant results. The First 5 Association of California effectively networks local First 5 commissions for the purpose of providing a strong mechanism for training, best practice dissemination, and policy development.

State Advisory Council on Early Learning and Care (SAC)

The workgroup created to ensure overall statewide coordination is the Governor-appointed SAC, co-chaired by representatives from the California Department of Social Services (CDSS) and the CDE. It has 12 members representing a broad range of state and local agencies and organizations with a stake in the early childhood field, including F5CA, social services, developmental services, health and mental health, and higher education. To date, the SAC's capacity to convene and coordinate has been best evidenced through the extensive research-based and participatory process involved in the development of the CCELP.

RTT-ELC Implementation Team

To ensure the integration and coordination of the RTT-ELC programs, the CDE established a state RTT-ELC Implementation Team, with staff from EESD and F5CA to carry out the day-to-day administration of this innovative grant-funded effort. The Implementation Team successfully leads the overall grant administration and ensures all federal reporting requirements are met, such as monitoring all contracts related to grant projects and updating scopes of work. The largest portion of the team's work is directed toward supporting the 17 original Consortia and 14 mentees; this will be expanded and built upon as a model for the

Preschool Expansion Grant.

Implementation Team members represent RTT-ELC at regular work group meetings of the State Interagency Team (SIT). The SIT work group is sponsored by the California Department of Public Health (CDPH) and focuses on the California Home Visiting Program (CHVP), which incorporates developmental screening into its program design.

RTT-ELC Integrated Action Team (Integrated Action Team)

In addition to CDE and F5CA, California's RTT-ELC Participating State Agencies (PSAs), CDSS, CDDS, CDPH, the SAC, and the State Board of Education (SBE), continue their involvement in the RTT-ELC grant with specific infrastructure projects and are key members of the Integrated Action Team (IAT). This body, consisting of PSAs, Consortia representatives, and the Implementation Team, is charged with the active coordination of the key activities and initiatives described by California's RTT-ELC application. The IAT addresses issues, policies, and barriers to increase families' access to high-quality early learning programs within existing resources for the purpose of streamlining and coordinating program services to children. The group also works to improve program alignment and supports the engagement of other programs, such as the CHVP, Early Start, and F5CA programs, and addresses ways to create improved alignment.

Early Childhood Comprehensive Systems (ECCS)

California was awarded an Early Childhood Comprehensive Systems (ECCS) grant in 2013. The ECCS grant focuses on strengthening partnerships between CHVP, RTT-ELC, F5CA, the First 5 Association, and the Office for Child Abuse and Prevention. Building on existing cross-agency systems change efforts lead by CHVP, the First 5 Association, California Project LAUNCH, Help Me Grow (HMG) National Replication Project, and Strengthening Families, California is now:

Developing a mutually designed cross-agency agenda for change;

Strengthening critical screening and referral mechanisms to ensure families are connected to services quickly;

Promoting development, implementation, and reimbursement of innovative, practical, and preventative treatment interventions that mitigate adverse effects of toxic stress; and

Providing mechanisms for California's early childhood workforce to better understand the importance of early brain development, reduction of toxic stress, and critical support of

child and family resiliency.

The ECCS Implementation Team works in partnership with the RTT–ELC IAT to achieve grant outcomes, and sustain the coordination necessary to ensure optimal developmental outcomes for preschool age children throughout California.

(C)(1) NO MORE THAN 5 PERCENT OF FUNDS FOR INFRASTRUCTURE/QUALITY IMPROVEMENTS

California has significant experience in crafting state-level supports to meet the needs of diverse stakeholders. The California Department of Education (CDE), in partnership with First 5 California (F5CA) and with the support of a coalition of California foundations, seeks to develop a comprehensive set of investments at the state level that will support quality improvements and the inclusion of children with disabilities, while evaluating the impact of High-Quality Inclusive Preschool Programs (HQIPPs) on child outcomes. Through this approach, California intends to support its Subgrantees, and utilize best practices in quality improvement, family engagement, and inclusion of children with disabilities that can then be applied to supporting preschool programs across the state. Similarly, the evaluation component will allow California to apply its findings to expand its High-Quality Inclusive Preschool Programs across the state in the most strategic and cost-effective way. In crafting this comprehensive package of support, California proposes to use the Infrastructure/Quality Improvement funds for six distinct components. These projects will be described in greater detail under the appropriate category headings as listed in Section (C)(1) of the Preschool Expansion Grant notice inviting applications.

STATE-LEVEL PROJECTS	ALIGNMENT WITH SECTIONS OF THE FUNDING ANNOUNCEMENT	COST FOR FOUR YEARS	MATCH
Evaluation of the Elements of High Quality	(C)(1)(a) (C)(1)(b)	$3,137,808	F5CA: Up to $(b)(4) in year one and additional match funds to follow, subject to commission approval. Heising-Simons Foundation to provide additional match funds should California be awarded the Preschool Expansion Grant
Support for Inclusive Preschool Programs	(C)(1)(c)	$1,015,884	
Continuous Quality Improvement Project	(C)(1)(f)	$466,760	
Strengthening Family Engagement	(C)(1)(i)	$400,000	Heising-Simons Foundation and F5CA to provide additional match funds should California be awarded the

STATE-LEVEL PROJECTS	ALIGNMENT WITH SECTIONS OF THE FUNDING ANNOUNCEMENT	COST FOR FOUR YEARS	MATCH
			Preschool Expansion Grant
Strengthening the P-3 Continuum	(C)(1)(j)	$960,000	Packard Foundation to provide additional match funds should California be awarded the Preschool Expansion Grant
Technical Assistance to New State Preschool Programs through the CDE, Early Education and Support Division	(C)(1)(k)	$403,029	

The key objectives and strategies for each of these state-level projects are described below and are identified by the corresponding sections of the funding announcement they pertain to.

Enhancing or expanding Early Learning and Development Standards (C)(1)(a); ***and Implementing Program Standards consistent with a High-Quality Preschool Program*** (C)(1)(b)***;***

As a major component of its state-level support and evaluation package, California proposes to use Infrastructure/Quality Improvement funds to conduct a multi-step outcomes study to determine which of the required quality indicators have the greatest impact on kindergarten readiness. While federal, state, and local entities invest in a variety of quality standards, this evaluation seeks to determine which elements or combination of elements have the greatest impact on later school success and healthy development, and which elements create future cost savings associated with improved child outcomes.

In the first year, F5CA will allocate up to $(b)(4) from state Proposition 10 funds for a meta-analysis to evaluate previously conducted research. The goal of this meta-analysis is to achieve a higher level of statistical power in assessing the impact of elements of High-Quality Preschool Programs on child outcomes. The analysis will be available publicly and will serve as a tool for policy makers in all 50 states. Drawing on the results of the analysis, California proposes to use Infrastructure/Quality Improvement funds to develop a competitively-bid independent evaluation of California's HQIPP. F5CA will provide additional matching funds, as needed, and subject to approval of the F5CA Commission, to support the scope and success of

this evaluation.

The HQIPP evaluation will build upon and deepen the current Race to the Top- Early Learning Challenge (RTT-ELC) evaluation of California's TQRIS by looking specifically into the federally mandated structural requirements for High-Quality Preschool Programs and will delve into the predictive nature of certain quality indicators, such as a BA degree for teachers, smaller group sizes, and lower adult-child ratios. The study seeks to replicate and strengthen other research demonstrating a relationship between quality indicators and child outcomes such as CLASS[®] score thresholds. Finally, the evaluation will analyze kindergarteners' school readiness using entry assessment data to understand the impact of preschool experience, and the effectiveness of other preschool through third grade (P-3) interventions occurring at the local level.

With limited resources available and long-term sustainability and expansion issues, a rigorous evaluation will provide deeper insights into the common elements with the greatest impact on improved school readiness that may affect later cost savings. Results from such an evaluation will provide direction to both California and the nation in development of future program guidelines and requirements that truly improved child outcomes.

Supporting programs in meeting the needs of children with disabilities and English learners, including in workforce development (C)(1)(c)

A major focus of California's state-level support and evaluation package is dedicated to increasing inclusion and inclusive practices to best serve children with disabilities. Through the Preschool Expansion Grant, California commits to increasing access to HQIPPs for children with IEPs. To ensure success, California will commit Infrastructure/Quality Improvement funds to provide two staff positions in the SED to coordinate this effort. SED staff will support collaboration and coordination of programmatic, fiscal, and professional development activities designed to build capacity in local programs. SED staff will deliver technical assistance to administrators, teachers, and families in creating linguistically and culturally appropriate individualized education programs to provide a free and appropriate public education for children in the least restrictive environment. Individualized education programs will focus on best practices for inclusion as well as appropriate and responsive supports, adaptations, and accommodations for children with disabilities, and those who are English learners. Early Childhood Technical Assistance Centers will assist in the development of resources and

guidance.

Additionally, Infrastructure/Quality Improvement funds will support the creation of state "partnership teams." These teams will provide Technical Assistance (TA) to Subgrantees, school districts, CSPPs, and other local agencies on how to use multiple funding streams to support full inclusion. This work with Subgrantees will identify models of funding and provide technical assistance with a focus on models for fiscal effectiveness and accountability. Teams will include fiscal and programmatic representatives from the CDE (Early Education and Support Division, Special Education Division, Child Development Fiscal Services, Special Education Fiscal Services, and School Fiscal Services Divisions) and F5CA. The teams also will coordinate with available federal TA to ensure compliance with federal reporting requirements and assist Subgrantees in creating systems that minimize the reporting burden across various funding streams.

Finally, California is dedicated to supporting its youngest English learners (ELs). F5CA has committed funds to support culturally and linguistically effective strategies to engage ELs and will develop and implement an EL pilot program that will build on existing research and best practices. This work will rely heavily on input and collaboration with Subgrantees and other local partners. F5CA also commits to evaluating these pilots with the intention of sharing and disseminating scalable aspects of the model.

Improving teacher and administrator early education training programs and professional development (C)(1)(f)

To support quality improvements as part of the state-level system of support, Infrastructure/Quality Improvement funds through the Preschool Expansion Grant will enable F5CA to implement a Continuous Quality Improvement (CQI) Project with a focus on building local capacity. F5CA will serve as a central hub from which Subgrantees and/or county leads operating the TQRIS will obtain support and related resources and training, including the development of common research-based standards for site-based coaching with a focus on culturally and linguistically competent practices. The CQI Project will ensure Subgrantee and local TQRIS' coaches and TA providers maintain high standards of quality in their work, enable coaches to engage in a learning community to support one another's practices, and build site capacity to engage in shared reflection resulting in sustainable continuous quality improvement. This work will include:

Aligning coaching and TA strategies with the latest research on best practices, emphasizing sustainable effects on teachers and directors, and focusing on positive outcomes for children, particularly those in inclusive settings and with cultural and linguistic diversity. These research-proven practices build on the National Center for Quality Teaching and Learning (NCQTL) Framework for Effective Practice, outlining imperatives for continuous quality improvement activities that strengthen assessment and coaching simultaneously.

Developing and providing Coaching Institutes related to TQRIS site assessment and CQI tools and supports. These supports will offer the latest research on effective coaching practices to ensure sites receive the type of assistance that promotes inclusive practices and sustainable improvement. Coaches will develop skills and receive resources to assist providers in identifying goals, enhancing skills and improving child success through a reflective process.

Providing opportunities for leadership development to improve the ability of early childhood directors to support inclusive practices and quality improvement strategies to lead their organization through processes and changes that drive continuous quality improvement.

Encouraging teachers in HQIPP working toward a BA degree to participate in a F5CA Intentional Teaching Pilot, based on the work of University of Washington/NCQTL to integrate practice-based coaching and meaningful application of learning in every course.

Expanding the training/trainer approval process to ensure both training content and trainer qualifications reflect current research on high-quality professional development. Initiated by F5CA in 2014 through its CARES Plus program, this approval process also ensures training is aligned with the California Early Learning and Development System (CELDS) and is delivered in a way that supports how adults learn best.

Collectively, these components of the CQI Project will help California achieve the goals of California's Preschool Expansion Initiative by improving quality, increasing inclusion of children with disabilities in HQIPPs, and supporting the cultural and linguistic diversity of California's preschools.

Building preschool programs' capacity to engage parents in decisions about their children's education and development, help families build protective factors, and help parents support

their children's learning at home (C)(1)(i)

As part of its state-level support and evaluation package, California recognizes the critical need to engage parents and families. California policies and programs demonstrate commitment to family engagement by encouraging parents and family members to be active in their children's education and development. This commitment is evident in California's RTT-ELC TQRIS *Quality Improvement and Professional Development Pathways (Pathways)* and in CDE's *Family Engagement Framework*, which provide guidance to plan, implement, and evaluate family engagement activities directly impacting improved child outcomes.

Infrastructure/Quality Improvement funds, along with match funds from The Heising-Simons Foundation and F5CA, will be used to (1) build the capacity of HQIPPs and their local communities (e.g., resource centers) to strengthen and engage families by supporting use of TQRISs research-informed tools, and (2) coordinate efforts of established family resource and support centers.

In select Subgrantees' community settings, F5CA match funds will be used to pilot and evaluate HQIPP and community-based strategies to engage families in innovative, culturally sensitive, and linguistically appropriate ways to enhance their children's safe and healthy development and later school and life success. This will include working with *The Strengthening Families™ Protective Factors Framework* and established family resource and support centers.

California will use a portion of its Infrastructure/Quality Improvement funds to support HQIPPs and family service agencies in their use of *Strengthening Families'* web-based tools and other resources to assess, plan, and improve family engagement practices. *The Strengthening Families™ Protective Factors Framework (Strengthening Families™)* is a required component of the local TQRIS. Aligned with the Early Start "Effective Practice in Providing Family Support" and the Head Start "Parent, Family, and Community Engagement Framework," *Strengthening Families* is a research-based approach 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. Throughout California, many programs and family service agencies have embraced *Strengthening Families* and use its rubric of required and recommended implementation activities and tools to plan, implement, and self-evaluate

family engagement strategies.

California also will use a portion of its Infrastructure/Quality Improvement funds over the four-year grant period to increase statewide capacity for family engagement through collaborative, coordinated efforts of established family resource and support centers. California has a large community of family resource and support agencies already engaged in strengthening families with education, activities, and access to comprehensive prevention and treatment services; these agencies will be critical partners in supporting families of children with special needs, English learners, and other diverse learners in HQIPPs. In particular, staffed by experienced parents of children with disabilities, California Early Start Family Resource Centers, Family Empowerment Centers, and Parent Training and Information Centers provide information, education, and support to parents and professionals on all aspects of services for children with disabilities from birth through adulthood, across service systems and representative of all disabilities and family configurations and backgrounds. Representatives of the family resource partner agencies and the preschool expansion lead agencies (CDE and F5CA) will collaborate on the use of common tools and resources, identification of training partnerships and cross training opportunities, and implementation of regional training, coaching, and support to be provided to Subgrantees. The California Parent Center, the California Association for Bilingual Education, and the California State PTA are other family-centered technical assistance and advocacy organizations that will engage in these coordination efforts.

Building State- and community-level support for High-Quality Preschool Programs through systemic linkages to other early learning programs and resources to support families, such as child health, mental health, family support, nutrition, child welfare, and adult education and training sectors (C)(1)(j)

California recognizes the need to enhance the P-3 continuum across the state as a means to positively affect child outcomes. This grant presents an opportunity to strengthen the P-3 continuum by providing additional infrastructure supports to local Subgrantees. California has a two-pronged approach to this investment: funding P-3 Executive Leadership Institutes and providing focused support for those Subgrantees that are My Brother's Keeper districts.

The CDE will use Infrastructure/Quality Improvement funds to establish California P-3 Executive Leadership Institutes, based on the work of Kristie Kaurez, Ph.D. and modeled on

similar efforts at the University of Washington.[52] Using an executive-style format, the Institutes will include a weeklong symposium at the beginning of the program, four weekend class sessions, and a number of webinars. Each cohort will include elementary principals and CSPP directors from schools and programs within the Subgrantees' counties or regions, as well as local SELPAs. Participants will:

Acquire leadership skills and knowledge to ensure a high-quality continuum of learning for children in preschool through third grade;

Learn strategies to link and align elementary schools with CSPPs and HQIPPs;

Acquire strategies to effectively implement current reforms (e.g., Common Core, California Preschool Foundations, TQRIS) that will benefit young children and education professionals; and

Develop a comprehensive action plan and strategies to involve families, teachers, and communities in closing achievement gaps early.

As its second activity, California will partner with nationally recognized P-3 experts who will help guide the work with teachers and leaders in Subgrantee districts involved in the federal My Brother's Keeper initiative, which seeks to address opportunity gaps faced by boys and young men of color.

[52] Kristie Kauerz is a Research Assistant Professor at the University of Washington College of Education with expertise in policy, research and practice as well as birth through age five system building and K-12 reform. She has authored numerous articles, book chapters and reports on topics including state kindergarten policies, early childhood governance and P-3 policy alignment as well as coauthored Washington State's original Early Learning and Development Benchmarks. Kauerz also completed the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches, a tool to guide school, district, and community and state efforts.

My BROTHER'S KEEPER

Fresno Unified School District Sacramento City Unified School District SFUSD San Francisco Public Schools

California's subgrantees include six of the 60 national My Brother's Keeper school districts. These districts have begun working to support African-American and Latino boys in the six focus areas of the My Brother's Keeper Initiative. The two focus areas directly aligned with the proposed Preschool Expansion Initiative grant are: 1) entering school ready to learn, and 2) reading at grade level by third grade. These six districts represented by California's Subgrantees are Fresno Unified School District, Los Angeles Unified School District, Oakland Unified School District, Sacramento City Unified School District, San Diego Unified School District, and San Francisco Unified School District.

The instructional staff, principals, and CSPP directors in these districts will receive data-driven professional development and coaching. The result will be the development of demonstration classrooms, an online video library, and a cadre of California P-3 experts, all of which will serve as models or coaches for other schools and districts focused on boys of color. Both of these focus areas will contribute significantly to not only addressing the P-3 continuum, but also to reducing the achievement gap.

Other activities that would support the delivery of High-Quality Preschool Programs to Eligible Children (C)(1)(k)

Expansion of state preschool programs under this grant will create an increased workload for the EESD Field Services Office. The CDE will use a portion of its Infrastructure/Quality Improvement funds to hire one full-time Child Development Consultant through the grant period to provide state-level support and accountability, focus on monitoring, and deliver technical assistance to the new state preschool programs in meeting the ambitious and achievable expectations of this grant.

(C)(2) IMPLEMENTING A SYSTEM FOR MONITORING AND ASSESSMENT

California's locally implemented TQRIS is based on the Quality Continuum Framework

(Framework – see Section (B)(4)). Communities throughout the state use the Framework, which is designed to both measure quality of early learning programs based on scientific early childhood research (Hybrid Matrix) and provide a pathway for continuous quality improvement (Pathways).

(C)(2)(a) Capacity to measure preschool quality, including parent satisfaction measures, and provide performance feedback to inform and drive continuous program improvement efforts

As described in Section B, California took a unique approach to TQRIS that built on both local and statewide investments and successes and encouraged regional assessment, goal setting, and monitoring. RTT-ELC Regional Consortia brought organizations in their regions together with the goal of improving the quality of early learning and aligned their local TQRIS systems to the common Quality Continuum Framework, as described in Sections A and B. Through this process, they promote sustainable capacity at the local level and reinforce locally-driven monitoring and quality improvement processes.

California's TQRIS includes three tiers that are common across all of the Regional Consortia and two locally defined tiers for a total of five tiers. Due to the hybrid structure of the TQRIS, the first tier is blocked, such that all standards must be met before a program can progress to a higher tier, and the additional two common tiers are based on point values. To support access for all licensed programs, the entry tier starts at state licensing requirements. Each of the seven rated elements (Child Observation, Developmental and Health Screenings, Minimum Qualifications for Lead Teacher/Family Child Care Home, Effective Teacher-Child Interactions, Ratios and Group Size, Program Environment, and Director Qualifications) has five different indicators to cover differing point values from one to five points. Table C.2 describes the TQRIS structure and point ranges.

Program Type	**Common-Tier 1**	**Local-Tier 2**[53]	**Common-Tier 3**	**Common-Tier 4**	**Local-Tier 5**[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

In December 2014, California will have preliminary results of its RTT-ELC TQRIS

[53] Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.
[54] Local-Tier 5: Local decision if there are additional elements included.

validation study, conducted by American Institutes for Research (AIR). Results of this study will be used to refine the elements of the Rating Matrix used by Subgrantees in TQRIS implementation.

Parent Satisfaction Measures

One of the elements in the California's TQRIS is use of a child observation tool with higher points given for use of the Desired Results Developmental Profile© (DRDP). The DRDP is a valid and reliable tool teachers use to observe and assess children's learning and it provides critical information about parent satisfaction. This observational instrument is aligned with the *California Infant/Toddler Learning and Development* and *Preschool Learning Foundations* and with the *Head Start Outcomes Framework*. The DRDP assessments are used in all the CDE-funded child development programs, all F5CA CSP classrooms, and in a majority of Head Start programs in California. The DRDP includes an annual parent survey used to gather feedback about the program attended by the child, assess how well it meets the family's needs, and determine how it helps parents support learning and development. The DRDP will be discussed in greater detail in section (C)(3).

In addition to assessing parent satisfaction, each Subgrantee will commit to developing a progressive strategy to incorporate high-quality family engagement practices. Subgrantees will be responsible for basing practices on *Strengthening Families* and research on the importance of child attendance.[55] As indicated in section (C)(1)(i), the state will support Subgrantees in implementing *Strengthening Families*, developing strategies to help families ensure children's regular attendance, and strengthening collaboration among IIQIPPs and community resource centers serving families.

Performance Monitoring and Feedback to Inform and Drive State and Local Continuous Program Improvement Efforts

California is deeply committed to supporting the early learning workforce with intensive, sustained professional development opportunities that focus on educators' success with children in their programs. *The California Comprehensive Early Learning Plan* (CCELP) promises to increase access to high-quality early learning, by requiring program-level continuous quality improvement with a framework to ensure programs continue to get better at delivering services

[55] Chang, H.N., Romerom M., (2008). *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades.* National Center for Children in Poverty.

that improve long-term outcomes for children.[56] California's innovative approach to implementing the Preschool Expansion Grant builds upon local and statewide investment in programs and infrastructure supports to educate, train, mentor, and build leadership skills of the early childhood workforce. It allows locals to develop and maintain control over their own quality improvement processes and builds upon local investments, while still facilitating the sharing of lessons learned and coordinating efforts when feasible.

By joining California's Preschool Expansion Initiative, the Subgrantees voluntarily agree to ensure their HQIPPs participate in the local or regional TQRIS. Subgrantees will receive a mix of state and local TA and resources to support their quality improvement plan and their progression toward higher quality on the tiers. Support will build on existing TA expertise and effective delivery strategies using the resources of other local TQRIS model programs and early learning and care associations. Through practice-based coaching, the CQI Project will help support individualized teaching and learning for every child, including those with disabilities and from diverse cultural and linguistic backgrounds. Quality improvement TA will:

Inform programs about the locally driven TQRIS, incorporating local needs and priorities to help programs move up the locally based tiers and sustain higher quality;

Be available in each of the core areas of the TQRIS: child development and school readiness, teachers and teaching, and program/environment;

Support the implementation of local programs' Quality Improvement Plans based on TQRIS measures, and building site capacity for sustainable improvement;

Link to the CDE CCDF quality projects, F5CA quality programs, and other state RTT-ELC TA research-based resources;

Build on local, state, and national expertise and delivery systems, using a client-driven, data-based coaching model and regional professional development trainers who work cooperatively and share technical assistance resources;

Incorporate California's research-based early learning system, strategies for supporting

[56] State Advisory Council on Early Learning, (2013). The CCELP states, "*Early learning programs using federal, state, or local funding should participate in a continuous improvement process with benchmarked tiers of quality rating and action plans and resources tied to improvement plans; State funding streams should be informed by lessons learned from local quality improvement efforts and implementation of the Early Learning Challenge; Progress on improvement to program quality and related child outcomes needs to be measurable, and continuous improvement processes should be data-driven; and Providers must be empowered to provide input and feedback on setting standards and being held accountable for them.*".

English learners, inclusion practices, and family engagement; and

Utilize community resources, referral and social services, and other networks to meet the needs of children, families, and early childhood staff.

Research consistently shows that the quality of the early childhood educator is the greatest predictor of both program quality and improved child outcomes. Subgrantee practices will include a strong commitment to encouraging and expanding the knowledge, skills, and effectiveness of California's culturally and linguistically diverse early childhood educators. Per California's RTT-ELC plan, several early childhood educator projects currently support the local focus on teachers and teaching quality. California's plan includes participation of local community colleges and four-year universities to ensure effective collaboration and increased access to applicable coursework and supports for early childhood educators to attain a BA degree. Further, through F5CA's Intentional Teaching Pilot, teachers working toward a BA can access coursework integrating practice-based coaching, thereby improving their effectiveness with children.

Additionally, two F5CA-funded programs support the professional development of early childhood educators and will be leveraged to provide performance feedback to inform and drive state and local continuous program improvement efforts. These programs are the CARES Plus program and CSP.

CARES Plus is designed to improve the quality of early learning programs by focusing on increasing the quality, effectiveness, and retention of early educators. CARES Plus provides incentives and/or stipends, training, and higher education access that collectively serve to support participants by increasing both their effectiveness as teachers and their qualifications in early childhood education. A pivotal element of the CARES Plus program is access to multiple CLASS® professional development tools, including *My Teaching Partner*™ (MTP) in counties that operate a CARES Plus program. MTP is a research-based, ten-month, intensive and ongoing coaching program that has been proven to boost

FIRST 5 CALIFORNIA

The F5CA CARES Plus program is currently in 34 counties and 9 of the 11 Subgrantees are in CARES Plus counties.

effective classroom/program interactions and improve child outcomes in language, math, and early literacy development. MTP directly supports California's goal of improved school readiness for children with high-needs.[57] A second component of CARES Plus promotes degree attainment, while another component introduces early educators to trainings on CDE research-based resources including the Foundations, Frameworks, DRDP, and others.

F5CA's CSP requires participating classrooms and program administrators to enact quality improvement processes such as completing a comprehensive readiness assessment, participating in TQRIS, and developing Program Quality Improvement Plans. First 5 California, through a partnership with WestEd, provides training and technical assistance to address the identified gaps through an "Early Education Effectiveness Exchange" (E4). E4 has developed an online web resource and training, along with quality improvement materials that can continue to be used by Subgrantee sites, E4 also provides regional and annual meetings focused on improving quality. See Section (E)(4) for more information.

The F5CA CSP is in 34 counties, with 8 of the 11 Subgrantees being CSP counties.

Building on performance feedback for continuous quality improvement, the professional development elements referenced here will effectively serve the early learning workforce, increase quality in early learning settings, and ultimately support children's learning and development outcomes. In addition to these professional development elements, monitoring of the HQIPPs is also imperative. To ensure participating preschools both achieve and maintain quality standards, California proposes two layers of coordinated monitoring: 1) accountability of program operations and fiscal practices through EESD's Field Services Office with inclusion support from SED; and 2) quality standards at the local level using California's TQRIS, as outlined above. Monitoring protocols already exist within the CDE, F5CA, and the locally-driven TQRIS system. Specific information on these protocols can be found in Appendices C.1

[57] Pianta, R., Mashburn, A., Downer, J., Hamre, B., & Justice L., (2008). *Effects of web-mediated professional development resources on teacher-child interactions in pre-kindergarten classrooms,* Early Childhood Research Quarterly, pp 431-451.

through C.4.

(C)(2)(b) Statewide Longitudinal Data System to track student progress from preschool through third grade

California takes a local approach to the coordination of data systems. California's approach focuses on key data sets collected through multiple systems and supporting Subgrantees in linking and aligning data systems to collect and track student progress from preschool through third grade. These data systems include:

CDE's California Longitudinal Pupil Achievement Data System (CALPADS) at the California Department of Education;

CDE's California Special Education Management Information System (CASEMIS) at the California Department of Education;

CDE's Child Development Management Information System (CDMIS) at the California Department of Education;

Cal-PASSPlus created through leadership and funding by the California Community College Chancellor's Office (CCCCO);

DRDP-Tech[58]; and

A variety of local data systems related to RTT-ELC funded TQRIS, county offices of education, and First 5 county commissions.

Historically, California has supported independent data systems for early learning and K-12 education. While CALPADS, CASEMIS, and CDMIS are housed at CDE, a statewide policy is not currently in place to support a specific unique identifier to link children in these systems, with a few important exceptions. School districts have the ability to initiate the creation of the State Student Identifier (SSID) for preschool-aged students being served at district-run centers or receiving special education services funded with IDEA part B and C. In the case of special education students, the CASEMIS, a data reporting and retrieval system for special education, is used and includes student-level data from preschool to grade 12. The system is designed to assist LEAs and state-operated programs (SOPs) to submit student-level data for students with disabilities in California to the CDE.

California has a number of locally driven initiatives and efforts to link preschool and K-

[58] DRDPtech is an online system allowing designated staff to access DRDP© instruments and conduct DRDP assessments online via the Internet. DRDPtech stores the data and automatically produces a variety of assessment reports, both for individual children and for groups of children.

12 data. At the regional and county level, many California First 5 county commissions, RTT-ELC Consortia, and county offices of education have developed local data systems to track and monitor a child's early learning experiences. To the greatest extent possible, these systems seek to use common data fields and definitions for consistency in data collection and reporting. Additionally, when feasible, many of these entities have coordinated their local systems into one centralized early learning data system. This approach builds upon California's model of local control, a model that has demonstrated statewide successes.

Beyond the local efforts described above, the University of California, Berkeley has organized a preliminary group of five counties to explore and develop methods to link information on early learning program attendance and later effects on school achievement after children enter K-12. These counties include four Subgrantees: Santa Clara, San Diego, San Mateo, and Ventura counties. California anticipates the first set of data will be linked in the fall of 2014, with preliminary analysis to be completed in June 2015. Pending results of the this analysis, the grant implementation team will work with project staff from the University of California, Berkeley and county pilot leads to demonstrate best practices and associated effects with additional Subgrantee partners to expand the project scale.

In addition to the pilots, Cal-PASS Plus is a statewide, accessible, and collaborative pre-K-16 system of student data developed through leadership and funding by California Community College Chancellor's Office (CCCCO) for the post-secondary community. It was created to promote student achievement through the collection, analysis, and review of student assessment data. All data sets in the expanded Cal-PASS Plus platform are linked longitudinally, resulting in the availability of comprehensive student-level data across data sets. This expanded functionality allows for the tracking of student cohorts on many facets, including demographics, achievement, transitions, and mobility. Cal-PASS Plus has begun to coordinate with and collect and analyze data from the preschool, early education, and Head Start communities. As participation from early education in Cal-PASS Plus increases, more comprehensive outcome data will become available to support the identification of best practices, and more robust reporting and analysis tools will be developed.

Finally, data on preschool and kindergarten outcomes in California can be linked using the Desired Results Developmental Profile[AC] (DRDP). The EESD and SED both support the collection of DRDP data. The DRDPtech allows teachers to easily access developmental

progress reports from the DRDP child assessment instrument to aid them in instructional planning and implementation of developmentally appropriate practices. The software application facilitates the input of readiness data and the production of individual, classroom, and site developmental profiles. This software is available to all LEAs in the state at no charge. Through RTT-ELC funding, kindergarteners' student identifiers can be linked to their DRDP results.

(C)(2)(c) Specific measureable outcomes, including school readiness, to be achieved by the program

National Head Start and the California Department of Education (CDE) have similar definitions of school readiness. Both have a strong emphasis on supporting the child and the family. California's early learning system defines school readiness through the *California Preschool Learning Foundations* and assesses children's progress toward school readiness using the Desired Results Developmental Profile© (DRDP). School readiness domains include Language and Literacy (including English learners) Development; Cognitive (including math, science, and technology education) Development; Approaches Toward Learning; Physical Well-Being and Motor Development; and Social and Emotional Development.

The *California Preschool Learning Foundations* outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments research has shown to promote early learning and development. Importantly, in an effort to partner with parents in the education of their preschool children, key sections of the *California Preschool Learning Foundations* have been translated into six of the prevalent non-English languages spoken by parents of preschool children in California. This supports parents' understanding of these foundations, their purpose, and what they describe as the knowledge and skills that children typically attain at 48 and 60 months of age.[59]

As referenced in Section B and ©(2)(a), the RTT-ELC Consortia developed a points-based hybrid Rating Matrix for TQRIS, which includes effective implementation of the DRDP as one of the rated elements. In the TQRIS Core Area of School Readiness, Child Observation Element, programs utilizing the DRDP 2010 receive *4 point*s for implementing the DRDP a minimum of twice a year and using the results used to inform curriculum planning and the

[59] The translations include traditional Chinese, simplified Chinese, Hmong, Korean, Pilipino (Tagalog), Spanish, and Vietnamese, and are based on the prevalent non-English languages spoken by parents of preschool children in California.

maximum of *5 points* upon upload of data into DRDPtech.

The Classroom Assessment and Scoring System (CLASS®) is another school readiness measure providing compelling evidence that higher CLASS scores are predictive of child outcomes. The cut-points for the Rating Matrix follow the research by the CLASS authors about levels of room quality where child outcomes are affected. In the TQRIS Core Area of Teachers and Teaching, Teacher-Child Interactions Element, programs receive *4 points* for CLASS Scores of 5.0 in Emotional Support (ES), 3.0 in Instructional Support (IS), and 5.0 in Classroom Organization (CO). Programs receive the maximum *5 points* for
CLASS Scores at or above 5.5 in ES, 3.5 in IS - 3.5, and 5.5 in CO.

These tools and resources clearly specify the measurable outcomes, including school readiness, towards which HQIPP should strive. California believes improving quality will improve school readiness for children in HQIPPs and has set targets accordingly. The CQI project's technical assistance and quality support will help Subgrantees meet California's ambitious and achievable targets.

With funds from the Preschool Expansion Grant, Subgrantees will support local HQIPP to achieve the following **measurable outcomes**:

90 percent of sites will achieve a Tier 4 or 5 rating in the TQRIS;

100 percent of sites will be assessed using the CLASS tool and 80 percent of sites will have met CLASS assessment scoring thresholds that are predictive of child achievement outcomes;[60]

100 percent of sites will have teachers with a BA degree;

100 percent of children will be assessed using validated observational assessment tools; and

Overall percentages of children assessed at kindergarten entry and demonstrating readiness will increase by 25 percent over the grant funding term.

(C)(3) MEASURING THE OUTCOMES OF PARTICIPATING CHILDREN

California is well positioned to measure outcomes for children participating in HQIPPs

[60] For additional information on how higher CLASS® score predict child outcomes see the following reports: Burchinal, M., Vandergrift, N., Pianta, R., & Mashburn, A. (2010). *Threshold analysis of association between child care quality and child outcomes for low-income children in pre-kindergarten programs*,Early Childhood Research Quarterly, 25(2), 166 176.
Burchinal, M,F., S., López, M.L., Howes, C., & Pianta, R., (2012). *Instruction in Spanish in pre-kindergarten classrooms and child outcomes for English language learners*, Early Childhood Research Quarterly, 27(2), 188 197.

upon entry into kindergarten with its research-based, fully aligned child observational assessment system. The Early Education and Support Division (EESD), within the CDE, established the Desired Results System in 2001 to improve program quality in early care and related education programs across the state. The CDE then created the Desired Results Developmental Profile – School Readiness© (DRDP-SR) (2012), which is aligned to the research-based California Preschool Learning Foundations, as a kindergarten entry assessment. In 2015, the CDE will be moving to the DRDP-Kindergarten (K) (2015), which is based on the DRDP-SR and aligned to the Common Core Standards for kindergarten. The DRDP-K (2015) will be free for all state transitional and traditional kindergartens.

The DRDP-K (2015) builds on the DRDP-SR's assessment of the status of children's learning and development at kindergarten entry, based on the long-standing practice in state preschools of using observational assessment to inform curriculum and program planning. The DRDP-SR was built upon the teacher observation assessment methodology and Rasch item-response modeling.[61] It is currently administered within 60 days of kindergarten entry and measures outcomes for California's Race to the Top-Early Learning Challenge (RTT-ELC) grant.

The revisions to the DRDP-SR (resulting in the DRDP-K) will extend its domains and breadth to cover all of the five Essential Domains of School Readiness and the additional domains referenced herein. Currently, the DRDP-SR covers four of the five Essential Domains of School Readiness as well as English Language Development: language and literacy development; cognition and general knowledge (including early mathematics and early scientific development); approaches toward learning; and social and emotional development. Through a partnership with fellow RTT-ELC state, Illinois, California will add measures to capture the fifth Essential Domain (Physical Well-being and Motor Development) and develop measures for visual and performing arts, history/social studies, science, and Spanish language and literacy.

The DRDP-K (2015) will conform to the recommendations of the National Research Council report on early childhood assessments. Additionally, the UC Berkeley Evaluation and Assessment Research Center has ensured that the instrument meets the purposes for which it was designed and is psychometrically valid. Furthermore, attention is paid to ensure assessors receive

[61] The DRDP-SR instrument was derived from the DRDP-R, DRDP-IT© (2010), DRDP-PS© (2010), and DRDP-SA© (2010; 2009) instruments. The latest versions of these instruments are available online at: http://www.desiredresults.us/.

adequate training on using the instrument with on-going training available both online and in person. Training materials address how to use the instrument reliably, how to complete a formative, observational assessment, and how to capture evidence of individual children's mastery of knowledge and skills. Particular guidance is provided to ensure that assessors evaluate children's responses based on the child's language or form of communication, and children are assessed with attention to the child's culture and need for accommodations.

The DRDP-K (2015) assists kindergarten teachers in understanding children's readiness for school across a developmental continuum and informs curriculum planning to meet individual and group needs. As teachers observe their children, make anecdotal notes, take pictures of student work, and capture interactions between students, this information is recorded or a portfolio is developed. DRDPtech, a web-based technology, allows kindergarten teachers to easily access developmental progress reports to aid them in instructional planning and implementation of developmentally appropriate practices. The software application facilitates the input of readiness data and the production of individual, classroom, and site developmental profiles. This software will be available to all LEAs in the state at no charge. Further, as discussed above in Section ©(2)(b), RTT-ELC funding allows kindergarteners' student identifier to link to their DRDP results.

Through its use of the DRDP-SR and upcoming implementation of the DRDP-K (2015), California is well positioned to measure the outcomes of children participating in HQIPPs across the five Essential Domains of School Readiness during the first few months of their admission to kindergarten. California looks forward to building on this effort through the expansion of HQIPPs under the Preschool Expansion Grant.

California proposes an ambitious and achievable plan to expand High-Quality Inclusive Preschool Programs (HQIPPs) in High-Need Communities. California has carefully selected 11 Subgrantees identified through a rigorous application and selection process that analyzed: unmet need for serving children with disabilities, publicly funded preschool eligibility and enrollment, census/income data, and other factors. In addition, the selected Subgrantees represent the diversity of conditions present in the state and have the capacity to meet all initiative requirements, including quality standards.

California recognizes a one-size-fits-all approach does not work for our large, complex, and diverse state. Experience has demonstrated conclusively that locally-driven approaches to creating sustainable quality preschool programs are key to continuously improving quality and expanding access in California's early learning system. Using Preschool Expansion Grant funds, California will develop an integrated demonstration program of HQIPPs in High-Need Communities. The CDE and F5CA will employ a regional strategy similar to the one that underlies California's successful RTT-ELC efforts, emphasizing local control and providing partners around the state with a full array of supports from the state needed to improve quality and access.

California will use Preschool Expansion funds to partner with Subgrantees to reach the state's goals of improving outcomes for children and families, especially children with disabilities and children from High-Need Communities; building sustainable capacity and strengthening infrastructure at the local level; developing sustainable HQIPPs without creating future cost pressures on the state's budget; and integrating recent innovations involving similar principles, such as California's TQRIS. This plan requires that Subgrantees possess a variety of strengths, most notably a strong infrastructure, to provide comprehensive services to high-need children and their families; a track record of success in providing those services; and the ability to engage and collaborate with a variety of essential partners. In particular, strong partnerships, both existing and new, will be essential to the success of this grant. Subgrantees will work with existing partners and build new relationships to ensure collaboration among key entities such as Local Educational Agencies (LEAs), First 5 county commissions, Special Education Local Plan Areas (SELPAs), early learning providers, and other county-based and community organizations. Building on these partnerships and other Subgrantee strengths, California will continue to build

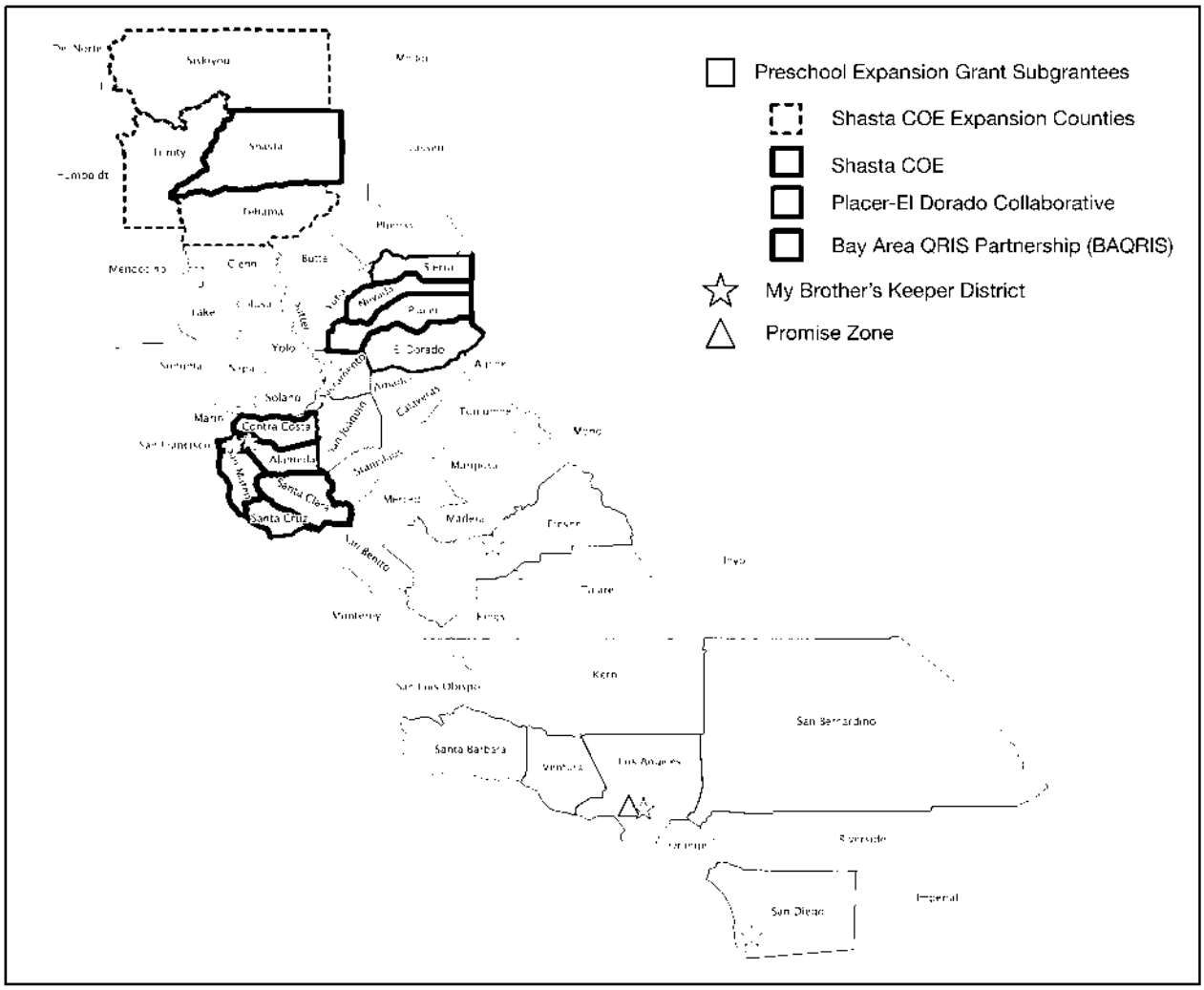
and strengthen its preschool programs for high-need children and apply emerging lessons learned to inform policy and practices that will guide future quality preschool programming throughout the state.

(D)(1) HOW THE STATE HAS SELECTED EACH SUBGRANTEE AND DESCRIPTION OF EACH HIGH-NEED COMMUNITY AND ITS GEOGRAPHIC DIVERSITY.

Responding to an open Request-for-Proposal-based process, 194 applicants submitted applications to join the Preschool Expansion efforts in California, illustrating the significant need and demand for the expansion and improvement of preschool programs around the state. The Subgrantees were selected based on several qualifications including: evidence of unmet needs for preschool in their geographic location, willingness and vision for expanding inclusive preschool opportunities for children with disabilities, and provision of HQIPP in a federally designated Promise Zone. Applicants were reviewed for evidence of their current and potential organizational capacity and infrastructure to implement HQIPPs; assessment results from any state or federal preschool programs in which they participate; information on their participation in California's locally driven TQRIS; and results in achieving full inclusion for children with disabilities and other high-need children. The review process placed special emphasis on the need and capacity to offer inclusive services in each applicant's county or region, and particular attention was given to current inclusion rates in existing California State Preschool Programs (CSPP) and Head Start programs, along with existing partnerships with key agencies, such as school districts and SELPAs. Finally, applicants were required to indicate whether their preschool programs meet, or have the capacity to meet, the California Preschool Expansion Subgrantee Program Quality Requirements (see Appendix D.1).

The selection process resulted in 11 exceptional Subgrantees, each prepared to improve and expand HQIPPs in High-Need Communities within their geographic locations. These Subgrantees represent the diversity of California. They are distributed across the southern, northern, Central Valley, and Bay Area regions of the state. They represent rural and tribal communities as well as urban and suburban areas, and they include the high-need Promise Zone communities in Los Angeles (see Figure D.1 and Table D.1). A full 68 percent of CSPP-eligible four-year-olds reside in the areas served by these 11 Subgrantees.

Figure D.1: California Preschool Expansion Initiative Subgrantees



SUBGRANTEE	COUNTY	REGION	KEY CHARACTERISTICS
First 5 Santa Barbara Quality Initiative	Santa Barbara	South	Targeting two regions with double the average poverty rate for the county
Los Angeles Unified School District	Los Angeles	South	Largest school district in CA Operates 10 early education centers and 6 CSPPs in a federal Promise Zone, serving 1,321 children
County of San Bernardino Preschool Services Department[62]	San Bernardino	South	Covers 20,000 square miles Homeless children are under-represented in preschool programs
San Diego County	San Diego	South	Area includes rural and tribal lands

[62] Henceforth, this Subgrantee will be referred to as the San Bernardino County Preschool Expansion Collaborative (SBCPEC) for which San Bernardino Preschool Services Department serves as the lead agency.

SUBGRANTEE	COUNTY	REGION	KEY CHARACTERISTICS
Office of Education			(18 Native American reservations) 64% of preschoolers are English learners Military families lack access to state-funded preschool programs
RTT/QRIS Consortium of Ventura County	Ventura	South	Unique co-lead partnership between First 5 Ventura County and Ventura County Office of Education 64% of children are English learners
El Dorado County Office of Education (EDCOE) & Placer County Office of Education (PCOE)	Placer, Nevada, Sierra, El Dorado	North	2,500 square miles of rural and suburban communities Unique multi-county partnership serving many rural, isolated, and hard-to-reach communities and families
Shasta County Office of Education	Shasta	North	Rural and isolated communities with many hard-to-reach children and families Household substance abuse and mental illness rates are twice that of the national average
Fresno County Office of Education	Fresno	Central	Half of Fresno ZIP codes have 40% or more unmet need for the California State Preschool Program 9,522 Fresno children are from migrant families
Sacramento City Unified School District	Sacramento	Central	Serves 2,500 preschool children through its Child Development Department
San Joaquin County Office of Education	San Joaquin	Central	26 locations, 1,700 preschool children Rank among the top nine regions for residents lacking English proficiency
The Bay Area QRIS Partnership (BAQRIS): Alameda (AC), Contra Costa (CC), San Francisco (SF), San Mateo (SM), Santa Clara (SCL) and Santa Cruz (SCR)	Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara, Santa Cruz	Bay Area	Large pockets of high-need within each county, many of which are the highest-cost counties in the state 112 languages spoken in the area making it the fifth most linguistically varied metro area in the nation

REGION: SOUTHERN CALIFORNIA

Southern California is a large metropolitan area that includes the urban areas of Greater

Los Angeles and Greater San Diego, as well as less-populous counties, such as Santa Barbara. With over 22 million people, Southern California contains roughly 60 percent of California's population, including 1,334,927 children birth through age five (44 percent) and is a major economic center for the state and nation.

Southern California Subgrantees include Los Angeles Unified School District, San Bernardino County Preschool Expansion Collaborative, San Diego County Office of Education, the RTT-QRIS Consortium of Ventura County, and First 5 Santa Barbara County. Through the application process, these Subgrantees indicated that they offer and provide services to children through options including CSPP, Title I, and Head Start. Some programs indicated their targeted communities also include CSP, Migrant, Family Child Care, and private for-profit and non-profit centers. All Southern California Subgrantees participate in California's TQRIS. Although these Subgrantees already serve a significant number of children, each has a focus on increasing access and providing high-quality inclusive preschool programs targeting the highest need four-year-old children and their families:

Los Angeles Unified School District (LAUSD) -- Los Angeles, with a population of 9,862,049, is the most populous city in California and the most diverse of the nation's largest cities. It is a sprawling, urban environment with pockets of concentrated poverty, children and families with high-needs, homeless children and families, and high numbers of English learners. As a principal focus of California's Preschool Expansion Initiative, the Early Childhood Education Division of Los Angeles Unified School District will expand HQIPPs in the federal Promise Zone, which it serves in coordination with the City of Los Angeles. The LA Promise Zone includes ten early education centers serving 1,075 children ages two-to-four in full-day, full-year programs, and 246 children served in part-day CSPP programs in the communities of Pico Union, Westlake, Koreatown,

> ***Focus on Los Angeles Promise Zone:***
> *"California's Preschool Expansion proposal represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all... [The funds] will enhance and support early learning settings and allow them to expand from part-day to full-day as well as implement other improvements designed to ensure children and families in the Promise Zone have access to high-quality early education programs."*
> Mayor Eric Garcetti (See Letter of Support: Appendix H)

Hollywood, and East Hollywood. By coordinating with LAUSD to improve and expand the preschool services in this designated Promise Zone, California seeks to support this evidence-based cradle-to-career approach that strengthens families and communities. Outside of the Promise Zone, LAUSD operates 76 additional early education centers, 67 additional CSPP classrooms, and 13 Los Angeles Universal Preschool (LAUP) classrooms – a high-quality program, which influenced the development of our state's TQRIS system – in Southeast and Northern Los Angeles.[63] Los Angeles is also a My Brother's Keeper district, the federal initiative to increase support to African-American and Latino boys beginning in preschool.[64]

San Bernardino County Preschool Expansion Collaborative (SBCPEC) The County of San Bernardino Preschool Services Department (CSBPSD) is the lead agency for the SBCPEC, which serves more than 20,000 children in early learning programs covering more than 20,000 square miles, including many highly-remote and hard-to-reach areas of the county. San Bernardino is located in southeastern California with Los Angeles and Orange counties to the west and the Nevada and Arizona borders to the east. The county is geographically the largest in the state and the contiguous United States, and it is commonly divided into three distinct regions: Valley, Mountain, and Desert. The six cities of greatest need are located within the Valley Region (San Bernardino and Rialto) and the Desert Region (Apple Valley, Adelanto, Hesperia, and Victorville). These communities are impacted by generational poverty, high levels of violent crime, low educational attainment, and, most recently, by skyrocketing unemployment rates. With the economic recession in 2008, thousands of home foreclosures, declining home values, and high rates of unemployment led to a sudden and rapid escalation of demand for human service programs. As a result, San Bernardino was one of three cities within the state to file for Chapter 9 bankruptcy in July 2012. These social and economic factors resulted in an adverse environment for children and families. San Bernardino saw a 165 percent increase in poverty between 1990 and 2012, with the current estimated poverty level for San Bernardino County at 18 percent, compared to 15 percent for the state.[65] It also has a high concentration of English learners (30 percent of children) and a large homeless population that is currently underrepresented in preschool programs.

[63] For more information on LAUP see: http://laup.net
[64] In addition to Los Angeles, other My Brother's Keeper districts participating in California's application include: San Diego, Sacramento, Fresno, Oakland, and San Francisco.
[65] Southern California Association of Governments, (December 2013). *Economic Conference Preparation Report.* Inland Empire.

San Diego County Office of Education (SDCOE) -- The SDCOE serves the County of San Diego, which encompasses 4,200 square miles and 18 cities including the City of San Diego, the eighth largest city in the nation and home to the San Diego Unified School District, a My Brother's Keeper designated school district. In addition, the county contains large and mostly rural unincorporated areas in the North, Inland, and East regions, 18 separate Native American Reservations (more than any other county in the nation), and several major military bases. It also has a large rural community in which access to high-quality preschool services for young children is limited, especially on tribal lands. The county is characterized by tremendous diversity in ethnicity and languages spoken, as well as disparities in economic indicators. According to the American Community Survey (2008-12), more than 37 percent of county residents speak a language other than English at home and 15.6 percent speak English "less than well." While countywide, 12.5 percent of residents are living below the Federal Poverty Level (FPL), among the target communities served by the First 5 San Diego Quality Preschool Initiative and the local TQRIS, the percentage of children living in families below the FPL is significantly higher. Also, close to half of all students (49.5 percent) served in schools across the county are from low-income families as indicated by their eligibility for the Free and Reduced Price Meal (FRPM) program.

First 5 Santa Barbara Quality Initiative -- Santa Barbara County is not often thought of as a High-Need Community due to the great wealth of a small percentage of the population. However, the two areas targeted for this initiative have extremely high needs and few resources. The high cost of living in Santa Barbara County exacerbates those needs and further limits families' abilities to ensure the best start for their children. Combined, the Preschool Expansion Initiative target cities of Lompoc and Santa Maria represent 50 percent of the birth through age five group in the county. The poverty rate in Lompoc and Santa Maria is twice the county average with 2011 per capita incomes of $19,851 in Lompoc and $18,915 in Santa Maria. Other key characteristics such as adult education levels also indicate need in these two communities. While the county average in 2011 for adults with less than a high school education was 18 percent, in Lompoc it was 26 percent, and in Santa Maria it was 38 percent.[66] In Lompoc, at least 65 percent of students qualify for the federal Free and Reduced Price Meal (FRPM) program.

[66] Insight Center for Community Economic Development, (September 2013). *A Snapshot of Poverty in Santa Barbara County.*

Additionally, Santa Maria and Lompoc serve a large number of English learners. Santa Maria is home to a growing community of Mixteco (an indigenous Mexican population) families, many of whom are served by the Head Start program there. Santa Barbara has intentionally targeted these hard-to-reach populations for service delivery to children and their families.

RTT-ELC/TQRIS Consortium of Ventura County -- Ventura County is another area often categorized as a high-income, urban county with a higher per capita family income and lower percentage of children living in poverty than other counties in California. Economic data disaggregated at the county level, however, conceals higher-risk pockets of the county where families are experiencing significantly higher rates of poverty and unemployment, lower educational attainment, and have more substantial resource needs. Some Ventura zip codes have child poverty rates of up to 23 percent. The county has a large immigrant population, with nearly half of all new mothers (47 percent) born outside the United States and with 53 percent of children under the age of five of Hispanic descent. Many non-English-speaking families in Ventura County are low-income laborers or service workers, many of whom are isolated from being able to access the traditional supports for under-resourced families. These populations include a large and growing migrant farm worker community of indigenous families from Oaxaca, Mexico. This hard-to-reach local Mixteco population, concentrated within the Oxnard Plains region of the county, is linguistically isolated due to limited-English/Spanish-language skills and the lack of a written indigenous language to foster communication within their own community.

REGION: NORTHERN CALIFORNIA

Subgrantees in the Northern California region cover the counties of El Dorado, Nevada, Placer, Shasta, Sierra, Siskiyou, Tehama, and Trinity counties, which represent a range of geographic and economic diversity. Poverty rates are high in many of these northern, rural counties, and there are deep pockets of poverty within wealthier areas, such as the areas around Lake Tahoe. These counties include 59,899 children birth through age five. Although this represents only two percent of the state's total population of young children, it is important to note that these rural counties include many hard-to-reach communities, isolated by geography and inadequate resources.

El Dorado and Placer counties currently participate in the statewide, locally-driven TQRIS through RTT-ELC. Shasta is in the process of creating a county plan to operate a TQRIS.

Where a TQRIS structure is not currently in place, Subgrantee counties will receive technical assistance (TA) and support from other counties, as well as the state implementation team. All of the Northern Region counties provide services to children with high-needs through a variety of center-based and family child care options. These northern counties are committed to supporting and expanding HQIPP to serve more four-year-old children and families.

El Dorado County Office of Education (EDCOE) & Placer County Office of Education (PCOE) -- El Dorado, Placer, Nevada, and Sierra counties will participate in California's Preschool Expansion Initiative as a unique four-county partnership. This area of California, often referred to as the Gold Country, covers 4,300 square miles of predominantly rural, isolated, and hard-to-reach communities and families. The rural nature of these counties often means that families travel great distances between their home, workplace, and preschool program, with the rivers and mountain canyons of the Sierra Nevada Mountains making transportation a challenge.

The region has unique struggles based on factors including geography, economy, and demographics. In Placer County, for example, during the recession from 2008 to 2012, the poverty rate doubled from 5.6 to 11.5 percent. Currently, it is estimated there currently are more than 800 preschool children in the region with IEPs and most are not participating in full-day, full-inclusion opportunities.

El Dorado County, an area in north-central California, comprises more than 1,800 square miles with elevations ranging between 500 to 11,000 feet. The county is physically divided by the Sierra Nevada Mountains into two distinct geographic areas, the Western Slope and the Lake Tahoe Basin. Over 35 percent of the population lives in rural areas of the county, and more than 83 percent live outside El Dorado's two incorporated cities, Placerville and South Lake Tahoe. Pockets of poverty characterize this semi-rural county; young children with high needs and their families are scattered throughout. As of August 2013, there were 459 children birth through age five receiving CalWORKs/Temporary Assistance for Needy Families (TANF). The portions of greatest need in El Dorado County are the areas northeast of Placerville with poverty rates ranging from 14 percent in Placerville to 25 percent in the South Lake Tahoe Basin area. In October 2013, the Child Care Resource and Referral agency in El Dorado County reported 107 children ages three to five years on a wait list for subsidized services.

El Dorado County Office of Education (EDCOE) currently serves 354 Head Start children in 18 center-based options and 446 state preschool (part-day) center based options

throughout the county; families are afforded a full-day program when eligible for both program options. This initiative will enable more families to access the full-day, full-year programs they need. EDCOE-State Preschool, in partnership with EDCOE-Special Services currently serves approximately 48 children in three full inclusion state preschool options in the county. The Preschool Expansion Initiative will increase the number of full inclusion state preschool programs to allow more children to participate in the least restrictive setting.

Shasta County Office of Education -- Shasta and its neighboring counties of Siskiyou, Tehama, and Trinity are in the northeastern-most part of the state, geographically situated in the northern end of the Sacramento Valley, spanning into the mountains of the Lassen and Cascade Mountain Range. These rural and hard-to-reach areas have a large number of families living in isolation with little access to services. Whereas California averages 239 persons living per square mile, in Siskiyou County, for example, that number is only 7 persons per square mile. These areas also have higher poverty rates than other regions of the state. According to 2013 U.S. Census data, average poverty rates in Tehama, Siskiyou, and Trinity counties are 19 percent. Unemployment rates range from 10 percent in the town of Corning to nearly 16 percent in Anderson, two of the target communities within Shasta County. These areas also have much higher-than-average Adverse Childhood Experiences Scores (ACES) compared to the national average, with household substance abuse and mental illness twice that of the national average. This grant will bring the full range of comprehensive services, including referrals for substance abuse and mental health, to these families. The CCEFL model, along with Strengthening Families will play an important role in supporting children and families. The areas in which Shasta seeks to increase preschool slots through this funding opportunity have extremely high poverty rates, with 83 percent of children qualifying for FRPM in Shasta Lake and 85 percent in Anderson.

REGION: CENTRAL VALLEY

California's Central Valley covers approximately 22,500 square miles, about 14 percent of California's total land area, and is home to some of the state's most productive agricultural areas. Subgrantees in this region include Sacramento, San Joaquin, and Fresno counties, representing some of the most High-Need Communities in the state, with significant populations of English learners and migrant families. These counties include 227,650 children birth through age five, or seven percent of the state's total population of young children. The selected

Subgrantees are represented by leaders who have demonstrated a strong commitment to, and success in serving, children with high-needs.

Sacramento, San Joaquin, and Fresno are three Central Valley counties that all participate in the statewide locally-driven TQRIS. They provide services through CSPP, Head Start, Child Signature Program (CSP), Title I, and family child care options. The counties consistently exhibit collaborative practices and are highly efficient at leveraging resources to serve more four-year-old children and families in high-quality inclusive settings.

Fresno County Office of Education -- Not all regions of the state are recovering equally from the most recent nationwide recession. The economy in Fresno County continues to improve very slowly, and the Central Valley faces a continuing trend of higher unemployment figures due to the seasonal nature of its agricultural base. Although the unemployment rate in Fresno County was approximately 12 percent in 2014, down from 15 percent in 2012, most job growth is in low-wage service jobs, and the median family income is still very low. While most economists forecast continued slow growth for the county, there is an increasing concern that the ongoing drought could severely impact the county's economic recovery. In terms of family economics, Fresno County has pockets of severe poverty, and children and families have some of the greatest need in the state. Approximately 9,500 Fresno children are in migrant families, and 38 percent are English learners.

Sacramento City Unified School District (SCUSD) -- Sacramento City Unified School District is one of the oldest districts in the western United States, and the 12th largest school district in California, serving over 43,000 students on 73 campuses. Situated in the heart of Sacramento, one of America's most integrated cities, SCUSD's student population, including the youngest and most vulnerable students, reflects the city's diversity. SCUSD students speak more than 40 languages, 38 percent of students do not speak English at home, and 24 percent of students are designated as English learners. SCUSD has been identified as a high-poverty school district with over 72 percent of students eligible for FRPM. Many SCUSD students are migrants, experience food insecurity, and are either homeless or linked to the foster care system. Hence, many SCUSD students are eligible for federal entitlement programs and assistance, such as Women, Infants, and Children (WIC), TANF, and others.

San Joaquin County Office of Education *(SJCOE)* -- San Joaquin County is located in the Central Valley, just to the east of the nine-county San Francisco Bay Area and has a higher

poverty rate than the state, at 18 versus 15 percent. Preschool-aged children in the targeted communities of San Joaquin County are predominantly low-income (over 90 percent eligible for FRPM) and English learners (66 percent). Partnerships with smaller districts and SJCOE's First 5-funded Rural Home Visitation program will allow for outreach to these students to facilitate access to services otherwise not available.

REGION: BAY AREA

The San Francisco Bay Area is a densely populated region that includes the metropolitan areas of San Francisco, Oakland, and San Jose, along with smaller urban and rural communities. The Bay Area is home to approximately 470,000 children birth through age five, representing 15 percent of the total population of young children in California. This region covers both affluent areas and many low-income, High-Need Communities. Extremely high housing costs in the Bay Area have affected the ability of low-income families to make ends meet.

The Bay Area QRIS Partnership (BAQRIS) includes the six Bay Area RTT-ELC consortia counties: Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara, and Santa Cruz. These counties are home to over 65,000 high-need children birth through age five. In addition to the financial burden of housing, parents are faced with a cost of child care that is more than 20 percent higher than the state average. All of the Bay Area counties have communities of concentrated poverty and limited high-quality early care and learning environments, minimizing the opportunities for families to break intergenerational cycles of poverty. The proportion of children living in poverty in the Bay Area is extremely high. In Santa Clara County, for example, 60 percent of the families reported annual incomes under $(b)(4), and 82 percent of families reported annual incomes under $(b)(4) Two My Brother's Keeper districts are located in the BAQRIS region: San Francisco Unified and Oakland Unified.

BAQRIS counties have unique characteristics and barriers that impede their ability to provide quality preschool experience to all, which are described below:

Alameda County is home to approximately 100,000 children birth through age five. Seventeen percent of these children live below the FPL and almost a third live at or below (percent of the State Median Income (SMI). In many areas of the county there are stark differences between the number of those eligible for subsidized early learning and the number of available slots.

The western area of ***Contra Costa County***, which includes the county's largest city of

Richmond, is predominantly urban and faces the same challenges that confront most inner cities, including high violence, homelessness, and high unemployment rates. Over the last decade, the number of people living in poverty in the county's highest need areas has increased by 70 percent.

San Mateo County is home to over 56,000 children birth through age five, with Latino children representing 35 percent of the birth through age five population. Forty-two percent of families with young children have incomes below the California Self-Sufficiency Standard.

The fastest growing age group in ***San Francisco County*** is children birth through age five, 70 percent of whom are children of color. Many of the city's English learners live in linguistically isolated households, hindering their school readiness. This creates a great challenge for the early care and education workforce to provide culturally competent and linguistically appropriate programs and curriculum.

Santa Clara County is home to over 72,000 children ages three to five, with 14 percent of children living in concentrated poverty. According to a joint parent survey conducted by Santa Clara and San Mateo counties, 22 percent of parents had serious concerns about their children's speech, and 18 percent expressed concerns about emotional well-being and behavior.

In ***Santa Cruz County***, the rural and isolated area served by the Pajaro Valley Unified School District represents the highest need community in the county with a current unemployment rate of 19 percent, and the percentage of families under the FPL with children under age five at 32 percent. Over 81 percent of the student population is Latino with 47 percent of students classified as English learners. The district also serves 1,112 Migrant Education students, representing 84 percent of the total Migrant Education population in the county.

(D)(2) EVIDENCE OF HOW THE COMMUNITIES ARE UNDERSERVED BY PRESCHOOL PROGRAMS

Many of California's youngest and most at-risk learners continue to lack access to high-quality early education programs. Between 2012 and 2013, California dropped from 24th to 27th in the nation for access to its state preschool program among 4-year old children.[67] In 2010, subsidized programs in California served only 33 percent of the eligible three year-olds and 57 percent of eligible four-year-olds.[68] Table D.2 provides 2013 data on the number of high-need

[67] National Institute for Early Education Research, (2013). *State of Preschool, 2013: California State Profile.* http://nieer.org/sites/nieer/files/California_2013.pdf

[68] California Department of Education, (2013). *California Comprehensive Early Learning Plan*. p.4.

populations in California, relative to the overall population of children birth through age five.[69] Access by special populations such as children with disabilities or English learners is especially challenging in California; for example, 53 percent of Hispanic four-year-olds are enrolled in preschool versus 68 percent of Non-Hispanic White and 65 percent of Non-Hispanic Asian four-year-olds.[70]

In addition to access, program quality also remains a challenge in California. While many improvements are underway, especially in those programs served by the growing TQRIS system, California as a whole meets only four of the 10 quality standards benchmarks established by the National Institute for Early Education Research.[71] This has directly impacted the ability of LEAs to offer children with disabilities inclusive preschool options, resulting in high numbers of preschool-aged children with IEPs being served in more restrictive settings such as special education preschool. While a series of efforts to augment the quality of state-contracted programs have improved preschool quality in certain areas of the state in recent years, many programs have not had the necessary resources to achieve high levels of quality. Those programs are a priority for California's Preschool Expansion efforts, and the state specifically sought out High-Need Communities for inclusion in this initiative.

Total Children	3,052,433
From Low-Income Families	1,653,410
Who are English Learners	965,769
With an IEP/IFSP	51,009
Served in IDEA C or B programs	103,636
Served in CSPP Classrooms	134,853
Served in EHS/HS Classrooms	133,718

Subgrantees participating in California's Preschool Expansion Initiative efforts will serve four-year-old children from High-Need Communities throughout California. In the communities selected, a vast majority (68 percent) of four-year-old children are eligible for CSPP. These communities also have some of the highest percentages of unmet needs for subsidized HQIPPs

[69] Source: California Race to the Top-Early Learning Challenge Annual Performance, 2013.
[70] U.S. Census Bureau, 2009-2011 American Community Survey, Public Use Microdata Sample.
[71] National Institute for Early Education Research, (May 2014). *California Stalls in Access to Preschool: Low Spending, Weak Standards, Raise Concern for Children.*
[72] Source: Children Now. 2011.

as illustrated by Table D.3 and described in subsequent pages.

COUNTY DATA BY SUBGRANTEE	# 4-year-olds from families <70% SMI	# Enrolled in CSPP	% Enrolled in CSPP based on eligibility	# Enrolled in Head Start	# Enrolled in All Publicly Supported Settings	% Enrolled in Public Settings based on <70% SMI	# 4-year-olds with IEPs	% 4-year-olds with IEPs served in inclusive settings
First 5 Santa Barbara	5,023	1,275	25%	668	2,126	42%	358	20%
Los Angeles Unified School District	89,328	24,494	27%	19,971	49,074	55%	7,251	12%
San Bernardino Preschool Services Department	25,906	7,045	27%	2,941	10,869	42%	1,414	8%
San Diego COE	24,369	7,296	30%	6,062	14,558	60%	2,261	12%
Ventura County First 5	8,051	1,874	23%	897	3,089	38%	663	0%
EDCOE & PCOE	4,597	866	19%	519	1,575	34%	453	7%
Shasta COE	2,849	1,030	36%	543	1,813	64%	146	78%
Fresno COE	13,672	4,720	35%	2,448	7,839	57%	608	14%
Sacramento CUSD	15,534	3,500	23%	3,033	7,646	49%	928	11%
San Joaquin COE	8,747	2,189	25%	1,590	4,277	49%	702	4%
Bay Area QRIS Partnership (BAQRIS)	42,452	12,481	29%	5,150	19,729	46%	3,709	8%

REGION: SOUTHERN CALIFORNIA

Los Angeles Unified School District serves the most populated region in the state, which also has some of the greatest challenges and needs. The city of Los Angeles contains nine of the twenty zip codes in California with the highest numbers and percentages of eligible four-year-

[73] American Institutes of Research. 2010 Preschool Enrollment data.

olds not currently served by CSPP, Head Start, or other publicly-funded child care programs. In those nine zip codes alone, Los Angeles has approximately 7,200 eligible four-year-olds not currently enrolled in CSPP or Head Start, the most of any city or county in California.[74] The unmet need for preschool, based on eligibility for Head Start or CSPP, is approximately 46 percent of the city's four-year-olds.[75] Within Los Angeles' designated Promise Zone, a priority focus area for California's Preschool Expansion work, much of the unmet need is in the communities of Pico Union and Hollywood. The majority of special education referrals come from the areas of Central Los Angeles, as well as South Central.

In Santa Barbara, two communities show evidence of the greatest unmet need for preschool. Lompoc has a total of 784 three- and four-year-olds from families whose income is (b) (y) percent or less than the SMI, or approximately 200 percent of FPL. However, there are only 294 spaces in subsidized programs to serve those children, including CSPP, Head Start, and voucher-based programs. Lompoc is located next to the federal prison, has a large homeless population, and is an extremely underserved area. Santa Maria has a total of 2,729 low-income three- and four-year-olds, with only 1,065 spaces available in subsidized programs.

A variety of social and economic factors (discussed in the previous section) have led to an adverse environment for children and families within San Bernardino. As of 2013, San Bernardino had 27,834 eligible preschool-age children in need of full-time child care. Only 27 percent of eligible four-year-olds were enrolled in CSPP as of 2010, and, only 8 percent of four-year-olds with IEPs were served in inclusive settings as of 2013.[76] The high desert cities of Victorville and Esparia have the greatest need for expanded and enhanced care.

San Diego, with its extensive experience, capacity, and ability to create high-quality inclusive programs for preschool children, has an ambitious goal to serve the remaining 13 percent of four-year-olds enrolled in Head Start and CSPP programs who are not yet part of their regional TQRIS efforts. It also anticipates increasing inclusive preschool services to children with IEPs. As of 2013, San Diego only served 12 percent of four-year-olds with IEPs in HQIPPs.

In Ventura County, up to 50 percent of children entering kindergarten in some public school districts have never attended preschool. Ventura County has been characterized as a

[74] American Institutes of Research, 2014 data on top 20 zip codes in California with greatest unmet need.
[75] American Institutes of Research, 2014 data on income, eligibility, and enrollment.
[76] American Institutes of Research, 2010 data on income, eligibility, and enrollment; CDE SED 2013 enrollment data on children with IEPs.

'severe shortage county,' defined as lacking space for 25 percent or more of the 4-year-old population. Children in underperforming school districts have few preschool options in their neighborhoods. As of 2012, only 32 percent of eligible four-year-olds were enrolled in CSPP. Unmet need for preschool spaces within target school jurisdictions are estimated to reach up to 70 percent.[77]

REGION: NORTHERN CALIFORNIA

The Northern California counties struggle with similar challenges around providing high-quality, inclusive services in often remote, isolated, and hard-to-reach areas of the state. In Shasta, Tehama, Siskiyou, and Trinity counties, families often travel long distances to obtain services, or the service provider must travel long distances to get to them. These counties have been largely unable to successfully provide full-day CSPP programs to four-year-olds. According to a 2014-15 Shasta Local Planning Council needs assessment, Shasta County alone calculates a demand for 766 full-time CSPP preschool sites (for three- and four-year-olds), though it currently offers none. The challenges these counties face inhibit their ability to adequately serve high-need children, and will be addressed through Preschool Expansion Initiative services.

El Dorado and Placer counties offer early childhood opportunities through a mixed delivery system; families can access a variety of preschool options for their four-year-olds through CSPP, Head Start, Early Head Start, and CSP. Despite the services these counties provide in El Dorado, Sierra, Placer, and Nevada counties, only 26 percent of four-year-olds are enrolled in CSPP. Additionally, most of the preschool children in this region are currently enrolled in licensed centers that do not meet the quality standards set forth by this initiative. Of the 121 licensed centers that serve preschool children in the area, only 24 CSPP/Head Start programs are providing high-quality programs.[78] Additionally, the majority of four-year-olds in these counties are being served in private centers or family child care homes that are not required to implement the same quality standards. Of the 270 family child care homes, only 30 are participating in the state Family Child Care Home Education Network (FCCHEN). This region's greatest needs are for the expanded access to HQIPP for low-income children, English learners, and children with disabilities.

[77] Evaluation, Management, Training Associates, Inc., (2010). *First 5 Ventura County's FY 2009-2010 Evaluation Report.*

[78] Placer County Office of Education 2014 assessment of Community Care Licensing data.

REGION: CENTRAL VALLEY

Subgrantees in the Central Valley region of California serve Fresno, Sacramento, and San Joaquin counties, representing a range of geographically and economically diverse communities and a variety of urban, suburban, rural, and vast agricultural areas. Together, these counties represent nearly 30,000 of the state's four-year-old population who live in families with incomes under 70 percent of the SMI. Communities within these counties have varying levels of access to and quality of preschool services for four-year-olds.

Sacramento, the state's capitol, contains only two zip codes (Rancho Murieta and Rio Vista) where nearly 100 percent of income-eligible three-year-olds do not attend any subsidized preschool or child care program.[79] Countywide, Sacramento only serves about 33 percent of its eligible four-year-olds through CSPP. Through this Preschool Expansion opportunity, SCUSD plans to expand services to children throughout the district, and, in particular, the High-Need Communities where unmet need is greatest.

According to 2013 data from the Fresno Local Planning Council, the Fresno County was only able to serve 26 percent of its income-eligible three- and four-year-olds through CSPP last year. Further illustrating the need in this county, 50 percent of the 61 zip codes in the county are designated "Priority 1" for child care subsidy dollars (a CDE designation which signals high need).[80] Additionally, 2,825 children age three to five have IEPs, and only 14 percent are currently being served in HQIPPs. A kindergarten readiness assessment implemented in Fresno found that only 38 percent of Fresno's children are entering kindergarten school ready. Fresno County Office of Education is poised to support the needs of every district in the county, especially those rural districts with fewer resources available to them to promote student success.

San Joaquin County serves just over half of its income eligible four-year-olds through subsidized programs including CSPP, Head Start, and other federal- or state-supported preschool or child care programs. Of the four-year-olds eligible for state preschool, only 25 percent are enrolled in CSPP programs.[81] San Joaquin is extremely limited in access to inclusive preschool slots for children with disabilities; of the 702 four-year-olds with IEPs, only four percent are in

[79] American Institutes for Research, 2014 data on preliminary list of greatest areas of unmet need for state preschool in California

[80] California Department of Education, (2009). *Management Bulletin 09-05: Local Child Care and Development Planning Funding Priority Setting Process.*

[81] American Institutes for Research, 2014 data on preliminary list of greatest areas of unmet need for state preschool in California

inclusive preschool settings (Head Start, a CDC, or CSPP).[82] This is an enormous priority for San Joaquin County to improve access to HQIPP for children with disabilities and other special needs.

REGION: BAY AREA

The six San Francisco Bay Area counties involved in this proposal are home to over 27,000 four-year-olds eligible for CSPP; however, only 45 percent of these children are enrolled in CSPP. While that figure is slightly higher than the state average, it is low considering San Francisco's Preschool For All (PFA) efforts. PFA implementation resulted in a greater number of high-need children served in recent years and raised the Bay Area's overall enrollment percentage. The BAQRIS partnership is focused on the highest-need children and developing infrastructure supports to collect data on these children across all six counties. Data analyses will include measuring results, comparing outcomes, and sharing lessons learned.

With preschool initiatives like PFA in San Francisco, the Big Lift in San Mateo, and the Educare program being developed in Santa Clara, BAQRIS counties have the commitment to, and the bandwidth for, enhancing and expanding HQIPP for their neediest four-year-old children. They are targeting areas where children have the greatest needs, such as the 11 communities identified in San Mateo where the average third grade reading score is below the county average.

A major priority for these six Bay Area counties is expanding their preschool services for children with disabilities. Currently, only eight percent of four-year-olds with IEPs are served in inclusive preschool classrooms across these Bay Area counties. Especially challenged are Contra Costa and Santa Cruz counties, where only two and four percent, respectively, of their four-year-olds with IEPs receive inclusive services. BAQRIS will focus and improve upon this area through the extra support provided through California's Preschool Expansion Initiative.

(D)(3) OUTREACH PROCESS FOR REACHING AND SELECTING SUBGRANTEES.

Through the experience of implementing a regionally-based TQRIS with RTT-ELC support, California was well-prepared to engage in a rigorous Subgrantee selection process for the Preschool Expansion opportunity. A critical first step involved aggressive and rapid statewide outreach for seeking and selecting Subgrantees. The CDE and F5CA engaged in a formal, organized process to find potential partners including programs that are current CSPP

[82] Source: California Department of Education, Special Education Division, October 2014.

contractors, partners that will enter the CSPP, and partners that are funded through other sources. The CDE and F5CA prepared and widely circulated an announcement of, and solicitation to apply for, the Federal Preschool Expansion Grant opportunity to its network lists of early learning providers around California, including Tribal Child Care providers, around California and also posted the information and application form to the CDE and F5CA listservs, and on publically available websites (see Appendix D.2). The outreach and selection process resulted in a robust set of Subgrantees who represent the broad diversity of the state of California, including the areas of greatest need.

In its announcement and solicitation letter, the state explained its intention to use the Preschool Expansion Initiative to continue to build a strong, high-quality, inclusive, mixed-delivery system of preschool providers in California. This includes school districts, licensed child care centers, Head Start programs, and community-based organizations, particularly those with the existing infrastructure and program capacity to effectively implement an initiative of this magnitude. The letter also described the state's interest in building the capacity of communities and programs serving children with disabilities and other high-need populations and geographic areas which may face challenges in meeting the high initial standards identified for the program. Detailed information on the opportunity, links to the federal announcement, and other important and relevant online resources, eligibility requirements, and instructions for how to submit an online application were all included in this announcement. Program quality requirements from the U.S. Departments of Education and Health and Human Services were referenced and linked so potential Subgrantees could understand their eligibility based on staff qualifications, professional development opportunities for staff, child-to-staff ratios, class size, full-day programs, inclusion of children with disabilities and other high-need children, developmentally- and culturally-appropriate practices, health and safety standards, comprehensive services, and more

The CDE and F5CA provided an easy-to-use online form hosted on a public and open website for all interested programs to submit applications. In total, 194 organizations and partnerships submitted applications, providing details about their programs and communities including their capacity to deliver and expand access to HQIPP in High-Need Communities; involvement in California's regionally-based TQRIS; participation in other state or federal preschool programs such as CSPP, CSP, and/or Head Start; achievement of full inclusion of

children with disabilities and other high-need children; and the ability to leverage resources to sustain early learning program services. To facilitate the assessment and selection process, the CDE, the State Board of Education, and F5CA formed a 10-person Subgrantee selection team. This team conducted a series of reviews consisting of structured application ranking, discussion of those applications that were ranked highly, and interviews with those applicants. The review committee used rigorous criteria in selecting potential Subgrantees, carefully reviewing and ranking potential applicants based on program, collaboration, and sustainability elements. Additionally, applicants were screened to determine eligibility according to the Preschool Expansion requirements and the extent to which each applicant serves high-need children and families in underserved communities. Using these criteria as a basis for measurement, a scoring rubric was developed to facilitate the assessment and ranking process (see Appendix A.1 for review criteria). The rubric corresponded with the online application questions and also incorporated additional considerations such as the:

State's intent to have a broad representation of all of the regions of the state;

State's intent to include both rural and urban communities;

Level of need within each program service area based upon data related to the proportion of children living in poverty;

Numbers and percentages of English learners in program service areas; and

Level of need for services for children with disabilities, as measured by the number of children with disabilities living in a particular area and the proportion who are unserved.

This process yielded an outstanding set of Subgrantees who represent the broad diversity of High-Need Communities in California and possess the experience, resources, and capacity to create the next generation of CSPP and HQIPP providers. Applicants selected as Subgrantees for California's Preschool Expansion Initiative participated in a fast-paced and rigorous partnership development process and contributed information and necessary data to support California's application (see Appendix H for each Subgrantee's Letter of Support).

(D)(4) HOW THE STATE WILL SUBGRANT AT LEAST (b)( )% OF ITS FEDERAL GRANT AWARD

California will sub grant at least (b)( ) percent of its Federal grant award to its 11 Subgrantees to implement and sustain voluntary HQIPP in High-Need Communities around the state. Given the state's preexisting infrastructure for implementing a robust statewide preschool program, California will use up to five percent of funding requested to provide support to

Subgrantees. The CDE and F5CA have existing relationships with the Subgrantees as funders of preschool programs in their communities, and the systems and infrastructure necessary for the implementation of this initiative are in place. The mechanisms to distribute funds at the state level, and to receive and implement funds at the Subgrantee level, are strong, with the capacity to expand and further improve existing preschool programs for children in need of these high-quality, early learning services. Furthermore, California had significantly more interest from highly qualified potential Subgrantees than could be met through this grant opportunity. The state has the capacity and desire to include a greater number of Subgrantees providing HQIPPs should available funding remain after allocations are made to other state applicants.

The CDE and F5CA conducted extensive interviews with the selected 11 Preschool Expansion Subgrantees to understand and verify their capacity for implementing this program, expanding and improving services, and sustaining them beyond the length of this grant. Subgrantees have significant need in their communities as well as the program capacity and infrastructure to deliver on an even more ambitious expansion and improvement plan than could be proposed through this application for the funding amount in consideration. We anticipate that California's Preschool Expansion Initiative will be a stepping stone to leveraging additional resources to further expand and improve preschool programs for the eligible children that will not be immediately reached through the programs funded by this grant. Starting in 2015, the selected Subgrantees are committed and poised to increase access for four-year-olds to HQIPPs. Subgrantees are further committed to growing over the next four years, as evidenced by their Letters of Support (see Appendix H).

California proposes supporting a total of 3,757 state preschool spaces through a combination of new slots and improvement of existing slots, including expanding inclusive services for children with disabilities. Table D.4 illustrates California's cost model and a breakdown of the types of slots created or improved. California's emphasis on inclusion is reflected in the allocation of 25 percent of all slots (new and improved) for children with IEPs.

	% FUNDING	% SLOTS	# SLOTS	$
Overall Fund Distribution - New And Improved				
New slots - % of funding	(b)(4)	34%	1,274	(b)(4)
Improved slots - % of funding		66%	2,483	
New Slots				

	% FUNDING	% SLOTS	# SLOTS	$
% of new slots that are with IEPs	(b)(4)	25%	317	(b)(4)
% of new slots that are without IEPs		75%	957	
Improved Slots				
% of improved slots currently Part Day (PD)		31%	769	
Of the improved slots that are currently PD, % with IEP		25%	192	
Of the improved slots that are currently PD, % without IEP		75%	577	
% of improved slots currently Full Day		69%	1,714	
Of the improved slots currently FD, % with IEP		25%	425	
Of the improved slots that are currently FD, % without IEP		75%	1,289	
Slot Costs				
Cost for new slot without IEP				
Cost for new slot with IEP				
Cost for improved slot from Part Day - without IEP				
Cost for improved slot from Part Day - with IEP				
Cost for improved slot from Full Day - without IEP				
Cost for improved slot from Full Day - with IEP				
Average cost for new slot				
Average cost for improved slot				

(D)(4)(a) Targets for Numbers/Percentages of Eligible Children Served

By obtaining and applying Preschool Expansion Grant funds to its state preschool program, California will be able to increase both the number and percentage of children served in HQIPPs, as indicated by Table D.5 below. California is targeting a total of 3,757 high-need four-year-olds to be served through Preschool Expansion funds, with (b)(4) percent of the grant funds creating 1,274 new slots, and (b)(4) percent of the funds improving 2,483 existing slots. This will represent a one-and-a-half percent increase in the number of four-year-olds served through CSPP in California. The state's ambitious plan also includes a far reach beyond the historical proportion of children with disabilities served, raising the bar from 10 percent of children with disabilities served by most early education funding initiatives such as Head Start. In line with the focus of this proposal on improving and expanding inclusive preschool services, California's plan allocates 25 percent of slots for creating 317 new slots and improving 617 existing slots for children with disabilities to be served in the inclusive, full-day, high-quality settings. This plan

has the power to transform the way state preschool providers currently think about serving children with IEPs, and will undoubtedly have substantial ripple effects on other subsidized and non-subsidized programs serving children with disabilities.

# NEW SLOTS	# NEW SLOTS W. IEP	# IMPROVED SLOTS - FULL DAY	# IMPROVED SLOTS W. IEP FULL DAY	# IMPROVED SLOTS - PART DAY	# IMPROVED SLOTS W. IEP - PART DAY
NEW		IMPROVED			
1,274		2,483			
75%	25%	69%		31%	
		75%	25%	75%	25%
ALL					
3,757					

(D)(4)(b) Expansion and Improvement Plan

Expansion - As illustrated Tables D.4 and D.5, California intends to expand 1,274 new preschool slots: 317 for children with IEPs and 957 for children without IEPs. To determine these numbers, California developed a robust model to assess the actual cost of a high-quality preschool slot in California and the number of high-quality slots our state can afford to create and enhance if awarded Preschool Expansion funds. By running several state-typical scenarios through a Cost of Care Calculator tool from the Federal Office of Child Care (DHHS-OCC), California determined the cost of care for a HQIPP slot for a four-year-old runs approximately $(b)(4) per year. The state also determined the cost to include children with disabilities and other special needs in these HQIPP classrooms would cost an additional $(b)(4), or $(b)(4) per child per year. This additional $(b)(4) per child is not to cover the cost of special education services as funds already follow the pupil for those services. California recognizes the additional coordination of services and additional teacher training required by inclusive classroom settings, hence the additional cost.

With a desire to use at least half of requested Preschool Expansion Grant funds to create new preschool slots in the communities with the greatest unmet need for preschool around our state, California plans to apply $(b)(4) to the creation of new slots, which at $(b)(4) per slot for children without IEPs and $(b)(4) per slot for children with IEPs, comes to a total of 1,274 new preschool slots California will be able to create with this grant award.

Improvement - As illustrated by Tables D.4 and D.5, the Preschool Expansion Grant will

enable California to increase both the number and percentage of children served in HQIPP with a heightened focus on children with disabilities and other children of high-need. California will enhance the quality of existing preschool slots by extending programs from part-day to full-day, limiting class size and decreasing child-to-staff ratios, increasing developmental screenings, employing and compensating teachers with BA degrees, providing evidence-based professional development services, and providing comprehensive services to four-year-olds, including those with disabilities. By focusing on these enhancements in the 22 counties served by the 11 Subgrantees throughout the state, California will ensure a level of HQIPP far beyond what it has accomplished in the past.

By applying known cost and reimbursement rate factors to our Cost of Care model, and through interviews with Subgrantees about what it would take to bring their current slots to the level of quality required in this initiative, California determined several key cost differentials that impact the number and type of improvements to preschool slots that our state will be able to make with these grant funds. The differential cost figure for enhancing each part-day slot to a high-quality full-day slot will run $[(b)(4)] per child without an IEP and $[(b)(4)] per child with an IEP. The cost figure for enhancing current full-day slots to meet the quality standards of this initiative, such as reducing class sizes, appropriately compensating teachers with a BA degree, and offering evidence-based professional development services, will run $[(b)(4)] per child without an IEP and $[(b)(4)] per child with an IEP.[83] In total, California proposes to enhance 769 part-day slots by bringing them to high-quality, full-day slots (577 for children without IEPs, 192 for children with IEPs), and enhance 1,714 full-day slots by bringing them up to the standards associated with HQIPP and those required by this grant (1,289 for children without IEPs and 425 for children with IEPs).

The 11 Subgrantees participating in the Preschool Expansion Initiative will serve as models and replicable demonstration sites of sustainable quality, offering full-inclusion services to children with disabilities, and in the diverse array of urban, rural, cultural, and economic settings that exist in California.

(D)(5) HOW THE STATE, IN COORDINATION WITH THE SUBGRANTEES, PLANS TO SUSTAIN HIGH-

[83] The funding increase for enhancing a full-day slot to meet the High-Quality standards as outlined by the Preschool Expansion Initiative is lower than the funding increase for bringing a part-day slot to the same standards because the amount of work required to bring these slots to meet the standards in lower. Similarly, much of the work required to integrate and blend funding steams and support children with IEPs is already taking place in these programs.

QUALITY PRESCHOOL PROGRAMS AFTER THE GRANT PERIOD

Accompanying this Preschool Expansion Initiative is a commitment by the state and its Subgrantees to continue to improve and expand HQIPP opportunities for its youngest learners. From 2007 to the present, California has invested $ (b)(4) in early learning and development programs such as the CSPP, state contributions to match the Child Care Development Fund, TANF spending on Early Learning and Development Programs, and F5CA early learning programs.

The state continues to meet major milestones and markers of large investments in and commitment to early education that not only will sustain existing programs but will allow them to continue to expand and improve. As described in Section B, in 2014 alone, the state made a $ (b)(4) new investment in early education, including the QRIS Block Grant, a $ (b)(4) annual grant program to support early education quality improvement, a one-time infrastructure and teacher training investment, and $ (b)(4) to expand service capacity in CSPP to serve an additional 11,500 children in full-day, full-year programs. The early education investment by the state also increased reimbursement rates for child care programs, which will help providers to meet quality targets.

The state's early education focus provides additional impetus for LEAs to voluntarily expand preschool access and leverage new state funding to offer HQIPPs in their communities. The state's adoption in 2013 and subsequent implementation of the LCFF school finance system empowers local communities to make resource allocation decisions based on their development and implementation of Local Control Accountability Plans (LCAP). As indicated in Section A, two of our largest school districts, Los Angeles and Fresno, already initiated locally-sustained investments by incorporating early education into their LCAPs.

The state also continues its streamlined provision of special education supports and services in order to maximize inclusion for children with disabilities in the Least Restrictive Environment with ongoing professional development in the areas of behavior support and specialized academic and developmental instructional support. Further, the state has made ongoing resource commitments to early education, and built on collaborative relationships between the CDE and F5CA, and effective partnerships with Early Learning Providers around the state.

California's Subgrantees have agreed to work to sustain their high-quality programs and

access to four-year-olds in their communities well beyond the length of this funding opportunity. Through leveraging existing and other new sources of funding, forging local partnerships to generate local matching resources, and applying a mixed-delivery system, Subgrantees intend to build upon local investments and systems, and to sustain these HQIPPs.

Many of the state's Subgrantees receive funding from county First 5 commissions that enable them to develop high-quality preschool services and will continue to sustain these services beyond the lifetime of the federal Preschool Expansion Grant. Additionally, Subgrantees have strong local partnerships that allow them to leverage the resources of their county offices of education (through the AB 212 (2000) Child Development Staff Retention Program), school districts, CSPP programs, Head Start programs, community colleges, and other local institutions. Local boards of education commit ongoing resources through their general funds to support early education programs. LAUSD's recently allocated $(b)(4) in new resources to early education, which will grow to $(b)(4) in 2015-16, and to $(b)(4) in 2016-17. Subgrantees are familiar with finding match funds for program initiatives. For example, Fresno County "B3" districts participating in a First 5 Fresno birth-to-third grade initiative require a $(b cash match for every $(b requested from First 5 Fresno.

California's Subgrantees receive private support for early education initiatives through foundations such as the Mimi and Peter Haas Fund, the W.K. Kellogg Family Foundation, the David and Lucile Packard Foundation, and the Heising-Simons Foundation (see Appendix H for Foundation Letters of Support). Some counties have special initiatives that may provide additional resources to the future of this work, such as San Mateo's Big Lift third grade reading initiative, and Fresno, Oakland, and Santa Clara's Starting Smart and Strong ten-year birth-through-age-five initiative funded by the Packard Foundation. Our Subgrantees also have a proven track record of successfully engaging their business communities. For example, First 5 Ventura convenes a Business and Community Leaders Alliance to raise awareness and support for early education and preschool. Finally, our Subgrantees' plan to sustain their commitment of resources to the behavioral health needs of young children with IEPs. The Shasta SELPA and First 5 Shasta provide ongoing funding for the Bridges to Success program, which provides clinical services for children with disabilities and other special needs in all early education settings.

Sustaining the HQIPP and services that California builds will require both our state and

local systems to adapt and change to support new ways of providing services. California will be able to measure sustainability and success across different levels of implementation by tracking new or revised policies and procedures, numbers of appropriately trained staff, provisions for ongoing professional learning, as well as indicators of improved results for preschool children served. Staff at both the state and local levels will guide and support the ongoing success of these programs as well as build the capacity of the systems to grow and expand. California will continue to develop relationships with community colleges and California State Universities to collaboratively agree on the competencies required for the workforce serving high-need preschoolers.

The planned evaluation of the elements of HQIPPs described in Section (C)(1) represents an essential component of California's sustainability pathway. This multi-phase study of program outcomes will help determine which of the required quality indicators have the greatest impact on kindergarten readiness. The significance of this work will be its ability to determine which quality components are the most likely to produce desired results as children move through the K-12 system and build the case for these quality-improvements

(E)(1) ROLES AND RESPONSIBILITIES OF THE STATE AND SUBGRANTEE IN IMPLEMENTING THE PROJECT PLAN

California's size and diversity make it essential that efforts to transform early learning maintain an appropriate balance between central and local control. This understanding shapes California's successful Race to the Top-Early Learning Challenge (RTT-ELC) work, which established a network of 17 Regional Leadership Consortia (Consortia) serving 16 counties to design and implement a locally-driven TQRIS based on common tools and resources. California's RTT-ELC also includes a State Implementation Team whose members manage the grant and facilitate local grant implementation in support of the Consortia. In this application, California again proposes a regional strategy that incorporates state-level support, in the resolute belief this is the best approach for California, and one that will enable maximum access to high-quality preschool for the children of our state.

To implement this plan, California's proposed Preschool Expansion Initiative will be led by the California Department of Education (CDE), with First 5 California (F5CA) as a key collaborative partner.[84] California proposes a dynamic plan that will build on the state's publicly funded preschool programs and local investments and systems to expand access to High-Quality Inclusive Preschool Programs (HQIPPs) for children in High-Need Communities across the state. Modeled after the partnership between the U.S. Departments of Education and Health and Human Services in offering the notice inviting applications, California's partnership will provide a breadth of resources, skills, and networks that will all contribute to the success of this initiative.

A State Implementation Team, like the one successfully carrying out California's RTT-ELC effort, will include both CDE and F5CA staff to oversee the California's Preschool Expansion Initiative. The Team will support, convene, and monitor the initiative in order to efficiently and effectively convert lessons learned from the diverse experiences of Subgrantees and quality improvements for children and families served by California State Preschool Programs (CSPPs).

The Implementation Team will provide overall leadership for grant administration and ensure that all federal reporting requirements are met, including deployment of the funds set aside for focused infrastructure improvement activities. The largest portion of the state's work

[84] The Early Education and Support Division (EESD) and the Special Education Division (SED) of the California Department of Education will each play a primary role in the implementation of the grant.

will be directed toward support of the Subgrantees, both regionally and through statewide collaborative activities. Members of the Team will serve as conveners who collect, analyze and disseminate resources to support implementation of best practices, grant requirements, and maximize local funding flexibility, while continuing to meet the core requirements (including TQRIS) of the grant.

A key role of the Implementation Team will be to maintain frequent communication with each Subgrantee to facilitate cooperation in fulfilling the terms of their Memorandums of Understanding (MOUs) with the state. The Team will provide regular updates to Subgrantees on the status of the overall project, along with regular feedback on Subgrantee status updates, interim reports, and project plans and products. This regular communication between the state and its Subgrantees will allow them to work collaboratively toward the goals of California's Preschool Expansion Initiative, and to negotiate constructively when the need arises for changes to the state's plan or to a Subgrantee's Scope of Work.

A Subgrantee selection team made up of representatives from the CDE, F5CA, and the State Board of Education selected 11 Subgrantees (see Appendix E.1) serving children and families in High-Need Communities across the state and reflecting California's diversity. These Subgrantees include current contractors in the existing CSPP, as well as Title I and Head Start programs that will access Preschool Expansion Grant resources through this initiative. In all cases, participating programs must be willing to meet all requirements identified in the notice inviting applications, including quality standards.

Subgrantees will have clearly defined roles and responsibilities reflecting the state's priorities for strengthening early learning access and quality. These include the following:

Strengthening Access

Plan for the development of new state preschool slots that enable four-year-olds from High-Need Communities to access high-quality, inclusive, full-day, full-year preschool; and

Provide effective and culturally and linguistically competent outreach and communication to engage children and their families who might not otherwise have access to HQIPP, including isolated or hard-to-reach families.

Improving Quality

Utilize the California's TQRIS as the system for ensuring quality;

Provide professional development and technical assistance to improve and maintain quality; and

Create action plans with benchmarks for the provision of preschool programs and services, and use those benchmarks to set goals and measure success.

Increasing Inclusion

Implement, coordinate, and support the inclusion of children with disabilities in all new and expanded programming using a full-inclusion model;

Implement culturally and linguistically responsive outreach and communication efforts; help families build protective factors; and authentically engage parents and families as decision makers in their children's education;

Ensure the professional development and technical assistance provided includes evidence-based practices specific to supporting the full range of disabilities and other special needs of children in inclusive environments; and

Expand and build local higher education partnerships with both early childhood general and special education teacher training programs to ensure teachers are prepared to meet educational requirements, as well as the unique developmental, academic, and behavioral needs of all learners in order to be effective in the classroom.

Building Collaboration

Implement local partnerships (reflective of the statewide partnerships) by involving county-level First 5 Commissions, Local Educational Agencies (LEAs), Special Education Local Plan Areas (SELPAs), family resource agencies, and other diverse community providers to build high-quality preschool services in adherence with the grant requirements; and

Partner with LEAs, SELPAs, IDEA Part C - Early Start, family resource agencies, or other early learning providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from infant programs to preschool and preschool to kindergarten.

Monitoring and Evaluation

Meet federal accountability and monitoring requirements;

Develop locally based action plans;

Participate in the local TQRIS and develop Continuous Quality Improvement (CQI) plans

related to their TQRIS ratings;

Participate, as requested, in any Preschool Expansion Initiative data collection and evaluation conducted by the state, ED, or HHS; and

Actively participate in all in-person and remote meetings or other events organized or sponsored by the state, U.S. Department of Education, or by the U.S. Department of Health and Human Services.

Promoting Financial Sustainability

Develop, support, and monitor sustainable, high-quality, inclusive programs to maximize the benefits of Preschool Expansion funding without creating future cost pressure on the state's budget;

Utilize local partnerships to generate matching resources capable of sustaining high-quality preschool services; and

Develop detailed action plans that show how preschool expansion funds will be used to support capacity-building activities and how existing resources will be redirected in support of the goals of the Subgrantee's plan, with the aim of sustainable change beyond the life of the grant.

(E)(2) HOW HIGH-QUALITY PRESCHOOL PROGRAMS WILL BE IMPLEMENTED

California is uniquely positioned to implement a locally based model because of its strong statewide network of local agencies, including 58 county-based First 5 Commissions, county offices of education, school districts, SELPAs, early learning and early intervention providers, and support organizations, all of which collaborate in the provision of education and care for young children.[85] The California Preschool Expansion Initiative will use a mixed delivery system of providers that includes LEAs, SELPAs, schools, licensed child care centers, Family Child Care Home Education Networks (FCCHEN), Head Start programs, and community-based organizations. Expansion Grant activities will build upon these existing local investments and systems that improve and expand access to quality preschool programs such as the F5CA Child Signature Program (CSP) and the state's RTT-ELC effort.[86] California will integrate new and ongoing state funds to support quality achievement via the recently authorized Early Learning QRIS Block Grant program and to support CSPP improvement and expansion of

[85] First 5 California is described in the introduction to Section (A), page 3.
[86] F5CA's Child Signature Program (CSP) is described in Section (B)(3), page 19.

current and new contractors.[87]

Subgrantee applications were rigorously reviewed and selected based on organizational capacity and existing infrastructure to provide HQIPPs, as well as positive evaluations and status reports from the potential Subgrantee's funders (Head Start, State Preschool, CSP, IDEA Part B & Part C). Also considered in their selection was strong participation in other federal and state efforts that serve young children including Help Me Grow, Federal Promise Zone, Starting Smart and Strong, and My Brother's Keeper.[88] Another key consideration was the capacity for and commitment to serving children with disabilities in inclusive classrooms. Each selected Subgrantee documented a significant level of unmet need for preschool slots and a high population of unserved eligible children in need of additional supports.

California's plan requires Subgrantees possess a variety of strengths, most notably a strong infrastructure to provide comprehensive services to high-need children and their families, a track record of success in providing those services, and the ability to engage and collaborate with a variety of essential partners. In particular, strong partnerships, both existing and new, will be essential to the success of California's Preschool Expansion Initiative. Subgrantees will work among existing collaborations and build new relationships to ensure partnerships with key entities such as LEAs, First 5 county commissions, SELPAs, early learning providers, and other county-based and community organizations. Building on these partnerships and other Subgrantee strengths, California will continue to strengthen its preschool programs for high-need children and will be able to use the emerging lessons learned to inform policy and practices that will guide future preschool programming throughout California. While all of California's selected Subgrantees are exemplary leaders in the fields of early learning and early childhood special education, the following unique examples showcase California's ability to implement the Preschool Expansion Initiative.

[87] A description of the state's new QRIS Block Grant is included in Section (B)(2) page 15.

[88] "Help Me Grow" is a national initiative described in detail in Section (E)(5) on page 101. A description of "Starting Smart and Strong", a program of the Packard Foundation, is provided in Section (D)(5) on page 86. The map included in Appendix E.2 indicates the overlap between the counties served by California Preschool Expansion Subgrantees and participation in the identified programs.

Subgrantee LAUSD Early Childhood Special Education Office receives approximately 800 requests monthly from families and community partners seeking information regarding child development programs. Approximately 500 children are referred monthly for an evaluation for special education services and an additional 75 children are referred monthly to the Saturday Prevention and Intervention clinics. The clinics are part of the district's commitment to recognize and respond quickly to children's individual needs. Children attending the clinics are referred due to concerns over their development, and the clinics provide the opportunity to assess whether delays are due to a lack of exposure, opportunity, or challenges related to their environment.

Subgrantee First 5 Ventura and Ventura County Office of Education have been implementing strategies and programs aimed at increasing the availability and quality of early education and preschool opportunities for children with the greatest need for several years. Beginning with F5CA's Power of Preschool and local TQRIS programs, early education providers have received the training, technical assistance, coaching, and support to increase education and effectiveness.[1] Curricula and activities implemented in participating classrooms are evidence based, developmentally, culturally and linguistically appropriate and aligned with the Infant and Toddler Guidelines, Preschool Development Foundations and Curriculum Frameworks. In Ventura, the TQRIS has identified three school districts' plans to operate new preschool inclusion classrooms. One of the three districts has the capacity to operate two inclusive classrooms. The preschool inclusion classrooms will be supported in implementing high quality and best practices through consultation with partners, other Subgrantees, and the state. Additionally, CSPP classrooms in the county will be required to have a percentage of their classroom enrollment reserved for children with disabilities.

(E)(3) HOW THE SUBGRANTEES WILL MINIMIZE LOCAL ADMINISTRATIVE COSTS

California's early learning programs benefit from the support of a broad range of statewide and regional networks that help to strengthen their administrative effectiveness and efficiency. California's Preschool Expansion Initiative will reduce administrative costs through building on existing infrastructure, leveraging funding streams, and reducing duplication of effort.

The sharing of existing tools and information among Subgrantees will reduce the need for the development of new systems, thereby reducing the administrative burden on Subgrantees. Program monitoring represents a key area in which Subgrantees will build upon current infrastructure. As indicated in Section (B)(5), the RTT-ELC has enabled local Consortia across the state to develop a comprehensive local quality improvement system: their TQRIS. Subgrantees will coordinate with the Consortia to ensure that all HQIPPs are included in the local TQRIS. Utilizing the existing TQRIS will enable Subgrantees to reduce administrative costs by using an already-developed system for oversight and monitoring of program quality. As indicated elsewhere in this proposal, a $ (b)(4) annual QRIS Block Grant approved by the California legislature will further strengthen this infrastructure component.[89]

Leveraging multiple funding streams will contribute in important ways to reducing local administrative costs. The RTT-ELC provided California with an unprecedented opportunity to refocus existing public and private investments on evidence-based and promising practices supporting young children. California's Preschool Expansion Initiative will use the lessons learned by local RTT-ELC Consortia in integrating multiple federal, state, and local funding streams in the development of a comprehensive local quality improvement system. A key strategy in strengthening the leveraging of multiple funding streams by Subgrantees will be the assignment of an Implementation Team member to each Subgrantee to provide technical assistance in local leveraging of funds and reduction of administrative costs.

To prevent duplication of effort, Subgrantees will access training and support from other quality projects rather than using grant funds, which eliminates the need for the Subgrantee to develop these resources and reduces administrative costs. Examples include:

The selection of 11 Subgrantees as regional hubs allows the concentration of administrative resources and centralized coordination and data collection;

[89] Description of the state's QRIS Block Grant is provided in Section (B)(3), page 21.

Up to $(b)(4) annually from the CDE Early Education and Support Division in CCDF quality activities; and

F5CA support of $(b)(4) annually for early learning access and professional development through the Child Signature Program and CARES Plus.[90]

The focus of California's Preschool Expansion Initiative on continually strengthening local capacity and resources will have a direct impact on the ability of Subgrantees to build local infrastructure that is more efficient and cost-effective. As the above examples indicate, this element in the design of California's strategy will contribute directly to the minimization of local administrative costs.

(E)(4) HOW THE STATE AND SUBGRANTEES WILL MONITOR EARLY LEARNING PROGRAMS

The majority of the Subgrantee monitoring and improvement activities will occur at the local level, with the state working with them to reduce duplication and limit the number and types of monitoring a program undergoes. By sharing evaluation and rating information across the various systems, the state and Subgrantees will create a streamlined, efficient system that increases accountability as well as effectiveness. It also will help to target monitoring efforts to those programs most in need of support. Creating a more streamlined system will be a focus of each local Action Plan and of the State Implementation Team.

In California, separate agencies are charged with early learning and development program oversight. The CDE conducts California Code of Regulations, Title 5 (Title 5) program compliance reviews of contracted preschools and monitors for compliance with IDEA Part B, the federal government monitors Head Start, and First 5 County Commissions monitor CSP programs. At present, the participating divisions within the CDE (EESD and SED) have separate monitoring protocols, but as part of the vision for this grant, California proposes to coordinate the existing efforts of the EESD and SED by aligning review protocols and using cross-disciplinary teams to complete regular on-site monitoring visits of participating HQIPPs.

New Vision for an Integrated Monitoring System

California envisions a coordinated approach to monitoring that addresses all aspects of program delivery, including program accountability and adherence to quality standards and inclusive practices. This will be achieved through state-level collaboration among

[90] Description of the First 5 California's CARES Plus program provided in Section (B)(3).

participating state agencies along with local-level collaboration. As in other areas of California's Preschool Expansion Initiative, partnerships, cross-agency collaboration, and cross-discipline work will further the state's goals and its ability to serve preschool children in High-Need Communities.

This vision for an integrated monitoring system will build upon current practice and include accountability, program operations, and sound fiscal policies. It will be monitored jointly by the CDE and F5CA. Achievement of quality standards will be rated and monitored through the existing local TQRIS.

Current Accountability Monitoring Practices

The CDE-EESD monitors preschool programs that contract with the CSPP through a monitoring instrument spanning both program administration and program quality requirements as set forth in the California Education Code (EC) and *California Code of Regulations (CCR)*, Title 5. The CDE conducts onsite reviews to determine the contractor's compliance with applicable laws and regulations. CDE CSPP contractors are required to submit an annual Program Self-Evaluation (PSE) using the elements of the Desired Results (DR) system for continuous program improvement, including a review of the required items in the monitoring instrument, an analysis of Desired Results Developmental Profile (DRDP) data, and a parent survey.

Similarly, the CDE-SED uses a comprehensive process to monitor its own programs, including preschool programs. California's mechanism for ensuring preschool children with IEPs receive appropriate educational supports and services, set forth by the provisions of IDEA Part B, is monitored through the CDE's current structure of Focused Monitoring and Technical Assistance (FMTA) Units. The FMTAs conduct a number of specialized reviews for each LEA in California, based on data, to ensure that supports, services, and goals in the IEP are appropriate and are being met.

California's SELPAs are regional entities that assist LEAs in meeting the provisions of IDEA Part B and play a critical role by assisting the SED in monitoring. SELPAs, per state mandate, provide local and regional coordination and leadership in special education to ensure compliance with state and federal laws relating to students with disabilities. The SELPAs' primary responsibility is to ensure appropriate programs and services are provided by LEAs in a Least Restrictive Environment to meet the needs of each child with

disabilities, including preschool-aged children.

Monitoring of Quality Standards

The majority of TQRIS monitoring and rating activities will occur locally with state-level support. TQRIS will be utilized to assess site-level quality in every participating HQIPP and provide necessary supports to improve and maintain the quality elements required by this grant. California's TQRIS is based on common program assessment and monitoring practices, which are anchored in local and state efforts and current research. The current TQRIS monitoring practices are detailed in an Implementation Guide (see Appendix C.1), defining terms, practices, and common methodology for rating programs and those areas left to local control. These common implementation practices will ensure continued fidelity of implementation across counties.

California's TQRIS includes the use of standardized, evidence-based, and validated assessment tools to objectively and consistently rate all early learning and development programs across California's mixed delivery system. Tools address critical areas of process and structural quality, including teacher effectiveness, age-appropriate environments, and access for children with disabilities. The TQRIS ensures inter-rater reliability of local assessors and trained monitors by using state anchors to certify the reliability of independent local assessors and monitors. The TQRIS lead agency in each county ensures the county or region has sufficient numbers of reliable assessors and monitors to carry out site visits, and ensures implementation of Continuous Quality Improvement (CQI) Plans. As part of the RTT-ELC work, F5CA ensures reliability of raters and monitors across the state and provides technical assistance to support rigor in the local rating processes. This process includes ensuring reliability of the CDE EESD Field Services consultants on the ERS tools.

In summary, California plans to coordinate an approach to program monitoring that addresses all aspects of program delivery, including program accountability and adherence to quality standards. This will be achieved through collaboration at a state level among participating state agencies and at a local level to streamline the number and types of monitoring activities a program undergoes. As in other areas of California's Preschool Expansion Initiative, partnerships, along with cross-agency and cross-discipline work will further the initiative's goals and the state's ability to serve preschool children in High-Need Communities.

(E)(5) HOW THE STATE AND THE SUBGRANTEES WILL COORDINATE PLANS

California's proposed governance structure for implementing its Preschool Expansion Initiative builds on a strong tradition in California of interagency collaboration and governance at both state and local levels. California's networks of county offices of education, First 5 county commissions, and other community-based partners provide strong support for networking and building county-level collaboration and effective programs.

Building on the successes of the RTT-ELC, California proposes a multi-layered approach to coordination of services and supports with Subgrantees across the state. First, state-level guidance and infrastructure will align many efforts in the areas of quality improvement, professional development, workforce and leadership development, family engagement, comprehensive services, data sharing, and assessment. California also will use Preschool Expansion Grant Infrastructure/Quality Improvement funds to create, manage, and integrate a number of state-level projects that assist Subgrantees in coordinating services and supports in their regions. A detailed description of each of these projects and the funds that will be devoted to each is included in Section (C)(1).

The state will ensure coordination of locally based plans through review and monitoring of the implementation of Subgrantee Action Plans. Each Subgrantee will work closely with the state in the development of the Action Plan component of its MOU, which will thoroughly detail how the Subgrantee will use grant funds to implement HQIPPs in alignment with the state's plan and vision, inclusive of all federal grant requirements. In addition, the state will bring Subgrantees together regularly via in-person meetings, webinars, and conference calls to further coordinate grant activities and to establish learning communities that facilitate the sharing of knowledge and problem solving.

California's Preschool Expansion Initiative will also contribute to coordination of grant activities across the state by assisting Subgrantees in connecting with other statewide efforts that can be leveraged to support grant activities. Areas such as professional development and developmental screening currently have robust programming and supports in place.
For example, there are a number of entities that provide professional development and workforce leadership development, including the CDE, F5CA, Head Start, the Child Development Training Consortium, and higher education institutions. These entities currently offer targeted training, technical support, and mentoring to early learning providers throughout the state. At the

community level, professional learning offerings are extensive, including training by local Child Care Resource and Referral agencies, the California Preschool Instructional Network, the CARES Plus program, the AB212 Staff Retention Program, the Early Education Effectiveness Exchange, and the California Early Childhood Mentor Program.[91]

Despite its focus on local control and the variety of agencies that serve young children and their families, California has been successful in developing models of cross-sector collaboration that will be reinforced and replicated with this grant. As an example, California is part of the Help Me Grow (HMG) National Replication Project. HMG is a collaborative, cross-sector model that has proven successful in identifying children who are at-risk and helping families find the right program for their children. California is receiving technical assistance to develop a statewide system through local implementation with a single point of entry. Five of the Subgrantee counties—Alameda, Fresno, San Francisco, San Joaquin, and Ventura—have made a commitment to implement this universal system of identification and linkage to services. F5CA, in partnership with the F5 Association, is supporting the coordination of these local efforts and a learning community that includes an additional six of the Subgrantee counties plus more counties across the state. Many of the learning community counties have indicated their readiness to fully implement HMG in the near future.

California will engage state agency partners, such as the Office of Child Abuse Prevention and local Family Resource Centers on a Family Engagement Pilot.[92] The pilot will evaluate HQIPP and community-based strategies to engage families in innovative, culturally sensitive, and linguistically appropriate ways to enhance their children's safe and healthy development and later school and life success.

Data coordination will utilize a model similar to the one currently used by RTT-ELC. The state will design a data-reporting schedule for Subgrantees to provide performance data. The state will ensure that not only are federal reporting requirements regarding data satisfied, but that Subgrantees also fully participate in state-level evaluation efforts.

As a state, California cannot responsibly commit to building a state-level superstructure or establishing new policies or structures that will result in increased spending. It can, however, align and coordinate existing activities of state agencies in support of local Subgrantees, as is

[91] See Section (B)(5) for more detailed information on each of these programs.
[92] The Office of Child Abuse Prevention administers federal grants and contracts and serves as a statewide source of information regarding prevention and early intervention programs, activities, and research.

discussed in Section (C)(2)(c). In addition, the state can use its high-quality standards, assessments, and robust tools and resources to assist Subgrantees in their ongoing efforts to maintain and improve quality.

(E)(6) COORDINATION OF DELIVERY OF HIGH-QUALITY PRESCHOOL PROGRAMS FUNDED UNDER THIS GRANT WITH EXISTING SERVICES FOR PRESCHOOL-AGED CHILDREN

California uses multiple funding sources to support preschool programs across the state. As such, Preschool Expansion Grant funding will be brought into the system to provide for the creation of new and improved HQIPP spaces without supplanting existing sources of funds. A major intent of this application is to develop a pathway to a future state preschool program that is cohesive, integrated, and inclusive, and that maximizes multiple funding streams. Grant funds will be integrated with local funding streams in a way that is individualized, and based on the existing needs and resources in the local community, in order to maximize the number of children served in HQIPPs. Special attention will be paid to ensure that new funding is used to supplement the existing system and is not used to supplant currently funded slots.[93]

California's selected Subgrantees will maximize multiple funding sources to make their existing programs sustainable. Specifically, the CDE will focus outreach, travel, training, and technical assistance to Subgrantees in the first year of the grant to set programs up for success. In subsequent years, CDE will make a minimum of two trips per year to each Subgrantee to offer in-person support. CDE staff also will be tasked with coordinating support and technical assistance to Subgrantees, as well as coordinating activities with related divisions within the CDE beyond the EESD and SED. Over the life of California's Preschool Expansion Initiative, the resource document, *Full-Day and Full-Year Early Care and Education Partnerships,* will be updated. [94] In its present form, this report presents recommendations of the Collaborative Partners Work Group including Head Start, the CDE, and federal Administration for Children and Families Region IX administrators, and offers suggested programmatic and fiscal practices with programs in furthering collaborative arrangements and partnerships. The CDE plans to work with partners to update the report and include other funding streams and services that support publicly funded preschool programs.

[93] Section (B)(3) provides detailed information on how California's Preschool Expansion Initiative will coordinate delivery of HQIPPs with existing services without supplanting of funds.
[94] This report is available at: http://www.cde.ca.gov/sp/cd/re/chsscopubs.asp

IDEA Part B

California's Preschool Expansion Initiative will operate under the foundational belief that children are general education children first, with special education supports and services provided to support and not supplant regular preschool activities. To support IDEA's strong preference for educating children with disabilities in general education classes with same-aged peers and appropriate services and supports, through this grant, California will continue to strive to increase the inclusion of children with disabilities in typical preschool activities and classrooms. Subgrantees who strive to transition children from more restrictive settings have been informed that slots prioritized for children with disabilities are not to be paid for with IDEA Part B dollars. Instead, IDEA Part B dollars should be used to provide supports, services, and specially designed instruction as deemed appropriate in a student's IEP to support them in the general education preschool environment. IDEA funds will not be used for supplanting the funding of preschool slots. It is important to point out that 53 percent of children with disabilities in California are also children in poverty, and 33 percent of children with disabilities are also children who are English learners. Recent California policy discussions recognize that children with disabilities may wear more than one "label," underscoring the need to view all children as children first, many of whom come with additional challenges that require additional supports. This understanding, coupled with the commitment to special education as a support and service and not a "place," will ensure that supplanting does not occur.

(E)(7) HOW SUBGRANTEES WILL INTEGRATE HIGH-QUALITY PRESCHOOL PROGRAMS FOR ELIGIBLE CHILDREN WITHIN ECONOMICALLY DIVERSE, INCLUSIVE SETTINGS

California will utilize its existing mixed-delivery system of early learning providers to serve children across the state in HQIPPs. As stated previously, a one-size-fits-all approach does not work in a state as large and diverse as California. With dense urban areas, as well as many rural and remote communities, the state must use all resources to serve high-need children and their families. As such, California will require Subgrantees to design implementation Action Plans that effectively meet local needs. They will incorporate a variety of methods to increase preschool spaces with the use of blended funding from the school district and fees from higher income families along with current CSPP, Head Start, and CSP funding.[95] This funding will be leveraged with any new dollars received from the Preschool Expansion Grant into additional

[95] Consistent with current law, fees will not be charged to students with disabilities for any care/services.

classrooms and spaces and increased, well-educated, appropriately compensated staffing. This approach will create more programs that are fully inclusive of varying abilities, socio-economic status (SES), English learner status, race, ethnicity, and culture. This diversity in provider type will allow Subgrantees to fund preschool spaces in programs that reflect the great diversity of California. Mixed-delivery provision of services in settings that are not currently state-funded will be accomplished by embedding spaces for children at or below 200 percent of the FPL within programs that also collect family fees. This flexibility moves California toward a more integrated model and is especially important in counties with rural populations, such as Shasta, and in counties with deep pockets of poverty within higher-income communities, such as Placer and Santa Barbara.

In addition, California will use the Head Start model of reserving 10 percent of Head Start classroom slots for children with disabilities as the minimum requirement for preschool classrooms funded with grant resources. The expectation is that the 10 percent is exceeded relative to local needs of children with disabilities. One primary pillar of California's Preschool Expansion Initiative is a focus on placement of preschoolers with IEPs in the Least Restrictive Environment (LRE).

California has some excellent examples of mixed-delivery systems throughout the state. In Contra Costa County, the First 5 funds a program which targets families above 200 percent of poverty and holds slots at select centers county-wide for over-income children. In the rural Lake Tahoe area, the Placer County Office of Education became concerned ten years ago that low-income Latino children were in effect segregated from their higher income white counterparts. They developed a fiscally compliant and educationally sound model that allows multiple funding sources, including tuition paying families so that the children are much more integrated – just as they will be in kindergarten.

Subgrantees are committed to operating high-quality programs that are inclusive of children from diverse cultural, linguistic, and socio-economic backgrounds. As part of HQIPP, if not already in operation, they will establish sliding scale fees where families at higher incomes will share in the cost of preschool while those at the lower income levels will pay no fee. This fee does not apply to children with IEPs who are entitled to a Free and Appropriate Public Education as guaranteed under IDEA. IDEA Part B Funds may be used to pay share of cost for families that do not meet poverty criteria. The Preschool Expansion Grant will support an

infrastructure that brings together diverse preschool programs as well as early childhood special education programs to ensure that children, especially those living in poverty and those with disabilities, thrive in communities across California. This proposed network of HQIPPs will bring California closer to reaching its goal of ensuring that all children are ready for school, regardless of race or ethnicity, SES, ability, or primary language. This vision will ensure access, opportunity and success to preschool children across California.

(E)(8) HOW SUBGRANTEES WILL DELIVER HIGH-QUALITY PRESCHOOL PROGRAMS TO ELIGIBLE CHILDREN WHO MAY BE IN NEED OF ADDITIONAL SUPPORTS

California has a strong tradition of providing supports for young children with diverse needs, such as those with disabilities or developmental delays; those who are English learners, reside on Indian lands or in rural areas; and those who are migrant, homeless, from military families, or in the child welfare system. California invests in children at a highest risk to ensure they have successful preschool experiences so they can grow and develop to be school ready. The state will use Preschool Expansion Grant funding to build upon its existing best practices for providing the outreach and supports necessary to serve these children with an expectation that all children succeed.

Children with Disabilities. Approximately 53 percent of children with disabilities in California live in poverty. As such, there is a subgroup of children with IEPs, who meet the 200 percent of FPL eligibility requirement to participate in CSPP, Head Start, and Title I preschool programs. California's Preschool Expansion Initiative will increase the number of children with IEPs served in HQIPPs who also meet the 200 percent of FPL. This is a critical nuance in order to ensure priority is given to students who are experiencing the effects of living in poverty and who also have disabilities, as these are the children at the highest risk for not reaching their potential. It is critical children with IEPs, who require specially designed instruction and support, are seen as preschool children first and provided a space with typically developing children in the LRE. Thus, training, technical assistance, coaching, and state-level guidance will ensure all partners are prepared to provide high quality inclusive preschool programs to include children with disabilities and special needs.

English Learners. California's diversity in home language and culture necessitates specific and thoughtful attention to English learners. Over one-third (39 percent) of California's birth through age five population live in families where English is not the primary language, and approximately 40 percent of California's kindergartners are English learners.[96] In addition, over 50 primary languages are spoken by children attending California's public schools, with almost half of the schools in the state having a student population that includes English learners from at least six language backgrounds.[97]

As part of this project, F5CA will invest State Commission funds to pilot culturally and linguistically effective strategies to engage English learners (EL) in the classroom. With input from and in collaboration with Subgrantees and other partners, this EL Pilot will build on existing research and best practices. The results of the pilot's evaluation will be shared and disseminated with a focus on scalable aspects of the model and on those aspects that improved child outcomes. This pilot will be embedded within programs in interested Subgrantee communities.

In addition to leveraging federal/state funds, First 5 San Francisco has created a preschool bridge funding program to guarantee a high-quality preschool experience to children whose parents are part of CalWORKs or the county's ACCESS homeless support services program, funded by the McKinney-Vento Act. First 5 San Francisco recognizes that family circumstances should not dictate a child's ability to attend preschool. If a child care voucher is terminated because of a family's change in their eligibility status, First 5 San Francisco provides preschool funding at a Preschool for All participating program to bridge this child's preschool years until he/she enters kindergarten.

Children Experiencing Homelessness. Homelessness is a current eligibility criteria for CSPP. The Preschool Expansion Initiative will provide opportunities for homeless families to access HQIPPs with several of the Subgrantees able to serve as models for others across the state.

Children Living in Rural Areas. In rural areas of some of the participating counties,

[96] California Department of Education, (2013). *Preschool Curriculum Framework Volume 3.;* AIR (2012), *Condition of Children Birth to Age Five and Status of Early Childhood Services in California.*
[97] Jespen, C., de Alth, S., (2005). *English Learners in California Schools.* Public Policy Institute of California.

such as Shasta, Siskiyou, Tehama, and Trinity, children may live more than two hours' driving-time away from each other, creating significant challenges related to access. Subsidized programs in these remote areas often are small making it difficult to maintain economic viability. In these communities, the proposed Preschool Expansion Initiative will support the creation of preschool settings with leveraged funding from Section 619 of Part B, CSPP, Head Start, and parent-pay and use of FCCHEN. Additional resources may be allocated, based on community input, from Title I and Local Control Funding Formula funds on a district-by-district basis.[98] An important element of California's Preschool Expansion Initiative will include technical assistance and support to help develop these skills for Subgrantees serving rural communities.

Children from Military Families. A number of Subgrantees operate in counties that include a substantial number of military families. California's Preschool Expansion Initiative will address the need to access high-quality preschool program for military children, within the communities where they reside. The State Implementation Team will ensure that training and technical assistance is provided to promote access to CSPP for eligible military families. *CCR* Title 5 regulations currently allow for exceptions to the calculation of the adjusted monthly income for military personnel.

SAN DIEGO COUNTY OFFICE OF EDUCATION

Subgrantee San Diego County is home to several major military installations, including Naval Base San Diego and Marine Corps Base Camp Pendleton. This Subgrantee will use Preschool Expansion Grant funds to establish a demonstration site to address the access and eligibility issues of military families

[98] See discussion of Local Control Funding Formula in Section (D)(5).

Children Receiving Public Assistance. Many of the Preschool Expansion Grant Subgrantees serve families that are recipients of public assistance, and who may lack information regarding the resources available to them. The CSPP currently prioritizes children receiving protective services through the county welfare department and children who are considered at risk.

Shasta County Office of Education (SCOE) streamlines services for families receiving public assistance by co-locating two staff at the CalWORKs office who enroll families in Stage 1 Child Care, provide parent education as part of their health and safety requirements, and refer families to resources and services, such as the State Preschool Program. Specialists at SCOE also provide home visits to CalWORKs clients and their preschool providers, and offer families resources such as child proofing materials, carbon monoxide monitors, and first-aid kits.

(E)(9) ENSURING CULTURALLY AND LINGUISTICALLY RESPONSIVE OUTREACH

While every state must ensure cultural and linguistic sensitivity, nowhere is it more important than in California, the most diverse state in the nation. The California early learning system recognizes that all children and families have different strengths, needs, and resources, and one size does not fit all. No single racial or ethnic group forms a majority of California's population, making the state a majority-minority state. California includes some of the nation's largest cities, but it also includes small towns in rural areas and communities at every size in between. California draws families from around the world and its communities include families with a range of rich cultural backgrounds and languages. Given California's diversity and the number of low-income children and the state's Preschool Expansion Initiative's focus on inclusion, the need for HQIPP settings for four-year-old children is crucial for long-term success. Children require individualized support and a variety of service delivery strategies to meet the regional, developmental, cultural, and linguistic differences that make California a proud melting pot. F5CA's EL Pilot will provide further insight into effective strategies for supporting children who are English learners (See Section E8).

California will expect HQIPPs to incorporate best practices for linguistically and culturally sensitive preschool services as described in the SAC publication, *California's Best Practices for Young Dual Language Learners: Research Overview Papers*. The content of these papers was used to inform the *California Preschool Program Guidelines*, which will be released in 2015 and includes a chapter specific to addressing the needs of young dual language learners. The CPIN English Learner Leads will provide training and technical assistance on English language development as expressed in the *Preschool Learning Foundations*, Volume 1, the *Preschool Curriculum Framework*, Volume 1, and the *Preschool English Learner Guide*.

California will expect HQIPPs to incorporate best practices for linguistically and culturally sensitive family engagement, framed by *the Strengthening Families™ Protective Factors,* required by the TQRIS, to ensure families receive family-centered, intentional supports. With support from the Implementation Team (see (C)(1)(i)), Subgrantees will be responsible for ensuring that early learning sites are trained in the use of the *Strengthening Families* family-centered practices and terminology and tools available to support family centered practices. HQIPP staff will develop a deeper understanding of how relationships with and between families are closely connected to program quality and use *Strengthening Families* to plan daily interactions with children and families to promote optimal outcomes for children.[99] A key part of *Strengthening Families* and its focus on building family resilience and other protective factors is ensuring HQIPPs develop strong relationships with community partners, such as family resources centers, to serve family needs. Subgrantees will support partnerships with their local SELPA to engage families of children with special needs by leveraging special education dollars and expertise.

In partnership, the state and the Subgrantees will build upon local existing culturally and linguistically appropriate efforts to engage families as an avenue to communicate the importance of HQIPP. In addition to local efforts, the state will ensure that Subgrantees include the following best practices for culturally and linguistically appropriate outreach and communication, for example:

Actively involve families in the early learning program;

Support and preserve home language and culture, ensuring concepts are taught in the

[99] NAEYC accreditation and Head Start Family engagement models are research-based, aligned with, and can be utilized in lieu of, Strengthening Families Protective Factors framework

child's first language;

Develop and provide alternative, creative strategies to promote all children's participation and learning; and

Ensure outreach and education staff understand and are knowledgeable of families and the community they serve.

At a minimum, these TQRIS strategies will be incorporated into each Subgrantee's family engagement practices to ensure that families receive family-centered, intentional supports that promote family resilience and optimal development for their children.

SAN DIEGO COUNTY OFFICE OF EDUCATION

As a key outreach strategy, the **San Diego County Office of Education (SDCOE)** hires individuals from the local community as *promotoras* who go to local restaurants, shops, and other public locations to provide families with information about the availability of preschool for their children. Outreach methods using local individuals who are known and trusted in the community have proven to be highly successful.

The six **BAQRIS Counties (San Francisco Bay Area)** have hired culturally and linguistically appropriate staff and developed regional outreach materials for local stakeholders, providers, and families in English, Spanish, and Chinese to communicate the importance of quality early learning and the role of TQRIS in improving and maintaining quality programs.

San Bernardino County Preschool Expansion Collaborative uses culturally and linguistically responsive approaches in an effort to reach as many children and families as possible. For example, partners use multi-lingual literature and radio ads, bilingual staff, and a variety of outreach methods (email, newspaper, social media, TV and community partners).

In addition to activities funded through the Preschool Expansion Initiative, F5CA will

provide funding to support and pilot evidence-based strategies in select Subgrantees' community settings to engage families in innovative, culturally sensitive, and linguistically appropriate ways to enhance their children's safe and healthy development and reduce the number of children birth through age five who need contact with the child welfare system. F5CA will collaborate with existing statewide efforts in family engagement (such as child welfare workgroups, home visitors, parent educators, and those implementing Strengthening Families) to design a pilot to identify effective family engagement strategies, method(s) to evaluate impact of family engagement strategies on child outcomes, and share results with stakeholders, the public, and policymakers.

(E)(10) ENSURING STRONG PARTNERSHIPS BETWEEN EACH SUBGRANTEE AND LEAS OR OTHER EARLY LEARNING PROVIDERS

(E)(10)(a) Partnering with LEAs and Early Learning Providers to Provide for Successful Transitions to Kindergarten

California places a high value on the importance of successful transitions to kindergarten, recognizing that a smooth transition helps maximize child gains achieved in preschool. Transitions are effective when multiple partners work together including parents, preschool teachers, and kindergarten teachers. Not only is it important for children to be ready for school, it is imperative that schools be ready to serve and support children. Partnerships forged and strengthened through the Preschool Expansion Initiative will prioritize successful transitions and ensure that families are involved in this critical process. Existing CSPP, Head Start, Title I, and CSP providers already are providing transition support as part of their program requirements, and these models can be replicated in other programs, as needed.

California has developed extensive tools and training, particularly in the area of assessments, to ensure successful preschool to kindergarten transitions. The CDE has supported kindergarten transition with the development of the DRDP-K (2015) as an additional assessment instrument in the DRDP Assessment System. Special education has a legislative mandate to re-evaluate children with IEPs to assess their development and skills to ensure the appropriate supports and services are in place for kindergarten classrooms. Increasing IHQIPP opportunities will lead to increased inclusion in transitional kindergarten and kindergarten throughout the state.

The CSPP includes transition as part of the monitoring instrument for participating programs, enabling them to measure their effectiveness in preparing children for entry into K-12

education. Each site also is required to have a transition plan in place as part of regular compliance monitoring.

As a requirement of F5CA's CSP, programs must provide transition support for children in all phases of transition (i.e., infants entering toddler classroom, toddlers entering preschool, and preschoolers entering kindergarten). Centers and Family Child Care Homes must design activities to support the seamless transition of children and their families between various early care and education environments through kindergarten. Where possible, programs make connections with the school district or other preschool to provide opportunities for families to visit the classroom their child will enter. The CSP also provides families with information about local kindergarten enrollment due dates, orientation, and requirements for entry and enrollment.

The CDE-SED provides a valuable resource on transition that can be used by preschool and kindergarten educators and early childhood special educators. The *Handbook on Transition from Early Childhood Special Education* includes sections on planning for transition, effective practices, and transition from Part C to Part B and Part B to kindergarten. The Handbook also includes a number of resources such as sample forms, strategies for working with families, and legal information.

The two P-3 Continuum infrastructure projects described in Section (C)(1) also will strengthen the partnerships between LEAs and CSPPs through the P-3 Executive Leadership Institutes and the My Brother's Keeper work.

(E)(10)(b) Coordination and Collaboration with LEAs/Other Early Learning Providers

(E)(10)(b)(1) Providing Early Educators with Professional Development Opportunities

California has been a leader in the field in providing professional development opportunities for administrators and teaching staff. A number of entities provide professional development and workforce leadership development, including F5CA, Head Start, CDE, the Child Development Training Consortium, higher education institutions, WestEd, and other contractors. These entities already offer targeted training, technical support, and mentoring to early learning providers throughout the state. Local professional development offerings are extensive, including training by local Child Care Resource and Referral agencies, the California Preschool Instructional Network, and the California Early Childhood Mentor Program. Professional development support is provided by F5CA's CARES Plus program. The Curriculum Alignment Project and the Faculty Initiative Project creates a multi-faceted approach that

includes the academic training that early childhood educators receive in California's institutions of higher education, the informal training provided for beginning and experienced care providers and teachers, and the on-site technical assistance provided to pursue continuous improvement.

California's Community College system established the Curriculum Alignment Project (CAP), which aligns eight lower division courses foundational for early care and education, to be easily transferred among the Community Colleges and into the California State University system. To date, 102 community colleges have agreed to participate in the CAP. This support of articulation already in place between the community colleges and the CSU system benefits the development of early childhood teachers. The CAP could be used as an avenue for initial discussions regarding an alternative route for receiving an early childhood credential for holders of the Child Development Permits (permits issued by the California Commission on Teacher Credentialing).

(E)(10)(b)(2) Providing Families with Comprehensive Services and Access to Needed Supports

As described in (C)(1)(i), California has a range of resources to engage families and provide comprehensive community services, including the California *Family Engagement Framework*, and partnerships with parent centers, such as California Family Resource Centers, Early Start Family Resource Centers, California Family Empowerment Centers, parent centers with a Title I focus and partnerships with state and local PTAs. The state will provide information and technical assistance to Subgrantees to use the *Family Engagement Framework* to plan, implement and evaluate progressive and innovative activities to engage families of very young children in their children's education, partner with community-based organizations to provide families access to support and services, and collaborate with parent centers to involve, educate, and support families. Using this framework as a guide, Subgrantees will develop activities that go beyond basic, required family engagement activities to implement evidence-based strategies that increase collaboration among and build capacity of program staff and parents.

Parent centers have established mutually supportive relationships with early learning providers in the community and can serve as a conduit to these programs for collaborative family support activities. All of these community-based, non-profit, parent organizations maintain meaningful partnerships with other community organizations and institutions to link families to additional needed services, such as mental health and substance abuse services, parenting

classes, health services, nutrition services, employment support, housing access, and transportation services.

Locally, Subgrantees and LEAs will integrate collaborative activities with the above-mentioned parent centers, site-based parent resource centers, and PTAs to maximize outreach efforts and increase access to engagement, services, and supports for families.

(E)(10)(b)(3) Supporting Full Inclusion of Eligible Children with Disabilities

Inclusive Programs

In California, an inclusive preschool program is built on a shared responsibility for all children, resulting in collaborative practices between early education and special education programs to meet the individualized and special needs of all learners within a high-quality early learning environment. California's HQIPP model adheres to a continuum of service delivery options that vary in levels of service intensity and are determined by the needs of the child, including staffing patterns, ratios of children with and without IEPs (not to exceed 49 percent of children with IEPs in a single classroom), and funding streams.

Federal LRE requirements have existed since 1975 and are fundamental to our nation's policy for education of students with disabilities, including preschool children. The LRE requirements reflect the Individuals with Disabilities Education Act's (IDEA) strong preference for educating children with disabilities in their neighborhood school attending general education classes with same-aged peers with appropriate services and supports. As such, children with disabilities must, to the maximum extent appropriate, be included in general education preschool activities and classrooms. The removal of children with disabilities from the general educational environment may occur only when the nature or severity of the disabilities of a child is such that education in general education preschool classes with the use of supports and services cannot be satisfactorily achieved. In addition, the expectation of Subgrantees to serve children with the full range of disabilities from mild to severe in inclusive preschool environments was made clear in the selection and interview process consistent with California's commitment to truly include all children together.

In California's approach to HQIPP, a children with IEPs will receive individualized services and supports designed to meet their unique learning needs and to provide access to a general education curriculum and preschool activities in settings with typical peers. Specialized service providers may include ECSE, Deaf and Hard of Hearing and Vision Specialists, Speech

and Language Pathologists, Occupational Therapists, Physical Therapists, and Assistive Technology Specialists. Inclusive settings offer a range of options for receiving services depending on the needs of the child. Pushing in services, by bringing these specialized service providers into the inclusive classroom, is a best practice that will be used by Subgrantees to enable children to receive services in a general-education setting and develop generalized skills.

Historically, children with IEPs have been underserved due primarily to placement decisions, availability of inclusive spaces, and funding. California's Preschool Expansion Initiative's priority on providing new and enhanced high quality inclusive preschool options to children with disabilities will provide a necessary catalyst to begin a trajectory for inclusion and high expectations that has yet to be realized. This preschool vision will further expand and solidify the foundation for California's Pre-K-12 models for high quality first time instruction that supports the availability of inclusive practices and supports to all children in California schools.

Through California's Preschool Expansion Initiative, early childhood programs will be financially supported to build capacity of the programs and personnel to provide inclusive opportunities that will be sustained beyond the term of the grant. It is a challenge under the existing special education preschool structure in moving into full day and full year programs. Local partners will have to work through some of these challenges and adapt models that incorporate these practices and support children with disabilities in these settings.

The diversity of children in California is our greatest asset and greatest challenge. It is with great promise that we institute the expectation that all children succeed and for those who are at a higher risk of not succeeding, we invest and ensure they have successful preschool experiences so they can grow and develop to be more school ready.

Multi-tiered System of Supports

There is tremendous momentum nationwide to develop systematic Pre-K-12 early intervention models for both behavior and academics that target those students most at risk.

California has begun to integrate and support the use of a Multi-Tiered System of Supports (MTSS) at both the state and local levels. This commitment to thoughtful alignment and planning for the success of all students shows great promise in the strategic ways schools and school systems are designing and implementing their educational models. Research supports the engagement of schools and districts in this alignment process, through greater collaboration,

academic gains, a decrease in referrals, suspensions and explosions, and measurable cost benefits.

The implementation of High Quality Inclusive Preschool Programs through this Preschool Expansion Grant provides a prime opportunity to thoughtfully use a MTSS beginning early childhood in counties served by Subgrantees.

(E)(10)(b)(4) Supporting Inclusion of Children Who May Need Additional Supports

As indicated in (E)(8), California puts a high priority on providing HQIPP opportunities for the children of our state. While the challenges related to diversity in California are vast, our diversity also represents an important asset. The inclusion of the diverse population of the state in our preschool programs enriches the experience of every child who participates. The state invests in young children with the highest needs, because disparities in what children comprehend and are able to do appear well before they enter kindergarten, and early supports help to increase the likelihood that these children will enter school ready for success. Preschool Expansion Grant resources will be used by Subgrantees to build on existing best practices to extend outreach and strengthen supports for young children with diverse needs.

California's Preschool Expansion Initiative will support the inclusion of children from a number of key populations in the state. The diversity of our Subgrantees and the high quality of the work they do will allow for the development of a model that identifies and draws upon the expertise of each in serving the populations in their areas. The State Implementation Team and the Subgrantee learning communities that will be developed will provide vehicles for highlighting and replicating the best work that is happening with each of the various populations that are in need of support. This documenting and sharing of best practices will extend from approaches to outreach and recruiting, the operation of inclusive programs, and the design of effective support strategies to strategies for leveraging diverse funding sources that can maintain economically viable programs while offering the supports needed by these different communities.

(E)(10)(b)(5) Ensuring that Programs Have Age-Appropriate Facilities.

California places a priority on age-appropriate and American Disability Act (ADA)-compliant facilities by requiring all CSPP programs to be licensed for health and safety and by embedding a mechanism to rate this element of structural quality within its existing TQRIS. This

is accomplished through use of the Environment Rating Scales (ERS) family of tools. The Early Childhood Environment Rating Scale (ECERS) is the tool used in preschool classrooms, and is one of seven rated elements in the state's TQRIS. The ECERS is reliable, valid, and widely used by many states as part of a rating system for early learning programs to measure both process and structural quality.

Specifically, the ECERS measures appropriateness of preschool environments by addressing furniture and equipment for routines and play (including sinks, toilets, tables, and both indoor and outdoor gross motor equipment). Importantly for California's focus on serving children with IEPs in inclusive settings, the ECERS also emphasizes accessibility for children with disabilities.

As part of the $ (b)(4) appropriated for early learning programs in the 2014-15 California Budget Act, the state included an additional $ (b)(4) in the Child Care Facilities Revolving Fund (CCFRF) to provide interest free loans for the purchase of new portable building or repairs to existing building to meet health and safety standards classrooms serving preschool-aged children.

(E)(10)(b)(6). Developing/Implementing Systems for Sharing Data

California is committed to supporting effective data sharing practices at both a state and local level.

The state will:

Develop a clearly defined procedure and schedule for performance data reporting;

Establish data sharing agreements, as necessary, in compliance with federal and state law protecting human subjects;

Be responsible for any evaluation-related data collection and analysis that is subject to Institutional Review Board approval; and

Follow privacy and exchange of information laws according to the Family Education Rights and Privacy Act (FERPA).

Subgrantees will:

Provide data to the state on a regular basis to enable the state to monitor progress toward meeting performance targets;

Submit data for purposes of a state-level evaluation; and

Use a variety of systems in order to accomplish data collection needs including local or

regional data systems or CALPADS.

At a local level, Subgrantees will develop their own data sharing practices among collaborative partners in order to better serve high-need children and their families and to encourage efficiency. The State Implementation Team will support these efforts as needed through a data workgroup or learning community focused on data sharing. Data collection and sharing also will be addressed in the Action Plans written by Subgrantees and approved by the state.

(E)(10)(b)(7) Utilizing Community-Based Learning Resources

California Family Resource Centers are essential local partners for the Subgrantee participants in California's Preschool Expansion Initiative, and offer an important resource for providing learning opportunities for children and families. These learning opportunities available through the Centers address a wide range of needs. Many offer classes related to parenting and child development, providing key knowledge and skills families need to help children develop in healthy ways. They also offer classes in health literacy, cooking for healthy eating, and learning how to successfully access the health care system. Many offer classes in computing and information technology, essential skills for work and life in our technology-driven world. Many family resource centers provide employment-related classes in areas such as soft skills, interviewing and job search, as well as classes related to the skills needed for a particular career.

In addition to engaging Family Resource Centers through this work, California also will build upon collaboration with libraries initiated through RTT-ELC.

EDCOE
EL DORADO COUNTY
OFFICE OF EDUCATION

EL Dorado County has created a model for engaging community partners to provide specialized instruction to early learning providers.

This program has a few unique features that will be piloted in El Dorado with the hope that it can be replicated in other Subgrantee counties. El Dorado's partnership with the libraries accomplishes the following:

Provides language and literacy instruction based on California's *Preschool Learning Foundations,* including coaching and modeling, to early learning providers;

Engages the most hard-to-reach providers by working with local librarians who are already trusted in the community;

Elevates quality in early learning settings through a targeted approach; and

Uses community resources to create a sustainable model that could be replicated, possibly in other content areas with a larger pool of community resources (i.e. instruction based on the Health Foundations provided by Public Health staff).

The California State Library also has shown significant interest in partnering in the area of early learning, as well. Preliminary conversations on a state-level partnership with the California State Library have led to California being invited to send a team to an upcoming national meeting sponsored by The BUILD Initiative and the Institute of Museum and Library Services. The two organizations are partnering in an effort to better integrate libraries and museums into the statewide early childhood systems. While California is not an official pilot state for this, a team including representatives from the CDE, F5CA, and the State Library will attend the meeting with pilot states to begin to learn more about this work and how it has the potential to impact California.

(F)(1) BIRTH THROUGH AGE-FIVE PROGRAMS

(F)(1)(a) Coordinating to Build a Strong Continuum of Learning from Birth Through Age Five

Disparities in children's cognitive, social, and physical development appear as early as nine months of age. From birth (and even prenatally) infants and toddlers have multiple risk factors and disparities. These disparities continue to grow during the first years of life, making early intervention and high-quality preschool imperative.[100] This early achievement gap puts many children, especially those from low-income or at risk backgrounds, at a disadvantage. High-quality early care and education can significantly improve young children's capacity for learning and, in turn, for lifelong academic and social benefits.[101] However, if early care and education programs do not meet high standards, benefits to children may be short-lived or non-existent. Additionally, if the public school system is not prepared to sustain and build on early care and education programs, the gains children make may not lead to sustained academic success.[102] An aligned and integrated approach is therefore essential to ensuring that young children experience greater outcomes.

Over the last decade, California has established itself as a national leader in early learning that better prepares its youngest children for entry into elementary school. Aligning the nationally recognized *California Infant/Toddler Learning and Development Foundations*, the *California Preschool Learning Foundations*, *California Content Standards*, the *Common Core State Standards*, and the *Head Start Child Development and Early Learning Framework* provides educators and families with a comprehensive, seamless approach to public education that prepares all children to succeed in school and life. Although many resources are in place to encourage alignment of high-quality programs for children from birth through third grade, the expansion and improvement of services described in this application will promote a consistent and coherent learning system for children as they transition from early care and education to the primary grades.

California's Early Learning and Development System allows the state to develop

[100] Halle, T., et al, (2009). *Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study*. Child Trends, Washington DC.
[101] Duncan, G. J., et al., (2007). *School Readiness and Later Achievement*. Developmental Psychology 43, No. 6.
[102] Brooks-Gunn, J. (2011). *Early Childhood Education: The Likelihood of Sustained Effects*. The Pre-K Debates, Paul Brookes Publishing.

common expectations and consistent teaching and instructional practices for children as they transition from early childhood programs to K-3 grades. (See diagram and discussion in Section B.) California serves its young children by providing a fully aligned system that includes the following components: Administrative Structures, Learning Standards, Student Assessments, Professional Development, Accountability, and Family Engagement. The CDE has released *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources* to document this alignment. (See Appendix F.1 for a matrix depicting the alignment.) California's Preschool Expansion Initiative alignment plan will provide a framework for the Subgrantees at the local level and support implementation of birth-through-third grade alignment.

(F)(1)(b) The Provision of High-Quality Preschool Programs Will Not Lead To A Diminution Of Other Services Or Increased Cost To Families

California has long-standing experience in leveraging funding to ensure that families are not subjected to unexpected costs. Subgrantees are bound by *CCR* Title 5 regulations prohibiting increased costs to families. *CCR* Section 18111 states: "*Neither a contractor nor a provider of services shall require or solicit, in cash or in kind, additional payments from the recipients of service. The prohibition includes activities or services that would increase the family's cost of participation including meals, recreation and field trips. If additional payments are made or additional costs are incurred by the family, the contractor shall refund to the parent(s) the amount of payments made or costs incurred.*" In addition, F5CA and many of the F5 county commissions have invested in the quality of early learning and have supported access, without additional fees, for participating families.

FIRST 5 CONTRA COSTA
CHILDREN AND FAMILIES COMMISSION

First 5 Contra Costa, part of the BAQRIS Subgrantee collaborative, operates a Preschool Makes a Difference Scholarship Program for families who are unable to qualify for other subsidies, yet still cannot afford quality preschool. Across California, several cities, including San Francisco, which is part of the BAQRIS, have established local funding steams to promote preschool for all.

(F)(2) KINDERGARTEN THROUGH THIRD GRADE

(F)(2)(a) Ensuring that Eligible Children are Well-prepared for Kindergarten

California implements the California State Preschool Program (CSPP), transitional kindergarten (TK), and a significant number of programs and resources to ensure that children are well prepared for kindergarten. As discussed in Sections (B)(2) and (B)(3), Assembly Bill 2759 (2008) consolidated separate funding for State Preschool, Prekindergarten and Family Literacy, and General Child Care center-based programs serving eligible three- and four-year-old children to create the CSPP, the largest state-funded preschool program in the nation. The program provides both part-day and full-day services that implement a developmentally, culturally, and linguistically appropriate curriculum for the children served. The program uses the California Early Learning System and provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. The CSPP is administered through LEAs, colleges, community-action agencies, and private nonprofit agencies.

Subgrantees participate in the TQRIS, which ensures children are well prepared for kindergarten through the use of research-based tools and resources built on the Quality Continuum Framework. Coaching and CQI efforts enable their development of CQI plans related to their TQRIS ratings (see Section (C)(1) for details). Instrumental in the California Comprehensive Early Learning and Development System and an element in the TQRIS, the DRDP helps teachers to assess student learning gains and modify classroom instruction to meet the individual needs of children (See Sections (C)(2)(c) and F(2)(c)(3) for further discussion). Further, because the CLASS™ is predictive of child outcomes, California uses the tool in the TQRIS as both a rated element and for professional development to improve the effectiveness of teacher-child interactions and ensure children are well-prepared for kindergarten.

(F)(2)(b) Sustaining the educational and developmental gains of Eligible Children by—

(F)(2)(b)(1) Promoting collaboration between preschool and kindergarten teachers

As emphasized throughout this application, educator collaboration is a critical element in California's ambitious and achievable plan. Educators will participate in ongoing collaboration and peer learning through the CDEs Professional Development Training opportunities, Digital Chalkboard (CDE's online resource exchange formerly known as Brokers of Expertise), F5CA's Early Education Effectiveness Exchange, social networks, education blogs, and statewide initiatives. Increased communication across early childhood and elementary education and

increased articulation across the age spans will be vital to the success and sustainability of this program. Subgrantees will facilitate articulation and collaboration among preschool teachers, special education teachers, and elementary school teachers to help children move through major developmental and academic transitions by:

Providing regular opportunities for collaboration on instruction and curriculum between early childhood and elementary educators to understand all grade-level standard requirements;

Understanding developmental and academic needs during transitions, such as entering preschool, preschool to kindergarten, kindergarten to grade one, and grade three to grade four;

Collaborating with TK, kindergarten, special education, and other early elementary educators to research and review possible instructional materials for pre-kindergarten and TK programs in English and the home language, including adaptations for children with special needs, as needed; and

Establishing vertical articulation practices among educators in early care and education programs to successfully transition all children, especially from home to early care and education programs, from preschool to TK and kindergarten, and from classrooms serving only children with disabilities to fully inclusive classrooms.

Subgrantees will ensure that both preschool and elementary school staff support and attend cross-collaborative meetings that will include early learning providers and TK through third grade teachers. In practice, early learning educators will meet and share developmental profile assessment information and portfolios with TK or kindergarten teachers as children transition into TK or kindergarten, and TK and kindergarten teachers will share and convey expectations for school readiness. Subgrantees will include administrators and directors in ongoing meetings, and build on efforts that will increase outreach and collaboration.

(F)(2)(b)(2) Expanding access to Full-Day Kindergarten

The California Kindergarten Readiness Act of 2010, established by Senate Bill 1381, changed the required birthdates for admission to kindergarten and first grade and established a state TK program for those children who meet the age eligibility of the program. TK is available for those children who are not eligible for kindergarten due to the above change in entry date. If a child is dually eligible for both TK and CSPP programs, families are given the choice for

enrollment.

TK is the first year of a two-year kindergarten program that uses a modified, developmentally appropriate kindergarten curriculum. TK provides all students opportunities to be engaged in learning experiences that allow them to develop socially, cognitively, linguistically, physically, and emotionally while preparing them for academic success in kindergarten and beyond. Senate Bill 876 (2014) made strides to further ensure TK is a developmentally-appropriate program by requiring all credentialed transitional kindergarten teachers to attain expertise in early childhood education by the 2020 school year, and by encouraging LEAs to align the curriculum with the California Preschool Learning Foundations. To ensure a comprehensive path through the grades and to ensure that children are well prepared for kindergarten, the CDE released the *Transitional Kindergarten Implementation Guide* (Implementation Guide) in 2012. The Implementation Guide offers resources, guidance, videos, and interviews for school district administrators and teachers to consider as they develop comprehensive TK programs.

California law allows local flexibility regarding kindergarten delivery. School districts maintain kindergarten classes at different school sites for different lengths of time. On September 28, 2014, Governor Brown signed Assembly Bill 1719 which requires the State Superintendent of Public Instruction to provide to the Legislature, no later than July 1, 2017, an evaluation of kindergarten program implementation in the state, including part-day and full-day kindergarten programs. The evaluation also will include recommended best practices for providing full-day kindergarten programs. AB 1719 also requires LEAs, beginning with the 2015-16 school year, to provide an annual report to the CDE that contains information on the type of kindergarten program offered by the LEA, in a manner determined by the department.

(F)(2)(b)(3) Increasing the percentage of children who are able to read and do math at grade level by the end of third grade

Increasing the percentage of children who read and do math at grade level requires an emphasis on early reading and math skills (aligned with *Foundations* and *Frameworks*) beginning with our youngest children. This starts with a commitment to recognizing that parents are their child's first teachers. To support parents, F5CA has invested in a parent website that includes activities and information on early brain development, literacy, mathematics, nutrition, and social-emotional development. In addition, F5CA has initiated a statewide television and

radio campaign, "*Talk. Read. Sing.*" that reinforces the power of talking, reading, and singing to your child from the day they are born. Many counties are participating in this campaign to promote the importance of talking, reading, and singing with young children in early education programs to promote early brain development and vocabulary development..

Fresno County Office of Education plans to launch a countywide "*Talk. Read. Sing.*" campaign in early 2015.

In addition, California also participates in a number of evidence-based programs targeted at increasing school success, including developing literacy and math skills in young children. Research shows that increases in vocabulary, language development, and literacy skills have a positive and lasting effect on children's success later in school. Research also has demonstrated that family engagement directly affects academic achievement. For these reasons, many counties in California implement *Raising a Reader* in CSP and CSPP classrooms.

Since 1999, *Raising A Reader*, a national non-profit organization, has helped families at or below poverty level, many of whom are English learners, successfully build and sustain literacy routines in their homes.[103] The impacts of this program include significant improvement in family reading behavior, parent-child bonding, and kindergarten readiness across diverse culture and language demographics. Children, particularly those from immigrant families where English is not the primary language, also showed an increase in vocabulary, language development, and literacy skills.

SHASTA COUNTY OFFICE OF EDUCATION

Sacramento City Unified School District

Subgrantees Shasta and Sacramento Counties engage families in the *Raising a Reader* program, which also offers free weekly drop-in parenting classes for families and provides additional workshops that are attended by Shasta CSPP families, as well as the community at large.

[103] Jason L.A., Ph.D.; University of Texas Health Science Center Evaluation of the Raising a Reader and Family Nights programs with at-risk preschool children shared-reading interventions can effectively promote children's language and emergent literacy even when conducted in realistic preschool settings.

The Campaign for Grade-Level Reading (Campaign) is a collaborative effort by foundations, nonprofit partners, states and communities across the nation to: close the gap in reading achievement that separates many low-income students from their peers; raise the bar for reading proficiency so that all students achieve world-class standards; and ensure that all children, especially children from low-income families, have an equitable opportunity to meet those higher standards. The work will promote policies that lead to better coordination and alignment of services, improve instruction and evaluation, and tackle obstacles to achievement, such as chronic absence and summer learning loss. The *Campaign* aims to make grade-level reading proficiency for all children by the end of third grade a national priority.

VENTURA COUNTY OFFICE OF EDUCATION

In Ventura County, another California Subgrantee, the Early Childhood Programs Department has taken the lead in developing supports for TK professional development. The Ventura County Office of Education Early Childhood Programs Department is collaborating with K-12 Curriculum and Instruction and Teacher Support Services to deliver training that is focused on the California Early Learning System and is Developmentally Appropriate Practice focused. Training is co-led by Early Childhood Programs and Curriculum and Instruction Content Specialists and is focused on mathematics and literacy.

The 2011 CDE publication, *A Look at Kindergarten Through Grade Six in California*

Fresno County Office of Education, one of the Subgrantees, is implementing the *Campaign* in the Lowell, Jefferson and Webster Neighborhoods in Central Fresno, which are some of the most historically distressed and persistently poor neighborhoods in the nation. The Fresno Campaign will build on existing efforts as well as its strong partnerships with First 5 Fresno County, the Fresno Unified School District, the Fresno County Office of Education, Reading and Beyond, the Parent Institute for Quality Education, the Central Valley Afterschool Foundation, the Fresno Housing Authority, and The California Endowment.

Public Schools: Transitioning to the Common Core State Standards in English Language Arts and Mathematics includes a review of the important prerequisite English Language Arts skills and concepts students should have learned before entering kindergarten, as well as a comprehensive overview of grade-level expectations as students transition through the elementary grades.

To ensure successful transitions, familiarity with the *CCSS for ELA and Mathematics* from kindergarten through third grade is important for preschool and elementary educators. Understanding the preceding and following grade-level standard requirements, along with the associated curriculum frameworks and ELD standards, is important for teachers participating in major grade transitions such as entering preschool, preschool to kindergarten, kindergarten to grade one, and grade three to grade four.

(F)(2)(c) Sustaining a High Level of Parent and Family Engagement

California is poised to implement a connected, comprehensive system of engaging families and communities as strong partners. As discussed in Section C(1)(i), to fully support a comprehensive, articulated, and aligned system, Subgrantees will engage and inform families about services and opportunities for their children as they move through the early learning system and transition into kindergarten. Active family involvement and strong family support is essential to increasing school readiness skills among young children. Subgrantees will help families gain the skills needed to become full partners in the education and development of their young children by providing them with multiple and varied opportunities. A key resource currently in place in F5CA's Child Signature Program (CSP) Family Support Specialist (FSS). The FSS develops and maintains relationships with families to provide support and comprehensive services, as needed. The FSS also is responsible for conducting outreach to develop relationships with community-based organizations that provide needed services to families. These services align with the TQRIS goal that families receive family-centered intentional supports framed by the *Strengthening Families Protective Factors*™ to promote family resilience and optimal development of their children.

As children move from HQIPPs into the early elementary school years, the CDE will support the Subgrantees incorporation of family engagement strategies that include, but are not limited to, providing parent education opportunities, open two-way communication, including parents in decision-making roles, and encouraging participation in home learning and classroom

and program activities. At a minimum, early education and support services and strategies will be incorporated into each Subgrantee's parent engagement frameworks to ensure families receive family-centered, intentional supports to promote family resilience and optimal development of their children. To ensure sustainability of high-level parent and family engagement, the CDE will assist the Subgrantees to:

Define family engagement to ensure consistency across all programs;

Collaborate with LEAs to incorporate family engagement strategies in local parent engagement frameworks;

Provide training and professional learning for preschool and elementary school staff on best practices for building and maintaining relationships with families;

Ensure families have information about the various preschool and early learning opportunities and choices available to them, including options for before- and after-school care, and care during weekends and non-traditional hours; and

Build strong relationships so family members become empowered to ask for guidance with their school-age children (discipline, how to help with homework, how to work with a teacher, etc.).

(F)(2)(c)(1) Child learning standards and expectations

California seeks to ensure stability and continuity of services along a continuum of early learning and development with transition to school entry and beyond by providing a seamless progression of supports that ease access for families and transitions for their children. The state seeks to reach all children and families with needed services and supports and to respect the strengths and values of diverse cultures and communities. State Superintendent of Public Instruction Tom Torlakson, a strong advocate for young children, recently restructured, renamed, and refocused the former CDE Child Development Division, which is now the Early Education and Support Division (EESD). This action strengthens the focus on the care, development, and educational opportunities for children from birth through third grade. This new focus within the CDE strives to further strengthen the state's current early learning system and connect by connecting early learning with the K-12 system.

Over the past 15 years, the CDE has identified foundations to describe the learning and development of young children from birth through age five. This work is focused on what young children know and are able to do during different age periods. The CDE developed a

comprehensive set of tools and resources, the *California Early Learning System,* (see graphic and description in (B)(1)) that includes not only the Foundations, but also a number of other essential components:

California Infant/Toddler Learning and Development Foundations: Describes research and evidence-based expectations that infants and toddlers typically attain as they make progress in social-emotional, language, cognitive, perceptual, and motor development;

California Preschool Learning Foundations: Describes competencies—knowledge and skills that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool;

California Infant/Toddler and Preschool Curriculum Frameworks: Supports early childhood educators working in programs serving children birth to kindergarten in implementing high-quality curriculum practices that lead to acquisition of the knowledge and skills described in the *Early Learning Foundations*;

Infant/Toddler Learning and Development Program Guidelines: Presents information about how to provide high-quality early care and education, including recommendations for program policies and day-to-day practices that will improve program services to all infants and toddlers; and

Prekindergarten Learning and Development Guidelines: Helps administrators, teachers, and policy makers identify elements necessary for providing quality programming for children prior to their entry into kindergarten.

Alignment of the *California Preschool Learning Foundations* with Key Early Education Resources: *California Infant/Toddler Learning and Development Foundations*, *California Content Standards*, the *Common Core State Standards*, and the *Head Start Child Development and Early Learning Framework* is an ongoing process.

These resources share the purpose of promoting the intentional support of young children's learning and development. By focusing on the key knowledge and skills that children acquire during the first years of life, early childhood educators can develop curriculum that is in tune with effective early teaching and learning.

(F)(2)(c)(2) Teacher preparation, credentials, and workforce competencies

Research indicates early childhood educators need a strong understanding of child development and related skills to address the learning needs of young children. California must

ensure an effective early childhood system by building on the foundation of an effective early childhood workforce. Preparation and ongoing professional learning based on the *California Early Childhood Educator (ECE) Competencies* and focused on teacher effectiveness sustain a well-trained teaching force.

Released in July 2011, the *ECE Competencies* are the foundation for California's early childhood education professional learning system, and are designed for all early learning providers, including supervisors and administrators. The *ECE Competencies* are aligned with the *Foundations*, provide guidance on the knowledge, skills, and dispositions that early childhood educators need to provide high-quality care and education to young children, and are organized into twelve overlapping areas: (1) Child Development and Learning; (2) Culture, Diversity and Equity; (3) Relationships, Interactions, and Guidance; (4) Family and Community Engagement; (5) Dual-Language Development; (6) Observation, Screening, Assessment, and Documentation; (7) Special Needs and Inclusion; (8) Learning Environments and Curriculum; (9) Health, Safety, and Nutrition; (10) Leadership in Early Childhood Education; (11) Professionalism; and (12) Administration and Supervision.[104] The ECE Competencies serve several interrelated purposes. First, they specify a coherent structure and content for efforts to provide professional development to California's early childhood workforce. Second, they inform the course of study that early childhood educators follow at institutions of higher education. Third, they provide guidance in the definition of ECE credentials and certifications. Finally, they give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children's learning and development across program types.

Professional Development

California offers a comprehensive set of professional development opportunities for early educators, as summarized by Table F.1 below.

Beginning Together	Ensures children with special needs are incorporated, and appropriate inclusive practices are promoted.

[104] See Appendix F.2 for an excerpt from the *Early Childhood Educator Competencies*.

California Collaborative for the Social-Emotional Foundations of Early Learning (CSEFEL)	Creates a cohesive and effective approach to addressing needs of very young children with challenging behaviors and special needs that aligns with California's social-emotional learning foundations.
California Early Childhood Mentor Program	Provides a mentor relationship to students taking ECE practicum courses and to new program directors needing support.
California Early Childhood Online	Promotes a statewide effort to improve the quality of child care by providing training and support for early childhood professionals.
California Inclusion and Behavior Consultation Network	Utilizes a community-based, statewide network of experienced consultants to respond to Early Care and Education provider requests for technical assistance and consultation to promote inclusion of those children with disabilities and other special needs, including challenging behaviors.
California Making Access Possible (MAP) to Inclusion and Belonging	Supports the inclusion of children with disabilities and other special needs ages birth to 21 in child care, after school and community settings.
California Preschool Instructional Networks (CPIN)	Facilitates and coordinates professional development opportunities and on-site technical assistance for early childhood/school readiness staff using a regional model, based on the California Preschool Foundations and Curriculum Frameworks.
Desired Results Field Training	Provides training on the Desired Results assessment system.
Program for Infant/Toddler Care (PITC)	Holds institutes covering social-emotional development, quality group care, cognitive and language development, and cultural and family issues. The PITC Partners for Quality Program provides subsidized on- site training, mentoring and coaching to eligible child care programs in California.
Training for School-Age Program Professionals	Focuses on school-age program professionals, supports the retention of trainers for the state-funded *Kid's Time* training of trainer's institutes, and provides community-based training to staff working in before-and after-school programs.

First 5 California's CARES Plus	Focuses on the effectiveness, education, professional development, and retention of the workforce across the continuum – from family child care homes to teachers working in centers. Requires professional development plans and provides stipends to assist early learning providers to improve effective practices and attain degrees (see Sections (B)(3) and (C)(2)(a) for further discussion)
AB 212 Child Development Staff Retention Program	Provides incentives to retain qualified staff who work directly with children in state-subsidized centers or Family Child Care Home Education Networks.
First 5 California's Early Education Effectiveness Exchange (E4)	Facilitates quality improvement in early learning sites and classrooms participating in the CSP and demonstrates a strong commitment to a statewide infrastructure of support of all learning providers. Includes an interactive website with a resource center, document library, calendar of events, user community forum, and other resources. (See section (C)(2)(a) for further discussion.)

In addition to California's current dedicated efforts in professional development and educator preparation, F5CA will implement the CQI Project using grant funds to support Subgrantees' HQIPPs with reflective, practice-based coaching to enhance teaching skills and improve children's success in preschool and beyond. See detail in section (C)(1).

Teacher Preparation

California implemented the Competencies Integration Project to ensure all training and unit-based coursework curriculum in approximately 125 community colleges and California State University campuses are aligned with the competencies and to ensure providers are well prepared regarding the nine domains of learning and development and the Common Core State Standards (CCSS). Those involved in preparing early learning providers and leaders across certificate and credentialing areas must have a clear understanding of the CCSS for kindergarten through grade three, state curriculum frameworks, assessment instruments, and state policy. Educator preparation and professional learning will include specific strategies for helping children with disabilities, English learners, and children with low socioeconomic status make the critical and successful transition to kindergarten.

California's Community Colleges established the Curriculum Alignment Project (CAP), which originally aligned eight lower division courses foundational for early care and education

to be easily transferred among Community Colleges and into the California State University system. The "Core 8" classes include:

Child Growth and Development;
Child, Family, and Community;
Introduction to Curriculum;
Principles and Practices of Teaching Young Children;
Observation and Assessment;
Health, Safety, and Nutrition;
Teaching in a Diverse Society; and
Practicum.

These evidence-based courses now have become a foundational core for early educator professionals, preparing students with the skills and abilities needed to foster success among California's preschool age children. To date, 102 of 105 community colleges in California that offer Child Development programs have successfully aligned with, or have indicated intent to align with, the CAP coursework. Under California's RTT-ELC efforts, an additional three course content areas are under development, including: Administration, Infant/Toddler, and Children with Special Needs. By offering the CAP lower-division courses and additional courses, community colleges are now able to provide a basic progression of education requirements for early educators enhanced by the *ECE Competencies*. In addition, through F5CA's Intentional Teaching Pilot based on the work of University of Washington/NCQTL, teachers working toward a BA degree will improve effectiveness by participating in practice-based coaching experiences integrated into their coursework (see more information in (C)(1)).

In California, elementary teachers are required to have a Multiple Subject Teaching Credential, which gives them flexibility to teach any grade level from kindergarten through eighth grade. Although teacher education students receiving this credential are required to have a variety of experiences in different types of classroom settings, they still may not have a clear understanding of child development unless they have specialized training in early childhood education. To address this concern, available for expenditure over a three-year period (see detail in (B)(3)), California's 2014-15 Budget Act allocated a one-time investment for professional development for TK and CSPP teachers. The budget package also aligns the TK curriculum to the *California Preschool Learning Foundations* and phases-in new requirements for TK

teachers. After July 1, 2015, TK teachers will be required to have at least one credential by the California Commission on Teacher Credentialing and by August 2020 have one of the following:

24 units in early childhood or child development or both;

Professional experience in a classroom setting with preschool-aged children comparable to the 24 units of education (as determined by an LEA); or

A child development permit issued by the Commission on Teacher Credentialing.

Greatness by Design highlights steps to support a world-class educator workforce, and California is working toward developing strategies to move toward these:

Recruiting and retaining top candidates in all teaching fields and for school leadership positions and ensuring they are available in all of the communities, schools and classrooms where they are needed;

Preparing educators to support all of California's diverse students in acquiring the 21st century skills to make them college- and career-ready; and

Inducting novice educators – both teachers and administrators – into their challenging work with strong supports and the help of expert veterans.[105]

(F)(2)(c)(3) Comprehensive Early Learning Assessment Systems

As described in Section (B)(1), the CDE has created a comprehensive early learning and development system to strengthen and support young children's learning and development from birth to kindergarten entry through high-quality early care and education programs throughout California. The final component of the early learning system is the Desired Results (DR) system, which is a comprehensive approach to facilitate the achievement of the desired results identified for children and families. The DR system is made up of the following elements, described in detail in Section (C)(3):

Desired Results Developmental Profile -Infant/Toddler (DRDP-IT): Designed for early childhood educators to observe, document, and reflect on the learning, development, and progress of infants and toddlers in four domain areas, including self and social development, language and literacy, motor and perceptual, and cognitive development;

[105] In 2012, SSPI Torlakson and the California Commission on Teacher Credentialing (CTC) jointly convened the Educator Excellence Task Force, co-chaired by Professor Linda Darling-Hammond of Stanford University and Long Beach Unified School District Superintendent Chris Steinhauser. The task force's report, *Greatness by Design* lays out a comprehensive agenda for successful development of California's educator workforce, and makes a strong case for ongoing professional learning. The report is available at: http://www.cde.ca.gov/eo/in/documents/greatnessfinal.pdf.

Desired Results Development Profile -Preschool (DRDP-PS): Measures preschool-age children's progress in the development of language and literacy, cognitive and mathematical skills, self and social development and health and physical development. For children who are English learners there is also an assessment scale to support English language development;

Desired Results Access (DRDP Access) Access for Children with Disabilities Project: An assessment tool used for children with special needs, and the accompanying user's guide provides assistance to educators in the appropriate administration of the assessment; and

Desired Results Development Profile-School Readiness (DRDP-SR): The *DRDP-SR* provides kindergarten teachers with valid and reliable psychometric measurements of children's development in key domains of school readiness and will transition to the DRPD-K in 2015. (See section (C)(3) for further detail).

California soon will transition to DRDP (2015), which includes refinements made over the past several years and new elements essential to quality early childhood education. The DRDP (2015) is administered through observation in natural settings, either through teacher observations, family observations, or examples of children's work, which are recommended practices for early childhood assessment and include ongoing documentation of children's behavior in natural environments. The DRDP (2015) represents a full continuum assessment instrument for all children from early infancy up to kindergarten entry including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs). The DRDP (2015) is aligned with all volumes of the *Foundations*, the CCSS, and the *Head Start Child Development and Early Learning Framework*. California's comprehensive TQRIS incorporates comprehensive child assessment by including the DRDP assessment instrument as part of a rated element.

(F)(2)(c)(4) Data Systems

The state will document what data is collected by Subgrantees regarding student achievement, teacher performance, and program improvement across the birth through third grade continuum. The state will identify and create instruments or assessments to gather outcome data. As the CCSS are implemented, the state will develop data systems that more fully measure child outcomes.

As described in Section (C)(3), some Subgrantees are piloting unique child identifier

strategies to allow for birth-through-third grade information analysis. Subgrantees will be encouraged to track third grade reading proficiency in their districts to identify trends and to allocate resources.

(F)(2)(c)(5) Family engagement strategies

California has implemented strong alignment in programs and services serving children from birth through third grade. Building on these efforts, the CDE and F5CA will support Subgrantees in helping families gain the skills needed to become full partners in the education of their young children across the educational continuum. As described in Sections (C)(1)(i) and E(10)(b2) and through F5CA's Family Engagement Pilot as well as other CDE TA efforts, Subgrantees will be supported in using a variety of strategies, including:

Strengthening families' protective factors by supporting family resilience, connection with one another, access to basic needs, and links to community resources;

Using CDE's Family Engagement Framework to plan, implement, and evaluate family engagement practices that directly impact student achievement;

Creating a welcoming school environment to encourage family involvement as partners in learning;

Communicating regularly with families, in English and the home language, as needed, regarding children's developmental progress, through home visits, school activities, and conferences;

Informing families in a timely fashion of their children's progress, types of assessment administered, and the results of those assessments;

Actively encouraging family involvement in school activities at home and supporting family-child interactions and home activities;

Providing services in a culturally and linguistically responsive manner;

Utilizing multiple media for communication, including technology, and offering alternative means of communication if the family does not have access to technology;

Encouraging and supporting a child's first language to provide a foundation for English language learning and to promote bi-literacy; and

Establishing ongoing communication between and among all appropriate Subgrantee staff and family members to assist with infant, toddler, preschool, and kindergarten transitions.

California has implemented strong alignment in programs and services that support children from birth through third grade, and the state looks forward to building on these efforts, initially through work with Subgrantees under the Preschool Expansion Grant, and in the future throughout the state as a result of learnings from this experience.

(G)(1) USE THE FUNDS FROM THIS GRANT AND ANY MATCHING CONTRIBUTIONS TO SERVE THE NUMBER OF ELIGIBLE CHILDREN DESCRIBED IN ITS AMBITIOUS AND ACHIEVABLE PLAN EACH YEAR.

As demonstrated in the proposal narrative and the budget and budget narratives, the State of California will use Preschool Development Grants-Expansion Grant funding and the identified matching contributions to serve the number of children identified, and will do so in a cost-efficient manner. California believes that the funds allocated for the proposed activities under this grant funding are reasonable and sufficient to ensure the implementation of HQIPPs that will expand access to high-quality preschool for young children of greatest need in our state (see Section D).

(G)(2) COORDINATE THE USES OF EXISTING FUNDS FROM FEDERAL SOURCES THAT SUPPORT EARLY LEARNING AND DEVELOPMENT.

As described in Section (B)(5) of this proposal, California's Preschool Expansion Initiative includes a carefully conceived strategy for the use of existing funds from Federal sources that support early learning and development, including Title I of the ESEA, part C and section 619 of part B of IDEA, subtitle VII–B of the McKinney-Vento Act, the Head Start Act, and the Child Care and Development Block Grant Act of 1990. In addition, California will leverage state, private, local, foundation, and other private funding sources for activities and services in order to significantly expand the impact of California's proposed expansion of HQIPPs.

(G)(3) SUSTAIN THE HIGH-QUALITY PRESCHOOL PROGRAMS PROVIDED BY THIS GRANT AFTER THE GRANT PERIOD ENDS.

California's plan for the expansion of HQIPPs provides an ambitious but achievable sustainability pathway that will focus on three primary strategies:

1. Maximizing existing state and local investment opportunities;
2. Building upon current infrastructure investments; and
3. Identifying and supporting HQIPPs.

This three-pronged approach will enable California to build upon the successes achieved with Preschool Development Grants-Expansion Grant funding, and extend these gains into the years following the grant funding, so the state can continue to expand access to HQIPPs for all of its young children.

Maximizing Existing State and Local Investment Opportunities

The first component of California's sustainability pathway consists of maximizing existing state and local investment opportunities. It specifically builds upon current state resources, especially the California State Preschool Program (CSPP), and strengthens local initiatives that are linked to local sources of support. The proposed budget manifests this intent by investing (b)(4) percent of all funds directly in the Subgrantees, and will build sustainability in multiple ways.

As indicated elsewhere in this proposal, through the 2014-15 California Budget Act, the Legislature and the Administration authorized funding for the creation of 7,500 full-day/full-year expansion preschool spaces in FY 2014-15, and many of the existing CSPP contractors who are also potential Subgrantees have applied for these recently authorized slots. With regard to developing new spaces through the federal grant, the Subgrantees also will apply for the 4,000 additional expansion slots of which both new and existing programs will be eligible, to obtain a future base rate for those slots. Building upon current local investments will also be a high priority. In particular, First 5 California (F5CA) and local First 5 county commissions have invested in a number of initiatives (PoP/CSP, CARES Plus) that demonstrate an ongoing commitment to early learning programs and quality improvement in California. These resources focused on strengthening and expanding HQIPPs and will continue to be available from both F5CA and the county commissions.

California's Preschool Expansion Initiative will emphasize fully integrating and blending multiple funding streams from the federal, state, and local levels into a comprehensive local quality improvement system that includes supporting HQIPPs. The majority of our Subgrantees and current local quality improvement efforts across the state use a mix of funding streams in order to get to the rate needed to support quality and outcomes.

California will also dedicate a portion of the federal grant to providing technical assistance to the Subgrantees on best practices for integrating multiple funding sources. These include: CCDF funding sources; LCFF funding; CDE Quality Projects; RTT-ELC grant-funded resources; IDEA Part C and B funds; F5CA and local First 5 county commission investments such as the Child Signature Program, CARES Plus professional development program, and local projects funded separately by First 5 county commissions such as services for children in foster care; address the lack of infant and toddler care; and build systems to connect Early Childhood

Education programs to other public and private services that meet the needs of children and families. This work also will include guidance on leveraging other local investment opportunities from entities such as foundations, non-profit agencies, businesses, school districts, philanthropy, and professional associations. Because a number of Subgrantees are highly skilled at accessing multiple sources of support, California also will use the Subgrantee learning communities as a venue for presenting and extending the use of innovative strategies for accessing and leveraging multiple funding streams.

Building Upon Current Infrastructure Investments

The second component of California's sustainability pathway involves building upon current local infrastructure for quality improvement, specifically the use of TQRIS as the frame to measure and support continuous quality improvement. We have a strong history in this regard—the development of the local high-quality TQRIS completed to date in the state of California has been done at the local level, using local and federal resources. New Early Learning QRIS Block Grant funding authorized by the state Legislature and the Administration will support the continuation of these local efforts.

As a result of the implementation of local TQRIS, existing quality enhancement projects are aligning their requirements to their TQRIS structure to create consistency across local publicly funded projects. Regional Consortia have aligned these services to: ensure participants are prepared to be rated via the local TQRIS; support quality improvement in the participating early learning and development programs; and expand access to screenings and health care services.

Local RTT-ELC Consortia have been able to build upon their participation in RTT-ELC to obtain additional grants and other funding to expand their work in the area of quality. As an example, the Orange County Department of Education secured additional grant funding through the Boeing Charitable Trust and the American Academy of Pediatrics. Program Subgrantees will be encouraged to expand support for the quality efforts funded through this grant by seeking funds from investors that have a stake in early child health and development in their communities such as businesses, health care providers and others.

Identifying and Supporting High-Quality Programs

The third component of California's sustainability pathway, to which grant funds will also be dedicated, consists of an evaluation of program data focused on determining which

program elements are most predictive of positive child outcomes. Using the resources available, the state will carry out a rigorous evaluation to investigate whether some of the required quality elements are more impactful than others on improved school readiness. This work can have a substantial impact upon sustainability, by applying evaluation results to shift expenditures between interventions that have the least effect and activities that have the greatest impact on kindergarten readiness.

The evaluation also will enable Subgrantees to further streamline rating processes and program quality requirements, in order to focus on those elements identified as most effective. They will also be able to use their local data and information from the evaluation to demonstrate resulting cost-savings to LEAs and other partners, opening up the possibility of investing dollars from Local Control Funding Formula funds and other funding sources in the places where they can have the greatest impact.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** CA Preschool Development Grants-Expansion Grant Ap

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EVIDENCE TABLE		
Evidence for selection criterion (A)		
Information contained in **Table A** for the number of Eligible Children to be served each year of the grant and the number and percentage of State Preschool Program slots (See Table A in the Excel spreadsheets).	(A)(3) and (A)(7) See Tables A.1 and A.2.	• Table A in the Required Excel attachment
Documentation of the structural elements in the definition of High-Quality Preschool Program.	(A)(4) See "**structural elements of high-quality.**"	• **Appendix A.2** Cross-Comparison of California's High-Quality Preschool Programs
Set of expectations for school readiness.	(A)(5) See "**early learning and development standards.**"	• **Appendix A.3** Desired Results Developmental Profile-K (2015), List of Measures • **Appendix B.1** Excerpts from the *Preschool Learning Foundations, Vol. 1-3*
Letters of support from stakeholders, including Early Learning Intermediary Organizations and, if applicable, State and local early learning councils.	(A)(6) See "**letters of support.**"	• **Appendix H:** Letters of Support
Evidence for selection criterion (B)		
Executive summary or brief description of the State's Early Learning and Development Standards, including how the definition is met.	(B)(1) See "**research-based early learning and development standards.**"	• **Appendix B.1** Excerpts from the *Preschool Learning Foundations, Vol. 1-3*

EVIDENCE TABLE		
Completed **Table B** that describes the State's financial investment and number of children served in State Preschool Programs (See Table B in the Excel Spreadsheets).	(B)(2) See Table B.1.	• Table B in the Required Excel attachment
Evidence of enacted and pending legislation, policies, or practices.	(B)(3) See bulleted list of legislation, policies, and practices.	
Evidence for selection criterion (C)		
Evidence of a monitoring protocol used to drive continuous program improvement.	(C)(2)(a) See "**Performance Monitoring and Feedback to Inform and Drive State and Local Continuous Improvement Efforts.**"	• **Appendix C.1** Race to the Top-Early Learning Challenge TQRIS Implementation Guide • **Appendix C.2** California Race to the Top-Early Learning Challenge (RTT-ELC) Quality Monitoring Protocol Structure • **Appendix C.3** Monitoring Instrument Item Report: 2014-15 Program Instruments, Early Education and Support • **Appendix C.4** First 5 California Child Signature Program 1 and Child Signature Program 2 Annual Progress Report Templates
Evidence of State targets with measurable outcomes, including school readiness achieved by the program.	(C)(2)(c) See "**measurable outcomes.**"	

EVIDENCE TABLE		
Evidence for selection criterion D		
A letter of support or preliminary binding agreement, such as a preliminary MOU, from each Subgrantee attesting to the Subgrantee's participation.		• **Appendix H:** Letters of Support
Table (D)(4) and Table A (See Tables (D)(4) and A in the Excel spreadsheets).		• **Tables** (D)(4) and A in the Required Excel attachment
Evidence for selection criterion G		
Budget narrative and budget tables.	(G)(1), (G)(2), and (G)(3)	• Required Budget Narrative attachment • Required Excel attachment

SUBGRANTEE SELECTION CRITERIA

Evaluating Preschool Expansion Grant Subgrantee Applications

Evaluating Subgrantee applications will involve two scoring components based on the content provided in the online submission. The first component will involve a quantitative scoring of the open-ended questions and of the overall application in three focus areas. After the quantitative scoring of potential Subgrantees, evaluators will use an additional selection criteria based on geographic considerations to ensure an equitable distribution of Subgrantees across California's diverse landscape.

Quantitative Scoring Component 1: Evaluating the Content of Each Question

The first selection criteria will be a raw application score based on the answers provided in the open-ended questions on the online form. Questions 9 through 14 will be scored using a three-point rubric based on the comprehensiveness of the answers provided for a maximum of 18 points.

Scoring Rubric for Questions 9-14:

3 Points	2 Points	1 Point	0 Points/No Score
The response provides thorough, comprehensive, and convincing support/evidence to completely answer the question Includes specific detail about current activities	The response provides adequate or cursory support/evidence to completely answer the question Details about current activities are missing or vague	The response provides minimal support/evidence or does not completely answer the question Does not provide specific details about current activities	Does not answer the question or is left blank or responded with a "No"

Quantitative Scoring Component 2: Focus Areas

Subgrantees will earn additional points based on the extent to which their overall application addresses specific focus areas. Evaluators will award Subgrantee applications a score of 0 to 5 in each of these areas. These focus areas and some specific considerations include:

Established partnership and ability to blend funding streams:

- Collaborating with county-level First 5 Commissions, Local Education Agencies, higher education partners, and diverse community providers.
- Utilizing local partnerships to generate local matching resources capable of sustaining high-quality preschool services.
- Integrating new and ongoing state funds to support quality achievement via the QRIS Block Grant and to support State Preschool expansion of current and new contractors.

Capacity to meeting High-Quality Preschool Program requirements:

- Providing professional learning and technical assistance to improve and maintain quality.
- Building upon local investments and systems that improve and expand access to quality preschool programs such as the F5CA Child Signature Program (CSP), and RTT-ELC.
- Currently meeting or able to meeting all High-Quality Program requirements within one year.

Special education/inclusion:

- Providing an inclusive environment that meets the needs of the whole child based on their abilities and interests.
- Braiding IDEA Part B funding with grant and state funds to enable preschool programs to join with special education partners to build inclusive classrooms together.

Additional Selection Criteria

After scoring Subgrantees in the two quantitative scoring areas, evaluators will use geographic considerations to ensure an equitable distribution of Subgrantees across the state. Considerations in this area include:

- County of operation
- Geographic Area of the State
- Rural/Urban

Scoring Template **Reviewer:**_____

Applicant Name and ID#:

Scoring Element	Score
9. Briefly describe your organization/local partnership's capacity and infrastructure to deliver and expand access to High-Quality preschool programs in High-Need communities, including the scale of your existing program and if/how you are participating in the development and implementation of California's regionally-based QRIS.	/3
10. Describe your organization/local partnership's participation in any of the following state or federal programs, and the results of any assessments conducted by that program (CA State Preschool, Child Signature Program, Race To the Top-Early Learning Challenge Consortia, Head Start, Help Me Grow, Starting Smart and Strong Initiative, Promise Zone, Promise Neighborhood, SELPA, Strengthening Families and others).	/3
11. Identify your results in achieving full inclusion for high need children, and the extent to which your program serves children with disabilities/developmental delays, English learners, children who reside on "Indian lands," children who are migrants, homeless, in the child welfare system, and/or from military families.	/3
12. Describe your capacity to offer economically diverse, inclusive settings that include children who are above 200 percent of the Federal Poverty Level (children at this income level are not eligible for support by grant funding).	/3
13. Describe the extent to which your organization/local partnership has leveraged/will leverage local resources to expand **and sustain** access to high-quality early learning.	/3
14. Describe your organization/local partnership's ability to provide any data required for the writing of the Preschool Expansion Grant in a **timely manner** (one week or less). [note: If your organization is selected and is unable to provide necessary data in a timely manner you may not be able to continue as a Subgrantee]	/3
Established partnership and ability to blend funding streams	/5
Capacity to meeting High-Quality Preschool Program requirements	/5
Special education/inclusion	/5
Total Score:	/33
Notes on Additional Selection Criteria	

CROSS-COMPARISON OF CALIFORNIA'S HIGH-QUALITY PRESCHOOL PROGRAMS

APPENDIX A.2: CROSS-COMPARISON OF CALIFORNIA'S HIGH-QUALITY PRESCHOOL PROGRAMS					
CALIFORNIA RACE TO THE TOP-EARLY LEARNING CHALLENGE (RTT-ELC) TQRIS[1]		**CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)**[2]	**FIRST 5 CALIFORNIA CHILD SIGNATURE PROGRAM (CSP)**[3]	**HEAD START**[4]	**FEDERAL DEFINITION: HIGH-QUALITY PRESCHOOL**
POINT VALUE 4	**POINT VALUE 5**				
PROGRAM STRUCTURE					
Length of Day					
Locally determined.	Locally determined.	Part-day or full-day (must meet income eligibility and need requirements).	Part-day (3 or more hours) or full-day.	Part-day or full-day.	Full-day.
Length of Day Current Status: All programs comply with part or full-day requirements as defined by the individual program. All Subgrantees have the capacity to provide full-day programs as part of the Preschool Expansion Grant.					
Ratio/Group Size					
10:1 with maximum group size of 20 or 8:1 with maximum group size of 24.	8:1 with maximum group size of 20.	8:1 with maximum group size of 24.	8:1 with maximum group size of 24. Recent data indicate that almost half of CSP classrooms have a group size of 20.	10:1 with maximum group size of 20. Program average of 17-20 children enrolled per class. No more than 20 children	10:1 with maximum group size of 20.

[1] Source: Race to the Top—Early Learning Challenge Quality Continuum Framework
[2] Source: Education Code and California Code of Regulations, Title 5
[3] Request for Application, CSP (2012)
[4] Head Start Performance Standards

APPENDIX A.2: CROSS-COMPARISON OF CALIFORNIA'S HIGH-QUALITY PRESCHOOL PROGRAMS					
CALIFORNIA RACE TO THE TOP-EARLY LEARNING CHALLENGE (RTT-ELC) TQRIS[1]		**CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)**[2]	**FIRST 5 CALIFORNIA CHILD SIGNATURE PROGRAM (CSP)**[3]	**HEAD START**[4]	**FEDERAL DEFINITION: HIGH-QUALITY PRESCHOOL**
POINT VALUE 4	**POINT VALUE 5**				
				enrolled in any class.	
Ratio / Group Size Current Status: California is on the trajectory to meet the federal definition of group size. The TQRIS (point value 5) and Head Start programs already meet the High-Quality definition with almost half of CSP classrooms meeting the definition as well. Subgrantees will become demonstration sites for how this model may be implemented in the future, as part of the Preschool Expansion Grant.					
PROFESSIONAL QUALIFICATIONS AND DEVELOPMENT					
Teacher Qualifications					
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.	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.	BA or higher for Special Education teachers 24 units of ECE/CD including core courses plus 16 General Education (GE) units or AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting.	BA plus 24 ECE units (including core) or ECE or Multiple Subject teaching credential or Child Development Permit Matrix, Program Director.	AA in ECE or BA in any field with ECE coursework and experience. Benchmark: 50% nationwide with BA in ECE or related field with experience.	Teacher with a BA degree in early childhood education or a BA degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood; and teaching assistants with appropriate credentials.
Teacher Qualifications Current Status: To prioritize and work toward increased staff qualifications, California legislators passed AB 212, which provides incentives to support teachers working in state-funded child development programs to pursue professional					

APPENDIX A.2: CROSS-COMPARISON OF CALIFORNIA'S HIGH-QUALITY PRESCHOOL PROGRAMS					
CALIFORNIA RACE TO THE TOP-EARLY LEARNING CHALLENGE (RTT-ELC) TQRIS [1]		CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)[2]	FIRST 5 CALIFORNIA CHILD SIGNATURE PROGRAM (CSP)[3]	HEAD START[4]	FEDERAL DEFINITION: HIGH-QUALITY PRESCHOOL
POINT VALUE 4	POINT VALUE 5				
development and further education. F5CA's initiative, CARES Plus, provides additional incentives and supports for continuing education with an emphasis on degree obtainment and teacher effectiveness through use of the CLASS. Through CARES Plus, F5CA is launching an Intentional Teaching Pilot in partnership with University of Washington which integrates practice-based coaching into higher education coursework. This draws from the work of the National Center for Quality Teaching and Learning. Subgrantees and their higher education partners will become leaders in this pilot as a mechanism to help teachers in HQIPP obtain BA degrees and improve teaching practices.					
Professional Development					
21 hours per year.	21 hours per year.	Professional Growth Plan detailing 105 hours over five years (21 hours/year).	Staff will participate regularly in professional development to increase effectiveness in working with children.	Professional Development Plan.	High-Quality professional development for all staff.
Professional Development Current Status: All state programs must include annual High-Quality professional development. Both AB 212 and CARES Plus provide incentives for ongoing professional development and most recently, California's 2014-15 budget also allocated $25 million for teacher training. CARES Plus participants engage in 21 hours of high quality training and professional development connecting theory, practice, and student outcomes. F5CA implemented a training/trainer approval process to ensure locally developed and statewide professional development opportunities are based on TQRIS research-based tools and resources, facilitated by highly qualified trainers, incorporate application to practice, and utilize strategies that support how adults learn best.					
Teacher Compensation					
Not a rated element on TQRIS. Many teachers in TQRIS sites	Not a rated element on TQRIS. Many	Salaries are locally determined and vary across region and	Salaries are locally determined and vary across	Average classroom teacher with a	Instructional staff salaries comparable to the salaries of local K-

APPENDIX A.2: CROSS-COMPARISON OF CALIFORNIA'S HIGH-QUALITY PRESCHOOL PROGRAMS					
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POINT VALUE 4	**POINT VALUE 5**				
participate in either AB 212 or CARES Plus.	teachers in TQRIS sites participate in either AB 212 or CARES Plus.	provider types. Many teachers in CSPP participate in AB 212 or CARES Plus.	region and provider types. Many teachers in CSP participate in AB 212 or CARES Plus. Programs are required to move to parity with K/Elementary teacher salaries when qualifications are met. Locally, CSPs provide reimbursement levels based on teacher degrees.	BA salary is $35,228 (2012-13 Head Start Program Information Report).	12 instructional staff.
Teacher Compensation Current Status: California has made strides in bridging the gap between preschool instructional staff and local K-12 staff. Locally, many preschool programs are LEAs and are covered by the same bargaining agreements. To address teacher compensation, Subgrantees will maximize HQIPP teacher participation in a variety of stipend and scholarship programs available at the state and local level, including AB 212 and CARES Plus. These programs serve many purposes, but primarily support teacher compensation and teacher education and training. Because California's preschools are administered through many different agencies including school districts, non-profits, and other entities, there is no consistent statewide salary schedule and labor unions have their own locally negotiated contracts. In order to meet the requirements of this grant, Subgrantees will devise regional or local plans to address comparability between preschool and local Kindergarten salary schedules. NOTE: California requirements for a kindergarten teacher are a BA plus a Multiple Subject Teaching Credential (5 plus years of					

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higher education). Salaries are locally determined and vary across school districts. Averages range from $38,000 to $41,000 depending on the size of the school district.					
PROGRAM ELEMENTS					
Inclusion of Children with Disabilities					
Inclusion is not currently a rated element.	Inclusion is not currently a rated element.	Education program is developmentally and linguistically appropriate and is inclusive of children with special needs.	10 percent of all children served must be children with special needs.	10 percent of all children served must be children with special needs.	Inclusion of children with disabilities to ensure access to and full participation in all opportunities.
Inclusion and Ongoing Child Assessment and Screening Current Status: California will capitalize on the Preschool Expansion Grant as a major opportunity to expand its current successful program and bring more children with disabilities into CSPP and develop the full-inclusion model of state preschool (further detail is provided in *Individualized Accommodations and Supports* below).					
Individualized Accommodations and Supports					
Individualized Observational Assessment: DRDP 2010 twice a year and results used to inform curriculum planning. Independent ERS assessment. All subscales completed and averaged to meet overall	Individualized Observational Assessment: Program uses DRDP 2010 twice a year, uploads into DRDP Tech, and results used to inform curriculum	Individualized Observational Assessment: DRDP 2010 and/or DRDP *access* shall be completed for each child within 60 calendar days of enrollment and at least once every six months. Results used	Individualized Observational Assessment: DRDP 2010 completed the first and last quarters of the year. Independent ERS assessment. All subscales	Individualized Observational Assessment: DRDP 2010 and/or DRDP *access* shall be completed for each child within 45 calendar days of enrollment	Individualized accommodations and supports so that all children can access and participate fully in learning activities.

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score level of 5.0. ERS includes provisions for children with disabilities in modifications to environment, program, and schedule and professional intervention.	planning. Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5	to inform curriculum planning. ERS assessment. Subscales completed and averaged to meet a minimum overall score level of 5.0.	completed and averaged to meet a minimum overall score level of 5.0. Required coordination with other service providers such as regional centers.	and at least three times/ year. Results used to inform curriculum planning. Developmental screenings (ASQ and ASQ-SE) must be completed within 45 days of each child's enrollment.	
Learning Accommodations and Supports Current Status: Responding to the field, CDE has worked to develop a single observational assessment tool, the *DRDP (2015)*. It represents a full continuum assessment instrument for all children from early infancy up to kindergarten entry including children with Individualized Family Service Plans (IFSPs) and Individualized Education Programs (IEPs). It was developed with the goal of ensuring that all children have the opportunity to demonstrate their knowledge and skills. It is currently undergoing a pilot phase and all Subgrantees will begin utilizing it in 2015. Additionally, through participation in the local TQRIS, Subgrantee sites will be rated on the ERS and will need to meet the 4 or 5 point value.					
Early Learning and Development Standards / Curriculum					
Child assessment results used to inform curriculum planning; Consortia are required to	Child assessment results used to inform curriculum	Each contractor shall have a written philosophical statement and goals	Programs must select evidence-based curriculum aligned with	Programs use the Head Start Child Development	Developmentally appropriate, culturally and linguistically responsive instruction

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utilize the California Preschool Learning Foundations and Curriculum Frameworks as part of the Quality Continuum Framework.	planning; Consortia are required to utilize the California Preschool Learning Foundations and Curriculum Frameworks as part of the Quality Continuum Framework.	and objectives, which support that philosophy. The governing body of each contractor shall approve the program philosophy, goals, and objectives. Programs are encouraged to select evidence-based curriculum aligned with California Preschool Learning Foundations and Curriculum Frameworks.	California Preschool Learning Foundations and Curriculum Frameworks.	and Early Learning Framework. [5]	and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry.
Early Learning and Development Standards / Curriculum Current Status: Subgrantees must ensure that they implement evidence-based curriculum aligned to the Foundations and Frameworks, and Subgrantees must use the results from the DRDP to inform curriculum planning (see Section (B)(1) for a full description of the Foundations).					
Health & Safety					
Meets Title 22 Health & Safety Regulations and Independent ERS	Meets Title 22 Regulations Health & Safety	Each contractor shall complete 15 hours of training about health	Independent ERS assessment. All subscales	Must meet Head Start Program	Evidence-based health and safety standards

[5] The Head Start Child Development and Early Learning Framework is available at: http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/cdelf.

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assessment. All subscales completed and averaged to meet overall point value of 5.	Regulations and independent ERS assessment. All subscales completed and averaged to meet overall point value of 5.5	and safety including Pediatric First Aid, Pediatric Cardiopulmonary Resuscitation (CPR) and Preventive Health Practices.	completed and averaged to meet overall point value of 5.	Performance Standards § 1304.22 for child health and safety.	
Health and Safety Current Status: The Community Care Licensing Division of the California Department of Social Services ensures that children are safe and healthy by setting and enforcing licensing standards across California's child care centers and family child care homes. These standards require up-to-date child immunizations, health and safety training for program staff, and ensure that children receive a health screening at program entry. Meeting licensing standards will also be a requirement of the local TQRIS, as participating programs will be required to maintain a current license. All Subgrantee sites will, at a minimum, meet the CSPP requirements for health and safety.					
Program Evaluation					
In addition to effective data practices per the national Data Quality Campaign's Framework, programs are assessed every two years using the tools on the TQRIS and develop a related CQI plan.	In addition to effective data practices per the national Data Quality Campaign's Framework, programs are assessed every two years using the tools on the	Contractors should develop an annual plan for its program self-evaluation process.	Classrooms receive ERS and CLASS® assessments, alternating annually. Classroom-specific and program evaluation data are used to	The Office of Head Start Program Information Report (PIR) provides comprehensive data on the services, staff, children, and families served	Program Evaluation to ensure continuous improvement

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	TQRIS and develop a related CQI plan.		develop continuous improvement plan and feedback loop with program staff focused on teacher and classroom quality improvement, parental engagement, and children's social-emotional development. F5CA collects data from the counties to inform a state-level evaluation.	by Head Start and Early Head Start programs nationwide. All grantees and delegates are required to submit PIR for their programs. Programs also must complete an Annual Self-Assessment and develop a corresponding report.	
Program Evaluation Current Status: Through participation in the local TQRIS, Subgrantees will be held to the RTT-ELC standards and utilize ratings corresponding CQI plans in their CSPP program self-evaluation process.					
COMPREHENSIVE SERVICES					
Comprehensive Services					
Developmental Screening: Program works with families to	Developmental Screening: Program works	Ongoing child assessment throughout the year.	Developmental Screening: Provide screening	Initial screening within 45 days	On-site or accessible Comprehensive Services for children

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ensure screening of all children using the ASQ at entry and as indicated by results thereafter. 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.	with families to ensure screening of all children using the ASQ and ASQ-SE, if indicated, at entry, then as indicated by results thereafter. Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child	Each program shall include health and social services components that: (1) identifies the needs of the child and family; (2) refers the child or family to appropriate agencies; and (3) conducts follow-up services.	for developmental delays and disorders the first and last quarters of the year. Family Support Specialists (FSS) develop and maintain relationships with families to provide support and comprehensive services, as needed and conduct outreach to develop relationships with community-based organizations that provide needed services	of enrollment, and annually thereafter. Ongoing child assessment throughout the year. Assessment is an on-going process to determine a child's strengths and needs. It also assesses the family's strengths, needs, resources, concerns, and priorities. Provide health and nutrition screening	and community partnerships that promote families' access to services that support their children's learning and development.

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	Care Centers" or equivalent) used at entry, then: 1. Annually or 2. Ensures vision and hearing screenings are conducted annually.		to families. Provide periodic health screenings to include vision, hearing, and dental.	within 90 days of enrollment.	
Comprehensive Services Current Status: A key resource currently in place in F5CA's CSP is the Family Support Specialist (FSS) who develops and maintains relationships with families to provide support and comprehensive services, as needed. The FSS is also responsible for conducting outreach to develop relationships with community-based organizations that provide needed services to families. These services align with the TQRIS goal that families receive family-centered intentional supports framed by the Strengthening Families Protective Factors to promote family resilience and optimal development of their children. Additionally, California is part of the Help Me Grow (HMG) National Replication Project. HMG is a collaborative, cross-sector model that has proven successful in identifying children who are at-risk and helping families find the right program for their child. California is receiving technical assistance to develop a statewide system through local implementation with a single point of entry. Five California counties that are included in this application as Subgrantees—Alameda, Fresno, San Francisco, San Joaquin, and Ventura—have made a commitment to implement this universal system of identification and linkage to services and an additional six - Contra Costa, El Dorado, Nevada, San Bernardino, San Mateo, and Santa Clara – are learning community members. Additionally, in order to receive a rating of 4 or 5 on the TQRIS, Subgrantees will need to ensure that the Health Screening Form (or equivalent) is used at entry or ensure that vision and hearing screenings are conducted annually. Screenings are provided for hearing, vision, dental, health (including mental health), and development, as well as referrals and assistance obtaining services, when appropriate.					
Comprehensive Services: Family Engagement					

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Utilization of Strengthening Families framework and the 5 Protective Factors.	Utilization of Strengthening Families framework and the 5 Protective Factors.	Each contractor shall include in its program a parent involvement and an education component.	CSP provides for a Family Support Specialist who develops and maintains relationships with families and ensures they receive comprehensive services through their participation in the program.	Use of the Head Start Parent, Family, and Community Engagement Framework.	On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.
Family Engagement Current Status: Fully adopted by the RTT-ELC Consortia, the Strengthening Families Framework and Five Protective Factors is a required element of the TQRIS Pathways.					
Comprehensive Services: Nutrition					
Utilization of USDA Child and Adult Care Food Program Guidelines.	Utilization of USDA Child and Adult Care Food Program Guidelines.	Each contractor shall meet the nutritional requirements specified by the federal Child Care Food or the National School Lunch Program.	Nutritious meals and snacks using USDA Child and Adult Care Food Program Guidelines	Nutritious meals and snacks using USDA Food and Consumer Services Child Nutrition Programs.	On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development.

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Nutrition Services Current Status: All Subgrantees will continue to meet the federal requirements as demonstrated above in the TQRIS, CSPP, CSP, and Head Start.					

DESIRED RESULTS DEVELOPMENTAL PROFILE-K (2015), LIST OF MEASURES

List of Measures Within Domains

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Approaches to Learning – Self-Regulation	ATL-REG	1	Curiosity and Initiative in Learning
		2	Self-Control of Feelings and Behavior
		3	Engagement and Persistence
		4	Shared Use of Space and Materials
Social And Emotional Development	SED	1	Identity of Self in Relation to Others
		2	Social and Emotional Understanding
		3	Relationships and Social Interactions with Familiar Adults
		4	Relationships and Social Interactions with Peers
		5	Symbolic and Sociodramatic Play
Language and Literacy Development	LLD	1	Understanding of Language (Receptive)
		2	Responsiveness to Language
		3	Communication and Use of Language (Expressive)
		4	Reciprocal Communication and Conversation
		5	Interest in Literacy
		6	Comprehension of Age-Appropriate Text
		7	Concepts About Print
		8	Phonological Awareness
		9	Letter and Word Knowledge
		10	Emergent Writing
English-Language Development	ELD	1	Comprehension of English (Receptive English)
		2	Self-Expression in English (Expressive English)
		3	Understanding and Response to English Literacy Activities
		4	Symbol, Letter, and Print Knowledge in English

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List of Measures Within Domains

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Cognition:Math	COG: MATH	1	Classification
		2	Number Sense of Quantity
		3	Number Sense of Math Operations
		4	Measurement
		5	Patterning
		6	Shapes
Cognition:Science	COG: SCI	1	Cause and Effect
		2	Inquiry Through Observation and Investigation
		3	Documentation and Communication of Inquiry
		4	Knowledge of the Natural World
Physical Development	PD	1	Perceptual--Motor Skills and Movement Concepts
		2	Gross Locomotor Movement Skills
		3	Gross Motor Manipulative Skills
		4	Fine Motor Manipulative Skills
Health	HLTH	1	Safety
		2	Personal Care Routines
		3	Active Physical Play
		4	Nutrition
		5	Knowledge of Wellness
History – Social Science	HSS	1	Sense of Time
		2	Sense of Place
		3	Ecology
		4	Conflict Negotiation
		5	Responsible Conduct as a Group Member

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Communicating with Families about Children's Progress

It is vital that schools work in partnership with families to foster children's learning and development. This requires ongoing and meaningful two-way communication. Family members should be involved in the DRDP assessment process from the beginning. Teachers who observe and document the child's behaviors and rate the DRDP–K (2015) measures are encouraged to seek input from families. Input from family members about the child's behavior and development can enrich and complement evidence collected by staff.

The Child Developmental Profile that summarizes results from the DRDP–K (2015) assessments can be found at DRDPtech. Teachers and family members can use this summary as a tool for sharing information about the child's development during parent-teacher conferences. Teachers should review the Child Developmental Profile with the family and verify that their input is accurately reflected in the summary. This information may be used to generate ideas about ways in which the family and the school can work together to support the child's development both at home and in the school setting.

List of Measures Within Domains

Domain Name	Domain Abbreviation	Number within Domain	Measure Name
Visual and Performing Arts	VPA	1	Visual Art
		2	Music
		3	Drama
		4	Dance
Additional Measures for Spanish Immersion/Bilingual Classrooms			
Language and Literacy Development in Spanish	SPAN	1	Language Comprehension in Spanish (Receptive)
		2	Language Production in Spanish (Expressive)
		3	Phonological Awareness in Spanish
		4	Emergent Writing in Spanish

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EXCERPTS FROM THE *PRESCHOOL LEARNING FOUNDATIONS, VOL. 1-3*

California Preschool Learning Foundations, Volume 1

Introduction

Introduction

The preschool learning foundations are a critical step in the California Department of Education's efforts to strengthen preschool education and school readiness and to close the achievement gap in California. They describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool. In other words, the foundations describe what all young children typically learn with appropriate support.

The support young children need to attain the competencies varies from child to child. Many children learn simply by participating in high-quality preschool programs. Such programs offer children environments and experiences that encourage active, playful exploration and experimentation. With play as an integral part of the curriculum, high-quality programs include purposeful teaching to help children gain knowledge and skills. In addition, many children in California's preschools benefit from specific support in learning English. Other children may have a special need that requires particular accommodations and adaptations. To serve all children, preschool programs must work to provide appropriate conditions for learning and individually assist each child to move along a pathway of healthy learning and development.

All 50 states either have developed preschool standards documents or are in the process of doing so. Many of them have sought to align early learning standards with their kindergarten content standards. In most cases these alignment efforts have focused on academic content areas, such as English–language arts or mathematics. In California priority has been placed on aligning expectations for preschool learning with the state's kindergarten academic content standards and complementing the content areas with attention to social-emotional development and English-language development. Like the learning in such domains as language and literacy and mathematics, the concepts in social-emotional development and English-language development also contribute significantly to young children's readiness for school (*From Neurons to Neighborhoods* 2000; *Eager to Learn* 2000; *Early Learning Standards* 2002). Because the focus on preschool learning in California includes the full range

of domains, the term "foundations" is used rather than "standards." This term is intended to convey that learning in every domain affects young children's readiness for school.

The preschool learning foundations presented in this document cover the following domains:

- Social-Emotional Development
- Language and Literacy
- English-Language Development (for English learners)
- Mathematics

Together, these domains represent crucial areas of learning and development for young children. The foundations within a particular domain provide a thorough overview of development in that domain. Preschool children can be considered from the perspective of one domain, such as language and literacy or social-emotional development. Yet, when taking an in-depth look at one domain, one needs to keep in mind that, for young children, learning is usually an integrated experience. For example, a young child may be concentrating on mathematical reasoning, but at the same time, there may be linguistic aspects of the experience.

The foundations written for each of these domains are based on research and evidence and are enhanced with expert practitioners' suggestions and examples. Their purpose is to promote understanding of preschool children's learning and to guide instructional practice. It is anticipated that teachers, administrators, parents, and policymakers will use the foundations as a springboard to augment efforts to enable all young children to acquire the competencies that will prepare them for success in school.

Overview of the Foundations

The strands for each of the domains discussed previously are listed in this section.

Social-Emotional Development Domain. The social-emotional development domain consists of the following three strands:

1. *Self,* which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
2. *Social Interaction,* which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility
3. *Relationships,* which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

The competencies covered by the social-emotional development foundations underscore the multiple ways in which young children's development in this domain influences their ability to adapt successfully to preschool and, later on, in school.

Language and Literacy Domain. The language and literacy foundations address a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

1. *Listening and Speaking,* which includes language use and conventions, vocabulary, and grammar
2. *Reading,* which covers concepts about print, phonological awareness, alphabetics and word/print

recognition, comprehension and analysis of age-appropriate text, and literacy interest and response

3. *Writing*, which focuses on writing strategies, including the emergent use of writing and writing-like behaviors

The foundations that were written for this domain reflect the field's growing interest in and understanding of the knowledge and skills that foster children's language and literacy learning during the preschool years.

English-Language Development Domain. The English-language development foundations are specifically designed for children entering preschool with a home language other than English. Some English learners will begin preschool already having had some experience with English. For other English learners, preschool will offer them their first meaningful exposure to English. No matter how much background English learners have with English before they enter preschool, they will be on a path of acquiring a second language. As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted. English learners will need support in developing knowledge and skills in the following four strands:

1. *Listening*, which includes understanding words, requests and directions, and basic and advanced concepts
2. *Speaking*, which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar, ask questions, use social conventions, and tell personal stories
3. *Reading*, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming
4. *Writing*, which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors

Unlike the three other sets of foundations, in which the foundations are linked to age, the English-language development foundations are defined by three levels of development—Beginning, Middle, and Later. Depending on their prior experience with using their home language and English to communicate with others, preschool English learners will go through these levels at different paces. Once children reach the Later level, they will still need support to continue acquiring English and to apply their developing linguistic abilities in every domain.

Mathematics Domain. Young children's development of mathematics knowledge and skills is receiving increasing attention in research and practice. The mathematics foundations cover the following five strands:

1. *Number Sense*, which includes understanding of counting, number relationships, and operations
2. *Algebra and Functions (Classification and Patterning)*, which focuses on sorting and classifying objects

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and recognizing and understanding simple, repeating patterns.

3. *Measurement*, which includes comparison and ordering.
4. *Geometry*, which focuses on properties of objects (shape, size, position) and the relation of objects in space.
5. *Mathematical Reasoning*, which addresses how young children use mathematical thinking to solve everyday problems.

Preschool programs can promote young children's learning in this domain by encouraging children to explore and manipulate materials that engage them in mathematical thinking and by introducing teacher-guided learning activities that focus on mathematical concepts.

Organization of the Foundations

In the main body of this document, each strand is broken out into one or more substrands, and the foundations are organized under the substrands. Foundations are presented for children at around 48 months of age and at around 60 months of age. In some cases the difference between the foundations for 48 months and 60 months is more pronounced than for the other foundations. Even so, the foundations focus on 48 and 60 months of age because they correspond to the end of the first and second years of preschool. Of course, teachers need to know where each child is on a continuum of learning throughout the child's time in preschool. The Desired Results Developmental Profile-Revised (DRDP-R) is a teacher observation tool that is being aligned with the foundations. The DRDP-R gives teachers a means to observe children's learning along a continuum of four developmental levels.

Finally, the examples listed under each foundation give a range of possible ways in which children can demonstrate a foundation. The examples suggest different kinds of contexts in which children may show the competencies reflected in the foundations. Examples highlight that children are learning while they are engaging in imaginative play, exploring the environment and materials, making discoveries, being inventive, or interacting with teachers or other adults. Although often illustrative of the diversity of young children's learning experiences, the examples listed under a foundation are not exhaustive. In fact, teachers often observe other ways in which young children demonstrate a foundation.

Note: The Appendix, "The Foundations," contains a listing of the foundations in each domain, without examples.

Universal Design for Learning

The California preschool learning foundations are guides to support preschool programs in their efforts to foster the learning and development of all young children in California, including children who have disabilities. In some cases, children with disabilities will need to use alternate methods for demonstrating their development. It is important to provide opportunities to follow different pathways to learning in the preschool foundations in order to make them helpful for all of California's children. To that end, the California preschool learning founda-

tions incorporate a concept known as universal design for learning.

Developed by the Center for Applied Special Technology (CAST), universal design for learning is based on the realization that children learn in different ways (CAST 2007). In today's diverse preschool settings and programs, the use of a curriculum accessible to all learners is critical to successful early learning. Universal design for learning is not a single approach that will accommodate everyone; rather, it refers to providing multiple approaches to learning in order to meet the needs of diverse learners. Universal design provides for multiple means of representation, multiple means of engagement, and multiple means of expression (CAST 2007). Multiple means of representation refers to providing information in a variety of ways so the learning needs of all of the children are met. Multiple means of expression refers to allowing children to use alternative methods to demonstrate what they know or what they are feeling. Multiple means of engagement refers to providing choices for activities within the setting or program that facilitate learning by building on children's interests.

The examples given in the preschool learning foundations have been worded in such a way as to incorporate multiple means of receiving and expressing. This has been accomplished by the inclusion of a variety of examples for each foundation and the use of words that are inclusive rather than exclusive, as follows:

- The terms "communicates" and "responds" are often used rather than the term "says." "Communicates" and "responds" are inclusive of any language and any form of communication, including speaking, sign language, finger spelling, pictures, electronic communication devices, eye-pointing, gesturing, and so forth.
- The terms "identifies" and "indicates or points to" are often used to represent multiple means of indicating objects, people, or events in the environment. Examples include, among other means of indicating, the use of gestures, eye-pointing, nodding, or responding "yes" or "no" when another points to or touches an object.

Teachers should read each foundation and the accompanying examples, then consider the means by which a child with a disability might best acquire information and demonstrate competence in these areas. A child's special education teacher, parents, or related service provider may be contacted for consultation and suggestions.

The Foundations and Preschool Learning in California

The foundations are at the heart of the CDE's approach to promoting preschool learning. Teachers use best practices, curricular strategies, and instructional techniques that assist children in learning the knowledge and skills described in the preschool learning foundations. The "how to's" of teaching young children include setting up environments, supporting children's self-initiated play, selecting appropriate materials, and planning and implementing teacher-guided learning activities. Two major considerations underlie the "how to's" of

teaching. First, teachers can effectively foster early learning by thoughtfully considering the preschool learning foundations as they plan environments and activities. And second, during every step in the planning for young children's learning, teachers have an opportunity to tap into the prominent role of play. Teachers can best support young children both by encouraging the rich learning that occurs in children's self-initiated play and by introducing purposeful instructional activities that playfully engage preschoolers in learning.

Professional development is a key component in fostering preschool learning. The foundations can become a unifying element for both preservice and in-service professional development. Preschool program directors and teachers can use the foundations to facilitate curriculum planning and implementation. At the center of the CDE's evolving system for supporting young children during the preschool years, the foundations are designed to help teachers be intentional and focus their efforts on the knowledge and skills that all young children need to acquire for success in preschool and, later on, in school.

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California Preschool Learning Foundations, Volume 2

Introduction

Introduction

The preschool learning foundations are a critical step in the California Department of Education's (CDE's) efforts to strengthen preschool education and close the school-readiness gap in California, thereby narrowing the achievement gap during the K–12 school years. The foundations describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool. In other words, the foundations are destination points of learning that, with appropriate support, children move toward and often reach during the preschool years.

The foundations are designed to promote understanding of young children's development of knowledge and skills and to help with considering appropriate ways to support children's learning. In essence, the foundations serve as a cornerstone for educating practitioners about children's learning and development. The foundations are designed to be used in combination with other sources of information: formal educational course work on early learning and development, information on individual differences, including those related to disabilities, knowledge about the contribution of cultural and linguistic experiences to early development, and English-language development, including the CDE's resource guide *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* (2009), insights from children's families, and the practical experiences of preschool teachers and program directors.

The support needed to attain the competencies varies from child to child. Many children learn simply by participating in high-quality preschool programs. Such programs offer children environments and experiences that encourage active playful exploration and experimentation. With play as an integral part of the curriculum, high-quality programs include purposeful teaching to help children gain knowledge and skills.

With regard to the visual and performing arts, physical development, and health foundations in this volume, children can demonstrate their knowledge and skills using any language or, for most of the foundations, through nonverbal means. Many children effectively apply their often more-advanced ability in their home language to understand, for example, art, music, drama, and dance concepts; movement concepts; and health concepts. Other children may have a disability

or special need that requires particular adaptations.[1] To serve all children, preschool programs must work to provide appropriate conditions for learning and assist each child to move along a pathway of learning and healthy development.

All 50 states have either developed preschool standards or are in the process of doing so. Many states have aligned early learning standards with their kindergarten content standards. In most cases, those alignment efforts have focused on academic content areas, such as English–language arts or mathematics. In California, priority has been placed on aligning expectations for preschool learning with the state's kindergarten academic content standards and on complementing those content areas with attention to social-emotional development and English-language development. Like the learning in such domains as language and literacy and mathematics, the concepts in social-emotional development and English-language development also contribute significantly to young children's readiness for school (*From Neurons to Neighborhoods* 2000; *Eager to Learn* 2000; *Early Learning Standards* 2002). Because the focus on preschool learning in California includes the full range of developmental domains, the term *foundations* is used rather than *standards*. This term is intended to convey that learning in every domain affects young children's readiness for school.

Content of This Volume

The preschool learning foundations presented in this volume cover the following domains:

- Visual and Performing Arts
- Physical Development
- Health

Those domains represent crucial areas of learning and development for young children. The foundations within a particular domain provide a thorough overview of development in that domain. Preschool children's knowledge and skills can be considered from the perspective of one domain, such as physical development or visual and performing arts. Yet when taking an in-depth look at one domain, one needs to keep in mind that learning is an integrated experience for young children. For example, a young child may concentrate on a performing art, such as dance, but the experience also pertains to learning in the cognitive, social, linguistic, physical, and health domains. The relationships between learning domains are particularly apparent with physical development and visual and performing arts. Indeed, many of the same movement concepts and skills appear in the foundations of both domains.

The foundations written for each of the domains are based on research and evidence and are enhanced with expert practitioners' suggestions and examples. The purpose of the foundations is to promote understanding of preschool children's learning and to guide instructional practice. It is anticipated that teachers, administrators, parents, and policymakers will use the foundations as a springboard to prepare all young children for success in school.

Visual and Performing Arts Domain

The foundations for visual and performing arts address a wide range of competencies that preschool children

[1] Adaptations should be coordinated with the child's family and any specialist working with the child.

will need support to learn. The foundations focus on the following four strands:

- *Visual Art*, which includes noticing, responding to, and engaging in visual art; developing skills; and creating, inventing, and expressing through visual art
- *Music*, which covers noticing, responding to, and engaging in music; developing skills; and creating, inventing, and expressing through music
- *Drama*, which focuses on noticing, responding to, and engaging in drama; and developing skills to create, invent, and express through drama
- *Dance*, which centers on noticing, responding to, and engaging in dance; developing skills; and creating, inventing, and expressing through dance

The foundations written for this domain reflect the many ways in which young children experience the joys of learning, creativity, self-expression, and playful exploration. The arts provide varied and meaningful opportunities for children to engage in integrated learning experiences that contribute to their development in all domains.

Physical Development Domain

The physical development domain consists of the following three strands:

- *Fundamental Movement Skills*, which include balance, locomotor skills, and manipulative skills
- *Perceptual–Motor Skills and Movement Concepts*, which focus on body awareness, spatial awareness, and directional awareness
- *Active Physical Play*, which addresses active participation, cardiovascular endurance, muscular strength, muscular endurance, and flexibility

The competencies covered by the physical development domain center on what preschool children do much of the day. This area of development describes many avenues for young children's play, engagement with others, exploration, and learning.

Health Domain

Young children's development of health knowledge, attitudes, habits, and behaviors is receiving increasing attention in research and practice. The health foundations are divided into the following three strands:

- *Health Habits*, which cover basic hygiene, oral health, knowledge of wellness, and sun safety
- *Safety*, which focuses on injury prevention
- *Nutrition*, which addresses nutrition knowledge, nutrition choices, and the self-regulation of eating

Preschool programs can promote young children's learning in this domain by giving young children opportunities to observe and participate in health-related practices and interactions. Children learn health-related routines and habits when caring adults convey the importance of those routines through modeling and encouragement.

Organization of the Foundations

Each strand of a domain consists of substrands, and the foundations are organized under the substrands. Foundations are presented for children at around 48 months of age and at around 60 months of age. In some cases the difference between the foun-

dations at 48 months and 60 months is more pronounced than for the other foundations. Even so, the foundations focus on 48 and 60 months of age because they correspond to the end of the first and second years of preschool. In all cases, the foundation at around 60 months of age builds on the corresponding foundation at around 48 months of age. In other words, for each foundation the age levels are two points on a continuum of learning. Of course, teachers need to know where each child is on a continuum of learning throughout the child's time in preschool.

The Desired Results Developmental Profile, Preschool (DRDP PS), which is currently being aligned to the foundations, gives teachers a means to observe children's learning along a continuum of four developmental levels (Exploring, Developing, Building, and Integrating). On the continuum, children at the Exploring level start to become familiar with a new knowledge area and, in a basic way, try out skills they are starting to learn. At the next level, Developing, children begin to demonstrate basic mastery in a knowledge and skill area. At the Building level, children refine and expand their knowledge and skills in an area of learning. At the Integrating level, they connect the knowledge and skills they have mastered in one area with those in other areas. The Desired Results Developmental Profile *access* provides a means to observe the knowledge and skills of preschool children with disabilities whose development is best described within a range from birth to five years.

The examples listed under each foundation suggest a range of possible ways in which children can demonstrate the competency addressed by a foundation. The examples illustrate the different contexts in which children may show the competencies reflected in the foundations. Examples highlight that children learn while they engage in imaginative play, explore the environment and materials, make discoveries, are inventive, or interact with peers, teachers, or other adults. Many examples include children using language to express themselves. Nevertheless, children can demonstrate learning in these domains in any language. For instance, children who are English learners will often be creative, inventive, or expressive through drama and singing in their home language. Although often illustrative of the diversity of young children's learning experiences, the examples listed under a foundation are not exhaustive. In fact, teachers often observe other ways in which young children demonstrate the competency addressed by a foundation.

The Appendix, "The Foundations," contains a summary list of the foundations in each domain without examples.

Universal Design for Learning

The California preschool learning foundations are guides to support preschool programs in their efforts to foster the learning and development of all young children in California, including children who have disabilities. It is important to provide opportunities to follow different pathways to learning in the preschool foundations in order to make them helpful for all of California's children. To that end, the California preschool learning foundations incorporate a concept known as *universal design* for learning.

The Center for Applied Special Technology (CAST) developed the principles

of universal design for learning based on the understanding that children learn in different ways (CAST 2007). In today's diverse preschool settings and programs, the use of a curriculum accessible to all learners is critical to successful early learning. Universal design for learning is not a single approach that will accommodate everyone; rather, it refers to providing multiple approaches to learning in order to meet the needs of diverse learners. Universal design provides for multiple means of representation, multiple means of engagement, and multiple means of expression (CAST 2007). *Multiple means of representation* refers to providing information in a variety of ways so the learning needs of all of the children are met. *Multiple means of expression* refers to allowing children to use alternative methods to demonstrate what they know or what they are feeling. *Multiple means of engagement* refers to providing choices for activities in the setting or program that facilitate learning by building on children's interests.

The examples given in the preschool learning foundations have been worded to depict the many ways in which children receive information and express themselves.

- When consistent with the content being illustrated, the terms *communicates* and *responds* are used in examples rather than "says." "Communicates" and "responds" are inclusive of any language and any form of communication, including speaking, sign language, pictures, electronic communication devices, eye-pointing, gesturing, and so forth.
- The terms "identifies" and "indicates" or "points to" are used to represent multiple means of indicating objects, people, or events in the environment. Examples include the use of gestures, eye-pointing, nodding, or responding *yes* or *no* when another person points to or touches an object.

When reading each foundation and the accompanying examples, teachers can consider the means by which a child with a disability might best acquire information and demonstrate competence in those areas. It is essential to include a child's special education teacher, parents, or related service provider when environments, curriculum, and adaptations are being planned. In addressing the individual needs of children, early childhood educators need to consider the enormous variation in children's growth and development across all developmental domains.

For example, a child with physical disabilities and visual impairments may understand many of the movement concepts without being able to demonstrate them in the same way as other children. Although the child may show delays in one area of development, this tendency does not necessarily indicate delays in cognitive development as well as other areas of development. The distinction is important to keep in mind because if an early childhood educator expects a child who cannot see or physically move to demonstrate a level of understanding, the child's cognitive abilities may be underestimated because the child cannot consistently and broadly show the expected level. Even with the appropriate specialized instruction, materials, and adaptations, the child may still show cognitive delays. The preschool years are a time of critical cognitive

growth and concept development, and one cannot assume that this development will still occur in children with disabilities when a sensory or motor disability is present. It is essential that teachers collaborate with family members and special educators to ensure that all children having disabilities are provided with effective preschool experiences and appropriate educational services and supports.

The Foundations and Preschool Learning in California

The foundations are at the heart of the CDE's approach to promoting preschool learning. Teachers use best practices, curricular strategies, and instructional techniques that assist children in learning the knowledge and skills described in the preschool learning foundations. The "how-tos" of teaching young children include setting up environments, supporting children's self-initiated play, selecting appropriate materials, and planning and implementing teacher-guided learning activities.

Two major considerations underlie the "how-tos" of teaching. First, teachers can effectively foster early learning by thoughtfully considering the preschool learning foundations as they plan environments and activities. And second, during every step in the planning for young children's learning, teachers have an opportunity to tap into the prominent role of play. Teachers can best support young children by both encouraging the rich learning that occurs in children's self-initiated play and by introducing purposeful instructional activities that playfully engage preschoolers in learning.

Professional development is a key component of early care and education in fostering preschool learning. The foundations can become a unifying element for both preservice and in-service professional development. Preschool program directors and teachers can use the foundations to facilitate curriculum planning and implementation. At the center of the CDE's evolving system for supporting young children during the preschool years, the foundations are designed to help teachers be intentional and focus their efforts on the knowledge and skills that all young children need to acquire for success in preschool and early elementary school—and throughout life.

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California Preschool Learning Foundations, Volume 3

Introduction

Introduction

The preschool learning foundations are critical to the California Department of Education's (CDE's) efforts to strengthen preschool education and close the school-readiness gap in California. The foundations describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool. In other words, the foundations identify paths of learning that, with appropriate support, children typically move along during the preschool years.

The foundations are designed to promote understanding of young children's development of knowledge and skills and to help teachers, program administrators, families, and policymakers consider appropriate ways to support children's learning. In essence, the foundations serve as a cornerstone for informing early childhood educators about children's learning and development. The foundations are to be used in combination with other sources of information. These sources include formal educational course work on early learning and development; information on individual differences (especially disabilities); knowledge about the contribution of cultural and linguistic experiences to early development and English-language development, including the CDE's resource guide *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* (2007); insights from children's families; and the practical experiences of preschool teachers and program directors.

The support that young children need to attain the competencies varies from child to child. Many children learn simply by participating in high-quality preschool programs. Such programs offer children environments and experiences that encourage active, playful exploration and experimentation. With play as an integral part of the curriculum, high-quality programs include purposeful teaching to help children gain knowledge and skills. As for the history–social science and science foundations, children can demonstrate their knowledge and skills by using any language and, for most of the foundations, nonverbal forms of expression. Many children effectively apply their advanced ability in their home language to understand concepts from the history–social science and science domains. Other children may have a disability or special need that requires particular adaptations.* To serve all children, preschool programs must provide appropriate social interactions, experiences, and environments and sensitively assist each child's learning and development.

All 50 states either have developed preschool standards or are in the process of doing so. Many states have aligned early learning standards with kindergarten.

*Adaptations should be coordinated with the child's family and any specialist working with the child.

content standards. In most cases, these alignment efforts focused on academic content areas such as English–language arts or mathematics. In California, priority has been placed on aligning expectations for preschool learning with the Common Core State Standards for English–language arts and literacy in history/social studies, science, and technical subjects and for mathematics, and with the state's academic content standards for kindergarten. Equally important, those content areas are complemented by attention to social–emotional development and English-language development. Like the learning in domains such as language and literacy and mathematics, the concepts in social–emotional development and English-language development also contribute significantly to young children's readiness for school (Shonkoff and Phillips 2000; Bowman, Donovan, and Burns 2000; NAEYC 2002). Because the focus on preschool learning in California includes the full range of developmental domains, the term *foundations* is used rather than *standards*. This term is intended to convey that learning and development in every domain is integrated with all other domains and affects young children's readiness for school.

Content of This Volume

The preschool learning foundations presented in this volume cover the following domains:

- History–social science
- Science

The domains above represent crucial areas of learning and development for young children. The foundations written for each of the domains are based on research evidence and are enhanced with expert practitioners' suggestions and examples. The foundations in a particular domain provide a thorough overview of development in that domain. Preschool children's knowledge and skills can be considered from the perspective of one domain, such as history–social science or science. Yet when taking an in-depth look at a specific domain, one needs to keep in mind that learning is an integrated experience for young children. For example, at any given moment, a young child may concentrate on a single science concept, but the experience may also pertain to learning in the cognitive, social, linguistic, physical, and health domains. The relationships between learning domains are particularly apparent between the history–social science and social–emotional development domains and between the science and mathematics domains. Close inspection of the foundations shows that all of the preschool learning domains intersect with one another and that closely related foundations occasionally appear in two or more domains.

Overview of the Foundations

The strands for each of the domains discussed previously are listed in this section.

History–Social Science Domain

The history–social science foundations address an area that is receiving increasing attention in preschool curricula. These foundations focus on the following five strands:

1. *Self and Society*, which centers on culture and diversity, relationships, and social roles and occupations
2. *Becoming a Preschool Community Member (Civics)*, which pertains to skills for democratic participation, responsible conduct, fairness and respect for other people, and conflict resolution
3. *Sense of Time (History)*, which includes understanding past events, anticipating and planning future events, personal history, and historical changes in people and the world
4. *Sense of Place (Geography and Ecology)*, which covers navigating

familiar locations, caring for the natural world, and understanding the physical world through drawings and maps
5. *Marketplace (Economics)*, which focuses on the economic concept of exchange

The foundations for this domain reflect the many ways in which young children learn about basic concepts of history–social science. Young children explore concepts related to history–social science that are rooted in the cultural experiences of their families and communities. The history–social science foundations, which center on young children's capacity to operate as members of a community, complement the social–emotional development foundations, which describe how young children express and regulate their emotions and develop social understanding and skills.

Science Domain

The science domain consists of the following four strands:

1. *Scientific Inquiry*, which pertains to observation and investigation and to documentation and communication
2. *Physical Sciences*, which focuses on the properties and characteristics of nonliving objects and materials and the changes in nonliving objects and materials
3. *Life Sciences*, which addresses properties and characteristics of living things and changes in living things
4. *Earth Sciences*, which covers properties and characteristics of earth materials and objects and changes in the earth

The competencies covered by the science domain center on content that connects with the natural curiosity of preschool children. Early in life, children rely on cultural experiences in their homes and communities to engage in inquiry and understand the properties and characteristics of nonliving and living objects and materials, and earth materials and objects. The scientific concepts and methods addressed by the preschool curriculum give children added perspective as they build their knowledge and skills in the science domain.

Organization of the Foundations

Each strand consists of substrands, and the foundations are organized under the substrands. Foundations are presented for children at around 48 months of age and at around 60 months of age. In some cases, the difference between the foundations for 48 months and 60 months is more pronounced than for the other foundations. Even so, the foundations focus on 48 and 60 months of age because they correspond to the end of the first and second years of preschool. In all cases, the foundation at around 60 months of age builds on the corresponding foundation at around 48 months of age. In other words, for each foundation the age levels are two points on a continuum of learning. Of course, teachers need to know where each child is on a continuum of learning throughout the child's time in preschool.

The preschool Desired Results Developmental Profile (DRDP–PS), which has been aligned with the preschool foundations, volume 1, and will be aligned with the foundations in volumes 2 and 3, gives teachers a means to observe children's learning along a continuum. On the continuum, children at the earliest level of development start to become familiar with a new knowledge area and, in a basic way, try out skills they are starting to learn. At the next level, children begin to demonstrate basic mastery in a knowledge and skill area. That level is followed by one in which children refine and expand their knowledge and skills in an area of learning; at the latest developmental level on the continuum, they connect the knowledge and skills they have mastered in

one area with those in other areas. The Desired Results Developmental Profile *access* provides a means to observe the knowledge and skills of preschool children with disabilities whose development is best described within a birth-to-age-five range.

The examples listed under each foundation suggest possible ways in which children may demonstrate the competency addressed by a foundation. The examples illustrate different kinds of contexts in which children may show the competencies reflected in the foundations. Examples highlight that children learn while engaging in imaginative play, exploring the environment and materials, making discoveries, being inventive, or interacting with peers, teachers, or other adults. Many examples include children using language to express themselves. Of particular note, children can demonstrate learning in these domains in any language and often do so nonverbally. For instance, children who are English learners will often understand history–social science and science through their home language and culturally meaningful experiences at home and in their community and express such knowledge in their home language. Although the examples often illustrate the diversity of young children's learning experiences, they are not exhaustive. In fact, teachers often observe other ways in which young children demonstrate the competency addressed by a foundation.

In addition, one needs to be cautious about how the examples are used. They are intended to illustrate possible behaviors rather than to function as assessment items or to present curricular strategies. Using the examples to compare individual children to a group or to measure individual children's progress would be inappropriate. Young children demonstrate their knowledge and skills in various ways. Some may act in ways that reflect the examples. Others may demonstrate their competencies through behaviors that are quite different from the examples and in many different languages. To use the examples effectively, one must be mindful of the context of the early learning setting, community, and the culture or cultures of each group of preschool children.

Note: Appendix A, "The Foundations," contains a summary list of the foundations in each domain, without examples.

Universal Design for Learning

The California preschool learning foundations are guides to support preschool programs in their efforts to foster the learning and development of all young children in California, including children who have disabilities. It is important for the preschool foundations to provide opportunities to follow different pathways to learning, so that the foundations will be helpful for all of California's children. To that end, the foundations incorporate a concept known as *universal design for learning*.

The Center for Applied Special Technology (CAST) developed the principles for universal design for learning based on the understanding that children learn in different ways (CAST 2007). In today's diverse preschool settings and programs, the use of a curriculum accessible to all learners is critical to successful early learning. Universal design for learning is not a single approach that will accommodate everyone; rather, it provides multiple approaches to learning in order to meet the needs of diverse learners. Universal design provides for *multiple means of representation*, *multiple means of engagement*, and *multiple means of expression* (CAST 2007). *Multiple means of representation* refers to providing information in a variety of ways so the learning needs of all children are met. *Multiple means of engagement* refers to providing choices of activities in the setting or program that facilitate learning by building on children's interests. *Multiple means of expression* refers to allowing children to use alternative methods to demonstrate what they know or what they feel.

The examples given in the preschool learning foundations have been worded to incorporate multiple means of receiving and expressing. This has been accomplished by the variety of examples for each foundation and the use of inclusive language, as follows:

- When consistent with the content being illustrated, the terms *communicates* and *responds* are used in examples rather than *says*. "Communicates" and "responds" are inclusive of any language and any form of communication, including speaking, sign language, pictures, electronic communication devices, eye-pointing, gesturing, and so forth.
- The terms *identifies*, *indicates*, and *points to* are used to represent multiple means of indicating objects, people, or events in the environment. Examples include the use of gestures, eye-pointing, nodding, or responding *yes* or *no* when another person points to or touches an object.

When reading each foundation and the accompanying examples, teachers can consider the means by which a child with a disability might best acquire information and demonstrate competence in those areas. It is essential to include a child's special education teacher, parents, or related service provider when planning environments, curriculum, and adaptations. In addressing the individual needs of children, early childhood educators need to consider the enormous variation in children's growth and development across all developmental domains.

For example, when consulting with a special education teacher, family members, or related-service provider, one may learn that a child with physical disabilities and visual impairments can understand many concepts without being able to demonstrate them in the same way as other children. Although the child may show delays in one area of development, it does not necessarily indicate delays in other areas of development such as cognitive development. This distinction is important to keep in mind because if an early childhood educator expects a child who cannot see or physically move to demonstrate a level of understanding, the child's cognitive abilities may be underestimated as he or she may be limited in the ability to consistently and broadly show the expected level. Even so, without the appropriate specialized instruction, materials, and adaptations, a child may show cognitive delays. The preschool years are a time of critical cognitive growth and concept development, and one cannot assume that this development will simply occur in children with disabilities when a sensory or motor disability is present. It is essential that teachers collaborate with family members and special educators to ensure that all children with disabilities are provided with effective preschool experiences and appropriate educational services and supports.

Alignment of the Preschool Learning Foundations with Other Key Resources

The *California Preschool Learning Foundations, Volumes 1–3*, are designed to align with content standards in key early childhood resources. A comprehensive analysis of the alignment of the *California Preschool Learning Foundations* with the *California Infant/Toddler Learning and Development Foundations*, the California content standards for kindergarten, the *Common Core State Standards* (CCSS) for kindergarten, and the *Head Start Child Development and Early Learning Framework (Head Start Learning Framework)* may be viewed at http://www.cde.ca.gov/sp/cd/rc/documents/psalignment.pdf. Appendix B presents an overview of this alignment. It identifies the connections between foundations/standards drawn from different resources and illustrates the developmental progression along a continuum, from birth to kindergarten, in different developmental domains (e.g.,

Language and Literacy, Mathematics, Physical Development). For example, the overview summarizes the alignment across the infant/toddler learning and development foundations in language and literacy, the preschool learning foundations in language and literacy and the kindergarten CCSS in English language arts. The overview of the alignment also details the links between the *California Preschool Learning Foundations* and the *Head Start Learning Framework*. These key resources share the common purpose of supporting young children's learning and development, and the alignment document highlights their shared goals and content.

The Foundations and Preschool Learning in California

The foundations are at the heart of the CDE's approach to promoting preschool learning. Teachers use best practices, curricular strategies, and instructional techniques that assist children in learning the knowledge and skills described in the preschool learning foundations. The "how-tos" of teaching young children include setting up environments, supporting children's self-initiated play, selecting appropriate materials, and planning and implementing teacher-guided learning activities. Two major considerations underlie the "how-tos" of teaching. First, teachers can effectively foster early learning by thoughtfully considering the preschool learning foundations in the planning of environments and activities. And second, during every step in planning for young children's learning, teachers have an opportunity to tap into the prominent role of play. Teachers can best support young children both by encouraging the rich learning that occurs in children's self-initiated play and by introducing purposeful instructional activities that playfully engage preschoolers in learning.

Professional development is a key component of fostering preschool learning. The foundations can become a unifying element for both preservice and in-service professional development. Preschool program directors and teachers are encouraged to use the foundations to facilitate curriculum planning and implementation. The foundations are designed to help teachers intentionally focus their efforts on the knowledge and skills that all young children need for success in preschool and early elementary school and throughout life.

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CALIFORNIA'S QUALITY CONTINUUM FRAMEWORK.

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID 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	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks*[1] twice a year	☐ DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	☐ Meets Title 22 Regulations	☐ 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	☐ 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** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ 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** ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** ☐ Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)	☐ Meets Title 22 Regulations [**Center:** 12 units of Early Childhood Education (ECE)/Child Development (CD) **FCCH:** 15 hours of training on preventive health practices]	☐ **Center:** 24 units of ECE/CD[2] **OR** Associate Teacher Permit ☐ **FCCH:** 12 units of ECE/CD **OR** Associate Teacher Permit	☐ 24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit **AND** ☐ 21 hours professional development (PD) annually	☐ 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** ☐ 21 hours PD annually	☐ 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** ☐ 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** ▪ Emotional Support - 5 ▪ Instructional Support –3 ▪ Classroom Organization – 5 **Toddler** ▪ Emotional & Behavioral Support – 5	☐ 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

[1] As of 01/2014 approved assessments are: Teaching Strategies GOLD® and Early Learning Scale by National Institute of Early Education Research (NIEER).
[2] For all ECE/CD units, the core 8 are desired but not required.

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID 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
				▪ Engaged Support for Learning – 3.5	▪ Engaged Support for Learning – 4
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ **Center:** Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ☐ **FCCH:** Title 22 Regulations *(excluded from point values in ratio and group size)*	☐ **Center - Ratio:Group Size** **Infant/Toddler** – 4:16 **Toddler** – 3:18 **Preschool** – 3:36	☐ **Center - Ratio:Group Size** **Infant/Toddler**– 3:12 **Toddler** – 2:12 **Preschool**– 2:24	☐ **Center - Ratio:Group Size** **Infant/Toddler** – 3:12 or 2:8 **Toddler** – 2:10 **Preschool** – 3:24 or 2:20	☐ **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)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration **OR** Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, **OR** Administrative Credential **AND** ☐ 21 hours PD annually

TOTAL POINT RANGES

Program Type	Common-Tier 1	Local-Tier 2[3]	Common-Tier 3	Common-Tier 4	Local-Tier 5[4]
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
Infant-only Centers 6 elements for 30 points	**Blocked** (No Point Value) – Must Meet All Elements	**Point Range** 7 to 15	**Point Range** 16 to 21	**Point Range** 22 to 26	**Point Range** 27 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
Infant-only FCCHs 4 Elements for 20 points	**Blocked** (No Point Value) – Must Meet All Elements	**Point Range** 5 to 10	**Point Range** 11 to 13	**Point Range** 14 to 17	**Point Range** 18 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

Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values.

CALIFORNIA'S CONTINUOUS QUALITY IMPROVEMENT – PROFESSIONAL DEVELOPMENT PATHWAYS

CORE TOOLS & RESOURCES[1]

CORE I: CHILD DEVELOPMENT & 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
RTT-ELC Core Tool(s) & Resources	• CA Foundations and Frameworks • Preschool English Learner Guide • Desired Results Developmental Profile Assessment (DRDP) Tools • National Data Quality Campaign's Framework • Ages and Stages Questionnaire (ASQ)
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
RTT-ELC Core Tool(s) & Resources	• CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3) • CA Foundations and Frameworks - Social-Emotional Development • Ages and Stages Questionnaire – Social Emotional (ASQ-SE)
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
RTT-ELC Core Tool(s) & Resources	• CA Preschool Foundations and Frameworks– Health and Physical Development • Infant/Toddler Program Guidelines • CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor • USDA Child and Adult Care Food Program Guidelines
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
RTT-ELC Core Tool(s) & Resources	• Classroom Assessment and Scoring System (CLASS) for relevant age grouping • Program for Infant-Toddler Care (PITC) Program Assessment Rating Scale (PARS), as applicable and available *** No current source Web page for PARS**

[1] *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.*

CORE TOOLS & RESOURCES

Professional Development	
Goal (Pathway)	Teachers are life-long learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	• Common Core 8[2] • Early Childhood Educator (ECE) Competencies • ECE Competencies Self-Assessment Tool • 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)
RTT-ELC Core Tool(s) & Resources	• Environment Rating Scales (Harms, Clifford, Cryer): o Infant-Toddler Environment Rating Scale (ITERS), o Early Childhood Environment Rating Scale (ECERS), o Family Child Care Environment Rating Scale (FCCERS)
Program Administration	
Goal (Pathway):	The program effectively supports children, teachers, and families.
Related Element(s)	All
RTT-ELC Core Tool(s) & Resources	• Business Administration Scale (Family Child Care) – (BAS) • Program Administration Scale (Centers) – (PAS) **OR** • 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 *Provision for Parents* Indicator)
RTT-ELC Core Tool(s) & Resources	Strengthening Families™ Five Protective Factors Framework

[2] Recommended

RACE TO THE TOP – EARLY LEARNING CHALLENGE TQRIS IMPLEMENTATION GUIDE

California Race to the Top - Early Learning Challenge (RTT-ELC)

Tiered Quality Rating and Improvement System (TQRIS)

Consortia Implementation Guide

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INTRODUCTION

Early learning and care can bring a wide range of benefits for children, parents, and society at large. However, these benefits are conditional on "quality." Expanding access to services without attention to quality will not deliver good outcomes for children or long-term productivity benefits for society.[1]

CALIFORNIA'S APPROACH

California's Race to the Top – Early Learning Challenge (RTT-ELC) Regional Leadership Consortia (Consortia), comprised of 17 lead agencies in 16 counties, have identified the desired outcome of the RTT-ELC Tiered Quality Rating Improvement System (TQRIS) as: ensure children entering kindergarten are ready to learn and succeed by increasing access to high-quality programs for children with high needs. California's TQRIS is built upon a Quality Continuum Framework that is:

- Supportive of kindergarten readiness
- Built on tiers and incentives to be set at the local level
- Based on a continuous program improvement process.

To achieve this goal, California's RTT-ELC funding will support the development and expansion of successful local programs that are focused on increased outcomes for high-need children by implementing local TQRISs. California will support these local efforts by partnering with Consortia that volunteer to strengthen their existing systems, align their systems to a common state framework, and serve as leaders and mentors to other programs and entities in their region. The goal is to use the majority of the RTT-ELC funds to support local activities.

California is taking a unique approach that builds upon the state's local and statewide successes. This will allow locals to develop and maintain control over their own quality improvement processes and build off of local investments, while still allowing counties to share lessons learned and coordinate efforts when feasible.

[1] Starting Strong: A quality toolbox for Early Childhood Education and Care © OECD 2012 www.oecd.org/edu/preschoolandschool/startingstrongiii-aqualitytoolboxforearlychildhoodeducationandcare.htm

The Consortia will bring together organizations in their regions with the same goal of improving the quality of early learning, and expand their current areas of impact by inviting other programs to join their TQRIS or reaching out to mentor other communities. By joining California's RTT-ELC effort, the Consortia voluntarily agree to align their local TQRIS to a common "Quality Continuum Framework" and will implement three common tiers in addition to any locally-determined tiers. In addition to a statewide evaluation of the common TQRIS tiers, the Consortia also will set local goals to improve the quality of early learning and development programs in the following three areas:

- Child development and readiness for school
- Teachers and how they interact and teach young children
- Program and classroom environment

The Consortia has adopted three common tiers with implementation guidelines to ensure consistency of implementation across the counties. To allow for local control, counties may elect to make local decisions about the tiers that are not commonly adopted, as well as areas for implementation that are left to local control.

California also is using RTT-ELC funding to support state efforts improving the lives of young children. Ten one-time investments support local efforts, including teacher/provider training and professional development; kindergarten readiness; community care licensing; home visitation; developmental screenings; and evaluation of local QRIS efforts.

CALIFORNIA'S TQRIS

A Quality Rating and Improvement System (QRIS) is a "method to assess, improve and communicate the level of quality in early care and education settings" (Mitchell, 2005, p. 4). A QRIS can vary significantly in terms of what it measures and how and whether development can operate statewide or in a local area. However, a fully functioning QRIS includes the following components: (1) quality standards for programs and practitioners; (2) supports an infrastructure to meet such standards; (3) monitoring and accountability systems to ensure compliance with quality standards; (4) ongoing financial assistance that is linked to meeting quality standards; and (5) engagement and outreach strategies (Child Trends, 2009)[2].

In order to ensure maximum flexibility and recognize diverse areas of quality, the Consortia ultimately chose a points-based hybrid rating system approach and developed and approved the RTT-ELC Quality Continuum Framework Consortia Hybrid Matrix with Three Common Tiers (Hybrid Matrix or QRIS) in September 2012. The initial block rating system had up to 16 elements to be rated. The Consortia streamlined the elements/indicators for rating to focus on the "few and powerful" (5 to 7) and moved approximately half of the initial rated elements from the Framework out of the Hybrid Matrix into the newly created corresponding Quality Improvement and Professional Development Pathways (Pathways).

Rating Tiers are the number of levels included in California's hybrid system. These levels are often designed with an easily understood symbol indicating ascending quality, such as stars; steps; or bronze, silver, or gold. In California, the designations are locally dictated. California's rating system has three agreed upon rating levels in a five-tiered system. Tiers 1, 3, and 4 are agreed upon tiers (all counties will meet the same requirements and rate using the same criteria). Tiers 2 and 5 are decided locally; however, the Consortia produced point-based recommendations as a starting point.

Every participating TQRIS site will receive a ***Program Quality Score*** based on the 7 elements of quality for centers and five quality elements for family child care homes (fewer for sites serving infants only). After meeting licensing requirements (tier 1, block), programs will

Rating Structure - method for determining rating steps (i.e., building blocks, points, and combination of block and points)

Building Block - The building block approach to QRIS means that all criteria at a particular tier level must be met before moving onto the next tier. Consortia agreed that only tier 1 will be a "block," meaning that the program must meet basic licensing requirements to be considered tier 1. Some county consortia may also use the block approach for local tier 2, but this is a local decision.

Points - Rather than having to meet all criteria in a tier, sites accumulate points based on their level of implementation of each quality element. A site could receive 2 points for one element and 4 points for another .California's common tiers 3 and 4 have criteria with points that will be used by all RTT counties. Some county consortia may also use points for tier 2, but this is a local decision.

Hybrid Approach - The QRIS hybrid approach includes building blocks for some levels and/or some criteria and points for others. Consortia agreed tier 1 would be a block and tiers 3 and 4 would use a point-based approach, thus identifying California's QRIS Framework as a Hybrid Matrix.

[2] Fact Sheet: California's Race to the Top- Early Learning Challenge www.cde.ca.gov/sp/cd/rt/documents/rttelcfactsheet.pdf

achieve their final program quality score by adding points based on the level of implementation of each of the elements of quality.

Centers can earn up to 35 points for the 7 elements; and Family Child Care Homes, with 5 elements, can earn up to 25 points total.

The final score is translated into a "tier" rating based on the chart below:

	Tier 1	*Tier 2*	*Tier 3*	*Tier 4*	*Tier 5*
Centers	*block*	*8 – 19 points*	*20 – 25 points*	*26 – 31 points*	*32 points or more*
Family Child Care Homes	*block*	*6 – 13 points*	*14 – 17 points*	*18-21 points*	*22 points or more*

The Consortia adopted tiers 3 through 5 as the "***top tiers***."

ELIGIBLE CHILD CARE FACILITIES

The QRIS is open to select early childhood facilities in one of the 16 counties awarded a RTT-ELC Grant. Counties may identify *participating sites* using locally-determined criteria that are based on the high needs population established by the RTT-ELC grant application.

Participating Sites are licensed centers and family child care homes (exceptions noted below). Priority is given to participating programs that are serving children with high needs.

> ***Facility*** - Any child care center or child care arrangement which provides child care for children unrelated to the operator and which receives a payment, fee, or grant for any of the children receiving care. Licensing of a facility is governed by the California Community Care Licensing Division of the Department of Social Services which defines facility as "any place or building in which less than 24-hour per day nonmedical care and supervision are provided to children in a group setting."

Exceptions to licensed programs that may participate include:

- Cal-SAFE child development programs
- Tribal-approved child care programs
- Military installation child care programs
- Adult Education preschool programs that are legally exempt from licensing
- Other programs operated by school districts, such as IDEA Part B or Part C funded programs

All participating sites' licenses must be current and ***"In Good Standing,"*** [3] which means a licensed child care center or family child care home that currently does not have[4] any of the following: 1) a non-compliance conference; 2) an administrative action taken or in the process of being taken (includes denied application, denied

[3] Reference-Health and Safety Code sections 1596.773 and 1596.886.
[4] Consortia may choose locally to impose a time period of up to 12 months in the past

exemption, temporary suspension order, expedited revocation action, revocation action, or exclusion action that is being initiated, in process, or already taken); and 3) a probationary license.
If a site license is changed to anything other than "In Good Standing," the QRIS rating and services to the site are suspended[5] (rating suspended and program no longer receiving RTT-ELC site-level Quality Improvement resources, including financial incentives, technical assistance, coaching, and on-site training).

HIGH NEEDS PRIORITY

THE RTT-ELC FUNDS ARE DESIGNED FOR USE TO IMPROVE QUALITY IN SITES SERVING HIGH NEEDS CHILDREN. PRIORITY SHOULD BE GIVEN TO SITES SERVING CHILDREN DEFINED AS HIGH NEEDS AS DESCRIBED IN CALIFORNIA'S APPLICATION.

The term ***Children with High Needs*** is defined in the RTT-ELC application as

> "Children from birth through kindergarten entry who are from low-income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that terms defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the State. California includes infants and toddlers and "children receiving protective services through the local county welfare department as well as children identified by a legal, medical, social service agency or emergency shelter as abused, neglected or exploited or at risk of abuse, neglect or exploitation."
>
> ***Source:*** *Race to the Top-Early Learning Challenge Application, p. 14, California's RTT-ELC application, and Title 5 sections 18078(c) and 18092*

A required minimum threshold of high needs children has not been established at the state-level. Counties are encouraged to identify sites serving children with high needs as a primary population of service and may complement services with matching funds if participating sites are serving a majority of children who do not fit into the "high needs" definition.

Often, families of children who fall into multiple "high needs" categories receive a child care subsidy .These families may be referred to as a ***subsidized family***, meaning, the family receives child care services from a subsidized program or receives a voucher for services from the parent-selected program or provider.

Children with high needs have one or more of these characteristics:

1. Low income family
2. Migrant/Seasonal
3. Homeless
4. Dual Language Learner
5. Tribal
6. Special Needs
7. In Child Protective Services
8. Living in neighborhood of low-API schools
9. Receiving child subsidy/vouchers
10. Infants/Toddlers

[5] Reinstatement protocols are determined at the local level.

Subsidized Sites Serve High Needs Children

Subsidized programs are a priority for RTT-ELC services; by definition, they serve children with high needs. These include General Child Care Licensed Sites, Head Start, Early Head Start, State-funded Preschool, and Tribal sites.

> ***Site*** - An early learning and development program operating by an administration/ entity at one physical location with at least one child care license from Department of Social Services Community Care Licensing Division. If two administrations/entities are operating on the same site and are operating separately from one another (e.g., co-located), each is counted as a separate site.

General Child Care Programs

State and federally funded programs that use centers and family child care home networks that provide child development services to children birth through 12 year of age. These programs provide an educational component that is developmentally, culturally, and linguistically appropriate for the children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees. Infant/Toddler child development programs with a current CCTR contract with the California Department of Education.

Head Start/Early Head Start - Head Start and Early Head Start are federally-funded programs targeting low income children and provide a variety of services, including education, nutrition, and medical services.

California State Preschool Programs - Programs serving eligible three- and four-year-old children provide both part-day and full-day services that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.

Tribal Sites - Child care operated for the Indian children of a tribal community. The tribal child care programs are exempted from having a state child care license, but must meet the child care standards established by the tribe. In order to qualify for federal Child Care and Development Fund (CCDF) funds, tribes must be federally recognized. Not all tribes receive CCDF funds .Tribes that receive Head Start American Indian Program Bureau funds are to be counted as tribal sites, rather than as Head Start sites.

Funding

Many classrooms that serve children with high needs use braided funding, which means at least two federal or state funding sources are combined to support program services. These classrooms are often referred to as "braided," "blended," or "mixed." All children or some of the children in the classroom must meet both funders' eligibility requirements. A cost-allocation plan is required for this model unless all costs of the two programs are kept separate.

Example 1: Head Start and State Preschool Partnership - Braiding funds to operate as a single program. In this model, California State Preschool Program (CSPP) funds half-days for part of the year, typically for 175 days, and Head Start funds the other half-days for the same part of the year. The funds are mixed in order to provide a seamless, full-day program. The mixing of funds in this model can be expressed by the following formula CSPP (part-year) + Head Start (part-year) + additional funds = full-day, full-year (or full-day, part year).

Example 2: Head Start and Full-day CSPP or General Child Care Partnership, Head Start and Family Child Care Home Network Partnership. CSPP or General Child Care (CCTR) provides funds for the full year, typically for 246 days, and for the full day. Head Start provides an "umbrella" of additional services, including comprehensive services for children and families, additional training resources, additional staff and/or materials, and so forth. In this model, all children in each classroom or family child care home (FCCH) participating in the collaboration must be enrolled in CCTR *and* must be Head Start eligible. However, agencies may operate additional classrooms that are not involved in the collaboration for children who do not have dual eligibility and/or enrollment.

Partnerships of this kind may operate as a single program with mixed funds or may operate with funds and services separately accounted for by each partner agency[6].

Example 3: Title I, Head Start and State Preschool - ESEA/NCLB Title I, Part A funds are available to support preschool programs, with requirements for teachers and paraprofessionals. These programs must coordinate with other federal programs, so a braided program might include Title I, Head Start and State Preschool or other combinations[7].

RATING AND MONITORING

After the 17 Consortia representatives reached agreement on the TQRIS framework and common elements, a "Rating and Monitoring" workgroup consisting of volunteers

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[6] Source Full-Day, Full-Year Early Care and Education Partnerships (2002) developed by the California Head Start–State Collaboration Office

[7] Source Ready for K... with ESEA (2009) developed by the California County Superintendents Educational Services Association

from regional or county consortia met to discuss the details of tier implementation .The workgroup made recommendations, which were adopted by the larger Consortia, which defined common methodology for rating programs and identified areas left to local control .This section outlines these agreements.

Consortia agreements ensure that the California RTT-ELC program maintains ***fidelity of implementation*** across counties. These agreements designate where counties have local control, and where the delivery of the program is consistent across counties, and implemented in the way in which it was designed to be delivered. All counties agree to implement all tools, measures, and documents to fidelity, adhering to the author's original approach. Preserving the components that made the original practice effective can directly impact the success of desired outcomes.

One way to ensure high quality program implementation is for Consortia to identify and clearly stipulate four distinct TQRIS Functions:

- ***Raters*** review and validate portfolio documentation.
- ***External Assessors***, trained on the Environment Rating Scales and/or Classroom Assessment Scoring System (CLASS) tool will carry out the assessment portion of the rating.
- ***Monitors*** ensure sites maintain their rated quality and compliance with program requirements.
- ***Technical Assistance (TA) Providers*** support the creation and/or implementation of the Quality Improvement Plan (QIP). TA providers also may assist sites with the development of the basic portfolio for rating.

While some functions may be fulfilled by the same person, individuals cannot serve as an external assessor and provide technical assistance or coaching services to the same group of teachers/sites.

Site Rating

The RTT-ELC Consortia has adopted a portfolio-based rating process in combination with external assessment .The information below provides more specific information about frequency, assessment, and specific elements.

Rating Frequency

A site's rating will be valid for two years. Participating early learning sites develop quality improvement plans after they receive a full rating and commit to engaging in an ongoing continuous quality improvement process between rating periods. RTT-QRIS Consortia will **monitor** participating sites between ratings, to assure that they are continuing to meet the criteria for their level of rating. Failing to maintain the criteria

may be demonstrated by significant turnover in staff, new director, significant licensing violation, etc. All of these may trigger a new rating. In general, events that may trigger reconsideration of the rating before the 2 years have passed include:

- Changes to a site the license, such as change of physical location, change in status, or other licensing changes.
- Changes that warrant re-assessment of an individual classroom.
- Other reasons determined by local consortia.

Rating Guidelines

The QRIS Hybrid Matrix will employ a portfolio-based system (with monitoring and administrative verification) for a program to self-report some elements of quality, and a file review for others, as follows:

	Element	1	2	3	4	5
1	Child Observation/Assessment	file review at all levels				
2	Developmental and Health Screening	file review at all levels				
3	Lead Teacher Qualifications and Professional Development	self-report at all levels				
4	CLASS Assessment	self-report		external assessment		
5	Ratios and Group Size	self-report		verify by assessor		
6	Environment Rating Scale	self-report		external assessment		
7	Director Qualifications	self-report at all levels				

Self-Report

All QRIS sites will use a ***portfolio*** for self-report elements. In order to verify the level of quality, all programs will be required to provide common documents demonstrating the level of quality for each element of the TQRIS Matrix. The portfolio may be managed online (e.g., via upload) or on paper, and is a local decision. All portfolios should be subject to random observation and file pulls at the discretion of local consortia.

File Review

Two children's files from each classroom will be randomly selected for review of child assessments and screenings by the external rater during observation visits (if the child has been in the program less than 60 days, another file may be selected). To obtain the corresponding point value for each element, every child should have evidence of screening and assessment (100% of files checked must contain evidence of a child assessment and screening or other alternatives as listed below). Alternatives to developmental screening are a parent "opt-out" form, detailed documentation of

repeated attempts to obtain parental consent when conducting file review, or the existence of a current IFSP or IEP.

As an alternative to viewing individual child paper files, it is acceptable to view a centralized tracking system or database files (such as for child assessment, health and developmental screening). Evidence must demonstrate 100% compliance consistent with Implementation Guide requirements.

Conducting Classroom Assessments

As indicated above, assessment is conducted for tiers three (3) through five (5) for elements relating to the CLASS tool (element 4) and the Environment Rating Scales (element 6) for the appropriate age level (refer to guidelines set by the tools' authors if classrooms are mixed-age). The following sections describe frequency of assessment and classroom selection.

Assessment Frequency: Every site will receive a formal, external assessment using the Environment Rating Scale (ERS) and the CLASS (if warranted) every other year. The same classrooms, selected through random sampling (see next page) will receive both the CLASS and the ERS assessment in the same year, **or within 13 months of the final rating**. For the purpose of assessment, a year is considered 13 consecutive months.

> *For example, if the ERS assessments are conducted in May, and the CLASS assessments are conducted on the same classrooms with the same lead teachers in September, then the program must be rated by June of the following year in order for the ERS assessment to be valid.*

Defining Classrooms for Assessment

For the purpose of the California RTT-ELC, a ***classroom*** is defined as:

- One teaching team using the same physical classroom space and working with the same age group.
- A group of children under a single teaching team. A classroom may be full day or half day. The definition of "group=classroom" in half day morning and afternoon preschool is based on the consistency of the teaching team and consistency of the ages of children served.

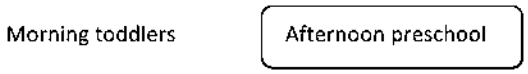
The ***teaching team*** consists of the same group of teachers over time. However, for the purpose of determining whether a new assessment and rating is required, if the lead teacher changes, then a new assessment is required. If other teachers change but the lead teacher remains the same, then a new assessment is not required.

For example,

This is considered ONE classroom because the ages served and teaching team are the same

Same teaching team for AM & PM

But this is considered TWO classrooms because although the teaching team is the same, the ages of children served are different (based on the assessments



Same teaching team for AM & PM

This also is considered TWO classrooms because although both morning and afternoon serve the same age children, the teaching team is different.

Different teaching team in AM & PM

Selecting Classrooms for Assessment

Consortia will assess 1/3 of each age group regardless of the total overall number of classrooms, including at least one classroom in each age group and maintain a minimum of 1/3 in sites serving a single age group.
If all classrooms in the program serve the same age group (e.g., all infant/toddlers or all preschoolers), use the following guidelines for determining the number of classrooms to assess with the CLASS and ERS:

Age Group . the age group of children served is defined by the assessment tool used .The ERS has an infant-toddler tool, and the CLASS has a toddler and Preschool/PreK tool (the infant tool is not yet available). Thus, infants and toddlers are considered one age group, and preschool and pre-K are considered a second age group.

All classrooms serve the same age group		
# classrooms at site	% of classrooms to rate	# of classrooms to observe/assess
1	33%	1
2	33%	1
3	33%	1
4	33%	2
5	33%	2
6	33%	2
7	33%	3
8	33%	3
9	33%	3
10	33%	4

If the program has classrooms for children of different ages (i.e., some infants/toddlers and some preschool), use the following guidelines for determining the minimum

number of classrooms to assess with the CLASS and ERS, making sure to select at least one from each age group:

Two different age groups	
# classrooms at site	**Total # to observe/assess**
2	2
3	2
4	2
5	2
6	2
7	3
8	3
9	3
10	4

If an infant classroom is randomly selected for assessment, ITERS and the file review should be conducted. Until the CLASS Infant is available, any infant classrooms that are assessed will not have a CLASS score to be factored into the overall point value for the CLASS element. Scoring methodology does not change.

Parameters for Selecting Classrooms

For classroom selection and random selection process, exclude classrooms (use alternate) or postpone scheduled assessment/visit when there is a: (1) substitute teacher; or (2) new teacher to the site (30 calendar days or less).

The minimum number of children required to be present in a particular classroom in order to rate will be locally determined as long as it remains within the parameters of the tool being used for assessment.

Announced vs. Unannounced Visits

The Consortia will conduct scheduled visits with sites. There is a local determination as to how far in advance the visits may be scheduled. Notification to the site of randomly selected classrooms to be assessed on ERS and CLASS will occur the day of the visit. The assessor will ensure the classroom being assessed is staffed by the lead teachers on record.

Use of Existing Assessments

A county consortium may elect (but is not required) to accept ERS and CLASS assessments previously conducted in lieu of the county consortia sending an assessor ONLY if the assessment was:

- Completed within 13 months of the rating.
- Performed by a valid and reliable external assessor.
- Conducted with the same lead teacher, child age group, and physical location as the randomly selected classroom.

Assessor qualifications

All assessors must be external (or independent), and have certification showing reliability to assess or other such documentation, and experience (see CLASS and ERS for specific definitions). An ***Independent Assessor*** is a trained and reliable person or entity who is not part of the program being assessed. A ***Reliable Assessor*** is a person with experience in the child development field who is trained to evaluate child care programs using the particular instrument. Assessors attend thorough trainings to learn about using the scales/instrument to measure the quality of child care programs and complete multiple practice observations. Initial training of assessors must be by an author or an Anchor. Assessors are deemed reliable when they closely match scores of an Anchor (experience reliable "expert" assessor responsible for score interpretation) and must maintain their reliability in accordance with the tool's authors.

The minimum required reliability is as follows:

- ERS - annual re-calibration; 85% agreement (within one point) with the consensus scores of an Anchor or Level 1 Observer across 3 consecutive ratings.
- CLASS - maintain annual certification through Teachstone.

Communicating the Site Rating

1. Site ratings must be reported in the RTT-ELC Consortia Annual Performance Report. Data uploads are required bi-annually.
2. Additionally, prior to the end of the grant period, the final tier rating must be communicated to the public by each consortium. Communication of the overall points is not recommended, but may be publicized at individual consortium's discretion.

Consortia will adopt use of the terms "Core" and "Elements" to refer to the three overarching categories and components as follows:

CORE	Elements
Core 1: Child Development & School Readiness	Element 1: Child Observation Element 2: Developmental and Health Screenings
Core 2: Teachers and Teaching	Element 3: Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home Element 4: Effective Teacher-Child Interactions Element 5: Licensing and Regulatory Requirements: Ratios and Group Size (Centers Only)
Core 3: Program and Environment	Element 6: Program Administration and Leadership: Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R Element 7: Program Administration and Leadership: Director Qualifications (Centers Only)

The distinction of "category," which was used in the early stages of discussion and is being used by the California Department of Education, may be an option for use by each consortium. The Elements are numbered 1 through 7, consecutively, with elements 5 and 7 for centers only.

CORE 1: CHILD DEVELOPMENT AND SCHOOL READINESS

Element 1. Child Observation		
Point Value	**Indicator**	**Detail**
BLOCK ***(Common Tier 1)***	☐ Not Required	Child Observation and Assessment is not required at Common Tier 1/BLOCK. Sites at this tier must be licensed and in good standing with Community Care Licensing.
2 POINTS	☐ Program uses evidence-based child assessment/ observation tool once a year	***Evidence based child assessment/observation tool*** refers to the level of evidence that supports the generality of a practice as indicated by research. Evidence may come from empirical evidence, through evaluation reports by an outside source or by the developer, or by consensus documents published by a professional organization. Local consortia may use the list of evidence based child assessment/ observation tools from the list below OR create local guidelines, or both. Local criteria must include evidence that the tool is observational, annual, and, at minimum, assesses the following developmental domains: physical (gross & fine motor), social-emotional, cognitive, and communication. Optional, Partial list of evidence-based tools: • High/Scope Child Observation Record (COR) for Infants and Toddlers • High/Scope Preschool Child Observation Record (COR), Second Edition • The Ounce Scale (developed for infants and toddlers) • Work Sampling, Developmental Guidelines, Preschool 3 • Work Sampling, Developmental Guidelines, Preschool 4 • Learning Accomplishment Profile-3rd Edition (preschool) • The Ounce Scale (infant/toddler) • NIEER Early Learning Scale **"*Uses*"** refers to any assessment, instrument or tool that yields individual and group information. This term requires that the program accesses and

		analyzes results and then, those results (whether individual information or aggregated group data) are used to inform practice. Random selection of two children's files per classroom during observation visits will provide evidence of use of evidence-based child assessment/observation for each child (if child has been in the program less than 60 days, another file may be reviewed).
3 POINTS	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks* twice a year	***Valid and Reliable child assessment/ observation tool*** refers to any assessment or tool whereby (reliability) implementation from one time to the next and from one observer/ implementer to the next is likely to yield the same results .Validity means that the instrument or tool measures what it says it measures in the defined audience or group .Often, instrument validity is limited to a specific language, culture or age group. Valid and reliable child observation tools must be approved by the California Department of Education prior to awarding the site 3 points for this element. • Teaching Strategies GOLD® (Creative Curriculum) assessment • Early Learning Scale by National Institute of Early Education Research (NIEER) available from Lakeshore Learning School Supply Assessment developers must contact Cecelia Fisher-Dahms at cfisherd@cde.ca.gov or 916-324-9739 if they wish to submit documentation of alignment. Programs without evidence of twice annual child assessments due to the rating visit occurring prior to the second assessment due date may meet this requirement in one of two ways: 1) Programs may show evidence from prior year of two cycles of assessment. 2) Programs without assessment evidence from prior year are required to submit actual scores from the second annual child assessment in order to maintain their score on this item and overall site rating. Local decision on the verification process for the second set of scores.

4 POINTS	☐ DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	***DRDP*** refers to the use of the Desired Results Developmental Profile child observational assessment, not inclusive of the Desired Results for Children and Families - Parent Survey (optional). Programs without evidence of twice annual child assessments due to the rating visit occurring prior to the second assessment due date may meet this requirement in one of two ways: 1) Programs may show evidence from prior year of two cycles of assessment. 2) Programs without assessment evidence from prior year are required to submit actual scores from the second annual child assessment in order to maintain their score on this item and overall site rating. Local decision on the verification process for the second set of scores. Evidence should demonstrate that individual child assessments are considered when planning for learning experiences through which the curriculum goals will be achieved. Acceptable documentation is as follows: 1. Show use of DRDP and program has current NAEYC Accreditation **OR** 2. Show use DRDP and provide current Head Start School Readiness Goals **OR** 3. Provide completed CD 4001B (Desired Results Developmental Profile Summary of Finding for the Classroom and Family Child Care Home Form) **OR** 4. Provide two of the following as evidence: • written curriculum statements • lesson plans • planning webs • notes from planning sessions that indicate that assessment information on how a purchased curriculum (if used) considers assessment of child progress.
5 POINTS	☐ Program uses DRDP 2010 twice a year and uploads into DRDP Tech and	***DRDP-tech*** Use of DRDP Tech creates psychometrically valid reports for teachers and also meets the federal RTT-ELC grant requirements of state-level data. Use of DRDP Tech is free to Head Start and State funded programs and will be

	results used to inform curriculum planning	available at a minimal per child cost for non-publicly funded programs. Twice-annual assessments are confirmed in the same manner as for 4 points above.

CORE 1: CHILD DEVELOPMENT AND SCHOOL READINESS

Element 2. Developmental and Health Screenings		
Point Value	**Indicator**	**Detail**
BLOCK ***(Common Tier 1)***	☐ Meets Title 22 Regulations	Title 22 Regulations require current immunization records for every child enrolled in the family child care home or center. Family Child Care Homes use form PM 286, available at http://www.cdph.ca.gov/pubsforms/forms/CtrlForms/pm286b.pdf and Centers use form LIC 701, available at http://www.dss.cahwnet.gov/cdssweb/PG166.htm. Forms must be printed on blue paper.
2 POINTS	☐ Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers")* used at entry, then: **1.** Annually **OR** **2.** Conducts vision and hearing screenings annually	***Used at entry then annually*** requires that the program collects form LIC 701 (or equivalent) at the child's entry into the program and annually at the beginning of each program year. ***Conducts (or collects) screening.*** If vision and hearing screening are used as the method of meeting this standard, programs may use information from a doctor's or specialist's screening OR conduct vision and health screenings at the site, or both.
3 POINTS	☐ Program works with families to screen all children using a **valid and reliable child screening tool** at entry and as indicated by results thereafter. **AND** ☐ Meets Criteria from point level 2	***Valid and Reliable child screening tool*** refers to any assessment or tool whereby (reliability) implementation from one time to the next and from one observer/ implementer to the next is likely to yield the same results. Validity means that the instrument or tool measures what it says it measures in the defined audience or group. Often, instrument validity is limited to a specific language, culture or age group. A partial list of valid and reliable child screening tools is below. Other tools are acceptable at the discretion of the consortium with documentation of validity and reliability.

Element 2. Developmental and Health Screenings		
Point Value	**Indicator**	**Detail**
		how the screening and referral process works at the site level.
4 POINTS	☐ Program works with families to screen all children using the **ASQ** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	***ASQ*** is the Ages and Stages Questionnaire. ***"Works with families"*** **-** Families are engaged in the screening process. Results are shared with the family in a confidential and supportive manner. Program staff use screening results to refer families to the appropriate agencies for further assessment, such as the local Regional Center, school district and/or other resources.
5 POINTS	☐ Program works with families to screen all children using the **ASQ & ASQ-SE**, if indicated, at entry, then as indicated by results thereafter **AND** ☐ Program staff uses children's screening results to implement intervention strategies and adaptations as appropriate **AND** ☐ Meets Criteria from point level 2	***ASQ-SE*** is the Ages and Stages Questionnaire: Social Emotional and may be used as indicated by the results from the ASQ.

Element 2. Developmental and Health Screenings		
Point Value	**Indicator**	**Detail**
		Partial List: • Mullen Scales of Early Learning • Brigance • DIAL 3 • Ages and Stages Questionnaire • ESP: Early Screening Profiles • ESI-R (Early Screening Inventory) • Denver II • Parents Evaluation of Developmental Status • Parents Evaluation of Developmental Status –Developmental Milestones • Battelle Developmental Inventory Screening Test • Learning Accomplishment Profile-Diagnostic Screens ***As indicated by the results thereafter,*** refers to the actions taken by the program to refer families to additional resources based on the results of the screening tool. Beginning at this tier, both Centers and Family Child Care Homes must use a developmental screening tool or produce proof of one of the items below: IFSP/IEP; Evidence of screening in another venue (must have actual screen or documented results); Parent "opt-out" form or equivalent evidence that parent denied screening; or Detailed documentation of repeated attempts to obtain parental consent when conducting file review. In addition to providing evidence through the file review process that 100% of children are screened, the site must provide evidence for

CORE 2: TEACHERS AND TEACHING

<table>
<tr><th colspan="3">Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)</th></tr>
<tr><th>Point Value</th><th>Indicator</th><th>Detail</th></tr>
<tr><td>BLOCK
(Common Tier 1)</td><td>☐ Meets Title 22 Regulations</td><td></td></tr>
<tr><td>2 POINTS</td><td>☐ Center: 24 units of ECE/CD (core 8)
☐ FCCH: 12 units of ECE/CD (core 8)
OR
☐ Associate Teacher Permit</td><td>In point values 2 through 5, Qualifications are checked for all lead teachers employed at site AND no less than 75% of them must meet requirements in point-values 2 to 5.
<table>
<tr><th>Total # of Lead Teachers</th><th># Needed to Meet Requirement</th></tr>
<tr><td>2</td><td>2</td></tr>
<tr><td>3</td><td>3</td></tr>
<tr><td>4</td><td>3</td></tr>
<tr><td>5</td><td>4</td></tr>
<tr><td>6</td><td>5</td></tr>
<tr><td>7</td><td>6</td></tr>
<tr><td>8</td><td>6</td></tr>
<tr><td>9</td><td>7</td></tr>
<tr><td>10</td><td>8</td></tr>
</table>
In point values 3 through 5, staff in Family Child Care Homes (FCCH) and Centers are held to the same educational standard.
Point value 2 is equivalent to the Associate Teacher Permit for Family Child Care and Centers. Teachers who applied for the permit may substitute verification of application in lieu of the transcript, for review.
CORE 8 courses are desired but not required.
Lead teacher is the adult with primary responsibility for a group of children. For the purposes of rating an early childhood classroom, lead teacher is the adult who meets the minimum licensing requirements as a teacher and any additional requirements for the point-level of the rating. When there is more than one teacher working in a group, the lead teacher shall be considered the person with the highest degree. A group of children in a Center is defined as those children who are assigned for most of the day to a specific teacher or a team of teaching staff members and who occupy an individual classroom or well-</td></tr>
</table>

Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)		
Point Value	**Indicator**	**Detail**
		defined space. Each group must have at least one designated lead teacher. The lead teacher must spend the vast majority of time with one group of children who attend at the same time rather than divide time between classrooms or float between groups. The group size is determined by the point-level of the rating. The above is based on the NAEYC accreditation definition of a teacher. For the purposes of rating a licensed FCCH, the lead teacher is the adult who is the owner and full-time operator of the FCCH. If the owner is not teaching the children, the FCCH lead teacher is defined as the adult with the highest degree who spends the vast majority of time with the children. A group of children in an FCCH is defined as those children who are enrolled in the FCCH. The group size is determined by licensing requirements based on the ages of the children enrolled.
3 POINTS	☐ 24 units of ECE/CD and 16 units of General Education **OR** ☐ Teacher Permit **AND** ☐ 21 hours professional development (PD) annually	Point value 3 is equivalent to the Teacher Permit. ***Professional Development/Continuing Education*** - 21 hours of professional development per year can be consistent with the professional growth activities as described in Commission on Teacher Credentialing Child Development Permit Professional Growth Manual (*http //www.ctc.ca.gov/credentials/manuals-handbooks/PG_manual_ChildDev.pdf*), pages 8 and 9. Professional growth activities may include documented workshops, coaching, equivalency of coursework, or other activities as determined locally by the consortia. Professional growth activities should stem from the needs of the teacher and program, based on the TQRIS rating. Professional development includes, but is not limited to, the Professional Development Pathways. Required documentation of professional growth activities is determined at the local level.
4 POINTS	☐ Associate's degree (AA/AS) in ECE/CD **OR** AA/AS in any field	Point value 4 is equivalent to the Site Supervisor Permit. Consortia may accept at their discretion Option 2 of

Element 3. Early Childhood Educator Qualifications: Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)		
Point Value	**Indicator**	**Detail**
	plus/with 24 units of ECE/CD that conform to permit requirements **OR** ☐ Site Supervisor Permit **AND** ☐ 21 hours PD annually	the Teacher permit if the ECE/CD unit requirement is met.
5 POINTS	☐ Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD that conform to permit requirements OR Master's degree in ECE/CD **OR** ☐ Program Director Permit **AND** ☐ 21 hours PD annually	Point value 5 is equivalent to the Program Director Permit. Consortia may accept at their discretion Option 2 of the Master Teacher permit if the ECE/CD unit requirement is met.

3 POINTS	☐ Independent CLASS assessment by reliable observer (for appropriate age group as available) to inform the program's professional development/ improvement plan	While results of the independent CLASS assessment will be used to inform the site's Quality Improvement Plan, evidence of having a Quality Improvement Plan in place is not a requirement of this tier. ***Independent (external) Assessment*** An external assessment is conducted by an entity or persons not part of the program (third-party) and is trained to reliability standards on the tool. ***Reliable CLASS Observer*** is an individual who has demonstrated their ability to observe and rate classrooms based on the CLASS quality indicators. CLASS reliability must be renewed annually and is available for the CLASS Toddler and CLASS Pre-K tools. A reliable CLASS observer should be able to provide a certificate indicating current reliability (issued within the previous 12 months). In classrooms with multiple age groups, use the age level tool appropriate for the most number of children .If children are equally distributed, consult Teachstone (www.teachstone.org) for advice.
4 POINTS	☐ Independent CLASS assessment by reliable observer (for appropriate age group as available) with minimum CLASS scores: Pre-K: • Emotional Support - 5 • Instructional Support -3 • Classroom Organization - 5 Toddler: • Emotional & Behavioral Support - 5	***CLASS assessment*** is also known as the "CLASS Observation," conducted by a reliable observer (see above). Minimum scores are recommended by Teachstone, Inc. and based on research on the CLASS and on the design of California's TQRIS. Each classroom will receive an individual score based on the designated cutoffs for the tool used. Average all classroom scores together and drop the decimal to obtain the final site rating. *Example:* Pre-K Classroom: Alligators Emotional Support – 5.42 Instructional Support – 3.13

CORE 2: TEACHERS AND TEACHING

Element 4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)		
Point Value	**Indicator**	**Detail**
BLOCK ***(Common Tier 1)***	☐ Not applicable	
2 POINTS	☐Familiarity with CLASS (e.g. 2-hour Overview training) for appropriate age group as available by one representative from the site (on-line or face-to-face via facilitator)	***Familiarity with CLASS*** Refers to the participating program's management, center director, family child care operator, and lead teacher, as appropriate, having a basic understanding of a particular program or staff assessment tool. This can include having attended overview orientations, webinars, trainings, college courses in which the tool was presented, or other forms of knowing the intent, purpose, and use of the tool, but not to the depth of completing assessments or observations .The decision about what constitutes familiarity is a local one. It is recommended that live CLASS presentations be conducted by a Certified CLASS Trainer. A ***Certified CLASS Trainer*** receives certification through Teachstone, Inc. Certification is given to trainers who participate in at least 4 days of training (Observer training and Train the Trainer training) and pass reliability on the CLASS tool. These trainers should be able to produce a certificate indicating that they successfully completed the Train the Trainer program and a certificate demonstrating their reliability on the CLASS tool is current (must be renewed annually). Certification is specific to a certain age level based on the particular CLASS tool. Currently, counties may have certified CLASS Pre-K trainers who they can call upon (known as affiliate trainer), or programs may arrange training through Teachstone. Currently, only Teachstone is able to provide certified CLASS trainers for the CLASS Toddler tool.

	• Engaged Support for Learning - 3.5	Classroom Organization – 5.89 **Alligators Rating: 4** Pre-K Classroom: Bears Emotional Support – 5.10 Instructional Support -2.95 Classroom Organization – 5.68 **Bears Rating: 3** Toddler Classroom: Dragonflies Emotional & Behavioral Support – 5.15 Engaged Support for Learning - 3.32 **Dragonflies Rating: 3** Toddler Classroom: Ladybugs Emotional & Behavioral Support – 5.25 Engaged Support for Learning - 3.60 **Ladybugs Rating: 4** Average of all classroom ratings (4+3+3+4)/4 = 3.5 Drop the decimal to determine the final score for the site. **Overall points for CLASS element = 3**
5 POINTS	☐ Independent assessment with CLASS (for appropriate age group as available) with minimum CLASS scores: Pre-K: • Emotional Support – 5.5 • Instructional Support – 3.5 • Classroom Organization – 5.5 Toddler:	See scoring example above.

	• Emotional & Behavioral Support – 5.5 • Engaged Support for Learning – 4	

CORE 3: PROGRAM AND ENVIRONMENT

Element 5. Licensing and Regulatory Requirements: Ratios and Group Size *(Centers Only)*		
Point Value	**Indicator**	**Detail**
BLOCK *(Common Tier 1)*	☐ Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 ☐ FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	Volunteers may not be used in ratio and group size calculations. Title 22 regulations require that adult:child ratios include only employed adults ***Ages: group size*** • Infant - A child aged birth to 18 months. • Toddler - A child who is 18 to 36 months of age. Based on Education Code Section 8265.5 • Preschooler - A child who is 3 years of age to kindergarten entry. The child's third birthday must be on or before the following dates: § November 1 of the 2012-13 fiscal year § October 1 of the 2013-14 fiscal year § September 1 of the 2014-15 fiscal year and thereafter *Based on Management Bulletin 12-15* ***Ratios*** Centers must meet the Community Care Licensing standards at a minimum. Staff must meet the needs of the children in attendance and provide visual observation and supervision at all times. Centers may need additional staff depending on the age of children and their needs. Additional staff are needed for backup. An Aide cannot be left alone with children except during naptime and to escort children to the restroom. • One teacher can supervise no more than 12 children. • One teacher and one aide can supervise up to 15 children. • A fully qualified teacher and an aide with 6 early childhood education units can supervise up to 18 children. • A ratio of one teacher or aide for 24
2 POINTS	☐ Center: Infant/Toddler Ratio of 4:16 Toddler Ratio of 3:18 Preschool Ratio of 3:36	
3 POINTS	☐ Center: Infant/Toddler Ratio of 3:12 Toddler Ratio of 2:12 Preschool Ratio of 2:24	
4 POINTS	☐ Center: Infant/Toddler Ratio of 3:12 or 2:8 Toddler Ratio of 2:10 Preschool Ratio of 3:24 or 2:20	
5 POINTS	☐ Center: Infant/Toddler Ratio of 3:9 or better Toddler Ratio of 3:12 or better Preschool Ratio of 1:8 and group size of no more than 20	

Element 5. Licensing and Regulatory Requirements: Ratios and Group Size *(Centers Only)*		
Point Value	**Indicator**	**Detail**
		napping children is permitted, providing that the additional staff to meet the "awake" ratios are immediately available at the center. *Reference California Code of Regulations, Title 22 section 101216.3* Ratios and group size are verified through • In-person visit for point-values 3-4-5 (checked during the ERS assessment) • Self-report in portfolio and certified through portfolio certification process Local decision for how to handle out of ratio and child endangerment. The California Child Abuse Reporting Law must be followed (Penal Code Sections 11165-11174.3). Ratio and group size scores will be reported as follows: Individual scores for each classroom will be determined based on the Hybrid Rating Matrix and averaged regardless of age. The decimal will be dropped and that number will be reported as the score for the site. *Example:* Infant Room score of 4 Toddler Room score of 3 Preschool Room A score of 2 Preschool Room B score of 3 Preschool Room C score of 2 4+3+2+3+2= 14 14/5= 2.8 **Overall points for ratio/group size = 2**

CORE 3: PROGRAM AND ENVIRONMENT

Element 6. Program Administration and Leadership: Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R		
Point Value	**Indicator**	**Detail**
BLOCK ***(Common Tier 1)***	☐ Not Required	
2 POINTS	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	***Familiarity with ERS*** Refers to the participating program's management, center director, family child care operator, and lead teacher, as appropriate, having a basic understanding of a particular program or staff assessment tool. This can include having attended overview orientations, webinars, trainings, college courses in which the tool was presented, or other forms of knowing the intent, purpose, and use of the tool, but not to the depth of completing assessments or observations. The decision about what constitutes familiarity is a local one.
3 POINTS	☐ Independent ERS assessment using scale for the appropriate setting; All subscales completed and averaged to meet overall score level of 4.0	***Independent (external) Assessment*** An external assessment is conducted by an entity or persons not part of the program (third-party) and is trained to reliability standards on the tool. ERS scores (ONE total averaged scale score) across selected classrooms will be recorded SEPARATELY for a site's score on this element. Scores across selected classrooms are averaged together regardless of the tool used (ECERS or ITERS). In classrooms with multiple age groups, use the age level tool appropriate for the majority of children. If children are equally distributed, consult ERSI (http://www.ersi.info/index.html) for advice.
4 POINTS	☐ Independent ERS assessment using scale for the appropriate setting; All subscales completed and averaged to meet overall score level of 5.0	***ERS assessment*** is conducted by a reliable observer (see above).

Element 6. Program Administration and Leadership: Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R		
Point Value	**Indicator**	**Detail**
5 POINTS	☐ Independent ERS assessment using scale for the appropriate setting; All subscales completed and averaged to meet overall score level of 5.5	

CORE 3: PROGRAM AND ENVIRONMENT

Element 7. Program Administration and Leadership: Director Qualifications (Centers Only)		
Point Value	**Indicator**	**Detail**
BLOCK ***(Common Tier 1)***	☐ 12 units core ECE/CD (early childhood education, child development, family/consumer studies, or related field), 3 units management/ administration	***Center Director*** provides direct on-site supervision and administrative support to teaching staff and children, provides ongoing communication with public and private agencies, and support to families in an early care setting with at least one classroom. Center director is • Responsible for scheduling staff in accordance with licensing requirements and site needs. • Manages all aspects of employee relations including performance review and training. • Responsible for meeting all licensing regulations, agency policies & procedures and the Education Code as applicable. • Responsible for accurate update of records on site including but not limited to enrollment, attendance, meal counts, daily logs, curriculum, child observations, and parent participation. • The designee for insuring implementation of requirements of funding, including assessment, screening, curriculum, etc. • The legal designee to send and/or receive legal documents (i.e. restraining orders, suspected child abuse reports, unusual incident reports, etc.). A director who is responsible for two or more sites may serve as the "program director" of all
2 POINTS	☐ 24 units core ECE/CD, 16 units General Education, 3 units management/ administration **OR** ☐ Master Teacher Permit	
3 POINTS	☐ Associate's degree with 24 units core ECE/CD, 6 units management/ administration, 2 units supervision **OR** ☐ Site Supervisor Permit **AND** ☐ 21 hours PD annually	

Element 7. Program Administration and Leadership: Director Qualifications (Centers Only)		
Point Value	**Indicator**	**Detail**
4 POINTS	☐Bachelor's degree with 24 units core ECE/CD, 8 units management/ Administration **OR** ☐ Program Director Permit **AND** ☐ 21 hours PD annually	of the site locations provided that a qualified child care center director is employed for each individual site/location. In this instance, both the "program director" and a designated lead teacher will meet the educational qualifications of center director. *Reference: California Code of Regulations, Title 22 sections 101215 and 101215.1* For example, state preschools located on the grounds of elementary school may have a "program director" of all the state preschool locations; however, at least one lead teacher of a state preschool classroom on each site must meet the educational qualifications of "center director."
5 POINTS	☐ Master's degree with 30 units core ECE/CD including specialized courses, 8 units management/ administration **OR** ☐ Administrative Credential **AND** ☐ 21 hours PD annually	

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Valid and Reliable child screening tool, 20
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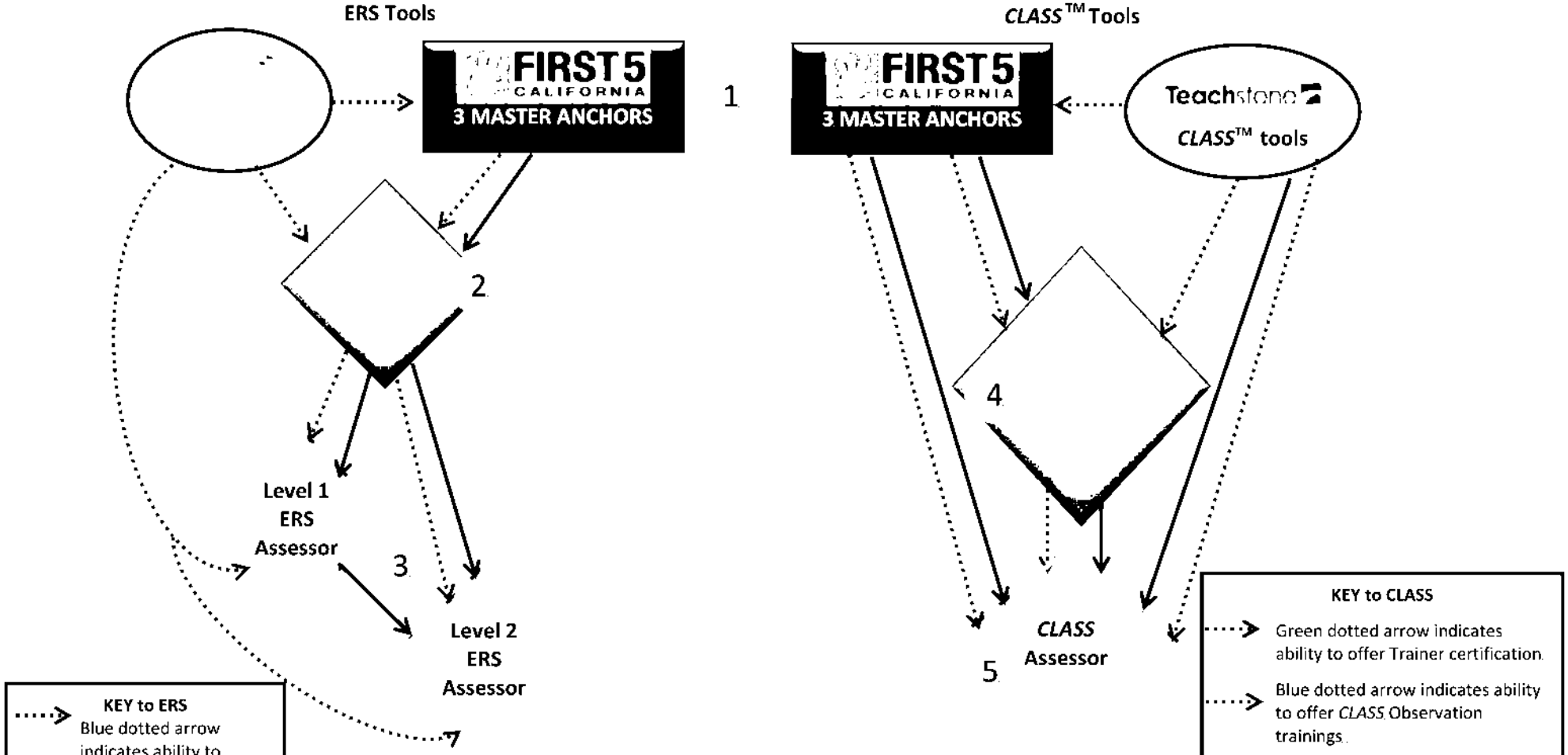
CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT-ELC) QUALITY MONITORING PROTOCOL STRUCTURE

California Race to the Top-Early Learning Challenge (RTT-ELC) Consortia Assessor Management System Structure

The First 5 California Master Anchors are the same individuals in both graphics. The Assessor Management System flow is divided by tool because of the training and technical assistance supports available for each tool. In some consortia, the Regional Environment Rating Scale (ERS) Anchor and Regional *Classroom Assessment and Scoring System*™ (*CLASS*™) Designee and/or Trainer may be the same person. In other consortia, different people may take each role.



corresponds with descriptions on following pages.

1. **Master Anchors** employed by First 5 California
   a) Role: Carry out contract duties, including helping to build capacity of consortia-appointed Anchors and *CLASS* designees, developing resources, and carrying out process to control drift. In addition, Master Anchors check in with ERSI and Teachstone about consortia questions and disseminate details regarding consortia information, agreements, and clarifications.
   b) Certification: State Master Anchors are certified by ERSI at 90% or higher reliability on each of the three ERS tools, and to 80% by Teachstone for the *CLASS* tools.
   c) Responsibilities in State Assessor Management System: State Master Anchors will work with Regional ERS Anchors and *CLASS* Designees to conduct training, support drift-testing, and manage development and dissemination of resources.
      - State Master Anchors will reduce consortia costs associated with ERSI and Teachstone reliability training by:
        - Certifying, and annually recertifying, reliability of Regional ERS Anchors on ERS family of tools in lieu of ERSI/authors, as needed
        - Providing advice and support for Regional ERS Anchors as they train and certify local assessors
        - Providing Observation Training to Regional *CLASS* Designees on *CLASS* Toddler and PreK *CLASS* tools, as needed
      - State Master Anchors will reduce assessor drift by:
        - Organizing ERS drift testing with Regional ERS Anchor
        - Coordinating *CLASS* online calibration for Regional *CLASS* Designees, at a minimum
        - Providing information and support to Regional ERS Anchors and *CLASS* Designees to carry out drift testing activities with consortia assessors
      - State Master Anchors will conduct in-person and webinar-based trainings and meetings with Regional ERS Anchors and *CLASS* Designees to support capacity building and consensus building on conducting observations and use of tools. As a result of these and other Consortia communications, resources and other written guidance will be developed and distributed to the Consortia.

2. **Regional ERS Anchor**
   a) Role: Each consortium may have its own person/people in this role, or several consortia may elect to share a Regional ERS Anchor. They may have one anchor for all three ERS tools or three different anchors – one for each of the tools.

      The Regional ERS Anchor will work with State Master Anchor on ERS-related clarifications, policies, etc. The regional anchor may also conduct assessments.

   Definition
   Regional ERS Anchor
   Consortia-designated individual who is authorized to certify reliability of ERS Assessors at Level 1 and Level 2

   b) Certification: Regional ERS Anchors must be certified "reliable" at the Anchor level achieving at least 90% reliability (average) over three consecutive assessments with ERSI **or** a State Master Anchor.

Skills and Experience: (Local Decision) Consortia suggestions for skills include soft skills and cultural competence. Consortia suggestions for experience include evidence of ability to assess in different types of sites and multiple years of ERS assessment experience.

c) Responsibilities in Statewide Anchor Management System:

- Participate in monthly Consortia-wide Anchor Learning Communities held via conference call. (Regional Anchor or consortia designee)
- Participate in regularly scheduled training workshops. These may be statewide or regional at the discretion of the Master Anchors and will be held no more frequently than quarterly. (Regional Anchor or consortia designee)

Consortia may give the Regional ERS Anchor authority to:

- Train and certify Level 1 Assessors to 90% reliability and Level 2 Assessors to 85% reliability
- Coordinate Drift Testing for Level 1 and Level 2 ERS Assessors
- Review reports written by Level 1 and 2 Assessors
- Train *CLASS*room staff based on ERS-related items in the Quality Improvement Plan
- Train coaches on ERS

Definition
ERS Drift Testing
*One-day, **live double coding** led by an ERS anchor or Level 1 ERS assessor.*
Minimum frequency of drift testing is 6 months, or at least once between annual recertification.
Maximum groups size for drift testing is Lead plus 3 assessors for Infant- Toddler Environment Rating Scale (ITERS-R) and Early Childhood Environment Rating Scale (ECERS-R) or Lead plus 2 assessors for Family Child Care Environment Rating Scale (FCCERS-R).
Drift testing is one site visit. Assessors must demonstrate reliability (local anchors and level 1 assessors – 90%; assessors- 85%) during drift testing to continue to assess using the ERS tool. Assessors have up to three opportunities to pass drift testing. Between drift tests, assessor may receive technical assistance from State Anchor or local anchor to support success. Consortia decision about next steps after third failed attempt at drift-test reliability.

3. Level 1 and Level 2 ERS Assessors

a) Role: Level 1 and Level 2 ERS Assessors carry out assessment on applicable age-level tool(s) and complete reports, as applicable for each consortium.

b) Certification: Level 1 and Level 2 ERS Assessors may be trained by ERSI or by the Regional ERS Anchor.

- Level 1 ERS Assessors must achieve 90% reliability across three consecutive assessments, and complete drift testing with Regional Anchor.
- Level 2 ERS Assessors must achieve 85% reliability across three consecutive assessments, and complete drift testing with Regional Anchor **or** Level 1 Assessor.

c) Responsibilities in Statewide Anchor Management System:

Consortia may give Level 1 ERS Assessors authority to:

- Complete ERS assessments
- Carry out drift testing with Level 2 ERS Assessors
- Review reports written by Level 2 ERS Assessors

Consortia may give Level 2 ERS Assessors authority to:

- Complete ERS assessments
- Create observation reports, as directed by Consortia

* Level 1 ERS Assessor is an optional role in this system; some consortia may choose to not distinguish between Level 1 and Level 2 ERS Assessors.

4. County Consortia/Regional *CLASS* Designee

a) Role: The Regional *CLASS* Designee will work with State Master Anchors on *CLASS*-related clarifications, policies, etc. The Regional *CLASS* Designee may conduct drift testing by live double coding and conduct training for other *CLASS* Assessors if certified by Teachstone as an Affiliate Trainer.

Each consortium may have its own person/people in this role, or several consortia may share a Regional *CLASS* Designee. Different people may fill the roles of Designee and Trainer.

b) Certification: At a minimum, the Consortia/Regional *CLASS* Designee should be a reliable *CLASS* Assessor.

c) Responsibilities in Statewide Anchor Management System:

Consortia may give the Regional *CLASS* Designee the following authority:

- *If certified by Teachstone as an Affiliate Trainer,* conduct observer trainings and introduction to *CLASS* trainings according to Teachstone affiliate agreement
- Review reports written by *CLASS* Assessors

Definition - *CLASS* Drift Testing

Either:

- *Online calibration – During assigned period of time, code one 20-minute video and achieve at least 80% reliability. If applicable, must also participate in a 1-hour webinar debrief*

OR

- *Live Double-Code – with an experienced CLASS-certified assessor identified by consortium.*

Frequency of CLASS drift testing is every 6 months, or one time between annual recertification. Assessors must demonstrate reliability during drift testing to continue to assess using the CLASS tool. Assessors have up to three opportunities to meet 80% reliability during drift testing. Between drift tests, assessor may receive technical assistance from State Anchor or local anchor to support success. Consortia decision about next steps after third failed attempt at drift-test reliability.

5. *CLASS* Assessor

a) Role: Carry out assessment on applicable age-level tool(s) and complete report, as applicable for each consortium.

b) Certification: Proof of valid certification from Teachstone demonstrating current reliability on applicable tool. In addition, *CLASS* Assessors must participate in *CLASS* drift testing (calibration) either through live double coding or online calibration.

c) Responsibilities in Statewide Anchor Management System:

- Complete *CLASS* assessments
- Create observation reports, as directed by consortia

Race to the Top - Early Learning Challenge (RTT-ELC)

Consortia On-site Validation Protocol

Overview of Protocol Structure

The goal of the validation activity is to assess the effectiveness of implementation of the RTT-ELC grant. This tool is intended to drive the discussions that will inform the State's oversight and management of the program, inform technical assistance, and provide appropriate and timely updates to the public on the progress of the RTT-ELC initiative. The questions below serve as a platform for how the State can be consistent in the validation approach across all Consortia. Ongoing validation and support activities already provide the State's extensive knowledge of the Consortia's implementation of the grant priorities. The validation process will allow the State Implementation Team Liaisons to probe areas of concern and gaps in the information. This document is formatted with two types of questions: (1) *Fundamental Questions*- that addresses the basic implementation efforts and progress, and

OVERVIEW OF TABLE STRUCTURE		
Action Plan Elements	**Questions**	**Evidence of Implementation**
Related to the consortium's "RTT-ELC Action Plan" implementation: • Grant Management • Mentoring other Communities • Capacity-building and Sustainability • Rating and Monitoring • Data Collection and Evaluation • T&TA and QI Activities • Partnership Building	For each element, questions will generally address the following: Fundamental Review Questions • Status of implementation • Method to determine status Additional Comprehensive Questions • Effectiveness or impact of implementation • Adjustments to address challenges • Efforts to review and revise implementation	Documentation provided by the Consortia, or available on a website, to the extent available and appropriate to address the consortium's current level of implementation.

SUCCESSFUL SYSTEMS		
Action Plan Elements	**Questions**	**Evidence of Implementation**
• **Grant Management** • **Mentoring other Communities** • **Capacity-building and Sustainability**	**Fundamental Review Questions:** 1. Describe your consortium's process for ensuring the implementation of the goals, strategies, and outcomes outlined in your consortium Action Plan. 2. How are you monitoring the consortium's contracts and inter-agency agreements to ensure compliance with your consortium's Action Plan? 3. Describe the current and proposed strategies your consortium is using to expand RTT-ELC reforms throughout the consortium and/or the region. **Additional Comprehensive Questions, as needed:** 4. Describe the consortium's plan to sustain the RTT-ELC reforms and strategies after the grant period. 5. How are you leveraging resources to meet the performance targets outlined in the grant and your Action Plan? 6. What are the obstacles that you foresee that could impact the consortium's ability to meet its goals and implement a successful consortium system for early learning opportunities throughout the consortium? 7. Describe the consortium's process to ensure that RTT-ELC funds are separately accounted for, monitored, and managed according to the grant.	The consortium provides evidence of its progress, activities, policies, and procedures towards the development and improvement of high quality early learning programs consortium-wide. Examples include: • Consortium recruitment and site rating protocols and procedures • Site rating schedules and reports • Memorandum of Agreements (MOA) with other Consortium and state agencies • Collaboration meeting agendas, minutes, and schedules • Training plans and activities targeted towards local programs and communities Staff demonstrates understanding of the RTT-ELC priorities and core areas for successful early learning systems.

HIGH QUALITY PROGRAMS		
Action Plan Elements	**Questions**	**Evidence of Implementation**
• **Rating and Monitoring** • **Data Collection and Evaluation**	**Fundamental Review Questions:** 1. Describe your consortium's progress for developing and implementing a Consortium-wide Tiered Quality Rating and Improvement System (TQRIS). 2. Describe your consortium's challenges and barriers in targeting programs serving children with high needs, such as: State Preschool, General Child care, Head Start, Early Head Start, private child care centers, family child care homes, programs supported by individuals with Disabilities Education Act (IDEA), etc. 3. How are you determining that the consortium's implemented TQRIS is meeting the targets set? **Additional Comprehensive Questions, as needed:** 4. How are you using data and evaluation information to inform and assess the effectiveness of your Continuous Quality Improvement (CQI) activities? 5. Describe any obstacles identified with the implementation of a consortium -wide TQRIS? If any, describe your plan to address the challenges. 6. Describe the efforts to develop a comprehensive data system across participating early learning programs. 7. Describe any challenges you are facing when moving forward with the timelines and activities outlined in your RTT-ELC Action Plan and most recent Annual Performance Report (APR). 8. How are you determining that the supports provided to early learning programs for TQRIS are working? 9. What is your plan to publish ratings?	The consortium provides evidence of its progress, activities, policies, and procedures towards the development and improvement of high quality early learning programs consortium-wide. Examples include: • Consortium Plan for a TQRIS • Consortium policies and procedures for implementing TQRIS • Consortium TQRIS protocol for assessing program ratings • TQRIS standards and indicators for all early childhood settings • State standards for early learning are integrated • Consortium data reports reflecting increased programs enrolled in TQRIS • Memoranda of Understanding (MOU) with other early learning agencies • Consortium-level collaboration meeting agendas, minutes, schedules and attendance sheets • TQRIS training agendas, schedules, attendance sheets and session evaluations • TQRIS training modules • Training announcements, memorandums and administrative directives

FOCUS INVESTMENTS

Action Plan Elements	Questions	Evidence of Implementation
• **T&TA and Quality Improvement (QI) Activities** • **Partnership Building**	**Fundamental Review Questions:** 1. Describe the actions/activities identified to improve the quality and effectiveness of the early childhood and development programs in your consortium (i.e. Desired Results Developmental Profile-School Readiness (DRDP-SR), workforce development; parent engagement, comprehensive assessment system, data system, etc.). 2. How are you ensuring that the improvement activities align with the overall goals, timelines, and outcomes outlined in your RTT-ELC Action Plan? **Additional Comprehensive Questions (Select applicable questions based on Consortium's action plan elements):** 3. Describe your consortium's professional development and technical assistance plan to address the needs of the high-needs populations. 4. How are you determining what training and technical assistance (T&TA) is needed consortium-wide to support the implementation of your TQRIS system. 5. Where are you in the process for implementing training opportunities for the early learning workforce? 6. To what extent have you been able to engage districts in implementing the DRDP-SR, CDE's kindergarten entry assessment, particularly in those districts receiving kindergarteners from QRIS sites? 7. Describe your efforts to align program curriculum to the California Early Learning Foundations and Frameworks? 8. Describe your efforts to strengthen early childhood educators' understanding of the purposes and uses of the types of assessments included in the TQRIS. 9. How are you implementing the Strengthening Families Framework? 10. How are you communicating RTT-ELC activities and other related information to stakeholders (families, early learning workforce, local policy-makers, your community, etc.)? a. Training opportunities b. Policy changes c. High-quality program standards	The consortium provides evidence of its progress, activities, policies, and procedures towards the development and improvement of high quality early learning programs consortium-wide. Examples include: • Consortium implementation plan for the DRDP/DRDP-SR • Meeting agendas and/or notes from collaboration meetings regarding DRDP/DRDP-SR and comprehensive assessment system • Consortium plans for a Comprehensive Assessment System • Activities implementation schedules • Consortium policies and procedures • Outreach and communication activities schedules • Training plans and modules Consortium demonstrated data systems and data reports

MONITORING INSTRUMENT ITEM REPORT: 2014-15 PROGRAM INSTRUMENTS, EARLY EDUCATION AND SUPPORT

MONITORING INSTRUMENT ITEM REPORT

2014–15 Program Instruments

Early Education and Support On-site 2014–15

I. INVOLVEMENT

I-EES 01: Plan for Parent Involvement

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	I-EES 1. (CCTR, CSPP, CMIG, CHAN, CFCC) There is a plan for parent involvement and education, including the sharing of program goals and structure with families. The program ensures that effective, two-way, comprehensive communication between staff and parents is carried out on a regular basis throughout the program year. 1.1. (CSPP Prekindergarten and Family Literacy contract) The contractor has developed interactive literacy activities in which the parents actively participate in facilitating the acquisition of pre-reading skills with their children through guided activities. (EC §§ 8202, 8203, 8240(c), 8245(b)(3) and (b) 9; 5 CCR §§ 18275, 18277, 18280.)
Associated Documents	
Required and Suggested Documents	EES completed parent/teacher conferences (hard copy only) [r] EES for CSPP Pre-kindergarten and Family Literacy contracts, materials from interactive literacy component [r] EES for CSPP Pre-kindergarten and Family Literacy contracts; schedules of parent and child interactive literacy activities [r] EES open door policy statement [r] EES Parent Advisory Committee (PAC) agenda or minutes [r] EES parent education and involvement plan [r] EES parent orientation materials [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 02: Family Eligibility Requirements

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 2. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) Families with children enrolled in the program have met the eligibility requirements of that contract, and the required documentation is complete. A family data file has been established for each family, including a completed application for services and supporting documentation. For all programs except part day CSPP, the contractor verifies the eligibility of each family or child within 30 days of a change in eligibility status or at intervals not to exceed 12 months. (EC §§ 8201(a), 8208(i)(ad)(ai)(aj), 8231, 8235, 8236, 8237, 8238.4, 8239, 8246(a), 8250, 8263, 8263.1, 8263.4, 8353, 8354; 5 CCR §§ 18078, 18081–18085, 18089, 18090, 18096, 18100-18103, 18107, 18118, 18131, 18133, 18191, 18211, 18212, 18405-18408, 18420-18423.)
Associated Documents	EES completed application-CD9600 (hard copy only) [r] EES completed 9600A (hard copy only) [r] EES parent policies [r] EES records of eligibility, residency, and family size (hard copy only) [r] EES written materials for parents [r]

Required and Suggested Documents	EES family data file information verification (hard copy only) [r] EES records of verification of eligibility information (hard copy only) [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 03: Child Need Requirement Verification

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 3. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) With the exception of families enrolled in a part day CSPP, families with children enrolled in a contract have met the need requirements. Certified hours of child care correspond to the need of the parent/caretaker, as documented by the contractor. For all contracts with a need for service requirement, the contractor verifies the need of each family or child within 30 days of a change in need status or at intervals not to exceed 12 months. For CSPP Prekindergarten Literacy Full Day contracts, need is verified at enrollment for the program year. (EC §§ 8235, 8239(d), 8250, 8263, 8263.1, 8353, 8354; 5 CCR §§ 18078, 18081, 18083, 18084, 18085.5-18088, 18091, 18092, 18102, 18104, 18118, 18191, 18406(c) and (d), 18421(b) and (c).)
Associated Documents	EES completed application-CD9600 (hard copy only) [r] EES completed 9600A (hard copy only) [r] EES written materials for parents [r]
Required and Suggested Documents	EES documentation of need for service (hard copy only) [r] EES records of verification of need for service (hard copy only) [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 04: Recording and Reporting Attendance

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 4. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) The program has adopted policies and procedures for recording and reporting attendance that are consistent with: (a) The certified hours of enrollment that are established for the parent/caretaker (b) Statutes and regulations on excused and unexcused absences (c) Regulations regarding documentation of attendance (EC § 8208(e), 8221.5, 8246(h); 5 CCR §§ 18065, 18066, 18068)
Associated Documents	EES written materials for parents [r]
Required and Suggested Documents	EES attendance policy for excused and unexcused absences [r] EES attendance registry (hard copy only) [r] EES sign-in/sign-out records (hard copy only) [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 05: Correct Fee Assessed

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 5. (CCTR, CSPP, CMIG, CFCC, CAPP, CMAP, C2AP, C3AP) Families with children enrolled are assessed the correct fee according to the current Family Fee Schedule issued by the California Department of Education with the exception of families certified in a part-day CSPP program. (EC §§ 8239 (e), 8246(c), 8250(d)(3), 8263(g) and (h); 5 CCR §§ 18078, 18096, 18108–18116.)
Associated Documents	
Required and Suggested Documents	EES family data file (hard copy only) [r] EES family fee collection policies and procedures [r] EES receipts of fee collection (hard copy only) [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 06: Inventory Records

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II–CD 6. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP, CRRP) For all categorical programs, the local agency maintains an inventory record for each piece of equipment, with an acquisition cost of more than $500 per unit, that is purchased with state and/or federal funds. The record describes the acquisition by: (a) Type (b) Model (c) Serial number (d) Funding source (e) Acquisition date (f) Cost (g) Location (h) Current condition (i) Transfer, replacement, or disposition of obsolete or unusable equipment (EC § 35168; 5 CCR § 3946; 34 CFR § 80.32(d)(I).)

6.1. The contractor has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records. (34 CFR 80.32 (d)(2).)

6.2. All contractors that are not local educational agencies shall adopt procedures regarding the procurement of goods and services that prohibit conflicts of interest and ensure competition. (45 CFR 92.36 and 5 CCR 18027-18030 and 18040.)

Associated Documents	EES Written procedures for competitive procurement
Required and Suggested Documents	EES equipment inventory [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 07: Alternative Payment Policies

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 7. (CAPP, CMAP, C2AP, C3AP) The provider and eligible parents are given information regarding alternative payment policies, procedures, and regulations. The contractor sets forth the basis of provider participation, scheduled provider payments,informed parental choice, and the rights and responsibilities of parents. (EC §§ 8222, 8225, 8226, 8266.5, 8357, 5 CCR §§ 18074, 18074.1, 18074.2, 18075-18076.3, 18220.6, 18221 18224, 18226, 18228, 18230, 18231, 45 CFR 98.30.)
Associated Documents	EES written materials for parents [r]
Required and Suggested Documents	EES grievance procedures [r] EES policies and procedures for provider participation and written materials for providers [r]
Legal References	

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EES 08: Desired Results Profile and Data

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	IV-EES 8. (CCTR, CSPP, CMIG, CHAN, CFCC) The program maintains the Desired Results Developmental Profile – 2010 (DRDP-2010) and Desired Results parent survey data for children and families. The program uses the information to plan and conduct age and developmentally appropriate activities and to monitor family involvement and satisfaction. (EC §§ 8203(b)(c), 8203.5(b), 8240(a), 8245, 8246; 5 CCR §§ 18270.5, 18272, 18273, 18276, 18279–18281.)
Associated Documents	
Required and Suggested	

Documents	EES activity plans [r] EES Annual Program Self-Evaluation-CD 4000 and CD 4001A [r] EES child portfolios (hard copy only) [r] EES completed DRDPs (hard copy only) [r] EES Desired Results Developmental Profile Summary of Finding For The Classroom and Family Child Care Home Level-CD 4001B [r] EES group data summary (hard copy only) [r] EES schedule of Parent-Teacher conferences [r]
Legal References	

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EES 09: Annual Evaluation Plan

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	IV-EES 9. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) The program has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement. (EC §§ 8203, 8203.5, 8261; 5 CCR §§ 18279-18281.)
Associated Documents	
Required and Suggested Documents	EES Annual Program Self-Evaluation-CD 4000 and CD 4001A [r] EES classroom group data summary (hard copy only) [r] EES DRDP summary of findings [r] EES Environment Rating Scale Summary of Findings-CD 4002 [r] EES evidence of Program Action Plan follow-up [r] EES Parent Survey Summary of Findings-CD 4003 [r].
Legal References	

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EES 10: Site Licensure

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	IV-EES 10. (CCTR, CSPP, CMIG, CHAN, CFCC) Each site has a current license issued by the authorized licensing agency unless the site is exempt from licensure. (EC §§ 8203(a), 8245(a); 5 CCR § 18020; Health & Saf. Code § 1596.792; 22 CCR §§ 101158 (a)(9), 10218.1.) 10.1. Sites that are exempt from licensure meet health and safety standards. 10.2. Children receive health screening and immunizations. 10.3. Parents have access to their children and the caregivers during normal hours of operation.
Associated Documents	
Required and Suggested Documents	EES current license and current receipt for fee [r] EES licensing citations (if any) [r]

EES written policies regarding parental access [r]

Legal References

V. STAFFING AND PROFESSIONAL DEVELOPMENT

V-EES 11: Staff Development Program

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	V-EES 11. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, C2AP, C3AP, CRRP) The program has developed and implemented a staff development component. (EC §§ 8240(g), 8245(b)(6), 8360; 5 CCR § 18274.)
Associated Documents	
Required and Suggested Documents	EES CSPP Pre-kindergarten and Family Literacy contracts, records of developmentally appropriate assessments of pre-reading skills and instructional strategies [r] EES participant sign-in sheet for staff development sessions [r] EES records of implemented staff trainings [r] EES written job descriptions [r] EES written staff development plan linked to Annual Program Self-Evaluation [r]
Legal References	

V. STAFFING AND PROFESSIONAL DEVELOPMENT

V-EES 12: Qualified Staff and Director

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	V-EES 12. (CCTR, CSPP, CMIG, CHAN, CFCC) All program staff is qualified for the position held. Each program operating two or more sites has a qualified program director. Each program with more than one site has a qualified site supervisor at each site. Each site has qualified teachers. (EC §§ 8203(g), 8208(v), (aa), and (af), 8244, 8264.5, 8264.7, 8360-8361; 5 CCR §§ 18295, 80105-80116.)
Associated Documents	
Required and Suggested Documents	EES Contractor's current classroom personnel roster by position held [r] EES copies of current permits, credentials, or certificates for each teacher, site supervisor, and program director, or waiver issued by EES (Hard copy Only) [r]
Legal References	

V. STAFFING AND PROFESSIONAL DEVELOPMENT

V-EES 13: Staff-Child Ratios

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	V-EES 13. (CCTR, CSPP, CMIG, CHAN) The applicable staff-child ratios are met for each age group and program. (EC §§ 8203(a), 8264.7, 8264.8; 5 CCR §§ 18013(d), 18135, 18290.)
Associated Documents	
Required and Suggested Documents	EES completed Staff-Child Ratio Schedule (form CD-3705) [r]
Legal References	

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EES 14: Family Selection

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	VI-EES 14. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP) Families with children enrolled in the programs are selected according to the priorities of that program. (EC §§ 8231, 8235(c), 8236, 8263, 8263.2-.4; 5 CCR §§ 18105–18107, 18131, 18133, 18182, 18192.)
Associated Documents	
Required and Suggested Documents	EES records of use of contractor waiting list or centralized eligibility list, as applicable [r]
Legal References	

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EES 15: Compliance with Due Process

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	VI-EES 15. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) The contractor complies with the program's due process requirements, including (1) providing parents with written information regarding their

responsibility to comply with program rules, (2) issuing a notice of action where appropriate, and (3) establishing procedures for parental appeal of any contractor's decision contained in the notice of action.

(EC §§ 8203(f), 8261, 8263; 5 CCR §§ 18094, 18095, 18118–18122, 18400(k) and (l), 18418, 48419, 18433, 18434.)

Associated Documents: EES written materials for parents [r]

Required and Suggested Documents: EES current blank Notice of Action [r]
EES parent appeal procedures [r]
EES recently completed Notice of Action and parent appeal (hard copy only) [r]

Legal References:

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EES 16: Refrain from Religious Instruction

SEA Status: In Progress

Comments by SEA:

Compliance Indicators: VI-EES 16. (CCTR, CSPP, CMIG, CHAN, CFCC) The program refrains from religious instruction and worship.

(EC §§ 8265(a)(4); 5 CCR § 18017.)

Associated Documents:

Required and Suggested Documents: EES postings or information for parents, providers, and public that program refrains from religious instruction and worship [r]

Legal References:

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EES 17: Services Responsive to Family Needs

SEA Status: In Progress

Comments by SEA:

Compliance Indicators: VI-EES 17. (CRRP) The contractor provides services that are responsive to the diverse cultural, linguistic, and economic needs of the geographic area of service. (EC §§ 8212, 8213, 8214)

17.1. (CRRP) The contractor has developed written referral policies that are available to parents and providers on request and has implemented the written complaint procedures. (EC § 8216; 5 CCR §§ 18244, 18247.) 17.2 (CRRP, CAPP, C2AP, C3AP)

17.2 (CRRP) The contractor has developed and implemented procedures to provide subsidy and potential subsidy families with informed parental choice and has a comprehensive list of local providers and programs for offering choice. (5 CCR § 18245; 45 CFR 98.30 and 98.33)

Associated Documents: EES Examples of outputs from database or information systems based on type of provider/program preferred by

parent
EES Talking points or recording used to inform parents of provider types and choices available.

Required and Suggested Documents
EES CRRP contractor written referral policy [r]
EES licensing citations log [r]
EES operating hours [r]
EES R & R written materials [r]
EES telephone referral log (if applicable) [r]
EES verification of operating hours [r]
EES written complaint policies and procedures [r]

Legal References

VII. TEACHING AND LEARNING

VII-EES 18: Environment Rating Scale

SEA Status: In Progress

Comments by SEA

Compliance Indicators: VII-EES 18. (CCTR, CSPP, CMIG, CHAN, CFCC) The program shall complete an environment rating scale to measure program quality for the appropriate age group and setting and shall achieve a rating of "Good," defined as scoring at least an average of 5.0 on each subscale of the environment rating scale.

(EC §§ 8203, 8203.5(a), 8245, 8246(d) and (f); 5 CCR § 18281.)

Associated Documents

Required and Suggested Documents
EES Completed Environment Rating Scale and Summary report for classroom [r]
EES Environment Rating Scale Summary of Findings-CD 4002 [r]

Legal References

VII. TEACHING AND LEARNING

VII-EES 19: Nutritional Needs

SEA Status: In Progress

Comments by SEA

Compliance Indicators: VII-EES 19. (CCTR, CSPP, CMIG, CHAN, CFCC) The program provides for the nutritional needs of children in attendance.

(EC §§ 8203(l), 8204, 8240(f), 8245(b)(5), 8246(g); 5 CCR §§ 18111, 18278.)

Associated Documents

Required and Suggested Documents
EES current month menu [r]
EES list of any children with food allergies (hard copy only) [r]
EES written policies for provision of meals/snacks [r]

Legal References

2014–15 Program Instruments

Early Education and Support On-site 2014–15

MONITORING INSTRUMENT ITEM REPORT

2014–15 Program Instruments

Early Education and Support Online 2014–15

I. INVOLVEMENT

I-EES 01: Plan for Parent Involvement

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	I-EES 1. (CCTR, CSPP, CMIG, CHAN, CFCC) There is a plan for parent involvement and education, including the sharing of program goals and structure with families. The program ensures that effective, two-way, comprehensive communication between staff and parents is carried out on a regular basis throughout the program year. 1.1. (CSPP Prekindergarten and Family Literacy contract) The contractor has developed interactive literacy activities in which the parents actively participate in facilitating the acquisition of pre-reading skills with their children through guided activities. (EC §§ 8202, 8203, 8240(c), 8245(b)(3) and (b)(9); 5 CCR §§ 18275, 18277, 18280.)
Associated Documents	
Required and Suggested Documents	EES for CSPP Pre-kindergarten and Family Literacy contracts, materials from interactive literacy component [r] EES for CSPP Pre-kindergarten and Family Literacy contracts; schedules of parent and child interactive literacy activities [r] EES open door policy statement [r] EES Parent Advisory Committee (PAC) agenda or minutes [r] EES parent education and involvement plan [r] EES parent orientation materials [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 02: Family Eligibility Requirements

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 2. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) Families with children enrolled in the program have met the eligibility requirements of that contract, and the required documentation is complete. A family data file has been established for each family, including a completed application for services and supporting documentation. For all programs except part day CSPP, the contractor verifies the eligibility of each family or child within 30 days of a change in eligibility status or at intervals not to exceed 12 months. (EC §§ 8201(a), 8208(i)(ad)(ai)(aj), 8231, 8235, 8236, 8237, 8238.4, 8239, 8246(a), 8250, 8263, 8263.1, 8263.4, 8353, 8354; 5 CCR §§ 18078, 18081–18085, 18089, 18090, 18096, 18100-18103, 18107, 18118, 18131, 18133, 18191, 18211, 18212, 18405-18408, 18420-18423.)
Associated Documents	EES written materials for parents [r]
Required and Suggested Documents	
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 03: Child Need Requirement Verification

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 3. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) With the exception of families enrolled in a part day CSPP, families with children enrolled in a contract have met the need requirements. Certified hours of child care correspond to the need of the parent/caretaker, as documented by the contractor. For all contracts with a need for service requirement, the contractor verifies the need of each family or child within 30 days of a change in need status or at intervals not to exceed 12 months. For CSPP Prekindergarten Literacy Full Day contracts, need is verified at enrollment for the program year. (EC §§ 8235, 8239(d), 8250, 8263, 8263.1, 8353, 8354, 8468.5(b)(2); 5 CCR §§ 18078, 18081, 18083, 18084, 18085.5-18088, 18091, 18092, 18102, 18104, 18118, 18191, 18406(c) and (d), 18421(b) and (c).)
Associated Documents	EES written materials for parents [r]
Required and Suggested Documents	
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 04: Recording and Reporting Attendance

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 4. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) The program has adopted policies and procedures for recording and reporting attendance that are consistent with: (a) The certified hours of enrollment that are established for the parent/caretaker (b) Statutes and regulations on excused and unexcused absences (c) Regulations regarding documentation of attendance (EC §§ 8208(e), 8221.5, 8246(h); 5 CCR §§ 18065, 18066, 18068)
Associated Documents	
Required and Suggested Documents	EES attendance policy for excused and unexcused absences [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 05: Correct Fee Assessed

MONITORING INSTRUMENT ITEM REPORT

2014–15 Program Instruments

Early Education and Support Online 2014–15

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 5. (CCTR, CSPP, CMIG, CFCC, CAPP, CMAP, C2AP, C3AP) With the exception of families certified in a part day CSPP, families with children enrolled are assessed the correct fee according to the current Family Fee Schedule issued by the California Department of Education with the exception of families certified in a part-day CSPP program. (EC §§ 8239(e), 8246(c), 8250(d)(3), 8263(g) and (h); 5 CCR §§ 18078, 18096, 18108–18116.)
Associated Documents	
Required and Suggested Documents	EES family fee collection policies and procedures [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 06: Inventory Records

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II–CD 6. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP, CRRP) For all categorical programs, the local agency maintains an inventory record for each piece of equipment, with an acquisition cost of more than $500 per unit, that is purchased with state and/or federal funds. The record describes the acquisition by:

(a) Type

(b) Model

(c) Serial number

(d) Funding source

(e) Acquisition date

(f) Cost

(g) Location

(h) Current condition

(i) Transfer, replacement, or disposition of obsolete or unusable

equipment (EC § 35168; 5 CCR § 3946; 34 CFR 80.32(d)(I).)

6.1. The contractor has conducted a physical check of the inventory of equipment within the past two years and has reconciled the result with inventory records. (34 CFR 80.32 (d)(2).)
6.2. All contractors that are not local educational agencies shall adopt procedures regarding the procurement of goods and services that prohibit conflicts of interest and ensure competition. (45 CFR 92.36 and 5 CCR §§ 18027-18030 and 18040.)

Associated Documents	EES Written procedures for competitive procurement
Required and Suggested Documents	EES equipment inventory [r]
Legal References	

II. GOVERNANCE AND ADMINISTRATION

II-EES 07: Alternative Payment Policies

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	II-EES 7. (CAPP, CMAP, C2AP, C3AP) The provider and eligible parents are given information regarding alternative payment policies, procedures, and regulations. The contractor sets forth the basis of provider participation, scheduled provider payments, and the rights and responsibilities of parents. (EC §§ 8222, 8225, 8226, 8266.5, 8357, 5 CCR §§ 18074, 18074.1, 18074.2, 18075-18076.3, 18220.6, 18221 18224, 18226, 18228, 18230, 18231, 45 CFR 98.30.)
Associated Documents	EES written materials for parents [r]
Required and Suggested Documents	EES grievance procedures [r] EES policies and procedures for provider participation and written materials for providers [r]
Legal References	

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EES 08: Desired Results Profile and Data

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	IV-EES 8. (CCTR, CSPP, CMIG, CHAN, CFCC) The program maintains the Desired Results Developmental Profile – 2010 (DRDP-2010) and Desired Results parent survey data for children and families. The program uses the information to plan and conduct age and developmentally appropriate activities and to monitor family involvement and satisfaction. (EC §§ 8203(b)(c), 8203.5(b), 8240(a), 8245, 8246, 8463(e)(f); 5 CCR §§ 18270.5, 18272, 18273, 18276, 18279–18281.)
Associated Documents	
Required and Suggested Documents	EES program activity plans [r] EES schedule of Parent-Teacher conferences [r]
Legal References	

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EES 09: Annual Evaluation Plan

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	IV-EES 9. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) The program has developed and implemented an annual evaluation plan that addresses any areas identified during the self-evaluation as needing improvement. (EC §§ 8203, 8203.5, 8261; 5 CCR §§ 18279-18281.)
Associated Documents	
Required and Suggested Documents	EES Annual Program Self-Evaluation-CD 4000 and CD 4001A [r] EES Environment Rating Scale Summary of Findings-CD 4002 [r] EES evidence of Program Action Plan follow-up [r] EES Parent Survey Summary of Findings-CD 4003 [r]
Legal References	

IV. STANDARDS, ASSESSMENT, AND ACCOUNTABILITY

IV-EES 10: Site Licensure

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	IV-EES 10. (CCTR, CSPP, CMIG, CHAN, CFCC) Each site has a current license issued by the authorized licensing agency unless the site is exempt from licensure. (EC §§ 8203(a), 8245(a); 5 CCR § 18020; Health & Saf. Code § 1596.792; 22 CCR §§ 101158 (a)(9), 10218.1.) 10.1. Sites that are exempt from licensure meet health and safety standards. 10.2. Children receive health screening and immunizations. 10.3. Parents have access to their children and the caregivers during normal hours of operation.
Associated Documents	
Required and Suggested Documents	EES current license and current receipt for fee [r] EES licensing citations (if any) [r]. EES written policies regarding parental access [r].
Legal References	

V. STAFFING AND PROFESSIONAL DEVELOPMENT

V-EES 11: Staff Development Program

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	V-EES 11. (CCTR, CSPP, CMIG, CHAN, CFCC) The program has developed and implemented a staff development component. (EC §§ 8240(g), 8245(b)(6), 8360; 5 CCR § 18274.)
Associated Documents	
Required and Suggested Documents	EES CSPP Pre-kindergarten and Family Literacy contracts, records of developmentally appropriate assessments of pre-reading skills and instructional strategies [r] EES participant sign-in sheet for staff development sessions [r] EES records of implemented staff trainings [r] EES written job descriptions [r] EES written staff development plan linked to Annual Program Self-Evaluation [r]
Legal References	

V. STAFFING AND PROFESSIONAL DEVELOPMENT

V-EES 12: Qualified Staff and Director

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	V-EES 12. (CCTR, CSPP, CMIG, CHAN, CFCC) All program staff is qualified for the position held. Each program operating two or more sites has a qualified program director. Each program with more than one site has a qualified site supervisor at each site. Each site has qualified teachers. (EC §§ 8203(g), 8208(v), (aa), and (af), 8244, 8264.5, 8264.7, 8360-8361; 5 CCR §§ 18295, 80105-80116.)
Associated Documents	
Required and Suggested Documents	EES Contractor's current classroom personnel roster by position held [r] EES copies of current permits, credentials, or certificates for each teacher, site supervisor, and program director, or waiver issued by EES (Hard copy Only) [r]
Legal References	

V. STAFFING AND PROFESSIONAL DEVELOPMENT

V-EES 13: Staff-Child Ratios

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	V-EES 13. (CCTR, CSPP, CMIG, CHAN) The applicable staff-child ratios are met for each age group and program. (EC §§ 8203(a), 8264.7, 8264.8; 5 CCR §§ 18013(d), 18135, 18290.)
Associated Documents	
Required and Suggested	

Documents	EES completed Staff-Child Ratio Schedule (form CD-3705) [r]
Legal References	

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EES 14: Family Selection

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	VI-EES 14. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP) Families with children enrolled in the programs are selected according to the priorities of that program. (EC §§ 8231, 8235(c), 8236, 8263, 8263.2-.4; 5 CCR §§ 18105–18107, 18131, 18133, 18182, 18192.)
Associated Documents	
Required and Suggested Documents	EES agency records of agency maintained waiting list or county centralized eligibility list, as applicable [r]
Legal References	

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EES 15: Compliance with Due Process

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	VI-EES 15. (CCTR, CSPP, CMIG, CHAN, CFCC, CAPP, CMAP, C2AP, C3AP) The contractor complies with the program's due process requirements, including (1) providing parents with written information regarding their responsibility to comply with program rules, (2) issuing a notice of action where appropriate, and (3) establishing procedures for parental appeal of any contractor's decision contained in the notice of action. (EC §§ 8203(f), 8261, 8263; 5 CCR §§ 18094, 18095, 18118–18122, 18400(k) and (l), 18418, 48419, 18433, 18434.)
Associated Documents	EES written materials for parents [r]
Required and Suggested Documents	EES current blank Notice of Action [r] EES parent appeal procedures [r]
Legal References	

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EES 16: Refrain from Religious Instruction

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	VI-EES 16. (CCTR, CSPP, CMIG, CHAN, CFCC) The program refrains from religious instruction and worship. (EC §§ 8265(a)(4); 5 CCR § 18017.)
Associated Documents	
Required and Suggested Documents	EES postings or information for parents, providers, and public that program refrains from religious instruction and worship [r]
Legal References	

VI. OPPORTUNITY AND EQUAL EDUCATIONAL ACCESS

VI-EES 17: Services Responsive to Family Needs

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	VI-EES 17. (CRRP) The contractor provides services that are responsive to the diverse cultural, linguistic, and economic needs of the geographic area of service. (EC §§ 8212, 8213, 8214) 17.1. (CRRP) The contractor has developed written referral policies that are available to parents and providers on request and has implemented the written complaint procedures. (EC § 8216; 5 CCR §§ 18244, 18247.) 17.2 (CRRP, CAPP, C2AP, C3AP) The contractor has developed and implemented procedures to provide subsidy and potential subsidy families with informed parental choice and has a comprehensive list of local providers and programs for offering choice. (5 CCR § 18245; 45 CFR 98.30 and 98.33)
Associated Documents	EES Examples of outputs from database or information systems based on type of provider/program preferred by parent EES Talking points or recording used to inform parents of provider types and choices available.
Required and Suggested Documents	EES CRRP contractor written referral policy [r] EES R & R written materials [r]. EES verification of operating hours [r]. EES written complaint policies and procedures [r].
Legal References	

VII. TEACHING AND LEARNING

VII-EES 18: Environment Rating Scale

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	VII-EES 18. (CCTR, CSPP, CMIG, CHAN, CFCC) The program shall complete an environment rating scale to measure program quality for the appropriate age group and setting and shall achieve a rating of "Good," defined as scoring at least an average of 5.0 on each subscale of the environment rating scale. (EC §§ 8203, 8203.5(a), 8245, 8246(d) and (f); 5 CCR § 18281.)
Associated Documents	
Required and Suggested Documents	EES Completed Environment Rating Scale and Summary report for classroom [r] EES Environment Rating Scale Summary of Findings-CD 4002 [r]
Legal References	

VII. TEACHING AND LEARNING

VII-EES 19: Nutritional Needs

SEA Status	In Progress
Comments by SEA	
Compliance Indicators	VII-EES 19. (CCTR, CSPP, CMIG, CHAN, CFCC) The program provides for the nutritional needs of children in attendance. (EC §§ 8203(l), 8204, 8240(f), 8245(b)(5), 8246(g), 8463(n); 5 CCR §§ 18111, 18278.)
Associated Documents	
Required and Suggested Documents	EES current month menu [r] EES written policies for provision of meals/snacks [r]
Legal References	

First 5 California Child Signature Program 1 and Child Signature Program 2 Annual Progress Report Templates

First 5 California
Child Signature Program 1
Annual Progress Report
July 1, 2013 – June 30, 2014

First 5 County (Lead County if Consortium)	Agency Contact	Phone Number
Person Completing Report and Title	**E-mail**	**Phone Number**
Signature of Executive Director or Designee and Printed Name and Title of Person Signing		**Date**
_____ Signature of Executive Director or Designee _____ Print Name and Title of Person Signing		_____

INSTRUCTIONS: Please enter responses below each section and use bullet points, as appropriate. Be sure to make your responses concise and limit the number of pages to 20.

This Child Signature Program (CSP) 1 Annual Progress Report (APR) consists of the following:

A. Executive Summary
B. Qualifying Classrooms and Target Population
C. Quality Improvement (QI) Activities
D. Assessment and Evaluation
E. Leveraging and Sustainability

The CSP 1 APR should include only information that occurred during the reporting period of July 2013 – June 2014. Please ensure all boxes are filled.

Please submit electronic versions of this document in Microsoft Word to the CSP e-mail box at csp@ccfc.ca.gov. State in the subject line "CSP 1 APR" and your county name. Electronic signatures are acceptable for this report. **The due date for this report is October 10, 2014.**

A. Executive Summary

Provide a concise summary of accomplishments, lessons learned, and challenges while implementing your county's CSP. Please use headings and bullets instead of paragraph format.

1. Accomplishments
2. Lessons Learned
3. Challenges and Strategies Used to Address Challenges

Possible areas to cover are listed below. Cover only the topics that apply to your county.

- Implementation
- Stakeholder Engagement
- Communication Strategies and Community Outreach
- Leveraging and Aligning
- Program Participation
- Rating and Monitoring
- Continuous Quality Improvement
- Staffing

B. Qualifying Classrooms and Target Population

1. Provide the type and number of qualifying Quality Enhanced (QE) and Maintenance of Effort (MOE) classrooms in each category. Please note: The types of classrooms described below differ from the descriptions listed in the CSP Data Profile System.

Type of Classroom	Number QE	Number MOE
Infant/Toddler Family Child Care Home (FCCH)		
Preschool FCCH		
Infant/Toddler Center-based		
Preschool Center-based		
Other (please describe)		

2. Provide the number of classrooms or FCCHs by funding source. Please note: Some of the funding sources have been combined, differing from the descriptions listed in the CSP Data Profile System.

Funded by	Number of Classrooms	Number of FCCH
Federal Early Head Start/Head Start (HS)		
California Department of Education (CDE), California State Preschool Program		
CDE, General Child Care and Development Centers		
CDE, General Child Care and Development FCCH Network		
CDE, Migrant Child Care and Development		
External/Corporation, Business, or Foundation		
External/Gifts or Donations		
External Non-Profit Organization		

No Federal or State Subsidies		
Other (Please describe)		

3. Which of the following CSP target populations did you serve? Check all that apply.

✔	Target Population
	Low income children
	API Deciles 1-3 low performing schools
	Migrant children and families
	Children with disabilities or other special needs
	Dual language learners
	Infants and toddlers
	Homeless or children in foster care
	Children living on tribal lands
	Other locally targeted populations

C. Quality Improvement Activities

1. Use the following matrix to indicate which QI Activities you use in CSP and the corresponding funding sources that support them. Check all applicable boxes. You may check more than one funding source per activity.

	Funding Source								
Quality Improvement Activities	**CSP**	**RTT-ELC**	**CARES Plus**	**AB212**	**Local First 5 Non-CSP, CARES Plus**	**Head Start**	**F5CA E4**	**CDE/EESD Quality Projects**	**Other**
Coaching									
Mentoring									
Consultation									
Professional development training activities									
Resources, materials, and supplies									
Increased compensation for early learning staff (e.g., wage subsidies or teacher incentives)									
Workforce efforts, including cohort models, stipends/scholarships for Institutions of Higher Education, and other linkages to higher education									
Non-financial incentives (e.g., publicity advertising for sites)									

Site-level monetary incentives for Quality Rating Improvement System (QRIS) participation									
Monetary incentives based on quality achievement (individual or site)									
Learning Communities									
Access to training, (including Classroom Assessment Scoring System® (CLASS®), MyTeachingPartner™, and Environmental Rating Scales									

Please refer to the following descriptors to answer Question C.1 above.

a. Race to the Top-Early Learning Challenge (RTT-ELC)

b. Comprehensive Approaches to Raising Educational Standards (CARES) Plus

c. Early Education Effectiveness Exchange (E4)

d. Early Education and Support Division (EESD)

e. Coaching is a relationship-based collaborative, problem-solving process led by an expert with specialized adult learning knowledge and skills. The coach often serves in a different professional role than the recipient to develop the recipient's skills and knowledge so he/she can perform the standards of a specific job.

f. Mentoring is a relationship-based process between colleagues in similar professional roles, with a more experienced individual with adult learning knowledge and skills, the mentor, providing guidance and examples to a less experienced protégé or mentee.

g. Consultation is a meeting with a professional or expert for purposes of gaining information, or the act or process of formally discussing and collaborating on specific information.

h. Professional development advising is a one-to-one process through which an advisor offers information, guidance, and advice to an individual regarding professional growth, career options, and pathways to obtain or meet required qualifications.

i. For a complete list of CDE/EESD Quality Projects, please go to http://www.cde.ca.gov/sp/cd/re/ccdfdraftsum1415.asp.

2. Provide the total number of CSP 1 Essential Staff employed in each position for all QE classrooms.

Position	Number
Early Education Expert (EEE)	
Family Support Specialist (FSS)	
Local Evaluator (LE)	
Mental Health Specialist (MHS)	

3. For the positions listed in Question C 2, are any of the positions also used in MOE classrooms? If so, provide the total number below.

Position	Number
EEE	
FSS	
LE	
MHS	

4. For each of the Essential Staff positions listed in Question C 2 above, was there turnover during FY 2013–14? If so, provide the number.

Position	Number of reassigned	Number of resigned	Number of terminated
EEE			
FSS			
LE			
MHS			

5. Which Essential Staff position(s) (not the person) was the most effective in supporting the classroom? Explain why.

6. What, if any, barriers have your MOE classrooms experienced that keep them from achieving the QE level? Check all that apply.

✔	Barrier
	Teacher degree
	Teacher qualifications
	CLASS® scores
	ERS scores
	Match funding
	Application process timeline
	Local planning and implementation time constraints
	Other (Please describe. Text box increases with size of response.)
	None

7. Which of the following topics were covered in training for classroom staff and by which funding source? Check all that apply.

Topic	Local First 5 funded	School District funded	Partner Agency funded (HS, County Office of Education)	Other (list)
Instructional Strategies				
Social Emotional Development				
Parent Involvement and Support				

8. How are staff compensated for attending training? Check all that apply.

Position	Time off to attend trainings	Gift Cards	Substitutes	Stipends	Higher Salary Structure
Directors					
Teachers					
Essential Staff					
Teacher's Aides					

9. What type of training and technical assistance did your county receive from E4 during FY 2013–14?

10. What type of training and technical assistance from the E4 would be most helpful to your CSP classrooms for FY 2014–15?

11. What future program modifications or changes for CSP would best support site/classroom continuous quality improvement efforts in your county?

D. Assessment and Evaluation

1. Do you have a sufficient number of certified and reliable assessors in your county to meet the needs of all your classrooms? Place a check mark in the corresponding box.

	Early Childhood Environmental Rating Scale (ECERS)	Family Child Care Environmental Rating Scale (FCCERS)	Infant Toddler Environmental Rating Scale (ITERS)	CLASS® Pre-K	CLASS® Toddler
Yes					
No					

2. What strategies do you use to ensure CSP classrooms have a certified CLASS® or reliable ERS assessor? Check all that apply.

✔	Strategies
	Regional (multi-county) coordination of assessors
	Sharing of assessors (e.g., sharing between programs within one county)
	Individual county hire or contract with assessors
	Development of a contract with other entities, such as a public university
	Other (Please specify)

3. How did the LE and EEE work together in the CSP QE classrooms to improve quality? Check all that apply.

✔	Activity
	Develop an integrated evaluation plan to assess program quality characteristics and child outcomes
	Develop a plan in conjunction with program staff
	Establish professional working relationships with the EEE, teachers, the FSS, and other program staff
	Meet with program staff to discuss findings and implication for program improvement
	Ensure all staff understand the purpose of the evaluation activities
	Acts as a resource for up-to-date knowledge about evidence-based practices
	Help staff implement a system of progress monitoring
	In partnership with the EEE develop any additional data gathering techniques to support improved teaching practices
	Collaborate with the EEE on a regular basis
	Other (Please describe)

4. Describe how classroom data and evaluation analyses are used to support continuous quality improvement.

5. For your local evaluation, provide an update on planned/current research activities and outcomes **or** attach any completed evaluation report(s) that were not submitted as part of the First 5 California Annual Report.

E. Leveraging and Sustainability

1. What types of funding are leveraged with/for CSP and the amount?
Please note that sources with asterisk (*) differ from the listings in the CSP Data Profile System.

Source	Funding amount
External corporation or business	
External foundation	
External gifts or donations	
External non-profit organization	
Federal Early Head Start	
Federal Head Start	
Federal Migrant Head Start/Tribal*	
Federal Other (i.e., RTT-ELC)	
Local Government (county, city)	
Local Education Agency (School District, County Office of Education)*	
Local Proposition 10	
Local Other	
State Alternative Payment Program	
State General Child Care and Development	
State Preschool	
State Proposition 10	
State Migrant Education	
State Other*	

2. Describe how you are using other local, state, and federal programs/efforts to support your CSP work, such as RTT-ELC, First 5 California CARES Plus, CDE/EESD Quality Projects, and other local quality improvement projects.

3. Describe any other capacity-building activities or sustainability efforts for FY 2013–14.

First 5 California
Child Signature Program 2
Annual Progress Report and County Level Improvement Plan
July 1, 2013 – June 30, 2014

First 5 County (Lead County if Consortium)	**Agency Contact**	**Phone Number**
Person Completing Report and Title	**E-mail**	**Phone Number**
Signature of Executive Director or Designee and Printed Name and Title of Person Signing		**Date**
_____ **Signature of Executive Director or Designee** _____ **Printed Name/Title of Person Signing**		_____

INSTRUCTIONS: Please enter your county name and date at the top of the first page of the report. Enter responses below each section's instructions and use bullet points, as appropriate. Be sure to make your responses comprehensive, yet clear and concise.

The Annual Progress Report (APR) should only include information regarding what has transpired during the reporting period (July 1, 2013 – June 30, 2014). If you are a consortium, responses must be inclusive of all counties within the consortium. Please be succinct yet inclusive of all that has transpired during the reporting period. Your responses will assist in documenting the implementation and progress of the Child Signature Program (CSP) 2.

This CSP 2 APR consists of two parts:

1. Written Summary of Progress not to exceed 10 pages (not including this cover sheet) covering the fiscal year (July 1, 2013 –June 30, 2014).

2. County Level Improvement Plan (IP) not to exceed 5 pages.

The due date for the APR and IP is September 2, 2014. Please send the electronic PDF version of this document in Microsoft Word to the CSP e-mail box at csp@ccfc.ca.gov. Please state in the subject line "CSP 2 Annual Progress Report" and your county name. Electronic signatures are acceptable for this report.

First 5 California
Child Signature Program 2
ANNUAL PROGRESS REPORT
July 1, 2013 – July 30, 2014
(Insert County Name) County
(Insert Date)

Written Summary of Progress: **A. Executive Summary** - Provide a brief summary of accomplishments, challenges and lessons learned while implementing your county's CSP 2. Please use headings and bullets rather than paragraph format.	
Accomplishments:	1. 2. 3.
Challenges:	Challenge: Strategies Used to Address the Challenge: Challenge: Strategies Used to Address the Challenge:
Lessons Learned:	1. 2. 3.

Written Summary of Progress: **B. Administration**		
1. Early Learning Systems Specialist (ELSS)		
Did your CSP 2 experience staff turn-over during the report period (July 1, 2013 – June 30, 2014)?	☐ Yes ☐ No	If yes:
		Dates and length of time the position was vacant:
		Name and/or title of who administered the program in the absence of the ELSS(s):
		Describe the impact to the program due to the vacancy:
		Describe any unanticipated challenges in re-filling the position:

2. Training		
What training(s) did the ELSS attend and who provided it?	Name of Training and Topic(s) Covered	Agency Providing Training
What training was arranged by the ELSS?	Name of Training and Topic(s) Covered	Classroom/Site Staff Receiving Training (e.g., Lead Teacher, Program Director)
What meetings (local/ regional/statewide) were attended by the ELSS?	Name of Meeting and Topic(s) Covered	Agency Hosting Meeting
What training and resources were provided to sites and classrooms by the ELSS regarding the development of the Improvement Plan (IP)?	Name of Training/ Resources	Site/Classroom(s) Receiving Training
What training and resources were provided to sites and classrooms by the ELSS regarding the IP objectives?	Name of Training/ Resources	Site/Classroom(s) Receiving Training
What training and resources were requested by sites and classrooms regarding the IP objectives, but could not be provided by the ELSS?	Training/Resources Requested	Number of Classrooms Requesting the Training/Resources
3. Classroom/Site Improvement Plans		
Summarize IP progress in reaching classroom(s) and, if applicable, site objectives.	Classroom/Site Objective	Progress

First 5 California
Child Signature Program 2
ANNUAL PROGRESS REPORT
July 1, 2013 – July 30, 2014
(Insert County Name) County
(Insert Date)

Identify the county's **timeline** and describe the **tracking method/process** for each classroom's progress in meeting IP objectives.	Timeline	Tracking Method/Process
4. Participation		
Were there changes to staff at participating sites or classrooms?	☐ Yes ☐ No	If yes, please describe:
How is compliance monitored for each of the following (include frequency of your monitoring)?	Completion of tobacco training *Kids and Smoke Don't Mix…*:	
	IP revision(s), update(s), and progress:	
	Participation in Early Education Effectiveness Exchange training:	

First 5 California
Child Signature Program 2
Fiscal Year 2013-2014
COUNTY LEVEL IMPROVEMENT PLAN FOR
(Insert County Name) County
(Insert Date)

Narrative

The "CSP 2 Improvement Plan (IP) Results: Final Summary Report" was provided by the Early Education Effectiveness Exchange (E4). Based on the report, respond to the following:

CSP 2 County-wide Quality Improvement Plan for FY 2014-15		
1. List the top 2 Elements, corresponding Goals, and Objectives from the "CSP 2 IP Results: Final Summary Report." Identify where the county will focus its resources and target improvement efforts in FY 2014-15?	**Element 1:**	**How will the element be addressed?**
	Goal:	Identify strategies
	Objective:	Identify county level resources
	Element 2:	**How will the element be addressed?**
	Goal:	Identify strategies
	Objective :	Identify county level resources
2. How will the county track progress of county level Improvement Plan Goals (include frequency)?		
3. How will staff engage with the E4 to support county level goals?		
4. How will the county utilize local, state, or national resources to further county level goals?		

California Preschool Expansion Subgrantee Program Quality Requirements

California Preschool Expansion Subgrantee Program Quality Requirements

The U.S. Departments of Education and Health and Human Services, funders of the Preschool Expansion Grant opportunity, require that all preschool programs funded by the grant include structural elements that are evidence-based and nationally recognized as important for ensuring program quality, and include at a minimum the following:

(a) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;

(b) High-quality professional development for all staff;

(c) A child-to-instructional staff ratio of no more than 10 to 1;

(d) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph (a) of this definition;

(e) A Full-Day program;

(f) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;

(g) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State Early Learning and Development Standards, for at least the year prior to kindergarten entry;

(h) Individualized accommodations and supports so that all children can access and participate fully in learning activities;

(i) Instructional staff salaries that are comparable to the salaries of local K–12 instructional staff;

(j) Program evaluation to ensure continuous improvement;

(k) On-site or accessible Comprehensive Services for children and community partnerships that promote families' access to services that support their children's learning and development; and

(l) Evidence-based health and safety standards.

SOLICITATION LETTER FOR APPLICANTS

Solicitation Message for Subgrantee Applicants

The message below was sent out to the California Department of Education (CDE) funding listserv on September 16, 2014. This funding announcement was also sent out to all of the following groups on the same date…

- All CDE-Early Education and Support Division LISTSERVS
- All First 5 California LISTSERVS
- State Board of Education LISTSERV
- SELPA Directors and County Office of Education Special Education Directors
- California County Superintendents Educational Services Association (CCSESA)
- County Offices of Education Program Administrators of Child Development (COEPACD)

This is a message from the California Department of Education (CDE), Early Education and Support Division (EESD).

****

To California Early Learning Providers,

The State of California is applying for a Federal Preschool Expansion Grant being offered jointly through a partnership between the U.S. Departments of Education and Health and Human Services. The application deadline is **Tuesday, October 14**, with a maximum allocation to California of **$35 million** per year over the four-year grant period (Funding announcement available at https://federalregister.gov/a/2014-19427.)

California's application will focus on fostering voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance from statewide partners, primarily the California Department of Education (CDE – Early Education and Support and Special Education Divisions) and First 5 California (F5CA). This investment will also emphasize building capacity and sustainable infrastructure, particularly at the local level, with a strong focus on full inclusion of children with disabilities. Integration of recent innovations, such as California's Race to the Top-Early Learning Challenge Quality Continuum Framework, will be an important feature of the proposed project. A key provision of this funding opportunity is that 95 percent of the grant award must be distributed to two or more Subgrantees in high-need areas of the state (as defined by the applicant) in order to increase access to high-quality early learning opportunities.

The purpose of this message is to solicit expressions of interest from a wide array of potential California Subgrantees, as defined by geographic location, service population and program type. In accordance with the grant solicitation, California is seeking Subgrantees that represent "a mixed-delivery system of providers that includes schools, licensed child care centers, Head Start programs, and community-based organizations." The intent is to select Subgrantees that have the infrastructure and program capacity to effectively implement an investment of this magnitude. See link below for information on the requirements identified by the funders for "High-Quality" Subgrantee programs.

California also intends to use this funding to build the capacity of programs serving High-Need populations and geographic areas that may face challenges in meeting the high initial standards identified for the program, by using a mentor-mentee model similar to the one developed for Race to the Top-Early Learning Challenge. If your organization falls into this category, please indicate this in your expression of interest in participation as a Subgrantee.

Due to the extremely short timeline for preparing the application, we are asking that organizations/local partnerships with an interest in becoming a Subgrantee partner complete an online application form at:

http://glenpricegroup.com/preschool-expansion-subgrantee-form/

This should be completed no later than **5:00 PM on Monday, September 22**. A Subgrantee Selection Team made up of representatives from CDE and F5CA will review the responses from potential Subgrantees, with decisions based upon organizational capacity and infrastructure, ability to meet the funding criteria for high-quality programs, and representation of diverse geographic locations, service populations and program types. The Subgrantee Selection Team will be making recommendations for Subgrantees to include in California's application on **Thursday, September 25.**

Links:

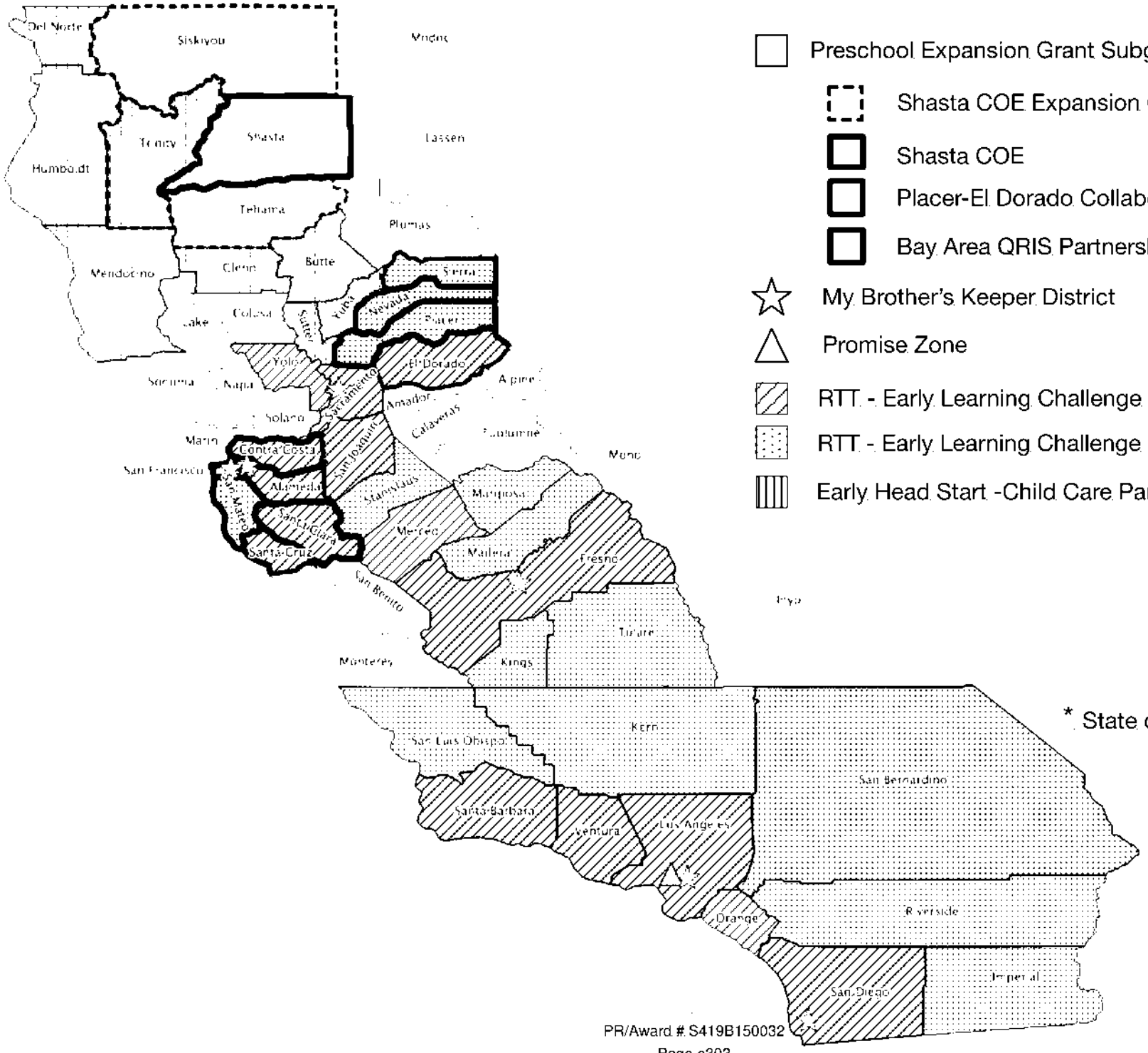
- California Preschool Expansion Subgrantee Program Quality Requirements
- California Preschool Expansion Summary Concept Paper
- Online Form for Submitting Information to Apply as Subgrantee
- Information Request Question Set (Use this link to download a complete set of the questions that are in the online request form.)

SELECTED GRANTEES

Organization	County/ies	Region	Contact Person	Title	Email	Phone
First 5 El Dorado Children and Families Commission	El Dorado	North	Kaye Caldwell	Executive Director, Lead	kcaldwell@edcoe.org	530-295-2304
First 5 Santa Barbara Quality Initiative	Santa Barbara	South	Eileen Monahan	ECE Manager	emonah@countyofsb.org	805 560-1038
Fresno County Office of Education	Fresno	Central	Dr. Michele Cantwell-Copher	Administrator, Educational Leadership and Development	mcopher@fcoe.org	559-265-4036
Los Angeles Unified School District	Los Angeles	South	Maureen S. Diekmann	Executive Director, Early Childhood Education Division	maureen.diekmann@lausd.net	213.241.0415
Placer County Office of Education on behalf of the Placer Nevada Regional Consortium (PNRC)	Placer, Nevada	North	Catherine Goins	Assistant Superintendent, Early Education and Administration - Lead Administrator for the Regional Consortium	cgoins@placercoe.k12.ca.us	office 530-745-1381 or cell (916) 873-5501
RTT/QRIS Consortium of Ventura County	Ventura	South	Claudia Harrison and Carrie Murphy	Executive Director, First 5 Ventura and Director, Early Child Programs Department, Ventura County Office of Education	charrison@first5ventura.org cmurphy@vcoe.org	(805) 648-9990 (805) 437-1510
Sacramento City Unified School District	Sacramento	Central	Wanda Roundtree	Director	wanda-roundtree@scusd.edu	916-643-7801
San Bernardino County Preschool Expansion Collaborative (SBCPEC) – Lead agency County of San Bernardino Preschool Services Department (Also known as Transitional Assistance Department)	San Bernardino	South	Phalos Haire	Deputy Director	phaire@psd.sbcounty.gov	909-841-5915
San Diego County Office of Education	San Diego	South	Lucia Garay	Executive Director Early Education Programs and Servcies	lgaray@sdcoe.net	858 292 3801
San Joaquin County Office of Education	San Joaquin	South	Jamie Baiocchi	Director of Early Childhood Education	jbaiocchi@sjcoe.net	209 468 9062
Shasta County Office of Education	Shasta	North	Kathy Thompson	Assistant Superintendent, Early Childhood Services	kthompson@shastacoe.org	530-225-0353

Organization	County/ies	Region	Contact Person	Title	Email	Phone
The Bay Area QRIS Partnership (BAQRIS), comprised of the six Bay Area RTT consortia: Alameda (AC), Contra Costa (CC), San Francisco (SF), San Mateo (SM), Santa Clara (SCL) and Santa Cruz (SCR)	Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara, Santa Cruz	Bay Area	Sean Casey	Executive Director, First 5 Contra Costa	scasey@firstfivecc.org	Office: 925.771.7316 Mobile: 415.246.8285

MAP: COUNTIES SERVED BY SUBGRANTEES AND PARTICIPATION IN COUNTIES PARTICIPATING IN RTT-ELC AND EARLY HEAD START-CHILD CARE PARTNERSHIP


Preschool Expansion Grant Subgrantees
Shasta COE Expansion Counties
Shasta COE
Placer-El Dorado Collaborative
Bay Area QRIS Partnership (BAQRIS)
My Brother's Keeper District
Promise Zone
RTT - Early Learning Challenge Original Counties
RTT - Early Learning Challenge Mentee Counties
Early Head Start -Child Care Partnership Counties*
* State of California Application
Del Norte
Siskiyou
Modoc
Humboldt
Trinity
Shasta
Lassen
Tehama
Plumas
Mendocino
Glenn
Butte
Sierra
Lake
Colusa
Sutter
Yuba
Nevada
Placer
Yolo
El Dorado
Sonoma
Napa
Sacramento
Amador
Alpine
Solano
Calaveras
Marin
Contra Costa
San Joaquin
Tuolumne
San Francisco
Alameda
Stanislaus
Mono
San Mateo
Santa Clara
Merced
Mariposa
Santa Cruz
Madera
Fresno
San Benito
Inyo
Tulare
Monterey
Kings
Kern
San Luis Obispo
San Bernardino
Santa Barbara
Ventura
Los Angeles
Riverside
Orange
San Diego
Imperial

OVERVIEW OF THE DOMAINS IN THE *CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS* WITH DOMAINS IN EARLY EDUCATION RESOURCES

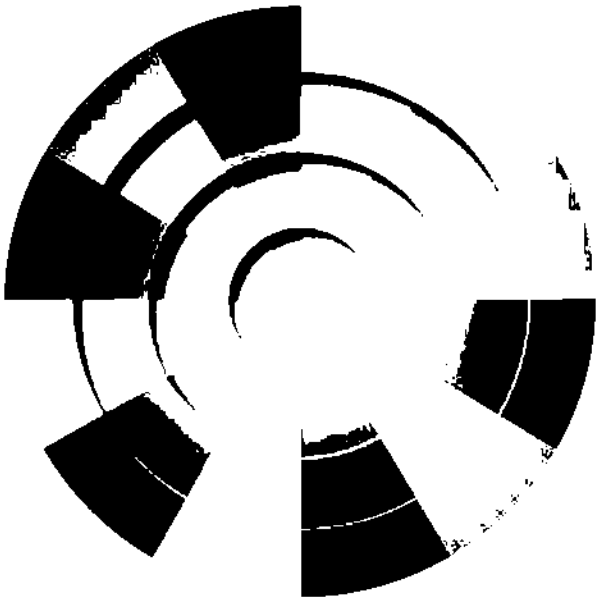
Overview of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

Domains

California Preschool Learning Foundations	California Infant/Toddler Learning and Development Foundations	California Kindergarten Content Standards	Common Core State Standards	Head Start Child Development and Early Learning Framework	Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content
Social-Emotional Development	Social-Emotional Development	Health Education Mental, Emotional, Social Health		Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development	English-Language Arts	English Language Arts	Language Development Literacy Knowledge & Skills	
English Language Development	Language Development	English Language Development		English Language Development	Literacy Knowledge & Skills
Mathematics	Cognitive Development	Mathematics	Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	All Domains	Visual and Performing Arts		Creative Arts Expression	Logic & Reasoning
Physical Development	Perceptual and Motor Development Cognitive Development	Physical Education		Physical Development & Health	
Health	All Domains	Health Education		Physical Development & Health	
History-Social Science	Social-Emotional Development Cognitive Development	History-Social Science		Social Studies Knowledge & Skills	Social & Emotional Development
Science	Cognitive Development Language Development	Science		Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

INTRODUCTION FROM THE *EARLY CHILDHOOD EDUCATION COMPETENCIES*

California Early Childhood Educator Competencies



Developed collaboratively by the
California Department of Education and First 5 California
Sacramento, 2011

Introduction

Over the past several decades, research has clearly demonstrated the importance of early care and education. Studies have shown that early intervention contributes to young children's cognitive development, language development, social–emotional development, general well-being, and long-range success. High-quality early childhood services not only benefit the children and families served, but also have far-reaching economic benefits for society as a whole (Heckman and Masterov 2004). Equally compelling as research on early intervention is brain-development research. Neuroscientists and developmental psychologists have concluded that responsive, predictable relationships are essential for healthy brain development (Thompson 2008). A focus on the quality of relationships permeates high-quality early care and education services. Every relationship matters—between the early childhood educators and children, between children and their peers, and between early childhood educators and family members. Although experts agree about the potential benefits of high-quality early care and education, many young children do not have access to such services. In order for all young children and their families to have access, there needs to be a coherent system with skillful, knowledgeable educators who are deeply committed to their profession.

Research confirms that the impact of early childhood experiences in general, and relationships in particular, is complemented by the efforts of countless, dedicated early childhood educators who have been building a profession without the support of a coherent system of preparation. Their work has led to a vision of best practices. Effective early childhood educators have shown that meeting the developmental needs of young children and their families requires a comprehensive approach. Above all, because emotionally secure relationships foster learning, early childhood educators are most effective when they establish nurturing relationships with young children and positively guide children's development. This work can be emotionally challenging yet personally meaningful, because early childhood educators know they can make a positive difference in the lives of young children and their families. However, the positive impact made by many early childhood educators often goes unnoticed, and many of these educators lack the professional preparation necessary to make a difference.

The vital relationships between early childhood educators and young children are formed in the daily routines and activities of infant/toddler and preschool settings. The competencies needed to support, plan, and guide children's early learning and development are crucial. Early childhood educators who work directly with young children are doing the most important work of their profession. The early childhood education field's strength stems from the many professionals who dedicate their life's work to directly serving young children and their families. The significant work is augmented by many others who have prepared themselves to contribute to the profession of early childhood education.

Aiming to bring attention to the important contributions of early childhood educators, and to promote the continuing growth of the profession, the California Department of Education/

Child Development Division (CDE/CDD) and First 5 California collaborated to develop the *California Early Childhood Educator (ECE) Competencies*. The competencies stemmed from earlier work supported by First 5 California and the David and Lucile Packard Foundation. That study on early childhood educator competencies was conducted by the Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, at the University of California, Berkeley. The resulting report, *Early Childhood Educator Competencies: A Literature Review of Current Best Practices, and a Public Input Process on Next Steps for California*, gives an overview of ECE competencies created by other states and summarizes input from the early care and education field in California (Center for the Study of Child Care Employment 2008, hereafter identified as the Research Report [2008]).

The ECE competencies presented herein are grounded in the CDE's California Early Learning and Development System. At the center of this system are the California Preschool Learning Foundations and the Infant/Toddler Learning and Development Foundations. The foundations identify and describe the knowledge and skills that young children typically develop when provided with developmentally, culturally, and linguistically appropriate learning experiences. Other components of the early learning and development system include the preschool and infant/toddler curriculum frameworks, the Desired Results assessment system, program guidelines, and professional development, all of which are aligned with the learning and development foundations.

As an integral part of the early learning and development system, the ECE competencies are aligned with the system's other components. For example, the knowledge of child development and learning specified in the competencies reflects the content of the preschool learning and the infant/toddler learning and development foundations. Similarly, the practices described in the Learning Environments and Curriculum competency area are consistent with strategies presented in the preschool and infant/toddler curriculum frameworks. And the Observation, Screening, Assessment, and Documentation competency area parallels content in the curriculum frameworks, the Desired Results assessment system, and the program guidelines.

Purpose

The ECE competencies serve several interrelated purposes. First, they provide coherent structure and content for efforts to foster the professional development of California's early childhood workforce. Second, they inform the course of study that early childhood educators follow as they pursue study in institutions of higher education. Third, they provide guidance in the definition of ECE credentials and certifications. And fourth, they give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children's learning and development across program types.

Intended Audience

This document focuses on early care and education for children from birth through age five. The term "early childhood educator" includes everyone responsible for the care and education of young children.* Examples include teachers, family child care providers, assistant teachers, program directors, education coordinators, and curriculum specialists.† This document was developed for early childhood educators and for people who are responsible for ECE professional development—such as higher-education faculty, training organizations and consultants, and human resources departments of large agencies that provide early care and education services.

*In this document, "young children" refers specifically to children from birth through age five.
†An early childhood educator often has multiple roles. For example, a family child care provider may be a teacher and program director.

PR/Award # S419B150032
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Context for Developing ECE Competencies in California

In California, there is growing recognition of the need to systematically improve the quality of early care and education. The CDE has invested in the creation of an early learning and development system, the Legislature has initiated an effort to establish a quality rating improvement system, higher education is aligning undergraduate curriculum in early care and education, and several organizations and networks are conducting statewide training, combined with incentives for education and retention. These educational and professional-development efforts draw from the same research base and share an overall vision of quality. But all of the efforts are hampered by the complexity and fragmented nature of California's current early care and education system. Lynn Karoly and others (2007) note that the current system

- has few regulations;
- lacks a clear accountability system that defines expectations for quality and outcomes;
- does not provide financial incentives for achieving higher quality;
- makes it difficult for providers to use all funds available to them;
- lacks a well-designed, coordinated plan to prepare early childhood educators;
- is difficult for families to navigate, for policymakers and the public to understand, and for providers to administer.

In a related report issued by the RAND Corporation, Karoly (2009) recommends that California take the following actions:

- Ensure that high-quality programs are available for the children who need them most.
- Measure and monitor quality, and provide higher reimbursements to providers who achieve higher quality.
- Create a well-designed, coordinated plan to prepare early childhood educators.
- Advance toward a more efficient, more coordinated system.

The ECE competencies represent a step in creating a well-designed, coordinated plan to prepare early childhood educators. Through the work of expert advisers, and with input from ECE professionals and stakeholders in early care and education, the resulting competencies specify a common reference point for institutions, organizations, and networks involved in the preparation and professional development of California's early childhood educators.

ECE Competencies for Teaching and Caregiving

The work of early childhood educators requires simultaneous attention to teaching and caregiving. At all times, early childhood educators have to be intentional in meeting young children's needs for nurturance. From birth through age five, children develop a basic sense of emotional security, form relationships, and learn social skills. Young children, particularly infants and toddlers, also depend on early childhood educators for physical care. Children's physical survival depends on attentive nurturance. The responsiveness of early childhood educators to the social, emotional, and physical needs of young children has a profound influence on the children's development and learning.

Being intentional in supporting young children's learning is just as important as caring for young children. An effective early childhood educator must be knowledgeable about child development, skillful at observing and assessing learning, and intentional in planning experiences and environments that support children's exploration, play, and learning. Every aspect of early care and education programs for young children affects learning. Intentional early childhood educators are mindful about the daily schedule, the materials available to children, adaptations that individual children may need, indoor and outdoor play environments, and the engagement of families in supporting children's learning.

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The CDE publication *Infant/Toddler Learning and Development Program Guidelines* (2006) highlights how teaching and caring often occur together:

> Every moment in which an adult provides care to a young infant is a moment rich with learning. Above all, young infants learn how people respond to their communication and behavior. For example, when an adult responds to a young infant who is crying because of hunger, the infant not only experiences the satisfaction of being fed but also learns that his crying will bring a response from an adult. (p. 5)

In recognition of the knowledge and skills necessary to engage in teaching and caring, the competencies describe both of these aspects of early childhood educators' work.

Relationship of the Competencies to Other ECE Resources

The ECE competencies were designed to align with significant initiatives and resources in the early care and education field, such as the CDE's early learning foundations, curriculum frameworks, and Desired Results resources: Desired Results Developmental Profile (DRDP) and Desired Results for Children and Families—Parent Survey. Additionally, the competencies are aligned with the Early Childhood Environment Rating Scale–Revised (ECERS-R), the Infant/Toddler Environment Rating Scale–Revised (ITERS-R), and the Family Child Care Environment Rating Scale–Revised (FCCERS-R), each of which was informed by research and policy. Likewise, the competencies reflect an effort to maintain consistency with the California Community Colleges' Early Childhood Curriculum Alignment Project (CAP), California State University Baccalaureate Pathways in Early Care and Education (BPECE), and the Classroom Assessment and Scoring System (CLASS). In essence, the alignment process focused first on the consistency of the competencies with the early learning and development system, and other important resources. The concepts and practices from all of the resources described in this section were integrated into the Performance Areas, Topics, and Competency Contexts of the ECE competencies.

Relationship of the Competencies to Other Professional Standards

In developing the ECE competencies, the CDE/CDD and First 5 California carefully reviewed California's K–12 professional teaching standards (California Commission on Teacher Credentialing 2009), the National Association for the Education of Young Children (NAEYC) accreditation standards (NAEYC 2007), the California Infant–Family and Early Childhood Mental Health Training Guidelines, and the Early Start Personnel Project materials to ensure the ECE competencies were consistent with state and national standards. In addition, although they are distinct from a code of ethics, the ECE competencies involve ethical considerations. Being a competent early childhood educator requires an understanding of ethical conduct and a disposition to act ethically. Because the NAEYC code of ethics (NAEYC 2005) is the most common ethical code in the early care and education field, it is referred to explicitly in this document. The concept of ethics is embedded throughout the competency areas—particularly in Professionalism, Leadership in Early Childhood Education, and Administration and Supervision.

The Development of the ECE Competencies

Expert Advisory Panel

The CDE/CDD and First 5 California selected WestEd to coordinate the development of the ECE competencies. Work began with the selection of a panel of expert advisers who initiated and guided the two-year development process. The panel consisted of professionals from institutions of higher education, the California Commission on Teaching Credentialing, and ZERO TO THREE. The panel also included leaders of the CAP and the BPECE. Collectively, the panelists possessed expertise in essential content areas, particularly social–emotional development, language and literacy

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development, early childhood second-language acquisition, cultural diversity, education of young children with disabilities or other special needs, family engagement, leadership and professionalism, and developmentally appropriate practice for children from birth through age five. Listed in alphabetical order, the expert panel members were:

- (b)(6) Statewide Director of Curriculum Alignment Project, Retired Early Childhood Education Faculty, Cabrillo College
- (b)(6), Commission on Teacher Credentialing Career Advocate, BANANAS, WestEd Professor, Department of Special Education, California State University, Northridge
- (b)(6) Associate Dean of Human Development and Child Development Centers, Sierra College
- (b)(6) Professor, Department of Child, Family, and Consumer Sciences, California State University, Fresno
- (b)(6) hair and Professor, Child Development, California State University, Humboldt
- (b)(6) Senior Policy Analyst, ZERO TO THREE Western Office
- (b)(6) Associate Professor, Child and Adolescent Studies, California State University, Fullerton
- (b)(6) Director, Center for the Study of Child Care Employment, University of California, Berkeley

The panel worked closely with the CDE/CDD and First 5 California by participating in four in-person workgroup meetings (two each year) during the project. Several teleconferences were held with the entire group, and subgroup committees also held in-person meetings and teleconferences related to specific competency areas.

One of the panel's first steps was to develop a preliminary outline of the competencies document, which was then used to draft sample competencies. The outline became a foundation for subsequent project work. Panel members worked on content and revised it several times. The expert panel also formed subgroups, each with the responsibility of developing a specific competency area. Experts and practitioners in the field continually refined the competencies by gathering feedback and input through stakeholder meetings, focus groups, and a public Web site.

Stakeholder and Focus Group Process

Preliminary drafts of competency areas were first presented to members of the early care and education field at a stakeholder meeting in February 2009. Stakeholders were also asked to provide feedback on several pivotal questions, including the following:

- How should the competency areas be organized? (For example, by performance areas?)
- What types of content should be represented in the competencies? (For example, knowledge, skills, and dispositions?)
- What competency areas should be included in the document?
- How many competency contexts should be defined?
- How should the competency contexts be identified and defined?

The February 2009 stakeholder meeting included representatives from statewide early childhood organizations, community college faculty and instructors, program directors, trainers, infant/toddler and preschool teachers, Head Start education coordinators and other staff, and early interventionists. Feedback from the meeting was shared with the CDE/CDD, First 5 California, and the panel of expert advisers; it was used to prepare draft competencies for broader input from the public. In November 2009, a draft of the complete ECE competencies was presented to key statewide organizations in a subsequent one-day stakeholder meeting.

During the period when the first stakeholder meeting was held, and through an initial set of five focus groups, early education

professionals and organizations throughout California had the opportunity to provide input to help develop the competencies. The focus groups allowed the CDE/CDD, First 5 California, and the expert advisory panel to receive input from the intended audience for the competencies—practitioners and those who are responsible for their professional development. The first focus-group sessions centered on the preliminary outline, sample competencies, and key questions. Five subsequent focus groups, convened during the second year of the project, provided input from the field on the draft competencies. Each focus group included representatives from targeted, statewide early childhood professional organizations, preschool practitioners, program directors, resource and referral agencies, community colleges, and other local representatives.

After the draft competencies were revised—based on feedback from the second stakeholder meeting, the second set of focus groups, and a universal-design review—the CDE/CDD posted an updated draft on its Web site to solicit commentary from the public. All feedback was analyzed and considered for inclusion in the final document.

Competency Areas

At the outset of the project, the CDE/CDE, First 5 California, the WestEd project team, and the expert advisory panel considered the competency areas used in the Research Report (2008). These competency areas, which were developed after a review of areas defined by other states, were:

1. Child Development and Learning
2. Child Observation and Assessment
3. Learning Environments and Curriculum
4. Positive Interaction and Guidance
5. Family and Community
6. Health, Safety, and Nutrition
7. Professionalism, Professional Development, and Leadership
8. Administration and Management

The Research Report (2008) concluded that California had an opportunity to break new ground by developing competency areas in culture, diversity, and equity; dual-language development; and special needs and inclusion. It was clear that the early care and education field in California wanted to focus on these additional areas. The Research Report (2008) summarized the field's perspective in this way:

> Finally, we overwhelmingly heard, in the online survey and at our series of public input meetings, that the development of revised and expanded ECE competencies was a major opportunity for California to take national leadership in highlighting the central importance of educator competency in the areas of cultural diversity, dual language learning, and the care and education of children with special needs. While we have learned a great deal from reviewing the work of other states, and are confident that much of it is readily adaptable to California, we consistently heard that no other state or organization has addressed the above questions in a way that adequately reflects the diverse needs of California's children and families. The state's ECE field is eager to be of service in articulating standards for early educators in terms of culture, dual language learning, and special needs, in a way that has not been done before. (p. 81)

Thus, the preliminary list of competency areas included three new areas. After analyzing input from stakeholders and focus groups, the advisory group recommended an expansion of the 11 areas into 12 by splitting the area of Professionalism, Professional Development, and Leadership into two separate competency areas: Professionalism and Leadership in Early Childhood Education. In addition, a decision was reached to embed professional development in all of the competency areas. Finally, various groups suggested revised names for some competency areas. Below is the resulting list of 12 competency areas presented in this document:

1. Child Development and Learning
2. Culture, Diversity, and Equity

3. Relationships, Interactions, and Guidance
4. Family and Community Engagement
5. Dual-Language Development
6. Observation, Screening, Assessment, and Documentation
7. Special Needs and Inclusion
8. Learning Environments and Curriculum
9. Health, Safety, and Nutrition
10. Leadership in Early Childhood Education
11. Professionalism
12. Administration and Supervision

Of course, these competency areas have overlapping content. Rather than presenting specific content in only one competency area, this document—where appropriate—allows for overlap in content between competency areas. For example, the area of Learning Environments and Curriculum includes some content that also appears in Observation, Screening, Assessment, and Documentation. Likewise, content in Administration and Supervision overlaps with Leadership in Early Childhood Education, and content in Culture, Diversity, and Equity overlaps with Dual-Language Development and Family and Community Engagement.

Several sections make up each of the competency areas. The organization of each competency area evolved through the process of defining and revising the preliminary outline. The sections are:

- **Competency Area.** A competency area organizes knowledge, skills, and dispositions that collectively define an essential component of effective, high-quality early care and education practice.
- **Introduction.** The introduction provides a brief overview of the competency area.
- **Key Concepts.** The key concepts are based on theory, research, and practice around which the content of a competency area is organized.
- **Dispositions.** The dispositions focus on the attitudes, values, approaches to learning, and motivational factors that contribute to an individual's overall development in a competency area.
- **Performance Areas.** The performance areas organize the knowledge and skills within a competency area into a small number of sub-areas or topics.
- **Topics.** The topics identify specific knowledge and skills within a performance area.
- **Competency Contexts.** Four interrelated spheres of responsibility describe knowledge, skills, actions, and scope of responsibility for each topic within a performance area. The competency contexts are: Supporting Early Learning and Development; Planning and Guiding Early Learning and Development; Creating and Maintaining Program Policies and Practices; and Advancing the Early Childhood Profession.

The content of each section was first developed by subgroups of the expert advisory panel, in collaboration with the CDE/CDD, First 5 California, and WestEd. Much of the preliminary content was revised substantially based on stakeholder and focus-group input, and on universal-design review.

Competency Contexts

A key consideration in writing the competencies was the structure and definition of the contexts. Input from the early childhood education field clearly indicated that four contexts were preferred. Less clear, however, was whether the contexts should be labeled or simply designated by numbers. A careful analysis of the input led to the decision to designate the contexts by descriptive labels. Subsequently, a rubric was formulated to distinguish the competency contexts from one another.

Several considerations factored into the definition of the rubric. Similar to the input gathered from public meetings in the Research Report (2008), input from stakeholders and focus groups indicated

that many people in the early childhood education field preferred competency contexts defined by a combination of career focus, job category, education, and experience. The expert advisory panel suggested that actions such as assisting, evaluating, and supervising should be used to define the contexts. A related approach was used to describe the functions of one's role and the scope of responsibility for each context. These considerations resulted in the definitions that appear in the following table.

Rubric That Defines Competency Contexts

Supporting Early Learning and Development	Planning and Guiding Early Learning and Development	Creating and Maintaining Program Policies and Practices	Advancing the Early Childhood Profession
An early childhood educator who supports early learning and development experiences possesses and applies fundamental knowledge, usually in the immediate context of the group or classroom.	An early childhood educator who plans and guides early learning and development experiences possesses and applies broad knowledge, usually in the immediate context of the group or classroom.	An early childhood educator who creates and maintains program policies and practices possesses and applies deep knowledge, usually in the broad context of a program or site, and supervises program staff.	An early childhood educator who advances the early childhood profession models data-informed decision making that often has an impact on policy and practice across programs, or in the early care and education field.
The Supporting contexts generally involve an assistive role, but they also may include initiative or decision making in straightforward situations or in the immediate group-care or classroom setting. For example: • Is familiar with program philosophy or policies and with basic implications for practice • Implements basic procedures and thinks of ways to make them developmentally appropriate and individually meaningful for children, as appropriate	The Planning and Guiding contexts generally involve decision making that impacts the immediate group-care or classroom setting, and they contribute to decisions that influence the broader program or site. For example: • Explains policies to children, classroom staff, or families; adapts policies or practice to meet individual needs, as appropriate • Initiates interactions with families or engages in two-way communication about most aspects of a child's learning and development • Anticipates the needs of children, families, or classroom staff	The Creating and Maintaining contexts generally involve decision making, problem solving, and support of the culture or community of a program or site. For example: • Interprets and evaluates the effectiveness of policies • Develops policies and practices to engage families • Determines program elements (e.g., curriculum) and services, in collaboration with program staff and families as appropriate • Resolves questions or concerns from program staff; anticipates challenges impacting the program	The Advancing contexts generally involve these actions: initiating, proposing, recommending, or negotiating policies; acting as an advocate for children, families, and early educators within the larger community; and contributing to knowledge and practice in the early care and education field. For example: • Initiates or justifies policies or decisions and applies them to early care and education settings and practice • Collaborates with families and community leaders to identify and address barriers to family engagement in early education settings and in the community

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Rubric That Defines Competency Contexts *(continued)*

Supporting Early Learning and Development	Planning and Guiding Early Learning and Development	Creating and Maintaining Program Policies and Practices	Advancing the Early Childhood Profession
• Responds to families or shares stories about the child's day in a manner consistent with program philosophy • Responds to or initiates interactions with children in a manner consistent with program philosophy • Refers questions or concerns to appropriate staff • Understands basic developmental theory and rationale that underlie the program's policies and practices • Contributes ideas as a team member	• Addresses questions or concerns from classroom staff; refers complex issues to appropriate program staff • Understands complex developmental constructs and rationale for practice • Guides the team in planning and decision making, gathering information from classroom staff and inviting participation from families as appropriate	• Uses current research to inform practice • Analyzes program scope, quality, and effectiveness • Collaborates with staff and families on program planning and decision making • Builds relationships among program staff, fosters a positive work environment, and supervises program staff	• Anticipates or addresses problems based on current trends • Synthesizes scientific research and analyzes its applicability to early education settings and practice • Addresses issues affecting families and the early care and education field, such as affordability, accessibility, and quality of services • Builds support for ECE programs in the larger community • Addresses issues affecting ECE professionals, workforce development, and workforce compensation

There are two ways to look at competency contexts. On one hand, the contexts illustrate the range of possible situations in which early childhood educators apply areas of knowledge, skills, and dispositions. One can see how the different contexts relate to each other within each competency area. On the other hand, one can see the breadth of competencies that early childhood educators acquire to become effective in each context. This view shows all the competencies that relate to each context. Both views—of competency areas and competency contexts—are presented in this publication.

Focus 1: Competency Areas

The focus on competency areas places the competency contexts side by side within each competency area. This focus highlights two aspects of the relationship between competency areas and competency contexts. First, within each competency area, competency contexts with a wide scope of responsibility build on the contexts with a more narrow scope of responsibility. For example, an individual who is competent at planning and guiding early learning and development experiences in one competency area is also capable of carrying out all of the actions and responsibilities necessary to support early learning and development experiences in that area. And second, an individual may demonstrate different competencies in different competency contexts. For example, an early childhood educator who competently creates and maintains policies and practices that pertain to children's health, safety, and nutrition may also be a leader who effectively advances the early childhood profession in another competency area, such as Dual-Language Development.

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In general, looking at the competency contexts in each competency area gives guidance to early childhood educators who are interested in expanding their scope of responsibility through education. This view of competency areas and contexts defines multiple ways that an early childhood educator can engage in professional development. The four contexts (see figure A below) show how the knowledge and skills in each competency area start from the core of supporting early learning

Figure A. Competency Contexts

and development experiences, widen to planning and guiding early learning and development experiences, then to creating and maintaining program policies, and further expand to advancing the early childhood profession.

Focus 2: Competency Contexts

The focus on competency contexts brings together the knowledge and skills from all 12 competency areas that uniquely pertain to each context. (The dispositions are not listed again, because the same ones apply to all four contexts.) For each context, Focus 2 shows—competency area by competency area—the full range of knowledge and skills needed to engage in certain kinds of work effectively. This focus is especially useful to early childhood educators whose role mostly corresponds to a specific context. For example, an early childhood educator may competently create and maintain program policies and practices for many years—perhaps for most of his or her career. Continuing education would allow that person to broaden and deepen knowledge and skills. Such professional development would enhance the person's overall competency, but it would not necessarily lead to that person assuming a role and scope of responsibility that correspond to a different context.

A Resource for the Preparation and Continuing Development of Early Childhood Educators

Because the ECE competencies reflect input and guidance from leaders, program directors, and teachers throughout California, this document offers a resource to the early care and education field that can be used in various ways. The higher-education community will use the competencies as a reference for aligning college-level courses and creating articulation between two- and four-year educational programs. Organizations that offer in-service training in centers, and training for family child care providers,

will use the competencies to guide the range of training content. The competencies also offer a framework that will guide the development of an early childhood credential and early childhood certifications. Likewise, the vision of care and education that the competencies present will contribute to a comprehensive definition of quality. In specifying the knowledge, skills, and dispositions that contribute to high-quality early childhood education, the competencies support the effort to develop and implement a quality rating improvement system in California. Finally, individuals who are interested in early care and education, or who already work as early childhood educators, will look to the competencies for ideas about the type of education and professional development to pursue.

In every use of these competencies, there is an opportunity to promote the early childhood profession. As the Professionalism competency area makes clear, to belong to a professional community means to be committed to ongoing learning; being a competent early childhood educator involves the continual building of one's knowledge, skills, and dispositions, and contributing to the professional growth of other members of the community. Early childhood educators throughout California will add the competencies to the increasing number of aligned resources that support individual growth and development of the profession. With a unified vision emphasizing the importance of early childhood educators, the profession will move toward the goal of providing effective services and fostering the best outcomes for all young children and their families.

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FEDERALLY APPROVED INDIRECT COST RATE AGREEMENT WITH THE U.S. DEPARTMENT OF EDUCATION

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

California Department of Education
1430 N Street
Sacramento, CA 95814-5901

Date:

Agreement No: 2014-118

Filing Reference: Replaces previous Agreement No. 2013-101 Dated: 5/31/2013

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and issued by the U.S. Department of Education pursuant to the authority in Attachment A of Office of Management and Budget Circular A-87.

Section I - Rates and Bases

Type	From	To	Rate	Base	Applicable To
Fixed	07/01/2014	06/30/2015	(b)(4)	MTDC	APwR

Distribution Base:

MTDC — Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above $(b)(4) (each award; each year).

Applicable To:

APwR — The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:
Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to OMB Circular A-87-Attachment B Paragraph 8.d.(3), unused leave costs for all employees will be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than $(b)(4)

Section II – Particulars

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

Section IV - Approvals

For the State Education Agency:

California Department of Education
1430 N Street
Sacramento, CA 95814-5901

(b)(6)

Signature

Name

Director

Title

7/11/2014

Date

For the Federal Government:

U.S. Department of Education
OCFO - FIPAO - ICG
550 12th Street, SW
Washington, DC 20202-4450

(b)(6)

Frances Outland

Name

Director, Indirect Cost Group

Title

Date

Negotiator: Frances Outland
Telephone Number: (202) 245-8082

LETTERS OF SUPPORT

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1. Letter of Support from the State Advisory Council

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CDSS

WILL LIGHTBOURNE
DIRECTOR

TOM TORLAKSON
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

October 10, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

The State Advisory Council on Early Learning and Care (SAC) is pleased to support California's application for the Preschool Expansion Grant. If funded, this proposal will improve quality and expand access to high-quality preschool programs throughout California and provide more inclusion classrooms for four-year-olds with an Individualized Education Plan. The ultimate result will be a sustainable statewide network of preschool contractors, grounded in local resources that are supported by the California Department of Education (CDE) and First 5 California.

The SAC's existing roles directly correspond with the goals of the Preschool Expansion Grant, as it is tasked with identifying opportunities for collaboration and coordination among publicly-funded early childhood services, and with developing recommendations for increasing the participation in existing early childhood preschool programs, including outreach to underserved populations. Through these roles, the SAC will assist the CDE in ensuring collaboration among preschool programs and facilitating the development and enhancement of early learning opportunities for four-year-old children in high need communities.

The SAC is committed to building on statewide momentum to expand access to and increase quality of preschool programs, consistent with the 2013 California Comprehensive Early Learning Plan (CCELP). The proposed Preschool Expansion Grant creates a nexus that allows the State to address CCELP's four identified key drivers for high-quality early education services: 1) Access to quality early learning and care; 2) Program-level continuous improvement; 3) A great early childhood workforce; and 4) Family partnership. We are eager to support California's application to further this important work.

Sincerely,

(b)(6)

Pete Cervinka, Deputy Director
California Department of Social Services
Benefits and Services
SAC Co-Chair

(b)(6)

Debra McMannis, Director
California Department of Education
Early Education and Support Division
SAC Co-Chair

Appendix H:
2. Letters of Support from Subgrantees

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Trinity County Office of Education	

FIRST 5
CONTRA COSTA
CHILDREN AND FAMILIES COMMISSION

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

First 5 Contra Costa, on behalf of the Bay Area Quality Rating and Improvement Partnership (BAQRIS), is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, BAQRIS will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard to reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High Quality Inclusive Preschool Programs;

- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

Sean Casey
Executive Director
First 5 Contra Costa, BAQRIS Lead Agency

FIRST 5
ALAMEDA COUNTY

10/8/2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

First 5 Alameda County in partnership with the Bay Area Quality Rating and Improvement Partnership is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the First 5 Alameda County will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education

- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten.
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

Janis Burger, CEO
First 5 Alameda County

FIRST 5
SAN FRANCISCO
CHILDREN AND FAMILIES COMMISSION

Suzanne Giraudo, Commission Chair
Psychologist Clinical Director
California Pacific Medical Center
Laurel Kloomok, Executive Director

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Michelo Rutherford, Deputy Director
Office of Early Care and Education
Department of Human Services
Maria Su, Director
Department of Children, Youth and Their Families

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

First 5 San Francisco in partnership with the Bay Area Quality Rating and Improvement Partnership (BAQRIS) is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the First 5 San Francisco will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;

- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

Laurel Kloomok, Executive Director
First 5 San Francisco/Bay Area Quality Rating and Improvement Partnership (BAQRIS)

FIRST 5

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Angel Barrios
Public Member

County Superintendent of Schools

Jean Fraser
Chief, Health System

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Mey Wihata

October 8, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

First 5 San Mateo County in partnership with the Bay Area Quality Rating and Improvement Partnership (BAQRIS) is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, First 5 San Mateo County will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education;
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;

- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten;
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended;
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

Kitty Lopez
Executive Director

FIRST 5
SANTA CLARA COUNTY

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

FIRST 5 Santa Clara County is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, FIRST 5 Santa Clara County will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;

- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

Jolene Smith
Chief Executive Officer
FIRST 5 Santa Clara County

Commissioners
Tom Campbell, [illegible]
Christina Cravas
Gerald Espinola, [illegible]
Kathy Lizardie
Lisa Fundmann [illegible]
Robert Magnuson, [illegible]
Bruce McPherson
Craig T. Nguyen, [illegible]
Ferris Sabbah, [illegible]

Executive Director
David G. Brody

October 8, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

First 5 Santa Cruz County in partnership with the Bay Area Quality Rating and Improvement Partnership (BAQRIS) is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, First 5 Santa Cruz County will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help

- families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education,
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten;
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended;
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

David Brody, Executive Director
First 5 Santa Cruz County

First 5
SANTA BARBARA COUNTY

October 6, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

First 5 Santa Barbara County is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, First 5 Santa Barbara County and partners will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;

Santa Barbara Office 1306 Santa Barbara Street, Suite 200, Santa Barbara, CA 93101 • Tel (805) 884-8085 • Fax (805) 564-8686
Santa Maria Office 218 West Carmen Lane, Suite 111, Santa Maria, CA 93458 • Tel (805) 739-8740 • Fax (805) 739-8747

- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

Eileen Monahan, ECE Manager
First 5 Santa Barbara County

Santa Barbara Office 1306 Santa Barbara Street, Suite 200, Santa Barbara, CA 93101 • Tel (805) 884-8085 • Fax (805) 564-8586
Santa Maria Office 218 West Carmen Lane, Suite 111, Santa Maria, CA 93458 • Tel (805) 739-8740 • Fax (805) 739-8747

fresno county
office of education

Jim A. Yovino
Superintendent

October 6, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

The Fresno County Office of Education is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

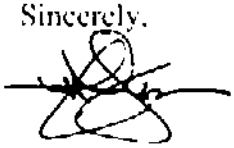
As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the Fresno County Office of Education will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education;

- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,



Jim A. Yovino
Superintendent

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STEVEN ZIMMER

LOS ANGELES UNIFIED SCHOOL DISTRICT

Early Childhood Education Division
333 South Beaudry Avenue, 11th Floor
Los Angeles, California 90017
Telephone (213) 241-4715
Fax: (213) 241-3339

JOHN E. DEASY, Ph.D.
SUPERINTENDENT OF SCHOOLS

MAUREEN S. DILKMANN
EXECUTIVE DIRECTOR, EARLY CHILDHOOD

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

The Los Angeles Unified School District is pleased to provide this letter of support regarding our participation as a Sub-grantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Sub-grantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the Los Angeles Unified School District will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work Action Plan and Budget, with the CDE within 90 days of receipt of a grant award.
- Make arrangements for High Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers.

- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

John E. Deasy, Ph.D.
Superintendent
Los Angeles Unified School District

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

The El Dorado County Office of Education (EDCOE), in partnership with the Placer County Office of Education (PCOE) is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding offered by the U. S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U. S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the EDCOE will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;

- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

Jeremy M. Meyers
Superintendent of Schools

PCOE

GOLD IN EDUCATION

Gayle Garbolino-Mojica
County Superintendent of Schools

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Suzanne Jones
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Area 3
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Assistant Superintendent
Early Education & Administration
James L. Anderberg
Executive Director
Administrative Services
Mary Ann Garcia
Executive Director
Human Resources

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

The Placer County Office of Education, as the lead agency in the Placer/Nevada/ El Dorado Partnership, is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the Placer County Office of Education will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;

- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard to reach families, help families build protective factors and understand early child development, and engage parents and families as decision makers in their children's education;
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten;
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended;
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely

(b)(6)

Catherine Goins
Assistant Superintendent
Early Education and Administration
Placer County Office of Education

On behalf of:
Gayle Garbolino-Mojica
County Superintendent of Schools
Placer County Office of Education

Administration
5189 Verdugo Way
Camarillo, CA 93012
805-383-1902 • FAX: 805-383-1908
www.vcoe.org

VENTURA COUNTY OFFICE OF EDUCATION

Stanley C. Mantooth, County Superintendent of Schools

October 8, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis:

The Ventura County Office of Education, on behalf of the RTT/QRIS Consortium of Ventura County, is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding,offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the Ventura County Office of Education, on behalf of the RTT/QRIS Consortium of Ventura County, will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;

- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

Stanley C. Mantooth
Ventura County Superintendent of Schools

Sacramento
City Unified
School District

ACADEMIC OFFICE
5735 47th Avenue • Sacramento, CA 95824
916.643.9086 • FAX 916.399.2020
José L. Banda, Superintendent
Olivine Roberts, Ed.D., Chief Academic Officer

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Trustee Area 4

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Trustee Area 5

Vacant
Trustee Area 7

Asami Saito
Student Board Member

October 10, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis:

The Sacramento City Unified School District-Child Development Department is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the Sacramento City Unified School District-Child Development Department will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;

- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

Olivine Roberts, Ed.D.
Chief Academic Officer

662 S. Tippecanoe Ave. San Bernardino, CA 92415 | Phone: (909) 383-2006

SAN BERNARDINO COUNTY

Preschool Services Department

Diana Alexander
Executive Director

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

The County of San Bernardino Preschool Services Department (PSD), as the lead agency in the San Bernardino County Preschool Expansion Collaborative is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, PSD will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education

BOARD OF SUPERVISORS
ROBERT A. LOVINGOOD, First District | JANICE RUTHERFORD, Chair, Second District | JAMES RAMOS, Third District | GARY C. OVITT, Vice Chair, Fourth District | JOSIE GONZALES, Fifth District

- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely

(b)(6)

Diana Alexander, Director
County of San Bernardino Preschool Services Department (PSD),
Lead agency in the San Bernardino County Preschool Expansion Collaborative

SAN DIEGO COUNTY [illegible]CATION
6401 LINDA VISTA ROAD, SAN DIEGO, CALIFORNIA 92111-7399 (858) 292-3500

Superintendent of Schools
[illegible]

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

The San Diego County Office of Education is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence based and nationally recognized programs and practices to ensure high quality preschools for California's children

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the San Diego County Office of Education will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award.
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children s education;

Board of Education

[illegible]

SERVICE AND LEADERSHIP

- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten;
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended;
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

Randolph E. Ward, Ed.D.
County Superintendent of Schools

San Joaquin County Office of Education
Mick Founts, Superintendent of Schools

October 7, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

The San Joaquin County Office of Education as lead agency in collaboration with partners Stockton Unified School District and Creative Child Care Incorporated is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we (and our partners) will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the San Joaquin County Office of Education will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;

- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education;
- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs (such as Stockton Unified School District) and/or other Early Learning Providers (e.g. Creative Child Care Incorporated), as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten;
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended;
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

Mick Founts Ed.D.
Superintendent of Schools

SHASTA
COUNTY OFFICE OF
EDUCATION

To provide leadership and assistance to the districts and community partners in Shasta County to ensure all students have equal access to a quality education that prepares them to graduate from high school and obtain a high skilled, high wage career.

Superintendent
Tom Armelino

Board of Education
Diane Gerard
Rhonda Hull
Sharon Hunter
Steve MacFarland
Linda McBride
William Stegall
Elizabeth "Buffy" Tanner

October 8, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

The Shasta County Office of Education as the Lead Agency for the Shasta, Trinity, Tehama, Modoc, and Siskiyou partnership is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the Shasta County Office of Education will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand

early child development, and engage parents and families as decision-makers in their children's education

- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

(b)(6)

Kathy Thompson, Assistant Superintendent
Early Childhood Services
Shasta County Office of Education

TEHAMA COUNTY DEPARTMENT OF EDUCATION
Larry P. Champion, Tehama County Superintendent of Schools
1135 Lincoln Street • Red Bluff, CA 96080 • (530) 527-5811 • FAX (530) 529-4120
www.tehamaschools.org

October 8, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis:

The Tehama County Department of Education is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the Tehama County Department of Education will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS.
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant.
- Respond in a timely fashion to requests for information from the CDE, ED or HSS.
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award.
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers.
- Begin to serve children in year-one of the grant program.
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education.

- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High Quality Inclusive Preschool Programs.
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten.
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children.
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development.
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs.
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

LARRY CHAMPION
Tehama County Superintendent of Schools

October 8, 2014

Debra McMannis, Director
Early Education and Support Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Ms. McMannis,

Trinity County Office of Education is pleased to provide this letter of support regarding our participation as a Subgrantee in the attached application by the California Department of Education (CDE) for Preschool Development Grants-Expansion Grant funding, offered by the U.S. Departments of Education (ED) and Health and Human Services (HHS).

We understand if the application for funding is successful, we will comply with all of the requirements identified by the U.S. Departments of Education and Health and Human Services in order to be eligible to receive grant funds. These include providing evidence-based and nationally recognized programs and practices to ensure high quality preschools for California's children.

As a Subgrantee under the program that California proposes for improving access to High-Quality Inclusive Preschool Programs for children and their families in High-Need Communities, the Trinity County Office of Education will:

- Actively participate in all relevant meetings or other events that are organized or sponsored by the CDE, the ED, or the HHS;
- Comply with all of the Federal and State laws and regulations applicable to the Preschool Development Grants-Expansion Grant;
- Respond in a timely fashion to requests for information from the CDE, ED or HSS;
- Complete a Memorandum of Understanding, including a Scope of Work/Action Plan and Budget, with the CDE within 90 days of receipt of a grant award;
- Make arrangements for High-Quality Inclusive Preschool Programs, as defined in the Funding Opportunity Announcement, to be provided by Early Learning Providers;
- Begin to serve children in year one of the grant program;
- Implement culturally and linguistically responsive outreach and communications to enroll isolated or hard-to-reach families, help families build protective factors and understand early child development, and engage parents and families as decision-makers in their children's education;

- Provide for the inclusion of children with disabilities, including individualized accommodations and supports, to ensure access to and full participation in all High-Quality Inclusive Preschool Programs;
- Partner with LEAs or other Early Learning Providers, as appropriate, to carry out activities that will provide children and their families with successful transitions from preschool into transitional kindergarten or kindergarten
- Coordinate, but not supplant, the delivery of High-Quality Inclusive Preschool Programs funded under this grant with existing services for preschool-aged children, including programs and services provided through a range of federal programs that serve young children;
- Provide on-site or accessible comprehensive services for children that promote families' access to services and support their children's learning and development;
- Work with the CDE to devise plans to sustain High-Quality Inclusive Preschool Programs after the grant period has ended.
- Minimize local administrative costs;
- Coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services, professional development and workforce and leadership development; and
- Participate, as requested, in any evaluations of this grant conducted by the CDE, ED, or HHS.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions) and First 5 California in order to attain this goal.

Sincerely,

Bettina A. Blackwell
Trinity County Superintendent of Schools

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CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 14, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As State Superintendent of Public Instruction for the California Department of Education, I am pleased to submit the attached application for funding under the Federal Preschool Development Grants-Expansion Grant funding opportunity, offered jointly by the U.S. Department of Education and the U.S. Department of Health and Human Services. We are excited by this opportunity to increase access to High Quality Inclusive Preschool Programs for young children in our Highest Need communities and have developed an innovative and cost-effective plan to achieve this goal.

Over the past several years, California has made a substantial investment in early learning, beginning with the implementation of a $(b)(4) Race to the Top—Early Learning Challenge Grant in 2011 to create a regionally based Tiered Quality Rating Improvement System (TQRIS). This was followed by the development of the *California Comprehensive Early Learning Plan*, which was adopted in 2013 following an extensive research-based and stakeholder-driven process that included over 2,700 participants. Most recently, in June of 2014, the California Legislature and Governor Brown approved $(b)(4) in new early education investments as part of the 2014–15 state budget.

Thirteen percent of the nation's children live in California, and 30 percent of these children live in poverty. These numbers make the state an essential component in realizing the vision put forth by the Preschool Development Grants-Expansion Grant program. As our state moves towards the development of a fully aligned and integrated P–16 education system, strengthening access to High-Quality Inclusive Preschool programs is a critical foundation. Creating a culture and community of inclusion and expanding access to inclusive classrooms is a high priority for California as we seek to better serve children with disabilities and those who are at-risk as a result of cultural and language barriers, poverty, geographic isolation, and other factors.

As the Lead Agency for California's Preschool Development Grants-Expansion Grant, we will collaborate with, support, and lead our outstanding group of subgrantees in the implementation of the activities described in this application, in accord with the requirements of the funding opportunity. California's proposal for Preschool Development Grants-Expansion represents an excellent opportunity for our state and nation to take a major step toward educational excellence for all, and we look forward to having the opportunity to achieve this purpose.

Sincerely,

Tom Torlakson

Tom Torlakson

DM:cjk
Attachment

CALIFORNIA STATE BOARD OF EDUCATION
1430 N Street, Suite 5111
Sacramento, CA 95814
Phone: (916) 319-0827
Fax: (916) 319-0175

October 6, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

As President of the California State Board of Education, my goal is to support education policies that improve outcomes for all of California's students. Research shows that children that have access to high-quality inclusive early learning opportunities are better prepared for success in school and in life. For this reason, I strongly support California's efforts to expand access to and increase quality of preschool through its application to the Federal Preschool Expansion Grant.

In California, under the leadership of Governor, Edmund G. Brown, State Superintendent of Public Instruction, Tom Torlakson, and legislative and community leaders throughout the state, we have created the most significant positive educational changes experienced in a generation. These coordinated, aligned, and united efforts include:

- Our adoption in 2013, and subsequent implementation of the Local Control Funding Formula school finance system. This is the most sweeping education finance change ever adopted in California. It moves resources to where the needs are highest and moves decision-making to local communities through the development and implementation of Local Control and Accountability Plans. Local school districts can utilize this new flexibility to prioritize and invest in early education, as two of our largest districts, Los Angeles and Fresno, have already done.

- Our patient but steadfast implementation of the Common Core State Standards, which is now considered a model for the nation. We have worked towards aligning current state curriculum frameworks, assessments, professional development, and the *Preschool Learning Foundations* with the Common Core. Expanding the use of the *Preschool Learning Foundations* will result in more children that are well prepared for success with the Common Core upon kindergarten entry.

- The California Legislature's passage, and the Governor's recent approval of S(b)(4) in new early education investments in the 2014-15 state budget, reflecting the significant commitment the state is making to our youngest learners.

California represents 13 percent of the nation's children; twenty-two percent of California's children live in poverty. California is prepared to expand and improve inclusive, high-quality preschool opportunities consistent with the vision of the Preschool Expansion Grants program. As California re-envisions its K-12 system as a single, aligned system embracing the vast diversity of California and preparing every student for post-secondary success in college, career and life, the realization of this vision is reliant on a portfolio of vibrant, inclusive, high-quality preschool options, ensuring students have an adequate foundation on which to build their education. While research supports this foundation as critical for all children, it is even more vital for children with disabilities and children who are at risk due to cultural and language barriers, and poverty.

A vital element of the work described by California's Preschool Expansion Grant proposal is building and supporting a culture and community of inclusion from the earliest point possible – not only for the children with disabilities and their families, but also for those children without disabilities and their families.

California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence. I sincerely hope you will join us in supporting its approval.

Sincerely,

(b)(6)

Michael Kirst,
President, California State Board of Education

FIRST 5 CALIFORNIA

October 7, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

On behalf of First 5 California (F5CA), it is a sincere pleasure to write in support of California's application for a Preschool Expansion Grant. F5CA is actively partnering with the state team developing this proposal and we look forward to actively assisting with its implementation.

F5CA was created by state voters under Proposition 10 to recognize that children's health and education are a top priority, especially in the early years of development. Since its inception in 1998, F5CA and the 58 county-level First 5 commissions have invested (b)(4) of dollars to design comprehensive programs that address the needs of children ages 0 to 5 and their families.

Research shows 90 percent of a child's brain develops in the first few years of life. Making those years count is what F5CA is all about – and why we are delighted to support this Preschool Expansion Grant application.

A recent highlight of F5CA's work to date has been our collaborative efforts in developing California's Tiered Quality Rating and Improvement System, the Quality Continuum Framework, with Race to the Top – Early Challenge Grant funding. Launched initially with 17 regional consortia serving 16 counties, 14 additional counties have now joined this work, covering 70 percent of the state's children ages 0 to 5.

With the work described in the Preschool Expansion Grant proposal, we now aim to build on this foundation to further advance California's efforts to implement high-quality, inclusive preschool. Local education agencies, First 5 commissions, and other partners at the local level will work to reimagine California's State Preschool Program, creating pathways to bring to scale high-quality preschool programming.

First 5 California is especially enthusiastic about the application's commitment to full inclusion. As California re-envisions its K-12 systems for success, we understand that success for our young students must build on a portfolio of vibrant, inclusive, high-quality preschool options, ensuring all students have an adequate foundation on which to build their education. While research supports this foundation as critical for all children, it is particularly vital for children with disabilities and those who are at risk because of cultural and linguistic barriers, poverty, and other confounding factors.

Earlier this year, F5CA adopted a groundbreaking strategic plan, which calls for us to, "*Convene, partner in, support, and help lead the movement to create and implement a comprehensive,*

integrated, and coordinated system for California's children prenatal through five and their families..."

F5CA's work supporting the development of this Preschool Expansion Grant application is fully aligned with our strategic plan. Moving forward, we plan to support the Preschool Expansion Grant's implementation by:

- Allocating staff resources and co-investing in key evaluation, family engagement, research, and other program development initiatives;
- Co-convening with the California Department of Education and other state and local partners, including philanthropy, to optimize California's investments in the Preschool Expansion Grant; and
- Supporting the mobilization of the county-level First 5 commissions in support of this effort.

Thank you for your thoughtful consideration of California's proposal. I assure you that F5CA will pull out all stops to ensure its success. Please contact Camille Maben, F5CA Director, if we can provide you with further information or clarification our commitment to this essential initiative.

Sincerely,

(b)(6)

George Halvorson
Chair

CC: Governor Edmund G. Brown, Jr.
Superintendent of Public Instruction Tom Torlakson
State Board of Education President Michael Kirst
First 5 California Executive Director Camille Maben

DIANNE FEINSTEIN
CALIFORNIA

SELECT COMMITTEE ON INTELLIGENCE, CHAIRMAN
COMMITTEE ON APPROPRIATIONS
COMMITTEE ON THE JUDICIARY
COMMITTEE ON RULES AND ADMINISTRATION

United States Senate

WASHINGTON, DC 20510-0504
http://feinstein.senate.gov

October 9, 2014

Secretary Sylvia Matthews Burwell
U.S. Department of Health and
Human Services
200 Independence Avenue SW
Washington, DC 20201

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Burwell and Secretary Duncan:

I am writing to express my strong support for the California Department of Education and First 5 California's application for federal Preschool Expansion Grant funding to establish the California State Preschool Partnership (Partnership).

The Partnership brings together diverse organizations including Local Education Agencies, Local First 5 Commissions, and Head Start Programs to expand high-quality early education in California. Primary elements of the proposal for preschool expansion include the following:

- Increased access and improved outcomes for students with disabilities;
- Align the existing early learning infrastructure into a statewide network supported by wrap around services and technical assistance expertise;
- Build capacity and a sustainable infrastructure for steady expansion; and
- Integrate recent innovations such as California's Quality Rating and Improvement System and the California Quality Continuum Framework.

Currently, 22 percent of children in California live in poverty, therefore additional funding for preschool expansion is critical in ensuring that all children have the opportunity to enter kindergarten ready to learn. The Governor and State Legislature have already taken steps to address this issue by approving $(b)(4) in early education investments in the 2014-2015 State Budget. If awarded this grant, the Partnership will continue the State's strong commitment to its youngest learners.

Thank you for your full consideration of this application.

Sincerely,

(b)(6)

Dianne Feinstein
United States Senator

JUDY CHU, Ph.D.
27th DISTRICT, CALIFORNIA

COMMITTEE ON
THE JUDICIARY

COMMITTEE ON
SMALL BUSINESS

WASHINGTON OFFICE:
1520 Longworth House Office Building
Washington, DC 20515
(202) 225-5464
(202) 225-5467 (Fax)

PASADENA DISTRICT OFFICE:
527 South Lake Avenue, Suite 106
Pasadena, CA 91101
(626) 304-0110

Congress of the United States
House of Representatives
Washington, DC 20515

October 6, 2014

Preschool Expansion Grants
Office of Early Learning
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-6200

RE: Preschool Expansion Grants, CFDA #84.419

I am pleased to provide this letter to show my full support for the grant application being submitted by the California Department of Education to the U.S. Department of Education's Preschool Expansion Grants Program.

As a Congressional Representative of California 27th District, I am committed to supporting initiatives that positively affect my constituents and their families. Evidence demonstrates that participation in high-quality early learning programs can lead to both short- and long-term positive outcomes for all children, but especially children from low-income families. We also know that children from low-income families, on average, start kindergarten 12 to 14 months behind their peers in pre-reading and language skills. Increasing access to High-Quality Preschool Programs, particularly for at-risk children from low-income families, can help close, or even prevent, these achievement gaps prior to kindergarten entry.

Attending high-quality preschool programs has multiple benefits including increased school readiness, lower rates of grade retention and special education placements, improved high school graduation rates, reduced interaction with law enforcement, and higher rates of college attendance and completion. This is why I support California Department of Education's application for funding and hope you will give this proposal every consideration. Please do not hesitate to contact Anthony Duarte in my District Office at (626) 304-0110 if you have any questions about my support for this project.

Sincerely,

(b)(6)

JUDY CHU, Ph.D.
Member of Congress, 27th District, California

Congress of the United States

House of Representatives

Washington, DC 20515-0526

October 10, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across Ventura County and the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education (CDE) and collaborative partner First 5 California.

Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner First 5 California, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's and the Governor's recent approval of $(b)(6) in new early education investments in the 2014-15 state budget reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

I urge you to give California's request for a Preschool Expansion Grant your full and fair consideration, consistent with all relevant rules and regulations. Thank you for your attention to this matter.

Sincerely,

(b)(6)

JULIA BROWNLEY
Member of Congress

JANICE HAHN
44TH DISTRICT, CALIFORNIA

TRANSPORTATION AND INFRASTRUCTURE

SMALL BUSINESS
RANKING MEMBER - HEALTH AND TECHNOLOGY

PORTS CAUCUS
FOUNDER AND CO-CHAIR

CROATIAN CAUCUS
CO-CHAIR

HTTP://HAHN.HOUSE.GOV

Congress of the United States
House of Representatives
Washington, DC 20515–0544

WASHINGTON OFFICE:
404 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-8220

SAN PEDRO OFFICE:
140 W. 6TH STREET
SAN PEDRO, CA 90731
(310) 831-1799

COMPTON OFFICE:
205 S. WILLOWBROOK AVENUE
COMPTON, CA 90220
(310) 605-5520

SOUTH GATE OFFICE:
8650 CALIFORNIA AVENUE
SOUTH GATE, CA 90280
(323) 563-9562

October 10, 2014

The Honorable Arne Duncan
United States Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my strong support for the state of California's application for Preschool Expansion Grant funds. California's proposal is innovative in that it seeks to create a network of providers that includes schools, licensed child care centers, Head Start programs, and community based organizations. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

These funds would be especially helpful to the children and families in my congressional district. The funds would finance High-Quality Programs that include low child-staff ratios, high staff qualifications, and comprehensive services for children in early child development programs. Preschool is widely known to give children a head start in their education. Early educational programs allow children to gain cognitive, motor, and enhanced social skills. Children in my district and in all of California are full of potential, and they deserve the best start we can offer.

California represents 13 percent of the nation's children and currently 22 percent of California's children are living in poverty. The California Legislature and the Governor recently approved, $(b)(4) in new early education investments in the 2014-15 state budget, reflecting the commitment the state has towards our youngest learners. California's commitment and proposal for Preschool Expansion represents a tremendous opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Jocelyn Rivera-Olivas with my office at Jocelyn.Rivera-Olivas@mail.house.gov or at (202) 225-8220.

Sincerely,

(b)(6)

Janice Hahn
Member of Congress

CC: The Honorable Jerry Brown, Governor of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education

JANICE HAHN
44TH DISTRICT, CALIFORNIA

TRANSPORTATION AND INFRASTRUCTURE

SMALL BUSINESS
RANKING MEMBER – HEALTH AND TECHNOLOGY

PORTS CAUCUS
FOUNDER AND CO-CHAIR

CROATIAN CAUCUS
CO-CHAIR

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Congress of the United States
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(310) 605–5520

SOUTH GATE OFFICE:
8650 CALIFORNIA AVENUE
SOUTH GATE, CA 90280
(323) 563–9562

October 10, 2014

The Honorable Sylvia Mathews Burwell
United States Secretary of Health and Human Services
U.S. Department of Health & Human Services
200 Independence Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Burwell:

I am writing to express my strong support for the state of California's application for Preschool Expansion Grant funds. California's proposal is innovative in that it seeks to create a network of providers that includes schools, licensed child care centers, Head Start programs, and community based organizations. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

These funds would be especially helpful to the children and families in my congressional district. The funds would finance High-Quality Programs that include low child-staff ratios, high staff qualifications, and comprehensive services for children in early child development programs. Preschool is widely known to give children a head start in their education. Early educational programs allow children to gain cognitive, motor, and enhanced social skills. Children in my district and in all of California are full of potential, and they deserve the best start we can offer.

California represents 13 percent of the nation's children and currently 22 percent of California's children are living in poverty. The California Legislature and the Governor recently approved, $(b)(4) in new early education investments in the 2014-15 state budget, reflecting the commitment the state has towards our youngest learners. California's commitment and proposal for Preschool Expansion represents a tremendous opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Jocelyn Rivera-Olivas with my office at Jocelyn.Rivera-Olivas@mail.house.gov or at (202) 225-8220.

Sincerely,

(b)(6)

Janice Hahn
Member of Congress

CC: The Honorable Jerry Brown, Governor of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education

Congress of the United States

House of Representatives

September 25, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

For years, I have witnessed widening inequities in our educational system. This is why I convened an expert panel of 28 members to form the Excellence and Equity Commission in 2011. The Commission, comprised of individuals with diverse professional backgrounds and philosophies, was charged with not only examining the systematic educational inequities, but also recommend policies to remedy the situation. In their final report, *For Each and Every Child*, one of the key recommendations was the establishment of high quality early childhood education. To access this report and the Commission's recommendations, please visit www.eachandeverychild.org.

Research has clearly and consistently demonstrated that when children, especially children from disadvantaged backgrounds, have access to high quality programs they demonstrate both cognitive and socioemotional gains that help close the opportunity gap that exists in our nation. Moreover, the economic gains our society reaps from early childhood education programs far outweigh the costs. For example, New Jersey has invested in their early childhood education programs and their students have consistently achieved among the best test scores in the nation. Additionally, a robust early childhood education system can lead to earlier interventions with children with learning problems and/or health issues. Studies have clearly indicated that early

intervention with developmental problems has a greater opportunity to impact the child than interventions conducted later in life.

California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all. Thank you for your full and fair consideration of California's application consistent with applicable laws, rules, and regulations. If you have any questions regarding this letter of support, please contact my Deputy District Director, Edwin Tan, via e-mail at edwin.tan@mail.house.gov or by phone at 408 436-2720.

Sincerely,

(b)(6)

Michael M. Honda
Member of Congress

COMMITTEE ON THE JUDICIARY

COMMITTEE ON SCIENCE, SPACE AND TECHNOLOGY

COMMITTEE ON HOUSE ADMINISTRATION

Congress of the United States

House of Representatives
Washington, DC 20515

ZOE LOFGREN
19TH DISTRICT, CALIFORNIA

October 3, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I understand that California has submitted an application for federal Preschool Expansion Grant funds. My understanding is that the focus of this federal grant is to increase children's access to state pre-kindergarten programs that place a strong emphasis on quality, coordinated inclusion of children with special needs, and comprehensive family support.

With this funding, the state proposes to take local needs and capacities as a starting point for building strong statewide systems, enabling the state to build upon and strengthen the work that is already taking place in communities across California. The expected result is a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. According to the applicant, primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and

- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The applicant notes that California represents 13 percent of the nation's children, and with 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program

As proposed, the application appears to satisfy the goals of the federal grant program. I hope that you will extend full and fair consideration, consistent with all applicable laws and regulations, to California's application.

Sincerely,

(b)(6)

Member of Congress

ALAN LOWENTHAL
47TH DISTRICT, CALIFORNIA

COMMITTEE ON FOREIGN AFFAIRS
SUBCOMMITTEE ON TERRORISM, NONPROLIFERATION, AND TRADE
SUBCOMMITTEE ON EUROPE, EURASIA, AND EMERGING THREATS

COMMITTEE ON NATURAL RESOURCES
SUBCOMMITTEE ON FISHERIES, WILDLIFE, OCEANS AND INSULAR AFFAIRS
SUBCOMMITTEE ON ENERGY AND MINERAL RESOURCES
SUBCOMMITTEE ON WATER AND POWER

Congress of the United States
House of Representatives
Washington, DC 20515

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Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my enthusiastic support of California's application for federal Preschool Expansion Grant funds. California's proposal takes an innovative approach by building on and strengthening the excellent work that is already being done across the state in local quality preschool programs. With the help of this grant, the final result will be a statewide network of local resources with the support of the California Department of Education, First 5 California, Head Start programs and many other partners.

California has submitted an ambitious proposal that includes a coalition of schools, community based organizations, Head Start programs, and licensed child care centers. The plan will focus on expanding access to preschool programs for children at 200% of the Federal Poverty Level or below, with a specific target for the inclusion of children with disabilities. The proposal also includes investments to build sustainable infrastructure at the local level to guarantee success. In addition, the strategy integrates the recent innovations involving similar principles, specifically the development of California's Quality Rating and Improvement System and the Quality Continuum Framework. The intention is to develop sustainable, high-quality programs to maximize the benefits of Preschool Expansion funding and complement the significant state investment in preschool programs.

With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the need for the vision mapped out by the Preschool Expansion Grants Program is critical. This plan not only addresses California's capacity to sustain such a program, but also provides increased attention to children in high need communities, specifically children from lower income families and children with disabilities. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational success for all.

If you have any questions regarding this letter of support, please contact me at (202) 225-9773.

Sincerely,

(b)(6)

Alan Lowenthal
47th Congressional District

SCOTT H. PETERS
52ND DISTRICT, CALIFORNIA

2410 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-0508

COMMITTEE ON
ARMED SERVICES

COMMITTEE ON
SCIENCE, SPACE, AND TECHNOLOGY

Congress of the United States
House of Representatives
Washington, DC 20515–0552

October 10, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal identifies local needs and utilizes existing capacities as a foundation for building a collaborative statewide system. This system will enable California to develop and strengthen the high quality preschools that currently exist in communities across the state. The final result will produce an effective statewide network, grounded in local resources and supported by the California Department of Education (CDE) and its partner First 5 California (F5CA). Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access to preschool and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary partner F5CA, along with other statewide partners;
- Investments that build capacity and viable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the formation and development of California's Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 budget reflects the state's significant commitment to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool

Expansion represents an opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact my office at 202-225-0508.

Sincerely,

(b)(6)

Scott H. Peters
Member of Congress

MARK TAKANO

COMMITTEE ON VETERANS AFFAIRS

COMMITTEE ON SCIENCE, SPACE, AND TECHNOLOGY

Congress of the United States
House of Representatives
Washington, DC 20515

September 29, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's and the Governor's recent approval of $(b)(6) in new early education investments in the 2014-15 state budget reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all. Your full and fair consideration of this request with current laws, rules, regulations and agency policy will be appreciated.

Sincerely,

(b)(6)

Mark Takano
Member of Congress

STATE CAPITOL
ROOM 205
SACRAMENTO, CA 95814
TEL (916) 651-4006
FAX (916) 651-4906

DISTRICT OFFICE
1020 N STREET, ROOM 576
SACRAMENTO, CA 95814
TEL (916) 651-1529
FAX (916) 327-8754

California State Senate

SENATOR
DARRELL STEINBERG
PRESIDENT PRO TEMPORE
SIXTH SENATE DISTRICT

STANDING COMMITTEES:
SENATE RULES
CHAIR
APPROPRIATIONS
PUBLIC SAFETY

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Governor, State of California
State Capitol, First Floor
Sacramento, CA 95814

Dear Governor Brown:

I am writing on behalf of the California State Senate to express our strong support of California's application for federal Preschool Expansion Grant funds. After years of devastating cuts to our entire state budget, and specifically to our child care and preschool programs, California has made our early learning system a priority for reinvestment. This federal grant will help further California's goals to create a high quality system, targeted to the needs of our children and their families.

The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. This statewide network strategy has yielded great results in our Race to the Top Early Learning grant's implementation, with the creation and development of California's innovative Quality Rating and Improvement System (QRIS), and the California Quality Continuum Framework.

The California Legislature's and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget—$(b)(4) of which is specifically supporting quality programs in our Quality Rating and Improvement Systems here in California as a result of our Race to the Top Early Learning grant—reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the federal vision mapped out by the Preschool Expansion Grants program. California's proposal

for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact my education consultant, Erin Gabel, at (916) 651-4006 or erin.gabel@sen.ca.gov.

Sincerely,

(b)(6)

DARRELL STEINBERG
President pro Tempore

DS:eg

Cc: Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education

TONI ATKINS
SPEAKER OF THE ASSEMBLY

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

I was very pleased that, together, we were able to provide $(b)(4) in new early education investments in the 2014-15 state budget, reflecting the significant commitment the state is

CAPITOL OFFICE: STATE CAPITOL, ROOM 219 • SACRAMENTO, CA 95814 • PHONE (916) 319-2078 • FAX (916) 319-2178
DISTRICT OFFICE: 1350 FRONT STREET, ROOM 6054 • SAN DIEGO, CA 92101 • (619) 645-3090 • FAX: (619) 645-3094
WEB SITE: ASMDC.ORG/SPEAKER • E-MAIL: SPEAKER.ATKINS@ASSEMBLY.CA.GOV

I was very pleased that, together, we were able to provide $(b)(4) in new early education investments in the 2014-15 state budget, reflecting the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support please contact Rick Simpson, of my staff, at 916-319-2078 (rick.simpson@asm.ca.gov).

Sincerely,

(b)(6)

TONI G. ATKINS
Speaker of the Assembly
78th Assembly District

TGA:rs

October 7, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Legislative Women's Caucus' strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Legislative Women's Caucus staff, Liz Fuller. She can be reached at (916) 319-3564 or email her at Elizabeth.Fuller@asm.ca.gov.

Sincerely,

(b)(6)

Bonnie Lowenthal, Chair
Assemblywoman, 70th District

(b)(6)

Hannah-Beth Jackson, Vice-Chair
State Senator, 19th District

Cc: members of the Legislative Women's Caucus

California State Senate

SENATOR
JIM BEALL

[illegible]

[illegible] 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst

I am writing to express my strong support of Santa Clara's participation in the Bay Area Regional Quality Rating Improvement System as a subgrantee for the California Federal Preschool Expansion Grant funds. The innovative approach presented in the Bay Area's regional proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable Santa Clara and all Bay Area counties to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner LPCA, along with other statewide partners;
- investments that build capacity and sustainable infrastructure, particularly at the local level
- Development of sustainable, high quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget, and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact my office at (408) 558-1295.

Sincerely,

(b)(6)

State Senator, District 15

STATE CAPITOL, ROOM 4090
SACRAMENTO, CA 95814
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FAX (916) 651-4939

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701 B STREET, SUITE 1840
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HTTP://SD39.SENATE.CA.GOV

California Legislature

COMMITTEES
CHAIR, BUDGET & FISCAL REVIEW SUBCOMMITTEE #1 ON EDUCATION
BANKING & FINANCIAL INSTITUTIONS
BUDGET & FISCAL REVIEW
BUSINESS, PROFESSIONS & ECONOMIC DEVELOPMENT
EDUCATION
ENERGY, UTILITIES & COMMUNICATIONS
VETERANS AFFAIRS

CHAIR, LEGISLATIVE JEWISH CAUCUS

MARTY BLOCK
SENATOR, THIRTY-NINTH DISTRICT

October 3, 2014

The Honorable Edmund G. Brown, Jr.
Governor of California
State Capitol, First Floor
Sacramento, CA 95814

Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The Legislature and the Governor's recent approval of (b)(4) in new early education investments in the 2014-15 state budget displays the state's significant commitment to our youngest learners.

The approach presented in California's proposal, which incorporates local needs and capacities to build strong statewide systems, will enable California to strengthen the work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education (CDE) and First 5 California (F5CA). Primary elements of the innovative proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners
- Investments that build capacity and sustainable infrastructure, particularly at the local level
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework

California plays a critical role in realizing the Preschool Expansion Grants program vision—expanding access to high-quality preschool to every child in America. The state represents 13 percent of the nation's children, yet 22 percent of California's children live in poverty. California's proposal for Preschool Expansion is a significant opportunity for our state, and nation, to take a move towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Margaret Pena of my staff at (916) 651-4039, margaraet.pena@sen.ca.gov or Samantha Lui at (916) 651-4103, samantha.lui@sen.ca.gov.

Sincerely,

(b)(6)

Senator Marty Block
State Senate 39th District
Chair of Subcommittee #1 on Education
Senate Committee on Budget and Fiscal Review

California State Senate

SENATOR
KEVIN DE LEON
CHAIR
SENATE APPROPRIATIONS COMMITTEE

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner FSCA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please don't hesitate to call me (916) 651-4022.

Sincerely,

(b)(6)

KEVIN DE LEÓN
Twenty-Second Senate District

CAPITOL OFFICE
STATE CAPITOL, ROOM 5035
SACRAMENTO, CA 95814
TEL (916) 651-4007
FAX (916) 651-4907

DISTRICT OFFICE
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WALNUT CREEK, CA 94597
TEL (925) 942-6082
FAX (925) 942-6087

SENATOR.DESAULNIER@SEN.CA.GOV
WWW.SEN.CA.GOV/DESAULNIER

California State Senate

SENATOR
MARK DESAULNIER
SEVENTH SENATE DISTRICT

CHAIR
TRANSPORTATION & HOUSING

ENDING POVERTY & INEQUALITY IN CA CAUCUS

COMMITTEES
ENERGY, UTILITIES & COMMUNICATIONS
GOVERNANCE & FINANCE
HEALTH
INSURANCE

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and its collaborative partner First 5 California.

The Governor's recent approval of $(b)(4) in new early education investments appropriated by the California Legislature in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program.

California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all. If you have any questions regarding this letter of support, please contact Tempestt Edward in my Capitol office at (916) -651- 4007.

Sincerely,

(b)(6)

Senator Mark DeSaulnier

STATE CAPITOL
SACRAMENTO, CA 95814
TEL (916) 651-4009
FAX (916) 651-4909

1515 CLAY STREET
SUITE 2202
OAKLAND, CA 94612
TEL (510) 286-1333
FAX (510) 286-3885

California State Senate

SENATOR
LONI HANCOCK
NINTH SENATE DISTRICT

COMMITTEES
PUBLIC SAFETY, CHAIR
BUDGET AND FISCAL REVIEW
EDUCATION
ELECTIONS AND CONSTITUTIONAL AMENDMENTS
ENVIRONMENTAL QUALITY
SUBCOMMITTEE
BUDGET AND FISCAL REVIEW SUBCOMMITTEE #5 ON CORRECTIONS, PUBLIC SAFETY AND THE JUDICIARY, CHAIR
PUBLIC SAFETY SUBCOMMITTEE ON GANGS, GUNS AND DRUGS, CHAIR

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me or my staff at (916) 651-4009

Sincerely,

(b)(6)

LONI HANCOCK

California State Senate

SENATOR
JERRY HILL
[illegible]
DEMOCRATIC CAUCUS CHAIR

The Honorable Edmund G. Brown Jr., Governor, State of California
The Honorable Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building upon statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The best result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner First 5 CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's Innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

I voted in support of $(b)(4) in new early education investment in the 2014-15 state budget. The governor has also made clear his support for this important initiative. I believe this funding demonstrates a significant commitment to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical to making the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please do not hesitate to contact me.

Sincerely,

(b)(6)

Jerry Hill
State Senator, 13th District

California State Senate

SENATOR
MARK LENO

October 1, 2014

Governor Edmund G. Brown Jr.
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson and Board President Kirst:

I am writing in support of the State of California's application for federal Preschool Expansion Grant funds. California plays a critical role in realizing the Preschool Expansion Grants program vision of expanding access to high-quality preschool to every child. The state represents 13% of the nation's children, yet 23% of California's children live in poverty. The State Legislature and Governor Brown's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget signals the state's significant commitment to our children.

California's proposal incorporates local needs and capacities to build strong statewide systems and will strengthen the work that is already taking place in communities across the state. The final result will be a sustainable statewide network grounded in local resources and supported by the California Department of Education and First 5 California (F5CA). Primary elements of the innovative proposed Preschool Expansion initiative include:

- Development and expansion of local institutions and programs to increase access and improve outcomes for children with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by statewide partners;
- Investments that build capacity and sustainable infrastructure at the local level;
- Sustainable, high quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

Thank you for your consideration. If you have any questions please contact me at (415) 557-1360.

Sincerely,

(b)(6)

Mark Leno
California State Senator, 3rd District
Chair, Senate Committee on Budget and Fiscal Review

California State Senate

SENATOR
CAROL LIU

October 8, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. Early childhood education has long been a high priority focus for me. Though the state made some improvements to the current system this year, we have not done enough. California's application for expansion funding is another step in the right direction.

The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The $(b)(4) of new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions or I can be of help in any way, please contact me or Darcel Sanders in my Capitol office at darcel.sanders@sen.ca.gov or (916) 651-4025.

Sincerely,

(b)(6)

CAROL LIU

Senator

25th District

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0011
(916) 319-2014
FAX (916) 319-2114

DISTRICT OFFICE
151 SALVIO ST., SUITE 395
Concord, CA 94520
(925) 521-1511
FAX (925) 602-1536

Assembly
California Legislature

SUSAN A. BONILLA
ASSEMBLYMEMBER, DISTRICT FOURTEEN

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I write to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state, including those in my current Assembly district. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The Governor's recent approval of $(b)(4) in early education investments in the 2014-15 state budget, reflects the significant commitment California is making to our youngest learners. I was pleased to join my colleagues in support of this effort. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. Indeed, California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this funding request, please do not hesitate to contact my district office at (925)521-1511.

Sincerely,

(b)(6)

Susan A. Bonilla
Assemblywoman, District 14

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0095
(916) 319-2087
(916) 319-2187 FAX
http://www.assembly.ca.gov

Assembly
California Legislature

CHIEF CONSULTANT
RICK PRATT
CONSULTANTS
SOPHIA KWONG KIM
CHELSEA KELLEY
JILL HICE
SENIOR ASSISTANT
FRANCIE HUBERT

ASSEMBLY COMMITTEE ON EDUCATION

JOAN BUCHANAN, CHAIR
ASSEMBLYMEMBER, SIXTEENTH DISTRICT

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my support of California's application for federal Preschool Expansion Grant funds. As you know, I've been a strong advocate for access to high quality preschool programs. While I am proud that we increased funding for the California State Preschool Program this fiscal year and are working to improve the quality of our early childhood education programs, much work remains as demand for these programs still exceeds capacity.

This federal grant is consistent with the Legislature's and the Legislative Women's Caucus' priority to increase access to high quality preschool programs for low- and moderate-income families, ensuring all children have a solid foundation to learn by the time they start their elementary education.

The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. With the support of the California Department of Education and First 5 California, I am confident that our providers will be able to meet the objectives of the federal Preschool Development Grants program.

With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

Please let me know if I can be of further assistance.

Sincerely,

(b)(6)

Joan Buchanan
16th Assembly District
Chair, Assembly Education Committee

STATE CAPITOL
P.O. BOX 942849
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(916) 319-2027
FAX (916) 319-2127

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(408) 277-1220
FAX (408) 277-1038

E-MAIL
Assemblymember.Campos@assembly.ca.gov

Assembly
California Legislature

NORA CAMPOS
Speaker pro Tempore
ASSEMBLYMEMBER, TWENTY-SEVENTH DISTRICT

COMMITTEES
APPROPRIATIONS
BUDGET
BUSINESS, PROFESSIONS AND CONSUMER PROTECTION
GOVERNMENTAL ORGANIZATION
JOBS, ECONOMIC DEVELOPMENT AND THE ECONOMY

SUBCOMMITTEES
BUDGET SUBCOMMITTEE NO. 3 ON RESOURCES AND TRANSPORTATION

SELECT COMMITTEES
GOVERNMENT EFFICIENCY, TECHNOLOGY AND INNOVATION

October 2, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of Santa Clara's participation in the Bay Area Regional Quality Rating Improvement System as a sub-grantee for the California Federal Preschool Expansion Grant funds. The innovative approach presented in the Bay Area's regional proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable Santa Clara and all Bay Area counties to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and

Printed on Recycled Paper

- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education funding in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact my office.

Sincerely,

(b)(6)

NORA CAMPOS
Assemblymember, 27th District
Speaker pro Tempore

Assembly
California Legislature

JIM FRAZIER

October 2, 2014

The Honorable Edmund G. Brown Jr.
Governor, State of California
State Capitol, 1st Floor
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in the state's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner ESCA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 State Budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact my office at (916) 319-2011.

Sincerely,

(b)(6)

Jim Frazier
Assemblymember, 11th District

cc: Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

STATE CAPITOL
P.O. BOX 942849
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(650) 691-2121
FAX (650) 691-2120

WEBSITE
www.assembly.gov/gordon

Assembly
California Legislature

RICHARD S. GORDON
ASSEMBLYMEMBER, TWENTY-FOURTH DISTRICT

CHAIR
COMMITTEE ON RULES

COMMITTEES
BUDGET
BUSINESS, PROFESSIONS AND CONSUMER PROTECTION
LOCAL GOVERNMENT
REVENUE & TAXATION

SUBCOMMITTEES
BUDGET SUBCOMMITTEE #3 ON RESOURCES AND TRANSPORTATION

SELECT COMMITTEES
CHAIR: SEA LEVEL RISE AND THE CALIFORNIA ECONOMY

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I write in support of California's federal Preschool Expansion Grant funds application.

As a supporter of local control for our schools, I appreciate the approach taken in California's application which starts with local needs and capacities for building stronger statewide preschool systems. By augmenting the robust relationship between the California Department of Education and First 5 California, the funding from this grant program will result in a sustainable statewide network with backing from local resources.

The Legislature has made early education a priority by supporting $(b)(4) in programming, and I am proud that we continue to promote the need for preschool expansion. This application is crucial to continuing this good work.

Thank you for your commitment to preschool.

Sincerely,

G

Richard S. Gordon
Assemblyman, Twenty-Fourth District

COMMITTEES
JUDICIARY
BUDGET SUBCOMMITTEE #5 ON PUBLIC SAFETY
NATURAL RESOURCES
ENVIRONMENTAL SAFETY AND TOXIC MATERIALS

Assembly
California Legislature

MARK STONE
CHAIR, HUMAN SERVICES
ASSEMBLYMEMBER, TWENTY-NINTH DISTRICT

STATE CAPITOL
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DISTRICT OFFICES
701 OCEAN STREET #318B
SANTA CRUZ, CA 95060
(831) 425-1503
FAX (831) 425-2570

99 PACIFIC STREET #555D
MONTEREY, CA 93940
(831) 649-2832
FAX (831) 649-2835

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my support for California's application for Phase Two of the federal Race to the Top – Early Learning Challenge Program; the federal Preschool Expansion Grant.

California has long been a leader in providing access to quality preschool programs to bridge the readiness gap that exists in our state; a critical effort in closing the achievement gap. Yet, much work needs to be done to provide quality preschool for all, which is represented in the innovative approach presented in California's proposal. With this grant, California will be able to continue to build upon and strengthen the work that is taking place in communities across the state to provide increased access to quality preschool programs for all children.

Our state's commitment to early care and education programs has been evident ever since their inception. We have worked diligently during difficult budget times to protect and preserve the strong early care and education foundation we have built to provide quality programs to children in need. Just this year, working together, California approved the issuance of $(b)(4) in new early education investments in the 2014-15 state budget, which reflects our continued commitment to our state's youngest learners. With California representing 13 percent of the nation's children, and with 22 percent of California's children living in poverty, this grant would present a great opportunity to realize the goals put forth in the Preschool Expansion Grants program.

If you have any questions regarding this letter of support, please do not hesitate to contact Rebecca Marcus at (916) 319-2029 or via email at rebecca.marcus@asm.ca.gov.

Sincerely,

(b)(6)

Assemblymember Mark Stone, 29th District

2014 Steering Committee:
Rosemary Almand
Mirella Almaraz
Margaret Bartelt
Amapola Deenn
Tracey Black
Alexandra Carabalio
Jenna Churchman
Franca Cioria
Kim Di Giacomo
Mary Anne Dunn
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Jean Monroe
Susan Morris
Melanie Mueller
Sarah Pollock
Raoul Rivera
Sandra Rodriguez
Zina Rosen-Simon
Sandi Soliday
Sandra Taylor
Carol Thompson
Veronica Ufoegbune, Chair

Staff:
Neva Bandelow
ECE Program Specialist
Phone: 510-208-9722
neva.bandelow@acgov.org

Ellen Dektar
Senior Management Analyst
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ellen.dektar@acgov.org

Angie Garling
Coordinator
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Program Support
Phone: 510-208-9620
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1401 Lakeside Drive, #1116
Oakland, CA 94612
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www.acgov.org/childcare

Early Care & Education Planning Council

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Alameda County Early Care and Education Planning Council's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

Alameda County could directly benefit from this application. Alameda County is one of California's largest counties, with over 1.56 million residents and 2,300 licensed child care

Early Care & Education Planning Council

providers. We have partnered closely with our local First Five Commission and other counties in our region to pilot a Quality Rating and Improvement System which is limited due to resources and can serve as a springboard for federal Preschool Expansion funds. We feel our initial pilot, which extends to family child care, private preschools, and subsidized programs is very promising and the additional federal support could catapult us to the next level.

If you have any questions regarding this letter of support, please feel free to contact me at 510-208-9675 or Angie.Garling@acgov.org.

Sincerely,

(b)(6)

Angie Garling
Coordinator

BANANAS
A bunch of support for all things child care

September 29, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

BANANAS strongly supports California's application for federal Preschool Expansion Grant funds. The funds will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at BANANAS We have been serving the early learning and pre-school needs of families in Oakland, Berkeley and beyond, for over forty years. We truly appreciate your support of California's application for federal expansion funding.

Sincerely,

(b)(6)

Richard Winefield, Ed.D.
Executive Director

California Child Care Resource & Referral

111 New Montgomery Street, 7th Floor, San Francisco, CA 94105
P 415.882.0234 F 415.882.6233 www.rrnetwork.org

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the California Child Care Resource & Referral Network's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Linda Asato at lasato@rrnetwork.org or 415-494-4640.

Sincerely,

(b)(4)

Linda Asato
Executive Director
California Child Care Resource & Referral Network

September 30, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express [insert organization]'s strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include.

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California s children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an

excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Carol Simmons, (707) 524-2792, csimmons@scoe.org

Sincerely,

(b)(6)

Carol Simmons
Coordinator, Child Care Planning Council of Sonoma County

Child Development Resources

Helping Every Child Every Day Brighter

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Child Development Resources of Ventura County's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
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If you have any questions regarding this letter of support, please contact me at Don.Hennigar@cdrv.org or (805) 485-7878.

Sincerely,

(b)(6)

Don Hennigar
Executive Director

2241 E. Ventura Boulevard, Oxnard, CA 93036 P. 805.485.7878 F. 805.485.3479 www.cdrv.org

CHILDREN'S

RESOURCE & REFERRAL

OF SANTA BARBARA COUNTY

The mission of Children's Resource & Referral of Santa Barbara County is to develop strong and healthy families by providing education, care, and resource systems to children, their parents, and caregivers, with a special emphasis on low income and under-represented children and families.

www.sbfcc.org

10/8/14

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Children's Resource & Referral's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
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The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Michelle Graham, 805-925-6701

Sincerely,
(b)(6)
Michelle Graham
Executive Director

ADMINISTRATIVE OFFICE
705 E. Main Street, Suite 101
Santa Maria CA 93454
805.925.6701 805.925.3768 fax

R & R, CCIP, AP/CalWORKs
1124 Castillo Street
Santa Barbara CA 93101
805.963.6631 805.963.8292 fax

R & R, CCIP, FOOD PROGRAM, AP/CalWORKs
705 E. Main Street, Suite 106
Santa Maria CA 93454
805.925.7071 805.925.2084 fax

Choices for Children

www.choices4children.org

Resource & Referral Program
Child Care Subsidy Program
Child Care Food Program
Training & Resource Development

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Choices for Children's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner LPCA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget;
- Integration of recent innovations involving similar principles, especially the creation and development of California's Innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

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If you have any questions regarding this letter of support, please contact Jennifer Lawrence, 530-676-0707 ext 103 choices@jps.net.

Sincerely,

(b)(6)

Jennifer Lawrence, Director
Choices for Children, El Dorado/Alpine Counties

Choices for Children

Choices For Children
111 N. Market St., Suite 500
San Jose, CA 95113
Ph. 408.297.3295
Fx. 408.977.0648
www.cdicdc.org

October 3, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Continuing Development Incorporated dba Choices For Children's strong support of California's application for federal Preschool Expansion Grant funds. As a member of Santa Clara County's local Race to the Top QRIS Consortium, we see the opportunity that this grant would provide to give more children in our county, and the Bay Area Region, and the state, access to highest quality preschool in both Child Care Homes and Centers.

The innovative approach presented in California's proposal, which takes local needs and capacity as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. In Santa Clara County this will enable us to:

- Move us towards our vision of universal access to preschool
- Increase program quality by expanding participation in the local QRIS launched through the Race to the Top Early Learning Challenge
- Support the long-term objective of our local Inclusion Collaborative of removing the many barriers that prevent children with disabilities from being included in high-quality learning environments
- Further our local commitment to engaging families through a strength based approach

Santa Clara County's partnership with Alameda, Contra Costa, San Francisco, San Mateo, and Santa Cruz counties in the Bay Area QRIS Partnership has increased efficiency by leveraging infrastructure, expertise and local, state and federal resources. The partnership has supported shared data collection and evaluation, professional standards for coaching, engagement of higher education and regional communications strategies. In our region, the Preschool Expansion grant is a critical opportunity to build upon both local and regional partnerships. We know in Santa Clara County that this is vital to be able to expand our reach. With the continued support of California Department of

Our mission is to enrich children's lives...

Choices for Children

Choices For Children
111 N. Market St., Suite 500
San Jose, CA 95113
Ph. 408.297.3295
Fx. 408.977.0648
www.cdicdc.org

Education and First 5 CA and the resources the Preschool Expansion grant we can impact a significant number of the more than 55,000 children considered to be high need in the region.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward toward's educational excellence for all

If you have any questions regarding this letter of support, please contact Araceli Lopez, at 408 280-2322, or alopez@choicesforchildren.org

Sincerely,

(b)(6)

Doris Fredericks, MEd, RDN
President
Continuing Development Incorporated Choices For Children

Our mission is to enrich children's lives...

Child Care Coordinating Council

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

4Cs of San Mateo County strongly supports California's application for federal Preschool Expansion Grant funds. By strengthening the excellent work that is already taking place in communities across the state, California's proposal takes local needs and capacities as a starting point for building strong statewide systems. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Essential elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. 13 percent of the nation's children live in California and 22 percent of California's children live in poverty. California is a crucial state for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for

Child Care Coordinating Council

Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact David Fleishman at (650) 517-1435, or dfleishman@sanmateo4Cs.org.

Sincerely,

(b)(6)

David Fleishman
Executive Director
4Cs of San Mateo County

Community Child Care Council
of Santa Clara County, Inc.

Providing Services – Families, Children and Success

October 2, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

The Community Child Care Council of Santa Clara County (4C Council) is supporting California's application for federal Preschool Expansion Grant funds. California is a leader in the nation of ensuring our youngest learners are provided with a high-quality early learning experience. California has a tradition of pioneering early learning initiatives and expanding and supporting locally driven programs that can serve as models and mentors for other regions in the state.

Most recently, California has demonstrated its commitment to the education of young children through the following:

- (b)(4) in early learning investments, including the Early Learning Quality Rating and Improvement System (QRIS) block grant;
- Development of the California Comprehensive Early Learning Plan with input from early learning leaders throughout the state;
- Development of a regionally-based Quality Rating and Improvement System with funding from the Race to the Top-Early Learning Challenge (RTT-ELC) grant;
- Introduction of a State-Funded Transitional Kindergarten
- A collaboration between the California Department of Education and FIRST 5 California to build upon California's publicly funded preschool programs and local investments and systems to expand access to high quality preschool programs for children in high-need communities across the state

California's locally driven approach to creating sustainable quality preschools will ensure that both state and local resources are maximized and strong systems of state-local collaboration, service, and support are in place

With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Alfredo Villaseñor, (408) 487-0749, freqv@4c.org

Sincerely,

(b)(6)

Alfredo Villaseñor, Executive Director
Community Child Care Council of Santa Clara County, Inc.

Cc: FIRST 5 Santa Clara County

Contra Costa County
Local Planning and Advisory Council
For Early Care and Education (LPC)
77 Santa Barbara Road • Pleasant Hill, CA 94523 • 925-942-3413

Child Care and Development

Deborah Penry
Chair

Crystal McClendon-Gourdine
1st Vice Chair

Daniel Safran
2nd Vice Chair

Ruth Fernández
LPC Coordinator

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Contra Costa Local Planning and Advisory Council for Early Care and Education (LPC)'s strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

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- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners.

Local Planning Council

Child Care and Development

Contra Costa County
Local Planning and Advisory Council
For Early Care and Education (LPC)
77 Santa Barbara Road • Pleasant Hill, CA 94523 • 925-942-3413

Deborah Penry
Chair

Crystal McClendon-Gourdine
1st Vice Chair

Daniel Safran
2nd Vice Chair

Ruth Fernandez
LPC Coordinator

With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Ruth Fernandez, Manager, Educational Services at (925) 942-3413 or rfernandez@cccoe.k12.ca.us.

Sincerely,

(b)(6)

Deborah Penry, Ph.D.
LPC Chair
Contra Costa Local Planning and
Advisory Council for Early Care & Education

(b)(6)

Ruth Fernandez, M.A.
Manager, Educational Services/
LPC Coordinator
Contra Costa County Office of Education

El Dorado County Early Care and Education Planning Council

2014-2015 Membership

Noelle Mattock, Chair Designee

Candice Bailey Under the Magic Pine Tree

Sherri Springer Happy Kids Child Care

Juline Aguilar Consumer

Lisa Daly Folsom Lake College

Roslyn Hunt Consumer

Jennifer Lawrence Choices For Children

Kaye Medellin EDC Office of Education

Nancy Owen-Hazard EDC Library

Christina Roseli Comsumer

Nina Birks EDC Dept. of Human Services

Ellen Vaughn EDC Chamber of Commerce

Dianne Thompson Designee

Judi McCullam, Liaison, Board of Supervisors

Ed Manansala Liaison, Superintendent of Schools

Elizabeth Blakemore Coordinator www.edcares.org

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express the El Dorado County Early Care and Education Planning Council's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

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The California Legislature's passage, and the Governor's recent approval of $ (b)(4)

EL DORADO COUNTY EARLY CARE AND EDUCATION PLANNING COUNCIL

in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Elizabeth Blakemore, Coordinator, 530.295.2312, eblakemore@edcoe.org.

Sincerely,

(b)(6)

Noelle Mattock, LPC Chairperson

Elizabeth Blakemore, LPC Coordinator

PCOE
GOLD IN EDUCATION

Gayle Garbolino-Mojica, County Superintendent of Schools

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Placer County Child Care Local Planning Council's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

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- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Joanne Evans, 530-889-7151, jmevans@placer.ca.gov.

Sincerely,
(b)(6)

Joanne Evans, Chair
Placer County Child Care Local Planning Council

PCOE Early Childhood Education
365 Nevada Street, Auburn, CA 95603 Phone (530) 745-1380 or (800) 464-3322
Auburn Fax (530) 887-1668 Rocklin Fax (916) 435-5901
www.placercoe.k12.ca.us

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the San Francisco Child Care Planning and Advisory Council's support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
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The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Candace Wong, 415-489-6121, cwong@liifund.org.

Sincerely
(b)(6)
Candace Wong, CPAC Chair

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Santa Barbara County Child Care Planning Council's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

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If you have any questions regarding this letter of support, please contact Joyce Stone at 805-964-4710 ext. 4473 or at sbcccpc@sbceo.org

Sincerely,

(b)(6)

Jennifer Bergquist, Chair

The Santa Cruz County Child Care Planning Council
El Consejo de Planeación de Cuidado Infantil del Condado de Santa Cruz
www.childcareplanning.org

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Santa Cruz County Child Care Planning Council's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
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- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at 831-466-5822 or doyler@santacruz.k12.ca.us.

Sincerely,

(b)(6)

Diane Oyler
Santa Cruz County
Child Care Planning Council, Coordinator

SHASTA COUNTY
CCPC
SHASTA COUNTY OFFICE OF EDUCATION

43 Hilltop Drive Redding, CA 96003
Melissa Ballard, Coordinator (530) 225-0184

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Shasta County Local Child Care Planning Council's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner FSCA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Melissa Ballard, (530) 225-0184, mballard@shastacoe.org.

Sincerely,

(b)(6)

Melissa Ballard, Coordinator
Shasta County Local Child Care Planning Council

State of California
Advisory Commission on Special Education

September 30, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the California Advisory Commission on Special Education's (ACSE) support of California's application for federal Preschool Expansion Grant funds. The approach presented in California's proposal, which has a special focus on increasing inclusive preschool options for children with disabilities and children who are at risk, will enable California to strengthen the excellent work that is already taking place in communities across the state as well as increase opportunities for children with disabilities to have access to and success in the Least Restrictive Environment.

In particular, the primary elements of the proposed Preschool Expansion that are most inspiring to the ACSE include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The ACSE commends and supports California's proposal for Preschool Expansion as we believe it represents an excellent opportunity for our state and nation to take a major step forward toward providing excellent education foundations for all of our children, particularly children with disabilities.

If you have any questions regarding this letter of support, please do not hesitate to contact me at [redacted].

Sincerely,

(b)(6)

Gina Plate, Chair
California Advisory Commission on Special Education

GP:kw

Chair: Gina Plate, **Vice Chair:** Barbara Schulman
Executive Secretary: Fred Balcom

1430 N Street, Suite 2401, Sacramento, CA 95814-5901, P: 916-445-4602, F: 916-327-3706
Commission Web site: [redacted]

Carl Cohn
Chair,
Special Education Task Force

Maureen O'Leary Burness
Co-Executive Director,
Special Education Task Force
916-698-6371
moburness@gmail.com

Vicki L. Barber
Co-Executive Director,
Special Education Task Force
916-947-6165
vbarber@edcoe.org

Administrative Support
Loriann Villanis
650-802-5588
lvillanis@smcoe.org

October 1, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express California's Statewide Special Education Task Force's strong support of California's application for federal Preschool Expansion Grant funds. The need for early intervention for young children in California has been identified as one of our critical issues in Task Force discussions. We see the need to help develop one system of education for all students in California, rather than siloed, parallel systems as too often exist now. This will involve including students with disabilities in opportunities from the youngest ages to be in settings with their nondisabled peers in the least restrictive environment possible for them. We believe this grant application proposes what is best for all young children by providing more and more inclusive opportunities to reach more children. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by both the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence and equity for all.

If you have any questions regarding this letter of support, please contact either of the two Co-Executive Directors of the Statewide Special Education Task Force: Maureen O'Leary Burness, 916-456-4332, moburness@gmail.com; or Dr. Vicki Barber, 916-947-6165, vbarber@edcoe.org .

Sincerely,
Maureen O'Leary Burness and Dr. Vicki Barber
Co-Executive Directors
Statewide Special Education Task Force

SELPA Administrators of California

Special Education Local Plan Area

October 1, 2014

2014-15 Officers

Chairperson:
Jill Heuer
San Luis Obispo County SELPA
8005 Morro Road
Atascadero, CA 93422
(805) 782-7301

Chairperson Elect:
Greg Rholen
Kern County Consortium
1300 17th Street City Centre
Bakersfield, CA 93301
(661) 636-4801

Treasurer:
Kathy A. Skeels
San Joaquin Co. SELPA
P.O. Box 213030
Stockton, CA 95213
(209) 468-4925

Secretary:
Mary Ring
Southwest SELPA
320 Knob Hill Avenue
Redondo Beach, CA 90277
(310) 944-3217

Past Chairperson
Trina Frazier
Fresno County SELPA
1111 Van Ness Ave. 8th Fl
Fresno, CA 93721
(559) 265-3048

Steering Committee Members

Sue Ball
Mildred Browne
Steve Collins
Catherine Conrado
Frank Donavan
Trina Frazier
Jill Heuer
Jovan Jacobs
Sara Jocham
Sam Neustadt
Greg Rholen
Mary Ring
Mary Samples
Heidi Schueller
Robin Searway
Kathy Skeels
Shelton Yip

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express SELPA Administrators of California's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me.

Sincerely,

(b)(6)

Jill Heuer, Chair
SELPA Administrators of California

EL DORADO COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

JEREMY M. MEYERS, Superintendent
DAVID M. TOSTON, Executive Director

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintended of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express El Dorado County SELPA's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact David Toston at 530-295-2462 or dtoston@edcoe.org.

Sincerely,

(b)(6)

David Toston, Executive Director, El Dorado County SELPA

PLACER COUNTY

SELPA

SPECIAL EDUCATION LOCAL PLAN AREA

Gayle Garbolino-Mojica, County Superintendent of Schools
Barbara Morton, Executive Director, SELPA

Ackerman Charter District

Alta Dutch Flat School District

Auburn Union Elementary School District

Colfax Elementary School District

Dry Creek Joint Elementary School District

Eureka Union School District

Foresthill Union School District

Horizon/PaSCL Charter School

Loomis Union School District

Newcastle Elementary School District

Placer County Office of Education

Placer Hills Union School District

Placer Union High School District

Rocklin Unified School District

Roseville City School District

Roseville Joint Union High School District

Tahoe-Truckee Unified School District

Western Placer Unified School District

October 13, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Placer County SELPA's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Barbara Morton at 530.886.5870 or bmorton@placercoe.k12.ca.us.

Sincerely,

(b)(6)

Barbara Morton
Executive Director
Placer County
Special Education Local Plan Area (SELPA)

San Mateo County SELPA

Special Education Local Plan Area

San Mateo County Office of Education • 101 Twin Dolphin Drive • Redwood City, CA 94065-1064 • (650) 802-5464 • Fax (650) 802-5474

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

As the Senior Administrator for San Mateo County Special Education Local Plan Area (SELPA), I am writing to express the strong support of the special education departments of the 27 Local Education Agencies of San Mateo County who comprise our SELPA for California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state, including San Mateo County. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts, including San Mateo County's 'The Big Lift', into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval, of $(b)(6) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of

Participating LEAs: Bayshore Elementary School District, Belmont-Redwood Shores Elementary School District, Brisbane Elementary School District, Burlingame Elementary School District, Cabrillo Unified School District, Everest Charter High School, Hillsborough City School District, Jefferson School District, Jefferson Union High School District, La Honda-Pescadero Unified School District, Las Lomitas Elementary School District, Menlo Park City Elementary School District, Millbrae Elementary School District, Pacifica School District, Portola Valley Elementary School District, Ravenswood City School District, Redwood City Elementary School District, San Bruno Park Elementary School District, San Carlos Charter Learning, San Carlos School District, San Mateo County Office of Education, San Mateo-Foster City School District, San Mateo Union High School District, Sequoia Union High School District, South San Francisco Unified School District, Summit Preparatory Charter High School, Woodside Elementary School District

California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all. It also represents another opportunity to build upon and connect with San Mateo's strong local investments in high-quality preschool. The inclusion of students with disabilities as a targeted subpopulation is an excellent opportunity to grow and enhance current capacity within our local communities of practice. With early intervention and early exposure to quality educational experiences having proven research-based outcomes in reducing or preventing the need for later special education services, this commitment to the future of our children and educational systems represent a substantial opportunity for return on investment.

If you have any questions regarding this letter of support, please contact: Jean-Marie Houston, San Mateo County Office of Education, (650)802-5623, jmhouston@smcoe.org

Sincerely,

(b)(6)

Anjanette Pelletier, M.S., LEP
Senior Administrator, SELPA
650.802.5465
Apelletier@smcoe.org

SHASTA COUNTY
Special Education Local Plan Area
1644 Magnolia Avenue Redding, CA 96001-1599
Telephone (530) 225-0100 • FAX (530) 225-0105 • http://www.shastacoe.org

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst

I am writing to express Shasta County SELPA's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner FSCA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(6) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Conde Kunzman at (530) 225-0100 or e-mail: ckunzman@shastacoe.org

Sincerely,

(b)(6)

Conde Kunzman, Director
Shasta County SELPA

South Central Los Angeles Regional Center
for persons with developmental disabilities, inc

SCLARC

650 W. Adams Blvd., Suite 400
Los Angeles, California 90007
Ph: 213.744.7000
Info Line: 1.866.4.sclarc
TTY: 213.763.5634
www.sclarc.org

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst.

I am writing to express Los Angeles Unified School District Early Childhood (Special Education's) strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $ (b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Denise Dickerson, SCLARC's Early Start Manager, at 213-744-8829

Regards,

(b)(6)

Dexter A. Henderson
CEO, SCLARC]

925 L Street, Suite 305
Sacramento, CA 95814
(916) 441-3973

1910 West Sunset Blvd, Suite 500
Los Angeles, CA 90026
(213) 989-1300

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Advancement Project strongly supports California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early care and education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at 916-441-3973 or kalam@advancepro.org.

Sincerely,

(b)(6)

Khydeeja Alam Javid
Manager of Governmental Relations
Advancement Project
Sacramento

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

As the President Elect of the California Association for the Education of Young Children I am writing to express our strong support of California's application for federal Preschool Expansion Grant funds. California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. We believe the final result will be a necessary step toward building a sustainable statewide network, grounded in local resources that are supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed essential Preschool Expansion initiative include:

- Alignment of existing local efforts that will support a statewide network using services and technical assistance provided by the CDE and its primary collaborative partner F5CA, and a cadre of other statewide partners;
- Local institutions and programs will be supported to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- It will make investments that will build local capacity and a sustainable infrastructure;
- Development of high-quality programs that are sustainably able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget, and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, it is critical for the state to realize the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all

If you have any questions regarding this letter of support, please contact me: Cory Larson-McKay, PhD at 626-260-6327 or email cory_mckay@yahoo.com.

Sincerely,

(b)(6)

Cory Larson McKay, PhD
California Association for the Education of Young Children, President Elect
950 Glenn Drive, Suite 150
Folsom, CA 95630
916.486.7750 | 916.486.7705 Fax

Commission on Teacher Credentialing
1900 Capitol Avenue Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov
Office of the Executive Director

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Commission on Teacher Credentialing's strong support of California's application for federal Preschool Expansion Grant funds. With 22 percent of California's children living in poverty, access to high quality preschool experiences for three and four year olds is critically important.

The approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. Elements of the proposed Preschool Expansion initiative that align with the Commission's work include:

- Development of sustainable, high-quality preschool programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities.

The Commission is about to begin reviewing and revising the expectations for the preschool workforce to ensure that all preschool children have well prepared and effective preschool teachers. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Erin Sullivan (esullivan@ctc.ca.gov).

Sincerely,

(b)(6)

Mary Vixie Sandy
Executive Director

MENTOR PROGRAM

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the California Early Childhood Mentor Program's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

As the director of a statewide program which serves to support new teachers, providers and administrators entering the field of Early Childhood Education, I am especially gratified to see that primary elements of the proposed Preschool Expansion initiative include voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners, as well as integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework. Inclusion of these crucial elements for developing a high-quality system of learning and support for young children builds on long-standing Quality Improvement efforts such as those delivered by the program I direct that has been involved for twenty-six years in constructing the sustainable statewide network referenced above.

The California Legislature's passage, and the Governor's recent approval of $(b)(6) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at the information below.

Sincerely, (b)(6)

Linda Olivenbaum
Director
CA Early Childhood Mentor Program
[illegible]
(510) 723-6625

California Head Start Association

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the California Head Start Association's support for California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

We appreciate local Head Start programs' inclusion in this initiative. We are committed to supporting the initiative's efforts to improve quality across the provider infrastructure. We are also committed to supporting advocacy on the state level that will enable state subsidized programs to serve children with disabilities whose families might not otherwise meet state income limits, as well as to improve the quality of all early childhood programs in the state.

Over half of the Head Start programs in California are also California State Preschool Program (CSPP) Contractors. Head Start programs have been working to build data systems that enable our programs to better measure program impacts. Similarly, we are hopeful that this initiative will build a shared data system that will allow us to track program outcomes for all children, including those with disabilities, in state preschool as they progress through the primary grades.

The California Head Start Association will encourage Head Start programs to share their training and technical assistance resources with local partners, to build quality across the board. This includes guidance and support around braided funding, training and expertise on providing inclusive programming to children with disabilities, and to strengthen the existing partnerships and build new ones between state funded and Head Start programs.

The California Legislature's passage and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflect the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

Thank you for your consideration. If you have any questions regarding this letter, please contact me at 916-444-7760 ext. 5, or rick@caheadstart.org.

Sincerely,

(b)(6)

Rick Mockler
Executive Director
California Head Start Association

CH1LDREN NOW

LOS ANGELES SACRAMENTO

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Children Now's strong support of California's application for federal Preschool Expansion Grant funds. If received, this grant will enable the state to build upon strong local early learning efforts already taking place in communities across the state.

Children Now is a nonpartisan research and advocacy organization working to raise children's well-being to the top of the national and state policy agenda. We believe that high-quality early learning and development programs, including preschool, are key to supporting children's success in school and beyond.

California's proposal takes local needs and capacities as a starting point for building strong statewide systems, which we know are fundamental to ultimately ensuring an efficient and effective early learning system that meets the needs of our state's youngest children. Primary elements of the proposed Preschool Expansion grant include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the development of California's innovative Quality Rating and Improvement System (QRIS).

The recent approval of $(b)(4) in new funding for early learning programs and quality improvement efforts reflects the significant commitment the state is making to its young children. California's proposal for Preschool Expansion funding represents another excellent opportunity for our state to move forward in supporting their learning and overall well-being.

I look forward to working with the California Department of Education, First 5 CA and other statewide stakeholders to support the implementation of this grant. If you have any questions regarding this letter of support, please contact me at 510-763-2444 or tlempert@childrennow.org.

Sincerely,

(b)(6)

President
Children Now

EARLY EDGE
CALIFORNIA

October 3, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Early Edge California is writing in strong support of California's application for federal Preschool Expansion Grant funds. Early Edge California is a nonprofit advocacy organization working to ensure all children have the early experiences necessary to be successful learners by the end of 3rd grade, setting them on a path to college and career readiness.

California's proposal offers an innovative approach, which takes local needs and capacities as a starting point for building strong statewide systems, and will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. This approach will yield a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The recent investments of more than $(b)(4) in early learning and development in the 2014-15 state budget reflects the significant commitment the state is making to our youngest learners. As the home of 1 in 8 of the nation's children, and with a child poverty rate of over 20 percent, our state is critical to realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step toward a future where all children receive the high-quality early learning experiences they need to succeed in school and in life.

If you have any questions regarding this letter of support, please do not hesitate to contact me at dkong@earlyedgecalifornia.org or by phone at (510) 271-0075, extension 314.

Sincerely,

(b)(6)

Deborah Kong
President, Early Edge California

Cc: Camille Maben

FIRST 5
ASSOCIATION

6 October 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

The First 5 Association of California is in strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal builds on more than a decade of local investment in designing, developing, and coordinating early education systems that improve child outcomes. This approach will enable California to strengthen the excellent work that is already taking place in communities across the state. As such, it is a critical next step in creating a sustainable statewide network.

Over the past decade, First 5 county commissions have invested as much as one-third of the funds generated annually by Proposition 10, in improving the quality of our state-funded early learning programs – programs which are essential for our state's future. However, First 5s cannot reach this goal of ensuring that all children have access to high quality early learning alone. We strongly support the efforts made the California Department of Education and by First 5 California to join together to lead this work at the state level.

With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, we know that the work ahead is meaningful, and essential. We look forward to working with you, and other state leaders, to provide the necessary resources for our youngest learners.

If you have any questions regarding this letter of support, please contact me at any time. I can be reached at (510) 227-6966 or at moira@first5association.org.

Sincerely,

(b)(6)

Moira Kenney
Executive Director

TEACHFORAMERICA

October 1, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We write on behalf of **Teach For America in California** to express our strong support of California's application for federal **Preschool Expansion Grant** funds. The innovative approach presented in California's proposal takes local needs and capacities as a starting point for building strong statewide systems, and will build upon and strengthen the excellent work that is already taking place in communities across the state.

Teach For America in California continues to have a great impact on our youngest learners through strong partnerships with early education providers and advocates across **the Bay Area, Los Angeles, Sacramento, and San Diego** to provide high quality early education teachers in high need low income areas, **all of whom hold at least a bachelor's degree and a CA Site Supervisor permit.** We believe that a strong commitment to serving pre-K children and families can dramatically increase outcomes for our state's students in kindergarten, in third grade, and far beyond. As a result, we are deeply invested in California's application to expand access to high quality programs that improve outcomes for young children.

The Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget reflects the state's significant commitment to our youngest learners. The Preschool Expansion Grant will build on that investment, resulting in a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Teach for America in California is confident that winning this grant will promote expanded school readiness, and work to ensure expanded equity and access to quality for pre-K students. We look forward to working with our statewide partners to support the development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget. If you have any questions regarding this letter, please contact Alejandra Velazquez, Managing Director of Government Affairs at 916.661.3606 ext. 63111 or alejandra.velazquez@teachforamerica.org.

Sincerely,

(b)(6)
Eric Scroggins
Executive Director, Bay Area

(b)(6)
Lida Jennings, EdD
Executive Director, Los Angeles

(b)(6)
Nikolas Howard
Executive Director, Sacramento

(b)(6)
David Lopez
Executive Director, San Diego

October 6, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express WestEd's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Department of Education and First 5 California have made significant investments in improving preschool program quality. The California Department of Education has developed research-based preschool standards, a state-of-the art preschool curriculum framework, and an aligned assessment system. First 5 California has sparked efforts to increase the availability of high-quality preschool services for young children and their families at the local level. Both agencies have been successfully collaborating regionally and locally in the development of California's innovative Quality Rating and Improvement System (QRIS). They are in a strong position to build on the well-designed systems that are already in place.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an important opportunity for our state and nation to take a major step forward toward educational excellence for all.

WestEd is confident that California has the capacity to make the most of the opportunity offered by the Preschool Expansion Grants program. If you have any questions about this letter of support, please contact me at 415-289-2310 or by email at pmangio@wested.org.

Sincerely,

(b)(6)

Peter L. Mangione, Ph.D.
Co-Director, Center for Child & Family Studies
WestEd

CONTRA COSTA COUNTY OFFICE of EDUCATION

Joseph A. Ovick, Ed.D., Superintendent of Schools

77 Santa Barbara Road • Pleasant Hill, CA 94523 • (925) 942-3388

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Contra Costa County Office of Education's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for

Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Ruth Fernandez, Manager Educational Services at (925) 942-3413 or rfernandez@cccoe.k12.ca.us.

Sincerely,

Joseph A. Ovick, Ed.D.
County Superintendent of Schools

EDCOE
EL DORADO COUNTY
OFFICE OF EDUCATION

Jeremy M. Meyers, Superintendent of Schools

October 8, 2014

Edmund G. Brown Jr., Governor, State of California

Tom Torlakson, State Superintendent of Public Instruction

Michael Kirst, President, State Board of Education

Early Education and Support Division

1430 N Street

Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Child Development Program's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner FSCA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest

learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Kaye Caldwell at (530) 295-2307 or kcaldwell@edcoe.org.

Sincerely,

(b)(6)

Kaye Caldwell

Executive Director

Child Development Programs,

El Dorado County Office of Education

EDCOE
EL DORADO COUNTY
OFFICE OF EDUCATION

Jeremy M. Meyers, Superintendent of Schools

October 8, 2014

Edmund G. Brown Jr., Governor, State of California; Tom Torlakson, State Superintendent of Public Instruction; Michael Kirst, President, State Board of Education Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Special Services Department of the El Dorado County Office of Education's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's

budget; and

- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

At EDCOE, our Special Services department currently partners with our State Preschool to successfully meet the needs of 69 children in 3 full inclusion classrooms. If you have any questions regarding this letter of support, please contact me at 530-295-2275.

Sincerely,

(b)(6)

Amy Andersen
Executive Director
EDCOE Special Services

Franklin-McKinley School District
645 Wool Creek Drive, San Jose, CA 95112 • www.fmsd.org

PREPARING ALL CHILDREN AS GLOBAL LEARNERS

October 7, 2014

Edmund G. Brown, Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of the Franklin-McKinley School District and the Franklin-McKinley Board of Education, I am writing to express our support of California's application for federal Preschool Expansion Grant funds. As a school district recipient member of Santa Clara County's local Race to the Top Quality Rating and Improvement System (QRIS) Consortium, we see the opportunity this grant would provide to give more children in our county, Bay Area Region, and the state, access to the highest quality preschool.

The innovative approach presented in California's proposal, which takes local needs and capacity as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. In Santa Clara County this will enable us to:

- Move us toward our vision of universal access to preschool;
- Increase program quality by expanding participation in the local QRIS launched through the Race to the Top Early Learning Challenge initiative;
- Support the long-term objective of supporting inclusionary practices in our early learning programs and remove the many barriers that prevent children with disabilities from being included in high-quality learning environments; and,
- Further our local commitment to engaging families through a strength-based approach.

Our District has been a beneficiary of the strong partnership of Santa Clara County with Alameda, Contra Costa, San Francisco, San Mateo, and Santa Cruz Counties in the Bay Area QRIS. This partnership has increased efficiency by leveraging infrastructure, expertise and local, state and federal resources. The partnership has supported shared data collection and evaluation, professional standards for coaching, engagement of higher education and regional communications strategies. In our region, the Preschool Expansion Grant is a critical opportunity to build upon both local and regional partnerships. We know in Santa Clara County that this is vital to be able to expand our reach. With the continued support of the California Department of Education, First 5 of

California, and local partners, the resources of the Preschool Expansion Grant can impact more than 53,000 children considered to be high need in the region.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-2015 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grant program. California's Preschool Expansion Grant application represents an excellent opportunity for our state and nation to take a major step forward toward educational excellence for all.

If you have any questions regarding this letter of support, please do not hesitate to contact me.

Sincerely,

Dr. John R. Porter, Jr.
Superintendent

GILROY UNIFIED SCHOOL DISTRICT
Preschool Program
7810 Arroyo Circle Gilroy, California 95020
Tel. 408-847-7835 fax: 408-842-0269
www.gusd.k12.ca.us

SUPERINTENDENT
Dr. Deborah A. Flores

BOARD OF EDUCATION
Tom Bundros • Mark Good • Patricia Midtgaard
James E. Pace • Dom Payne • Jaime Rosso • Fred Tovar

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N. Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of Gilroy Unified School District State Preschool, I am writing to support California's application for federal Preschool Expansion Grant Funds. This grant would provide more access for the children in our district to receive highest quality preschool.

California's proposal takes local needs and capacity as a starting point for building strong statewide systems. This way of thinking also follows many of the goals of Local Control Accountability Plan. In our preschool setting this will enable us to:

- Explore the possibilities of universal access to preschool
- Increase program quality by expanding participation in the Santa Clara County QRIS in the Race to the Top Early Learning Challenge initiative.
- Support and expand the inclusionary practices in our SPED and General Ed. classes by removing many barriers that prevent children with disabilities from being actively involved and exposed to high-quality learning environments.
- Expand our commitment to engage families through a strength-based approach.

Our partnership through Santa Clara County with other counties in the Bay Area QRIS Partnership has increased efficiency and supported shared data collection, evaluation, and professional standards for coaching. With the continued support of California Department of Education, First 5 California and local partners, the resources of the Preschool Expansion Grant can impact more than 53,000 children identified as high need. This grant is an opportunity for our state to take giant leap in equity towards educational excellence for all.

Sincerely,

(b)(6)

Kathleen Taylor
Early Childhood Administrator
Gilroy Unified School District

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Grass Valley School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me.

Sincerely,
Carol Viola
Child Development Director
Grass Valley School District
(530) 273-9528
cviola@gvsd.k12.ca.us

Made in Hayward

HAYWARD UNIFIED SCHOOL DISTRICT

Building a Culture of Success

Stan "Data" Dobbs
Superintendent/CEO

Dr. Matt Wayne
Assistant Superintendent,
Educational Services

Lisa Grant-Dawson
Assistant Superintendent,
Business Services

Leticia Salinas
Assistant Superintendent,
Human Resources

Chien Wu-Fernandez
Assistant Superintendent,
Student & Family Services

Oct. 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Hayward Unified School District Child Development Program's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's

children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me directly.

Respectfully,

(b)(6)

Kristina Adams
Director of Child Development Programs
Hayward Unified School District
kadams@husd.k12.ca.us 510.723.3880

Live Oak School District

Our mission is to prepare students to make meaningful contributions in a rapidly changing world.

Tamra Taylor, Ed. D.
Superintendent

October 3, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Live Oak School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget, and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $ (b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing

DISTRICT OFFICE 984-1 BOSTWICK LANE SANTA CRUZ, CA 95062 (798) (831) 475-0333 FAX (831) 475-2638
Del Mar School 1959 Merrill Street 477-2063 Green Acres School 906 Bostwick Lane 475-0111
Live Oak School 1916 Capitola Road 475-2000 Shoreline Middle School 855 17th Avenue 475-6567
Ocean Alternative School 984-6 Bostwick Lane 475-0[illegible] Upper Grant High School 2039 Merrill Street 475-0[illegible]
www.lodlaw.com [illegible]12.com

the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Superintendent Tamra Taylor, 831-212-9386.

Sincerely,

Tamra Taylor, Ed D.
Superintendent
Live Oak School District

LOMPOC UNIFIED
SCHOOL DISTRICT

Sid Haro, Assistant Superintendent
Education Services

October 14, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst; President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Lompoc Unified School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

1301 NORTH "A" STREET
LOMPOC, CA 93436
(805) 742-3300
WWW.LUSD.ORG

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me, Sid Haro, at (805) 742-3250 or haro.sid@lusd.org.

Sincerely,

(b)(6)

Sid Haro, Assistant Superintendent
Education Services
Lompoc Unified School District

Susie Rossiter
Program Coordinator
Preschool Programs
240 Flory Avenue
Moorpark, CA 93021

October 3, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Moorpark Unified School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the sig[illegible]

commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Susie Rossiter, (805) 531-6466, or at srossiter@mrpk.org.

Sincerely,

(b)(6)

Susie Rossiter
Program Coordinator
Preschool Programs
Moorpark Unified School District
5297 Maureen Lane
Moorpark, CA 93021

Superintendent
Craig A. Goldman

Chief Business Officer
Terese McNamee

Assistant Superintendent
Cathy Baur

Assistant Superintendent
Karen Robinson

Board of Trustees

Chris Chiang
William Lambert
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Ellen Wheeler

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson and Board President Kirst:

On behalf of the Mountain View Whisman School District, we are writing to express our support of California's application for federal Preschool Expansion Grant funds. As a participant in Santa Clara County's local Race to the Top Quality Rating and Improvement System (QRIS) and a provider of public preschool to the children of families in greatest need, we know that this grant would provide more children in the state access to high quality preschool.

The innovative approach presented in California's proposal takes into account local needs and capacity as a starting point for building strong statewide systems and to strengthen the excellent work that is already taking place in communities across the state. Our district sees this as an opportunity to move toward universal preschool and the full inclusion of children with special needs in early childhood environments, increase program quality through expanded participation in the local Race to the Top QRIS, and further develop family engagement through a comprehensive, strength-based approach.

Santa Clara County's partnership with Alameda, Contra Costa, San Francisco, San Mateo, and Santa Cruz counties in the Bay Area QRIS has increased efficiency by leveraging infrastructure, expertise and local, state and federal resources. The partnership has supported shared data collection and evaluation, professional standards for coaching, engagement of higher education and regional communication strategies. In our region, the Preschool Expansion Grant is a critical avenue through which we can both augment and fortify local and regional partnerships. With the continued support of the California Department of Education, First 5 California and local partners such as ourselves, the resources of the Preschool Expansion Grant can impact more than 53,000 children in high need and it represents an excellent opportunity at both the state and national levels to take a major step forward toward educational excellence for all.

If you have any questions regarding this letter of support, please contact the Mountain View Whisman School District's Preschool Program Director, Terri Wallace-Bielecki, at (650) 526-3500 extension 1845 or tbielecki@mvwsd.org.

Sincerely,

(b)(6)

Craig Goldman
Superintendent
Mountain View Whisman School District

(b)(6)

Cynthia Loleng-Perez
Director of Special Education
Mountain View Whisman School District

Nevada County
Superintendent of Schools
Holly Hermansen, Superintendent

Special Education Services

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Nevada County Superintendent of Schools' strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $ (b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me.

Sincerely,

(b)(6)

Glinelle Morns,
Assistant Superintendent Special Education

October 2, 2014

ORANGE COUNTY DEPARTMENT OF EDUCATION
200 KALMUS DRIVE
P.O. BOX 9050
COSTA MESA, CA
92628-9050
(714) 966-4000
FAX (714) 432-1916
www.ocde.us

AL MIJARES, Ph.D.
County Superintendent of Schools

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 "N" Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

The Orange County Department of Education would like to offer our strong support for California's application for the Federal Preschool Expansion Grant funds. Through Race to the Top Early Learning Challenge funds, First Five funds, and local dollars, Orange County has developed a strong local system of supports to promote high quality early care and education. The implementation of our locally designed Quality Rating and Improvement System (QRIS) has served to initiate the important work of aligning local systems, as well as developing the capacity of all local early care and education programs to take full advantage of CDE's robust Quality Continuum Framework. The Federal Preschool Expansion Grant will afford additional early care and education programs throughout California the opportunity to expand upon the successful model of locally controlled initiatives, and to further leverage local funding in support of high quality early care and education for our state's at-risk young children.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Ellin Chariton, Executive Director, School and Community Services at 714-966-4313, or via email at echariton@ocde.us.

Sincerely,

Al Mijares, Ph.D.
County Superintendent of Schools

EC:bz

ORANGE COUNTY BOARD OF EDUCATION
JOHN W. BEDELL, PH.D.
DAVID L. BOYD
ROBERT M. HAMMOND
LINDA LINDHOLM
KEN L. WILLIAMS, D.O.

Pajaro Valley Unified School District
Child Development Department
294 Green Valley Road
Watsonville, CA 95076
Phone: (831) 786-8270 Fax: (831) 722-3651

Edmund G. Brown Jr., Governor, State of California

Tom Torlakson, State Superintendent of Public Instruction

Michael Kirst, President, State Board of Education

Early Education and Support Division

1430 N Street

Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Pajaro Valley Unified School District Early Childhood Education Department's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all. We have child outcomes evidence that these quality efforts make a difference for Young students in ways that directly close achievement gap and support succes in K- 12.

If you have any questions regarding this letter of support, please contact Kathy Lathrop @ (831)786-8271 or Kathy_lathrop@pvusd.net)

Sincerely,

(b)(6)

Kathy Lathrop, Director Early Childhood Education, Pajaro Valley USD

Climbing To New Heights
RIALTO UNIFIED SCHOOL DISTRICT

RIALTO UNIFIED SCHOOL DISTRICT
Child Development Department
815 South Willow Avenue, Rialto, CA 92376
Office: (909) 421-4201 • **Fax:** (909) 421-7602

Dr. Pat Krizek, Director

Rialto

October 2, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson and Board President Kirst:

I am writing to express Rialto Unified School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Dr. Pat Krizek.

Sincerely,

(b)(6)

Pat Krizek, Ed.D.
pkrizek@finlay.k12.ca.us

SANTA BARBARA
County Education Office
William J. Cirone, Superintendent

Santa Barbara County Education Office

Child Development Programs
Hope Education Center, 3970 La Colina Road
P. O. Box 6307, Santa Barbara, CA 93160-6307
(805) 964-4711, ext. 4409 • FAX: (805) 682-4646

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express [insert organization]'s strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Trudy Adair-Verbais, Director, 805-964-4710x4464.

Sincerely,

(b)(6)

Trudy Adair-Verbais, Director
Santa Barbara County Education Office

TAV:amh

Santa Clara County Office of Education
Jon R. Gundry
County Superintendent of Schools

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of the Santa Clara County Office of Education and the Santa Clara County Board of Education, I am writing to express our support of California's application for federal Preschool Expansion Grant funds. As a member of Santa Clara County's local Race to the Top Quality Rating and Improvement System (QRIS) Consortium, we see the opportunity that this grant would provide to give more children in our county, and the Bay Area Region, and the state, access to highest quality preschool.

The innovative approach presented in California's proposal, which takes local needs and capacity as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. In Santa Clara County this will enable us to:

- Move us toward our vision of universal access to preschool;
- Increase program quality by expanding participation in the local QRIS launched through the Race to the Top Early Learning Challenge initiative;
- Support the long-term objective of our local Inclusion Collaborative to remove the many barriers that prevent children with disabilities from being included in high-quality learning environments; and
- Further our local commitment to engaging families through a strength-based approach.

Santa Clara County's partnership with Alameda, Contra Costa, San Francisco, San Mateo, and Santa Cruz Counties in the Bay Area QRIS Partnership has increased efficiency by leveraging infrastructure, expertise and local, state and federal resources. The partnership has supported shared data collection and evaluation, professional standards for coaching, engagement of higher education and regional communications strategies. In our region, the Preschool Expansion Grant is a critical opportunity to build upon both local and regional partnerships. We know in Santa Clara County that this is vital to be able to expand our reach. With the continued support of California Department of Education, First 5

County Board of Education: Luis F. Buauchman, Michael Chang, Joseph D. Salvo, Darlie Green, Julia Hover-Smoot, Grace L. Mah, Anna Song
1290 Ridder Park Drive, San Jose, CA 95131-2304 | (408) 453-6500 www.scoe.org

California, and local partners, the resources of the Preschool Expansion Grant can impact more than 53,000 children considered to be high need in the region.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grant program. California's Preschool Expansion Grant application represents an excellent opportunity for our state and nation to take a major step forward toward educational excellence for all.

If you have any questions regarding this letter of support, please contact our Director of Early Learning Services, Lisa Kaufman, Ph.D. at (408) 453-3606 or lisa_kaufman@sccoe.org or our Chief Schools Officer, Mary Ann Dewan, Ph.D. at (408) 453-6560 or maryann_dewan@sccoe.org.

Sincerely,

Jon R. Gundry
County Superintendent of Schools

County Board of Education: Leon Beauchman, Michael Chang, Joseph J. Salvo, Carole Gree, Julia Hover-Smoot, Grace H. Man, Anna Song
290 Ridder Park Drive, San Jose, CA 95131-2304 (408) 453-6500 www.sccoe.org

Santa Maria-Bonita School District

Phillip L. Alvarado
Superintendent

SOUZA STUDENT SUPPORT CENTER
708 South Miller Street
Santa Maria, CA 93454-6230
(805) 361-8110
palvarado@smbsd.net

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Santa Maria-Bonita School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner FSCA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing

BOARD OF EDUCATION
FIDENZIO "BRUNO" BRUNETTO • LINDA CORDERO • JOHN HOLLINSHEAD • JODY OLIVER • WILLIAM SMITH

the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Phil Alvarado, 805 - 361-8110 palvarado@smbsd.net.

Sincerely,

Phil Alvarado
Superintendent, Santa Maria-Bonita School District

SANTA PAULA UNIFIED SCHOOL DISTRICT

ESTABLISHED 2013

Superintendent
Alfonso Gamino
Governing Board
Diana Ponce-Gomez, President
Michelle Kolbeck
Christina Urias
Chris Wilson
Kelsey Stewart

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N. Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Santa Paula Unified School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities.
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level; with program's that are co-located at school districts we will be supporting the transition from preschool to Transitional and regular Kindergarten programs.

201 S. Steckel Drive, Santa Paula, CA 93060
Phone Number 805·933·8836 . Fax Number 805·933·8024
www.santapaulaunified.org

- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Frida Goldstein-Friend at (805) 933-8836 or via email ffriend@santapaulaunified.org.

Sincerely,

(b)(6)

Frida Goldstein-Friend
Director of Special Education & Student Support Services
Santa Paula Unified School District

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Sheridan Elementary School
4730 "H" Street - Sheridan, CA 95681
(530) 633-2591 -Fax-(530) 633-9565
Melissa Willes, Principal
"Pursuit of Excellence"

10-7-14

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Western Placer Unified School Districts strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $ (b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Karen Roberts, 530-633-2591.

Sincerely,
Karen Roberts
Secretary
Sheridan Elementary School
WPUSD

Stockton Unified School District

Julie Penn
Interim Superintendent
701 North Madison Street • Stockton, CA 95202
(209) 933-7070 • Fax (209) 933-7071

BOARD OF EDUCATION
Gloria Allen
Sal Ramirez
Kathleen Garcia
Colleen Keenan
David Varela
David L. Midura
Steve Smith

October 13, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Stockton Unified School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
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- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Debra Keller, Administrator of Early Childhood Education/School Readiness Department at 209-033-7380 or dkeller@stocktonusd.net.

Sincerely,

Julie Penn
Interim Superintendent
Stockton Unified School District

Ventura Unified School District
Child Development Programs
"Building Young Lives with their Future in Mind"

OCTOBER 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Ventura Unified School District's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Loretta Galaviz, (805) 641-5000 ext. 1029.

Sincerely,
(b)(6)

Loretta Galaviz, M.A., M.Ed.
Coordinator, Early Childhood Education
Ventura Unified School District

BOARD OF SUPERVISORS

KEITH CARSON
PRESIDENT
SUPERVISOR FIFTH DISTRICT

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst,

I am writing to express Alameda County Board of Supervisor's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget.

The California Legislature's passage, and the Governor's recent approval of $(b)(4)$ in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners and our future workforce. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. It is essential that we continue to invest in our early educational system. California's proposal to

Preschool Expansion is a high priority and represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

Therefore, I strongly encourage you to support the application for federal Preschool Expansion Grant funds. If you have any questions regarding this letter of support, please contact Aisha Brown, (510) 272-6686 or by email: aisha.brown@acgov.org.

Sincerely,

(b)(6)

Keith Carson, President
Alameda County Board of Supervisors, Fifth District

Bienvenidos

September 29, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Bienvenidos' strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner FSCA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
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- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me directly at (213) 785-5917.

Sincerely,

(b)(6)

Ritchie L. Geisel
President and Chief Executive Officer

RLG:dr

Child Development Incorporated

Child Development Inc
1500 Camino Del Sol #23
Oxnard, CA 93030
Ph: 805.483.6756
Fx: 805.487.7518
www.cdicdc.org

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of Continuing Development Inc., I am writing to express my support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

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The California Legislature's passage, and the Governor's recent approval of $ (b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact (Rachel Champagne, 805-483-6756 ext. 16, rchampagne@cdicdc.org)

Sincerely,

(b)(6)

Rachel Champagne
Program Director, Continuing Development, Inc.

Our mission is to enrich children's lives...

children's council SAN FRANCISCO

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst,

I am writing to express Children's Council of San Francisco's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

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- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing

445 Church Street, San Francisco, California 94114 415.276.2900 www.childrenscouncil.org

the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at sblechman@childrenscouncil.org or at 415-276-2948.

Sincerely,

(b)(6)

Sandee Blechman
Executive Director

City of Los Angeles

ERIC GARCETTI
MAYOR

October 10, 2014

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Ave. SW
LBJ Education Building, 7W311
Washington DC 20202

Reference: CFDA: 84.419b

Dear Secretary Duncan:

The California Department of Education has applied for Preschool Expansion Grant Funds totaling $(b)(4) per year for four years. The application focuses on an innovative approach that takes local needs and capacities as a starting point for building strong statewide systems. This funding will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget reflects the significant commitment the state is making to our youngest learners.

California's Preschool Expansion proposal represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.
I write in strong support of this application and to inform you that this project will advance the goals of the Promise Zone initiative.

The City of Los Angeles is an official Promise Zone designee and works with our public and private sector partners to bring resources to high-need neighborhoods and revitalize high poverty areas by creating jobs, increasing economic activity, improving educational opportunities, and reducing violent crime.

The Preschool Expansion Grant Funds will allow Los Angeles Unified School District to provide support to three Early Education Centers within the LA Promise Zone (Dayton

Heights, Alexandria and Grant) as well as one elementary school (Magnolia), which currently hosts a part-day CA State Preschool Program. This will enhance and support early learning settings and allow them to expand from part-day to full-day as well as implement other improvements designed to ensure children and families in the Promise Zone have access to high-quality early education programs. The projected amount currently estimated for Los Angeles is approximately $(b)(4) per year for four years.

The Los Angeles Promise Zone is an important initiative to the City of Los Angeles and I urge you to consider the benefits of the Promise Zone and the successes that the City and the State have had in providing early childhood education services as you consider this application.

Sincerely,

(b)(6)

ERIC GARCETTI
Mayor

Community Action Commission
A PRIVATE NON-PROFIT | OF SANTA BARBARA COUNTY

Helping People, Changing Lives

October 6, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst,

I am writing to express Community Action Commission of Santa Barbara County's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The funding will help to support California's Comprehensive Early Learning Plan. It will build upon local investments and partnerships that build capacity and sustainable infrastructure, for early care and education.

In addition to school readiness, early care and education is an important player in child abuse prevention in the state. Families who connect with childcare are supported in critical ways. This support allows people to go to work, but also provides much needed family support to parents. Last year we made twenty three suspected child abuse reports on children under age 5. Last year 380 parents VOLUNTARILY attended parenting education classes that were offered by our program in the evening. Both parenting education and reporting suspected child abuse are important services in working with families with young children.

I am proud of the work we do serving over 1,100 families each year in Santa Barbara County. We want to be part of this expansion and support other areas of the state also. We are appreciative that legislators in the State have committed to young children and families in the recent state budget. This helps restore some of what was cut in 2009-11. We are ready to take on more challenges and operate high quality early care and education services.

It makes sense to apply for federal funding if it can help California's continue to expand educational and family strengthening opportunities in our state.

If you have any questions regarding this letter of support, please contact

Sincerely,

(b)(6)

Fran Forman,
Executive Director

5638 Hollister Avenue, Suite 230, Goleta, CA 93117-5475 805.964.8857 Fax: 805.683.5872 www.cacsb.com

Contra Costa
Child
Care
Council

□ Administration
1035 Detroit Ave.,
Suite 200,
Concord, CA 94518
p.(925) 676-5442
f. (925) 825-2732

□ West Area
3065 Richmond Pkwy.,
Suite 113,
Richmond, CA 94806
p.(510) 758-KIDY
f. (510) 233-5445

□ Central Area
1035 Detroit Ave.,
Suite 400,
Concord, CA 94518
p.(925) 676-KIDS
f. (925) 265-6510

□ East Area
5095 Lone Tree Way,
Antioch, CA 94531
p.(925) 778-KIDS
f. (925) 778-6241

CoCoKids.org

October 3, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Contra Costa Child Care Council's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

• Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
• Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
• Investments that build capacity and sustainable infrastructure, particularly at the local level;
• Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
• Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects a return to the commitment to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at 925-676-5442 ext. 3206 or via email john.jones@cocokids.org

Sincerely,

(b)(6)

John F. Jones
Executive Director
Contra Costa Child Care Council

Contra Costa County
Employment & Human Services
Aging & Adult • Children & Family • Community Services • Workforce Development Board • Workforce Services

October 06, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Employment and Human Services' strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

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- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

Kathy Gallagher

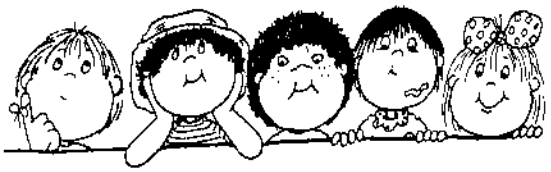
The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Camilla Rand at (925) 313-1771.

Sincerely,

(b)(6)

Kathy Gallagher
Director
Employment and Human Services Department



Creative Child Care, Inc.

4719 Quail Lakes Dr. #G-237
Stockton, CA 95207
(209) 941-9100 ext. 229

October 13, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Creative Child Care, Inc.'s strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

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- Investments that build capacity and sustainable infrastructure, particularly at the local level;
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- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Debbie Eison at 209 462-2282. or [redacted].

Sincerely,
Debbie Eison, Executive Director
CCCI
(b)(6)

Cc:
CCCI Board of Directors

EDUCARE

October 8, 2014

Edmund G. Brown, Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of Educare of California at Silicon Valley (ECSV), I am writing to express our support of the Bay Area QRIS Partnership's participation in California's application for federal Preschool Expansion Grant funds. As a partnership between local education agencies, FIRST 5 Santa Clara County, philanthropies and the business community working, to bring a flagship high quality early childhood education program to Santa Clara County, ECSV fully embraces the opportunity that this grant would provide to give more children in our county, and the state, access to highest quality preschool.

The innovative approach presented in California's proposal, which takes local needs and capacity as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. In Santa Clara County this will enable us to:

- Move us toward our vision of universal access to preschool;
- Increase program quality by expanding participation in the local QRIS launched through the Race to the Top Early Learning Challenge initiative;
- Support the long-term objective of supporting inclusionary practices in our early learning programs and remove the many barriers that prevent children with disabilities from being included in high-quality learning environments; and,
- Further our local commitment to engaging families through a strength-based approach.

Our District has been a beneficiary of the strong partnership of Santa Clara County with Alameda, Contra Costa, San Francisco, San Mateo, and Santa Cruz Counties in the Bay Area QRIS. This partnership has increased efficiency by leveraging infrastructure, expertise and local, state and federal resources. The partnership has supported shared data collection and evaluation, professional standards for coaching, engagement of higher education and regional communications strategies. In our region, the Preschool Expansion Grant is a critical opportunity to build upon both

local and regional partnerships. We know in Santa Clara County that this is vital to be able to expand our reach. With the continued support of the California Department of Education, First 5 of California, and local partners, the resources of the Preschool Expansion Grant can impact more than 53,000 children considered to be high need in the region.

The California Legislature's passage, and the Governor's recent approval of [(b)(4)] in new early education investments in the 2014-2015 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grant program. California's Preschool Expansion Grant application represents an excellent opportunity for our state and nation to take a major step forward toward educational excellence for all.

If you have any questions regarding this letter of support, please contact Matthew Tinsley, Ph.D. at (408) 453-6807 or matthew_tinsley@sccoe.org.

Sincerely,

[(b)(6)]

Dr. John R. Porter, Jr.
Chair, ECSV Board of Directors

4000 Moorpark Avenue, Suite 200, San Jose, CA 95117 | T 408.260.3700 F 408.296.5642

October 14, 2014

The Honorable Edmund G. Brown, Governor, State of California
The Honorable Tom Torlakson, Superintendent of Public Instruction
Dr. Michael Kirst, President, State Board of Equalization
Early Education and Support Division
1430 N Street
Sacramento, CA 95814

RE: Support for California's Application for Federal Preschool Expansion Grant Funds

Dear Governor Brown, Superintendent Torlakson and Board President Kirst:

On behalf of the Board of Supervisors for the County of El Dorado, I am pleased to have this opportunity to express support for the Federal Preschool Expansion Grant Funds that will augment and strengthen California's already collaborative approach to addressing local educational needs.

This grant will help the California Department of Education partner with First 5 California to develop and expand programs that will increase access and improve outcomes for children and families with special disabilities. Expansion grant funds will help align resources through a comprehensive network of state services and technical assistance. And, these funds will assure that California preschools get the money needed for high-quality programs without competing for state budget funds.

El Dorado County agrees with your commitment and emphasis on early education as reflected in the state's recent budget approval of $(b)(4) for California's children, 22% of whom live in poverty.

Thank you for striving to improve the conditions of our precious population by investing proactively in their early education.

Sincerely,

Norma Santiago, Chair
El Dorado County Board of Supervisors
bosfive@edcgov.us

encompass
COMMUNITY SERVICES

225 Westridge Drive
Watsonville, CA 95076

(831) 688-3500
(831) 724-3532

info@encompassCS.org

Head Start
Early Head Start
State Pre-Kindergarten
PAPÁS
Families Together
Side by Side
Starlight Children's Center

Outpatient Counseling
School Based Counseling
Drug and Alcohol Treatment
YES School
Female Quarters
Tyler House
Crossroads
OASIS
Nuestra Estancia
STRANGE

Independent Living Program
Resource Center
Transitional Housing

Substance Abuse Treatment
S.S. Parker
Santa Cruz Residential Recovery
ALTO Counseling

Mental Health
2nd Story House
Casa Pacific
Developing Dreams
El Dorado Center
Enhanced Support Services
Money Management
Return Project
Rural Street Shelter
Supported Housing
Telos

HIV AIDS
Santa Cruz AIDS Project

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Encompass Community Services Head Start's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $ (b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's

children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Cynthia Sloane at [redacted] or call (831) 721 3885.

(b)(6)

Sincerely,
Cynthia M. Sloane
Director
Child and Family Development Programs

Estrella
Family Services

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Estrella Family Service's strong support of California's application for federal Preschool Expansion Grant funds. As a member of Santa Clara County's local Race to the Top QRIS Consortium, we see the opportunity that this grant would provide to give more children in our county, and the Bay Area Region, and the state, access to highest quality preschool.

The innovative approach presented in California's proposal, which takes local needs and capacity as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. In Santa Clara County this will enable us to:

- Move us towards our vision of universal access to preschool
- Increase program quality by expanding participation in the local QRIS launched through the Race to the Top Early Learning Challenge
- Support the long-term objective of our local Inclusion Collaborative of removing the many barriers that prevent children with disabilities from being included in high-quality learning environments.
- Further our local commitment to engaging families through a strength-based approach

Santa Clara County's partnership with Alameda, Contra Costa, San Francisco, San Mateo, and Santa Cruz counties in the Bay Area QRIS Partnership has increased efficiency by leveraging infrastructure, expertise and local, state and federal resources. The partnership has supported shared data collection and evaluation, professional standards for coaching, engagement of higher education and regional communications strategies. In our region, the Preschool Expansion grant is a critical opportunity to build upon both local and regional partnerships. We know in Santa Clara County that this is vital to be able to expand our reach. With the continued support of California Department of Education and First 5 CA and the resources the Preschool Expansion grant we can impact a significant number of the more than 53,000 children considered to be high need in the region.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Cathy Boettcher, at (408) 269-7827 or cathy.boettcher@estrellafamilyservices.org

Sincerely,

(b)(6)

Cathy Boettcher
Executive Director
Estrella Family Services

First 5 El Dorado Children and Families Commission

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 El Dorado Commission's strong support of California's application for federal Preschool Expansion Grant funds.

The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget;

- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Kathleen Guerrero at 530-622-5787 or kguerrero@edcoe.org.

Sincerely,

(b)(6)

Kathleen Guerrero
Executive Director

LA
Champions For Our Children
www.First5LA.org

October 8, 2014

The Honorable Edmund G. Brown, Jr.
Governor, State of California
Early Education and Support Division
1430 N. Street
Sacramento, CA 95814

RE: FIRST5 LA's SUPPORT FOR THE CALIFORNIA APPLICATION FOR PRESCHOOL DEVELOPMENT GRANT FUNDING

Dear Governor Brown:

On behalf of First 5 LA, I am writing to express our support of California's application for the federal Preschool Development Grant program. The innovative approach presented in California's proposal, which leverages local needs and capacities for building effective statewide systems, will enable California to strengthen the excellent work that is already taking place in communities across the state.

First 5 LA is a child advocacy and grant-making organization created by California voters to invest Proposition 10 tobacco tax revenues in health care, early education and child development programs for L.A. County children from the prenatal stage to age 5 and their families. One of our policy goals is to improve the quality and expand access to early care and education programs so that children become ready for kindergarten.

Research demonstrates that 90 percent of a child's brain development occurs by age 5 and that early engagement helps cement effective learning habits, leading to academic success. Research also shows that investing in quality early learning programs is the most efficient way to affect school success while also offering the greatest returns to society.

With the goal of expanding high-quality preschool programs throughout the state, California's application will result in a sustainable statewide network, grounded in local resources and supported by the California Department of Education (CDE) and First 5 California. Some of the primary elements of California's proposal include the following:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;

FIFTEEN YEARS
15
FIRST5
FOR KIDS

- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance from the CDE and First 5 California, along with other statewide partners;
- State match funding to help strengthen capacity in the areas of evaluation, family engagement efforts, and coaching institutes;
- Development of sustainable, high-quality programs that maximize the benefits of Preschool Expansion funding without creating future pressure on the State budget; and
- Integration of recent innovations involving similar principles, especially the development of California's Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The recent passage and approval of $(b)(4) in new investments for early education within the 2014-15 state budget already reflects a significant commitment to our youngest learners. With California representing 13 percent of the nation's children and with over 25 percent of the state's 3- to-5 year-olds residing in Los Angeles County, receipt of the Preschool Development Grant would allow the state to play a key role in implementing the vision of expanding high-quality preschool services.

We thank you for your leadership and support of a proposal that will prepare a greater number of children in California to become kindergarten ready. If you or members of your staff have any questions, please contact Tessa Charnofsky, Government Affairs Manager, at TCharnofsky@First5LA.org.

Sincerely,

(b)(6)

Kim Belshé
Executive Director

cc: Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education

FIRST 5 PLACER
Children & Families Commission
www.First5Placer.org

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Mai-Ling Schummers, Vice-Chair
Jeffrey Brown, MFH, MSW, Commissioner
Jake Hanson, Commissioner
Jim Holmes, Commissioner
Linda Lareau, Commissioner
James Makol, MD Commissioner
Richard Saletta, LCSW, MFT Commissioner
Phillip Williams, Commissioner

Proposition 10 Tobacco Tax Funds Supporting the Healthy Development of Placer County's Youngest Children

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

RE: Letter of Support: California's Application for Preschool Expansion Grant Funds

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing on behalf of the First 5 Placer Children and Families Commission to express strong support of California's application for federal Preschool Expansion Grant funds.

The approach presented in California's proposal is innovative, taking local needs and capacities as a starting point for building strong statewide systems. This will enable California to build upon and strengthen the excellent work that is already taking place in communities across the State. First 5 Placer has been proud to partner with First 5 California, the California Department of Education and many other counties in California in the Child Signature Program and Race to the Top. We see the Preschool Expansion Grant funding as contributing to the sustainable statewide network, that is grounded in local resources and supported by the CDE and First 5 California.

Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

365 Nevada Street Auburn, CA 95603 ☎ 530.745.1413 Fax 530.885.2041

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 State budget, is reflective of the State's commitment to our youngest learners. With 22 percent of California children living in poverty and 13 percent of the Nation's children living in California, our State is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our State and Nation to take a major step forward towards educational excellence for all, success in school and life.

If you have any questions regarding this letter of support, please contact Janice LeRoux, Executive Director for First 5 Placer at (530) 745-1304 or email jleroux@placercoe.k12.ca.us.

Sincerely,

(b)(6)

Lt. Calvin Walstad, Chair
First 5 Placer Children and Families Commission

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FIRST 5 SACRAMENTO

Valued Children Realizing their Potential

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

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Steve Wirth
Kathy Kossick
Christine Elliott
Terrence Jones, D.D.S.

EXECUTIVE DIRECTOR
Tony J. Moore

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 Sacramento's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

2750 Gateway Oaks Drive, Suite 330 • Sacramento, CA 95833
Phone: (916) 876-5865 Fax: (916) 876-5877
E-Mail: first5sac@saccounty.net Website: www.first5sacramento.net

The California Legislature's passage, and the Governor's recent approval of $(b)(4) new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Doreen Diehl, (916) 876-6683, diehldk@saccounty.net .

(b)(6)

Sincerely,
Doreen Diehl
Acting Executive Director/Early Learning Systems Specialist
First 5 Sacramento

2750 Gateway Oaks Drive, Suite 330 • Sacramento, CA 95833
Phone: (916) 876-5896 Fax: (916) 876-5877
E-Mail: first5sac@saccounty.net Website: www.first5sacramento.net

FIRST5 SHASTA

Our Children • Our Future • Our Business

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Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 Shasta's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Elizabeth Poole at (530) 646-3780 or epoole@first5shasta.org.

Sincerely,

(b)(6)

Elizabeth Poole
Associate Director, First 5 Shasta

Shasta Children and Families Commission

393 Park Marina Circle
Redding, California 96001
(530) 646-3780
www.first5shasta.org

GO KIDS ADMINISTRATION OFFICE
[illegible]
www.gokids.org

October 3, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst,

I am writing to express Go Kids, Inc.'s strong support of California's application for federal Preschool Expansion Grant funds. As a member of Santa Clara County's local Race to the Top QRIS Consortium, we see the opportunity that this grant would provide to give more children in our county, and the Bay Area Region, and the state, access to highest quality preschool

The innovative approach presented in California's proposal, which takes local needs and capacity as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. In Santa Clara County this will enable us to:

- Move us towards our vision of universal access to preschool
- Increase program quality by expanding participation in the local QRIS launched through the Race to the Top Early Learning Challenge
- Support the long-term objective of our local Inclusion Collaborative of removing the many barriers that prevent children with disabilities from being included in high-quality learning environments.
- Further our local commitment to engaging families through a strength-based approach

Santa Clara County's partnership with Alameda, Contra Costa, San Francisco, San Mateo, and Santa Cruz counties in the Bay Area QRIS Partnership has increased efficiency by leveraging infrastructure, expertise and local, state and federal resources. The partnership has supported shared data collection and evaluation, professional standards for coaching, engagement of higher education and regional communications strategies. In our region, the Preschool Expansion grant is a critical opportunity to build upon both local and regional partnerships. We know in Santa Clara County that this is vital to be able to expand our reach. With the continued support of California Department of Education and First 5 CA and the resources the Preschool Expansion grant we can impact a significant number of the more than 53,000 children considered to be high need in the region.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 15 percent of the nation's

children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at (408) 843-9004 or via email at larryd@cpakids.org.

Sincerely,

(b)(6)

Lawrence Drury
Executive Director

44000 Old Warm Springs Boulevard
Fremont, CA 94538
Ph 510.897.6000
Fax 510.897.6009
www.kidango.org

kidango

October 1, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

This letter is to express Kidango's strong support for California's application for federal Preschool Expansion Grant funds. As the largest provider of early childhood education in the San Francisco Bay Area, Kidango wholly appreciates the importance of taking local needs and capacities as a starting point for building strong statewide systems. California's innovative proposal clearly reflects this need, which is why Kidango believes that it will play a vital role in further strengthening and expanding our communities' ongoing efforts at providing exemplary services to children across the state.

Kidango is particularly excited about the following important elements of California's application for Preschool Expansion Grant funding:

- Development and expansion of successful local institutions and programs, increasing access and improving outcomes for all children and families with a special focus on students with disabilities;
- Creation of a statewide network to align local efforts, bringing together local service providers, with the support of the CDE and its primary collaborative partner F5CA;
- Investments that will durably strengthen the state's capacity and infrastructure to provide excellent early childhood education services, with particular emphasis on the local level;
- Integration of recent quality-enhancing innovations, including California's Quality Rating and Improvement System (QRIS) and the California Quality Continuum Framework.

Kidango is heartened by the California Legislature's recent passage, and the Governor's approval, of $(b)(4) in new early education investments in the 2014-2015 state budget. We hope that the positive direction signaled by these recent allocations will be sustained and further strengthened. The Preschool Expansion Grants program has the potential to play a critical role in this process, as it will allow California to provide a strong example to our nation of how we can substantiate and implement our collective vision of offering high-quality educational opportunities for all.

If you have any questions regarding this letter of support, please contact me at pmiller@kidango.org or 510-897-6924.

Yours sincerely,

(b)(6)

Paul Miller
Executive Director, Kidango

KidZKount *Strengthening Families for a Better Tomorrow*

1166 High Street
Auburn, CA 95603
Phone: (530) 885-KidZ
Fax: (530) 885-3457
www.kidzkount.com

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Denyse Cardoza
Executive Director

Sandy Amara
Attorney Consultant

PROGRAMS:
Head Start
Early Head Start
State Preschool

A 501 (c) (3)
A non-profit Organization

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express KidZKount: Placer Community Action Council's (grantee for Head Start in Placer & Nevada Counties) strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Denyse Cardoza at (530) 886-4130 or dcardoza@pcac-inc.org .

Sincerely,

(b)(6)

Denyse Cardoza
Executive Director
KidZKount: P.C.A.C., Inc.

50 YEARS OF OPPORTUNITY HEAD START

LOS ANGELES AREA
CHAMBER OF COMMERCE

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of the Los Angeles Area Chamber of Commerce, I am writing to express our strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants

program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

(b)(6)

Gary Toebben
President & CEO
Los Angeles Area Chamber of Commerce

READING AND BEYOND

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Reading and Beyond's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

4670 E. Butler Ave. • Fresno, CA 93702 • Phone (559) 600-6185 • FAX (559) 600-7639
E-Mail lsantana@readingandbeyond.org • Web-Site www.readingandbeyond.org

READING AND BEYOND

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Luis Santana (email: lsantana@readingandbeyond.org or phone: 559-600-6185).

Sincerely,

(b)(6)

Luis Santana, MSW
Executive Director

4670 E. Butler Ave. • Fresno, CA 93702 • Phone (559) 600-6185 • FAX (559) 600-7639
E-Mail lsantana@readingandbeyond.org • Web-Site www.readingandbeyond.org

The Big Lift
An Initiative of the
Peninsula Partnership
Leadership Council

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

As the leaders of San Mateo County's collective impact initiative 'The Big Lift', we are writing to express our strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state, including San Mateo County. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts, including San Mateo County's 'The Big Lift', into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all. It also represents another opportunity to build upon and connect with San Mateo's strong local investments in high-quality preschool.

If you have any questions regarding this letter of support, please contact (Jean-Marie Houston, San Mateo County Office of Education, (650)802-5623, jmhouston@smcoe.org

Sincerely,

Anne Campbell, County Superintendent of Schools
San Mateo County Office of Education

(b)(6)

Carole Groom, Vice President
County of San Mateo, Board of Supervisors

(b)(6)

Erica Wood, Chief Community Impact Officer
Silicon Valley Community Foundation

DAVID PINE

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express San Mateo County's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's

children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please feel free to contact me via email at cmiller@smcgov.org or via phone at 650-363-4120.

Sincerely,

Dave Pine
President
San Mateo County Board of Supervisors

San Mateo County Child Care Partnership Council

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing on behalf of the San Mateo County Child Care Partnership Council to express our members' strong support of California's application for federal Preschool Expansion Grant funds. The Council is the County's appointed body charged with planning and needs assessment for early learning.

California's recent decision to commit $(b)(4) in new early education investments in the 2014-15 state budget reflects the significant commitment the state is making to our youngest learners. At the local level, San Mateo County is poised to commit funds from a recently passed county tax measure toward improving access to high quality early learning for low income 3 and 4-year-olds. We recognize high quality preschool to be an essential strategy to improving all children's success in school and in life. Through children's success we build a prosperous community and healthy economic growth.

The innovative approach presented in California's Preschool Expansion proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state and in our county. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

California is critical for realizing the vision mapped out by the Preschool Expansion Grants programs. Thirteen percent of the nation's children live here and nearly a quarter of these children live in poverty. Our Council strongly supports California's proposal for Preschool Expansion. If you have any questions regarding this letter of support, please contact us.

Sincerely,

(b)(6)

Anne Campbell
San Mateo County Superintendent of Schools
Co-Chair
acampbell@smcoe.org

(b)(6)

Dave Pine
President, San Mateo County Board of Supervisors
Co-Chair
dpine@smcgov.org

Shasta Head Start
CHILD DEVELOPMENT, INC.

October 13, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Shasta Head Start Child Development, Inc. is pleased to provide this letter of support regarding our participation as a Subgrantee in California's application for federal Preschool Expansion Grant funds which, if received, will enhance our community's capacity to provide high quality inclusive preschool programs. This will include providing evidence-based and nationally recognized programs and practices to ensure excellence in quality programming for children and families in high-need communities.

As a Subgrantee under the proposed program supported by the California Department of Education and the collaborative partner First 5 California, Shasta Head Start Child Development, Inc. will ensure the primary elements of the proposed Preschool Expansion initiative which include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner First 5 California, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and

- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

We are excited for this opportunity to extend the reach and strengthen the quality of the education we provide for the youngest children in California. We look forward to collaborating with the CDE (Early Education and Support and Special Education Divisions and First 5 California) in order to attain this goal.

If you have any questions regarding this letter of support, please contact Linda Cole, Deputy Director, d-d@shskids.org

Sincerely,

(b)(6)

Linda Cole, Deputy Director
Shasta Head Start Child Development, Inc.

September 30, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Since the inception of the Early Childhood Education Program at Teach For America Los Angeles, Westside Children's Center has been a long-standing, model partner. They have consistently hosted summer institute at their school site and prioritized hiring Teach For America teachers, whom we refer to as corps members, among their staff. Without a doubt, Westside Children's Center and Teach For America work in partnership to bring great teachers to preschool classrooms in Los Angeles.

This letter expresses Westside Children's Center's strong support of California's application for federal Preschool Expansion Grant funds. California's proposal accounts for the immediate assets and needs of our Early Childhood Education landscape. By knowing what we have accomplished and what work remains, California can strategically improve the quality of work already taking place in our communities. Consequently, our statewide network will be strengthened, supported, and sustained by the California Department of Education and collaborative partner First 5 California, and our local resources. The proposed Preschool Expansion initiative includes:

- Increased access and improved outcomes for children and families with a special focus on students with disabilities as a result of the development and expansion of successful local institutions and programs;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Program development that maximizes the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The state is making a significant commitment to our youngest learners: the California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to provide our youth with an excellent education, set them up for success in the classroom, and lead them to a better future.

Please contact May Lynn Castillo at 646-265-4107 or MayLynn.Castillo@teachforamerica.org if you have any questions regarding this letter of support.

Sincerely,

(b)(6)

May Lynn Castillo
Manager, District and School Partnerships
Teach For America Los Angeles

PO Box 1458
1450 Capitola Rd, Suite 106
Capitola, CA 95010
tel 831.479.5466
fax 831.479.5477
www.unitedwaysc.org

United Way
United Way of Santa Cruz County

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division

1430 N Street

Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express United Way of Santa Cruz's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment

the state is making to our youngest learners. With California representing 13 percent of the nation's children and with 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

Sincerely,

(b)(6)

Mary Lou Goeke,
Executive Director
United Way of Santa Cruz

West E Institute

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express WestEd E3 Institute's strong support of California's application for federal Preschool Expansion Grant funds. As a member of Santa Clara County's local Race to the Top QRIS Consortium, we see the opportunity that this grant would provide to give more children in our county, the Bay Area Region, and the state, access to high quality preschool.

Given what we know about the link between quality early care and education and healthy brain development, it is critical that California continue the important work it has begun through the Race to the Top Consortium. Key areas we have been working on to improve the quality of our programs include establishing a baseline for quality in early education programs, supporting the accountability of these programs through a quality rating system, promoting child development outcomes for children through the use of screening tools and observation instruments, and aligning early childhood workforce development systems.

The innovative approach presented in California's proposal, which takes local needs and capacity as a starting point for building a strong statewide system, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. In Santa Clara County this will enable us to:

- Move us towards our vision of universal access to preschool
- Increase program quality by expanding participation in the local QRIS launched through the Race to the Top Early Learning Challenge
- Support the long-term objective of our local Inclusion Collaborative of removing the many barriers that prevent children with disabilities from being included in high-quality learning environments.

- Further our local commitment to engaging families through a strength-based approach

Santa Clara County's partnership with Alameda, Contra Costa, San Francisco, San Mateo, and Santa Cruz counties in the Bay Area QRIS Partnership has increased efficiency by leveraging infrastructure, expertise and local, state and federal resources. The partnership has supported shared data collection and evaluation, professional standards for coaching, engagement of higher education and regional communications strategies. In our region, the Preschool Expansion grant is a critical opportunity to build upon both local and regional partnerships. We know in Santa Clara County that this is vital to be able to expand our reach. With the continued support of California Department of Education and First 5 CA and the resources the Preschool Expansion grant we can impact a significant number of the more than 53,000 children considered to be high need in the region.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

I urge you to support California's proposal for Preschool Expansion.

If you have any questions regarding this letter of support, please contact me at 650-302-3889 or ihertz@wested.org.

Sincerely,

(b)(6)

Ilene M. Hertz, Director
WestEd E3 Institute

October 3rd, 2014

Edmund G. Brown Jr., Governor, State of California

Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing on behalf of the **YWCA of Watsonville** to express our strong support for California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, takes into account the local needs and capacities as a starting point for building strong statewide systems, which will enable California to build upon and strengthen the excellent work that is taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $[(b)(4)] in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to invest in our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

Should you have any questions regarding this letter of support, please do not hesitate to contact me

Respectfully,

[(b)(6)]

Leticia Mendoza, MPA
Executive Director
YWCA of Watsonville
340 E Beach Watsonville CA 95076
831-724-6078 ext. 106 (office)
831 724 3245 (fax)
Email. lmendoza@ywcawatsonville.org

BAY AREA early childhood funders

October 6, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

The Bay Area Early Childhood Funders are writing to express strong support for California's application for federal Preschool Expansion Grant funds including the Bay Area region as a sub grantee.

The Early Childhood Funders (ECF) is an informal association of over 30 public and private funders that focus on improving the lives of young children and their families through effective grantmaking. ECF has provided an opportunity for information sharing, problem solving, and joint funding in the early childhood field. At ECF meetings, guest presenters are invited to share research, policy, and best practices in the early childhood field. In addition, ECF members learn about the impact of the state and federal budgets on early childhood issues, and have the opportunity to seek partners to support their own grant-making efforts. Many of the funders, including Bay Area First 5 Commission's, allocate funds to support quality early learning opportunities.

As a region and for the state, we are excited to have the opportunity to support California's innovative Preschool Expansion Grant proposal approach which takes local needs and capacities as a starting point for building strong statewide systems and will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool

Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

The Early Childhood Funders welcome the opportunity to work with state, local, and federal leadership to assure that California's children are ready to learn when they enter kindergarten.

On behalf of the Early Childhood Funders we would like to express our deepest appreciation for the leadership you are providing to the state in bringing us to a day when all of our children have the opportunity to realize their full potential. The great strides we have made in this most recent period with early education bring us closer to that day. The Preschool Expansion Grant that you are submitting for our state represents a critical next step for California and carries with it the hopes and dreams of so many of our youngest learners. The Early Childhood Funders stands ready to support California to ensure its success with this vital effort.

Very sincerely yours,

(b)(6)

Fran Biderman, LCI Coordinator, on behalf of the Bay Area Early Childhood Funders Leadership Team

Mail: PO Box 2508, Berkeley, CA 94702-0508 **Telephone:** 415-733-8516
Web: www.bayareaearlychildhoodfunders.org **Email:** bayareaearlychildhoodfunders@gmail.com

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of the David and Lucile Packard Foundation, I am writing to express the Foundation's support of California's application for federal Preschool Expansion grant funds.

In 2014, the Foundation launched its new *Starting Smart and Strong* initiative, a multi-year strategy which aims to increase the quality of interactions between adults and children, birth-to-age five, in both formal and informal settings so that children grow up healthy and ready for school. The Foundation's initiative will bring together public and private systems, such as school districts, county offices of education, First 5s, Child Care Resource and Referral agencies, health care, public health, higher education, community organizations, and other partners to create a comprehensive early learning system in select communities to model quality practice and training and ensure adequate distribution of resources that have the potential to improve, innovate, and scale over time. To that end, we will support the spread of best practices (including the professional development of teachers in preschool and Transitional Kindergarten) and the capacity of early learning systems in Oakland, Fresno, and Santa Clara counties. These communities are among many others choosing to participate in preschool expansion efforts. Pending board approval in March 2015, the Foundation would support each of the three communities with grants of up to $(b)(4) dollars over three years.

California's plan for Preschool Expansion will build on the momentum in the State created by the recent approval of $(b)(4) in new early education investments in the 2014-15 state budget. The Preschool Expansion grant proposal takes local needs and capacities into account as a starting point for building strong, durable statewide systems and will leverage current investments, complement new investments and enable the state to build upon the work that is already taking place in local communities.

The David and Lucile Packard Foundation is pleased to support California's application for federal Preschool Expansion grant funds to ensure that every young child has access to a quality education.

Please do not hesitate to contact me should you have any further questions.

Sincerely,

(b)(6)

Meera Mani, Director
Children, Families, and Communities Program
The David and Lucile Packard Foundation

HEISING-SIMONS

October 10, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the strong support of the Heising Simons Foundation for California's application for federal Preschool Expansion Grant funds.

The Heising Simons Foundation is a family foundation dedicated to advancing sustainable solutions in the environment, supporting groundbreaking research in science, and enhancing the education of our youngest learners. The goal of the Foundation's grantmaking in Education is to prepare children ages birth through 8 years for school and life, with a special focus on children from low income and immigrant families. The Foundation emphasizes efforts in three specific areas (Early Math; Family Engagement; and Transition to Kindergarten), but has a general interest in the development of strong state systems for high quality early education.

The innovative approach presented in California's Preschool Expansion Grant proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The California Legislature's passage, and the Governor's recent approval of (b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

The Heising-Simons Foundation welcomes the opportunity to work with state, local, and federal leadership to assure that California's children are ready to learn when they enter kindergarten. We are especially pleased to see the emphasis on family engagement in California's proposal for Preschool Expansion. We have already committed funds to support work that directly aligns with

the Preschool Expansion Grant proposal and that emphasis on family engagement, including: (1) matching grants totaling $(b)(4) to augment family engagement practices for five California applicants for the federal Early Head Start – Child Care Partnership Program (EHS-CC), contingent upon the award of federal support for those applicants. Four of the applicants are located in counties that overlap with geographies of focus for the Preschool Expansion Grant: San Francisco, San Mateo, Placer, Los Angeles counties; and (2) an additional $(b)(4) to support technical assistance on family engagement implementation to all EHS-CC awardees in California.

In addition, we are delighted to communicate to you that, if California wins a federal Preschool Expansion Grant, the Heising-Simons Foundation intends to invite a $(b)(4) one year matching grant proposal to support the state level family engagement work proposed in the application, with possible renewal at that same level of funding in subsequent years.

On behalf of the Heising-Simons Foundation, I would like to express our deepest appreciation for the leadership you are providing to the state in bringing us to a day when all of our children have the opportunity to realize their full potential. The great strides we have made in this most recent period with early education bring us closer to that day. The Preschool Expansion Grant that you are submitting for our state represents a critical next step for California and carries with it the hopes and dreams of so many of our youngest learners. The Heising-Simons Foundation stands ready to support California to ensure its success with this vital effort.

If you have any questions regarding this letter of support, please contact Holly Kreider, Program Officer in Family Engagement, at (650) 887-0277, ext. 106 or holly@heisingsimons.org.

Very sincerely yours,

(b)(6)

Liz Simons
President

Kenneth Rainin
FOUNDATION

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Kenneth Rainin Foundation's strong support of California's application for federal Preschool Expansion Grant funds.

Reading on grade level by third grade is one of the most important predictors for high school graduation and career success. Kenneth Rainin Foundation's grant making supports strategies to reduce early disparities in language and literacy development and support grade level reading.

The innovative approach presented in California's Preschool Expansion Grant proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

The Kenneth Rainin Foundation welcomes the opportunity to work with state, local, and federal leadership to assure that California's children are ready to learn when they enter kindergarten. Current work that we support directly aligns with the Preschool Expansion Grant proposal, including our work supporting Oakland Transitional Kindergarten & Preschool Classrooms with SEEDS of Early Literacy, a state of the art professional development system that works with teachers of preschool and transitional kindergarten children to improve outcomes in language, and enhance the social and emotional development of young children.

In addition, we are delighted to communicate to you that the Kenneth Rainin Foundation will be providing direct matching support for California's Preschool Expansion Grant program in the form of professional development, resources, and supplies for preschools in Oakland, CA.

On behalf of the Kenneth Rainin Foundation, I would like to express our deepest appreciation for the leadership you are providing to the state in bringing us to a day when all of our children have the opportunity to realize their full potential. The great strides we have made in this most recent period with early education bring us closer to that day. The Preschool Expansion Grant that you are submitting for our state represents a critical next step for California and carries with it the hopes and dreams of so many of our youngest learners. The Kenneth Rainin Foundation stands ready to support California to ensure its success with this vital effort.

If you have any questions regarding this letter of support, please contact Susan True at (510) 625-5217, susan.true@krfoundation.org.

Sincerely,
Susan True
Director of Education Strategy and Ventures
Kenneth Rainin Foundation

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst.

I am writing to express LA n Sync's strong support of California's application for federal Preschool Expansion Grant funds.

LA n Sync represents a coalition whose members consist of visionary leaders from philanthropy, nonprofit, business, academia and government -- united in our determination to meet LA's most pressing public needs and dedicated to improving the lives of all Angelenos. Started by Wallis Annenberg and the Annenberg Foundation, LA n Sync's broad group of cross-sector civic leaders is dedicated to Los Angeles' future and shares the task of uniting it with pride and solidarity.

The innovative approach presented in California's Preschool Expansion Grant proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. Over the past five years, millions of dollars have been committed toward preschool education and we foresee substantial investment in the next five years. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical in realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

LA n Sync welcomes the opportunity to work with state, local, and federal leadership to assure that California's children are ready to learn when they enter kindergarten. We currently work very closely with the Los Angeles Unified School District and foresee augmenting their good work within the framework of LA n Sync as a partner. We are particularly pleased to learn that LAUSD has chosen schools within the Promise Zone designated area within the City of Los Angeles. LA n Sync was instrumental in helping the City and its partners attain the Promise Zone designation for the intent on helping opportunities just like this grant.

On behalf of the LA n Sync, I would like to express our deepest appreciation for the leadership you are providing to the state in bringing us to a day when all of our children have the opportunity to realize their full potential. LA n Sync stands ready to support California to ensure its success with this vital effort.

If you have any questions regarding this letter of support, please contact Stephanie Levin at [redacted] or by phone at 310.209.4560.

Very sincerely yours,

Wallis Annenberg
Chairman of the Board, President and CEO, Annenberg Foundation

Los Angeles Community College District, Department of Economic Development and Workforce Education

UCLA, Center for the Study of Social Policy

USC, Center on Philanthropy and Public Policy

The Advancement Project

California Budget Project

Community Development Corporation

Community Partners

First 5 LA

Youth Policy Institute

The Ahmanson Foundation

Annenberg Foundation

California Community Foundation

The California Endowment

The California Wellness Foundation

Conrad N. Hilton Foundation

Goldhirsh Foundation

W.M. Keck Foundation

The Los Angeles Fund for Public Education

The Ralph M. Parsons Foundation

Rose Hills Foundation

Southern California Grantmakers

Weingart Foundation

City of Los Angeles, Mayor's Office

City of Los Angeles, Department of Cultural Affairs

City of Los Angeles, Department of Recreation and Parks

County of Los Angeles

Housing Authority of the City of Los Angeles

Housing Authority of the County of Los Angeles

League of California Cities, Los Angeles Division

Los Angeles Chamber of Commerce

Los Angeles County Economic Development Corporation

Los Angeles County Office of Education

Los Angeles Police Department

Los Angeles Unified School District

Los Angeles World Airports

Metropolitan Transit Authority

Anschutz Entertainment Group

The Capital Group Companies

Center for Smart Manufacturing Innovation

Creative Artists Agency

Phillips and Associates

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Los Angeles Partnership for Early Childhood Investment's strong support of California's application for federal Preschool Expansion Grant funds.

The LA Partnership for Early Childhood Investment (LA Partnership) is a public/private collaborative comprised of more than 30 stakeholders, including more than 20 of LA's largest institutional and family foundations, focused on the future of the LA County's youngest children and their families. The Partnership's members represent philanthropic foundations, governmental agencies, and businesses seeking to invest in and promote innovations that advance the lifelong health and well-being of children age prenatal to five.

The LA Partnership seeks to coordinate the philanthropic community in Los Angeles County to focus resources on maximizing the way in which policies, programs and services impact the county's youngest and most vulnerable children and their families. As the only public-private funders collaborative focused on children ages 0-5 in the county, we bring a unique perspective to identifying core policy issues impacting young children within the county and convening both public and private funders to address these issues. The Partnership's interest in the county's youngest and most vulnerable children enables us to focus resources on policies and programs that will have the greatest impact in improving the overall health and development of the most at-risk young children in our county.

The innovative approach presented in California's Preschool Expansion Grant proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

The LA Partnership welcomes the opportunity to work with state, local, and federal leadership to assure that California's children are ready to learn when they enter kindergarten. Current work that we support directly aligns with the Preschool Expansion Grant proposal, including more than $(b)(4) in grants between 2012 and 2015 alone, specifically designed to enhance access, quality, workforce development and family engagement in the early education system for those most in need in LA County.

In addition, we are delighted to communicate to you that the LA Partnership is enthusiastically and proactively looking for opportunities to leverage public dollars with strategic additional investments from private philanthropy. The Partnership's pooled fund – The Baby Futures Fund – has more than $(b)(4) currently available to make grants in support of opportunities such as those presented by the Preschool Expansion Grant. Furthermore, for every grant we make, we work hard to align support from other funders in LA County to further enhance the value of our support. From professional development to evaluation, we are especially interested in finding ways that our support can expand quality preschool services to those children most in need in LA County.

On behalf of the LA Partnership, I would like to express our deepest appreciation for the leadership you are providing to the state in bringing us to a day when all of our children have the opportunity to realize their full potential. The great strides we have made in this most recent period with early education bring us closer to that day. The Preschool Expansion Grant that you are submitting for our state represents a critical next step for California and carries with it the hopes and dreams of so many of our youngest learners. The LA Partnership stands ready to support California to ensure its success with this vital effort.

If you have any questions regarding this letter of support, please contact me at Blackman.parker@gmail.com.

Very sincerely yours,

(b)(6)

Parker Blackman
Executive Director
LA Partnership for Early Childhood Investment

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Marin Community Foundation's strong support of California's application for federal Preschool Expansion Grant funds.

The Marin Community Foundation's grantmaking has consistently emphasized the importance of high quality early education. Over the past five years, the Foundation has invested more than $(b)(4) to initiate and support a Pre-Kindergarten to 3rd Grade program in communities with our most vulnerable children and families. The program links elementary schools with preschool and afterschool partners so that more students achieve better outcomes. The Foundation's Trustees are committed to continuing these efforts in the years ahead.

Consistent with this commitment, the Foundation strongly supports the innovative approach presented in California's Preschool Expansion Grant proposal. It takes local needs and capacities as a starting point for building strong statewide systems, and will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children, and with 22 percent of these children living in poverty, the state is pivotal in the national effort to realize the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

The Marin Community Foundation welcomes the opportunity to work with state, local, and federal leadership to assure that California's children are ready to learn when they enter kindergarten.

In addition, we are pleased to communicate to you that Marin Community Foundation will be providing direct matching support for California's Preschool Expansion Grant program in the form of new grants in the years ahead for preschool quality improvement, and to increase the availability and quality of child care.

On behalf of the Marin Community Foundation, I would like to express our sincere appreciation to the three of you for the leadership you are providing to the state in bringing us to a day when all of our children have the opportunity to realize their full potential. The great strides we have made in this most recent period with early education bring us closer to that day. The Preschool Expansion Grant that you are submitting for our state represents a critical next step for California and carries with it the hopes and dreams of so many of our youngest learners. The Marin Community Foundation stands ready to support California to ensure its success with this vital effort.

If you have any questions regarding this letter of support, please feel comfortable in contacting me directly, or contact Don Jen, the Foundation's program director for education. He can be reached by phone at (415) 464-2525, or by email at djen@marincf.org.

Sincerely,

(b)(4)

Thomas Peters, Ph.D.
President and CEO

Mimi E. Haas, President
Art A. Luke
David L. Lane

Peter E. Haas, Founder

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Mimi and Peter Haas Fund's strong support of California's application for federal Preschool Expansion Grant funds.

Since the Fund's inception more than 30 years ago, our focus has been to bring the highest quality early learning services to the lowest income children and families in San Francisco We are inspired by the overwhelming evidence of the importance of early development and education to lay the emotional, physical and intellectual foundation for every child to enter school ready to learn.

The innovative approach presented in California's Preschool Expansion Grant proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The Mimi and Peter Haas Fund welcomes the opportunity to work with state, local, and federal leadership to assure that California's children are ready to learn when they enter kindergarten. Current work that we support directly aligns with the Preschool Expansion Grant proposal, including: direct services grants for state funded centers to cover the gap between the cost of quality and current reimbursement rates; quality assessments; degree attainment for teachers; and shared services specifically for early childhood programs serving low income children.

On behalf of the Mimi and Peter Haas Fund, I would like to express our deepest appreciation for the leadership you are providing to the state in bringing us to a day when all of our children have the opportunity to realize their full potential. The great strides we have made in this most recent period with early education bring us closer to that day. The Preschool Expansion Grant that you are submitting for our state represents a critical next step for California and carries with it the hopes and dreams of so many of our youngest learners. The Mimi and Peter Haas Fund stands ready to support California to ensure its success with this vital effort.

If you have any questions regarding this letter of support, please contact September Jarrett, Program Director at (415) 296-9249 or sjarrett@mphf.org.

Very sincerely Yours,

(b)(6)

Lynn Merz
Executive Director

FOUNDATION

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

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Nicolasa I. Sandoval, Ph.D.
Chris Slaughter
Luis Villegas
Polly Firestone Walker
Michael D. Young, Ph.D.

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Santa Barbara Foundation's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all. If you have any questions regarding this letter of support, please contact Rubayi Srivastava at rsrivastava@sbfoundation.org.

Sincerely,

(b)(6)

Dee Jennings
Senior Vice President of Finance and Administration/CFO

SANTA BARBARA FOUNDATION

1111 Chapala Street, Suite 200
Santa Barbara, CA 93101-3100
Tel: (805) 963-1873
Fax: (805) 966-2345

120 East Jones Street, Suite 110
Santa Maria, CA 93454
Tel: (805) 346-61[illegible]
Fax: (805) 346-61[illegible]

sbfoundation.org

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Thomas J. Long
FOUNDATION

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Thomas J. Long Foundation's strong support of California's application for federal Preschool Expansion Grant funds. Education in general and early education specifically have long been a high priority for our foundation. We are excited about the opportunity presented by the Preschool Expansion Grant to build upon the investments that our foundation has already made and will make in the future.

The innovative approach presented in California's Preschool Expansion Grant proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

The Thomas J. Long Foundation welcomes the opportunity to work with state, local, and federal leadership to assure that California's children are ready to learn when they enter kindergarten. Current work that we support directly aligns with the Preschool Expansion Grant proposal, including: A multi-year $(b)(4) grant to First 5 Contra Costa for their Preschool Makes a Difference Program and a multi-year $(b)(4) grant to First 5 Alameda County to expand pre-kindergarten summer programs

In addition, we are delighted to communicate to you that the Thomas J. Long Foundation board of trustees will be considering direct matching support for California's Preschool Expansion Grant program should the proposal be successful.

On behalf of the Thomas J. Long Foundation I want to express our deepest appreciation for the leadership you are providing to the state in bringing us to a day when all of our children have the opportunity to realize their full potential. The great strides we have made in this most recent period with early education bring us closer to that day. The Preschool Expansion Grant that you are submitting for our state represents a critical next step for California and carries with it the hopes and dreams of so many of our youngest learners.

If you have any questions regarding this letter of support, please contact me directly.

Sincerely,

(b)(6)

Mark Friedman
CEO

Email: mark@tjlong.org
Direct Phone: 925 944-3804

Early Childhood and Family Education
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1099
661 664-3286
FAX 661 664-2067

October 7, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Early Childhood and Family Education Program of California State University, Bakersfield's strong support of California's application for federal Preschool Expansion Grant funds. California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. We believe the final result will be a necessary step toward building a sustainable statewide network, grounded in local resources that are supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed essential Preschool Expansion initiative include:

- *Alignment of existing local efforts that will support a statewide network using services and technical assistance provided by the CDE and its primary collaborative partner FSCA, and a cadre of other statewide partners;*
- *Local institutions and programs will be supported to increase access and improve outcomes for children and families with a special focus on students with disabilities;*
- *It will make investments that will build local capacity and a sustainable infrastructure;*
- *Development of high quality programs that are sustainably able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and*
- *Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.*

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, it is critical for the state to realize the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me: Cary Larson-McKay, PhD at 626-260-6327 or email (b)(6) @yahoo.com

Sincerely,

(b)(6)

Channel Islands

CALIFORNIA STATE UNIVERSITY

DIVISION OF ACADEMIC AFFAIRS
School of Education

October 8, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express California State University Channel Islands' strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Carola Matera, 805-437-3689, carola.matera@csuci.edu

Sincerely,

Carola Matera, Ph.D.
Assistant Professor
California State University Channel Islands

September 29, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Davis Consultant Network's strong support of California's application for federal Preschool Expansion Grant funds. The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Francesca Wright, 530.750.3953, Cesca@DavisConsultants.net

Sincerely,
(b)(6)
Francesca Wright
Principal

[redacted]

October 9, 2014

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

As a professor of education who teaches courses addressing the critical nature of early literacy opportunities for all children, I am writing to express my strong support for California's application for federal Preschool Expansion Grant funds. I first became aware of the critical difference First 5 California has made for California children's early literacy opportunities when I was reviewing effective programs for my part in a "Literacy & Power" exhibit at my university. The research is clear regarding the critical, lifelong difference early literacy education makes for children and families.

The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state and continue to set an example for other states' early literacy programs. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;

- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to its youngest learners. With California representing 13 percent of the nation's children and with 22 percent of California's children living in poverty, the state's continued commitment to early literacy programs and requisite funding is critical for realizing the vision mapped out by the Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please feel free to contact me by phone or email (see below).

Sincerely,

(b)(6)

Dr. Heather Dwyer Sadlier
Associate Professor of Education
Diversity Educator
University of New England
Portland & Biddeford, Maine, USA
hsadlier@une.edu
Phone: (207) 602-2566

Lois A Pastore
1230 Via La Ranchita
San Marcos, CA 92069

September 27, 2014

Edmond G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my personal and strong support of California's application for federal Preschool Expansion Grant funds. I retired from the San Diego County Office of Education in 2008 and during my ten year tenure as the Executive Director of Early Education Programs I worked within San Diego County to maximize opportunities that were available to increase and improve access to quality early education for young children and their families

Given the investment that has been made over the last fifteen years to improve the quality of early education programs at the state and local level I am writing to urge that California receive a significant portion of the federal funding being allocated for preschool expansion.

The innovative approach presented in California's proposal takes local needs and capacities as a starting point for building a strong statewide systems. Increased funding will enable California to build upon and strengthen the excellent work and financial investment that has already taken place in San Diego County and in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California. Primary elements of the proposed Preschool Expansion initiative that I have reviewed include:

- Development and expansion of successful local institutions and programs to increase access and improve outcomes for children and families with a special focus on students with disabilities;
- Voluntary alignment of existing local efforts into a statewide network supported by services and technical assistance provided by the CDE and its primary collaborative partner F5CA, along with other statewide partners;
- Investments that build capacity and sustainable infrastructure, particularly at the local level;
- Development of sustainable, high-quality programs that are able to maximize the benefits of Preschool Expansion funding without creating future pressure on the State's budget; and
- Integration of recent innovations involving similar principles, especially the creation and development of California's innovative Quality Rating and Improvement System (QRIS), the California Quality Continuum Framework.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment California is making to our youngest learners. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the federal Preschool Expansion Grants program. California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at 760 743-8099 or through email at (b)(6) @cox.net.

Sincerely,

(b)(6)

Lois A Pastore
Retired Executive Director Early Education Programs and Services
San Diego County Office of Education
1230 Via La Ranchita
San Marcos, CA 92069

ZERO TO THREE®
National Center for Infants, Toddlers, and Families

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Executive Director
Matthew E. Melmed

October 8, 2014

Edmund G. Brown Jr , Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
Early Education and Support Division
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express ZERO TO THREE Western Office's strong support of California's application for federal Preschool Expansion Grant funds. We believe expanding opportunities for young children to participate in high quality early learning programs will support the youngest and most vulnerable Californians.

ZERO TO THREE is a 40 year old national nonprofit organization that provides parents, professionals and policy makers the knowledge and know-how to nurture early development Our mission is to ensure that all babies and toddlers have a strong start in life The Western Office of ZERO TO THREE works to support the 1 5 million infants and toddlers in California.

Preparing young children for school is a process that begins prenatally Parents and very young children need access to support services including parent education, adequate nutrition, high quality early care and education, and preventative health programs These services not only benefit young children and families but are sound investments for California's growing economy.

The innovative approach presented in California's proposal, which takes local needs and capacities as a starting point for building strong statewide systems, will enable California to build upon and strengthen the excellent work that is already taking place in communities across the state. The final result will be a sustainable statewide network, grounded in local resources and supported by the California Department of Education and collaborative partner First 5 California.

The California Legislature's passage, and the Governor's recent approval of $(b)(4) in new early education investments in the 2014-15 state budget, reflects the significant commitment the state is making to young children. With California representing 13 percent of the nation's children and 22 percent of California's children living in poverty, the state is critical for realizing the vision mapped out by the Preschool Expansion Grants program California's proposal for Preschool Expansion represents an excellent opportunity for our state and nation to take a major step forward towards educational excellence for all.

By ensuring that changes to the current early care and education system will not adversely impact infants and toddlers, the proposal to expand preschool programs in California recognizes that school readiness is a continuum that begins at birth. When children start school behind, they stay behind

High quality early learning is a well-documented service that can boost a child's learning across all developmental domains.

Sincerely,

(b)(6)

Matthew E. Melmed
Executive Director

Non Responsive

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** CA Preschool Development Grants-Expansion Grant Bud

Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

CALIFORNIA'S PRESCHOOL DEVELOPMENT GRANTS-PRESCHOOL EXPANSION GRANT BUDGET AND BUDGET NARRATIVE

Budget Categories	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
1. Personnel	$78,864	S236,592	$236,592	$157,728	$709,776
2. Fringe Benefits	$37,308	S111,926	$111,926	S74,617	$335,777
3. Travel	$50,089	$50,089	$50,089	S50,088	$200,355
4. Equipment	-	-	-	-	-
5. Supplies	$3,892	S3,108	$1,868	$956	$9,824
6. Contractual	S1,223,983	$1,172,068	$1,173,594	$1,345,180	$4,914,825
7. Training Stipends					
8. Other	$9,660	$28,980	$28,980	S19,320	S86,940
9. Total Direct Costs (add lines 1-8)	$1,403,796	$1,602,763	$1,603,049	$1,647,889	$6,257,497
10. Indirect Costs	$318,959	S103,792	$103,518	S72,638	$598,907
11. Funds to be distributed to Subgrantees	(b)(4)				
12. Funds set aside for participation in grantee technical assistance					
13. Total Grant Funds Requested (add lines 9-12)					
14. Funds from other sources used to support the State's plan					
15. Total Statewide Budget (add lines 13-14)					

1) Personnel

The California Department of Education (CDE) requires three (3) full-time, 3-year limited term Consultant positions to provide technical assistance and administration for this grant. The total cost for salaries is **$78,864** per consultant per year. Following are descriptions of each of the positions:

Position	Months	FTE	Annual Salary	Totals
Special Education Consultant (CDE staff)	36	2.0	$78,864	$473,184
Early Education Consultant (CDE staff)	36	1.0	$78,864	$236,592
Total Personnel		**3.0**		**$709,776**

2.0 FTE Special Education Consultant

The personnel budget includes **$78,864** per year for each of two full-time CDE positions. Working under the direction of the Special Education Division Administrator and Director, the Special Education Consultants will assist school districts that have stand-alone preschools with planning for the next program year. They will also coordinate with local partners and assist Subgrantees to move to braided/integrated systems.

1.0 FTE Child Development Consultant

The amount of **$78,864** per year is included in the personnel budget for a position under the direction of the CDE Early Education and Support Division, Education Division Administrator and Director. This position will provide technical assistance to new State Preschool Programs in the form of monitoring, guidance, and support to ensure that the new sites meet the grant requirements.

2) Fringe Benefits

Fringe benefit costs total **$335,777** for the total grant period and are calculated based upon a common formula for all CDE employees. These costs, the cost basis for each category of benefit, and the total costs based upon the total salaries of $709,776 for project personnel are shown in the table below.

Benefit Type	Cost Basis	Totals
OASDI	6.2%	$44,006
Health/Dental/Vision Insurance	14.86%	$105,473
Retirement	24.28%	$172,334

Benefit Type	Cost Basis	Totals
Workman's Compensation	$408 per position	$3,672
Medicare	1.45%	$10,292
	Total Fringe Benefits	**$335,777**

3) Travel

The CDE will utilize new consultative staff positions to coordinate training and subsequently travel throughout the state to share best practices and strategies with Subgrantees, in efforts to promote sustainability among programs. These visits will ensure technical assistance/training is delivered to programs to create program success. Specifically, CDE will focus outreach, travel, training, and technical assistance to Subgrantees in the first year of the grant to prepare programs for success. In other years consultants will make at least two trips per year to each Subgrantee to offer in-person support. Total travel costs for the grant period equal **$200,355.**

CDE Travel to Southern California region: Santa Barbara, Ventura, LA, San Bernardino, San Diego (40 trips total)			
Item	**Cost Basis**	**# of Participants**	**Totals**
Airfare (Round trip)	$450 per trip	3	$1,350
Lodging	$140 per night x 2 nights	3	$840
Per Diem	$46 per day x 3 days	3	$414
Rental Car	$45 per day x 3 days	3	$405
Gas	$60 per trip	3	$180
Mileage	$10 per trip	3	$30
Parking (airport)	$10 per day x 3 days	3	$90
Per Trip Cost			$3,309
		Total (40 trips)	**$132,360**

CDE Travel to Northern California region: Shasta, Trinity, Siskyou, Tehama, Fresno (20 trips total)			
Item	**Cost Basis**	**# of Participants**	**Totals**
Lodging	$102 per night x 2 nights	3	$612
Per Diem	$46 per day x 3 days	3	$414
Rental Car	$38 per day x 3 days	3	$342
Gas	$120 per trip	3	$360
Per Trip Cost			$1,728
		Total (20 trips)	**$34,560**

CDE Travel to Northern California (Bay Area and surrounding): Contra Costa, Alameda, Santa Clara, Santa Cruz, San Mateo, San Francisco (15 trips)			
Item	**Cost Basis**	**# of Participants**	**Totals**
Lodging	$140 per night x 2 nights	3	$840
Per Diem	$46 per day x 3 days	3	$414
Rental Car	$38 per day x 3 days	3	$342
Gas	$120 per trip	3	$360
Bridge Tolls	$11 per trip	3	$33
Per Trip Cost			$1,989
		Total (15 trips)	**$29,835**

CDE local travel to Sacramento, Placer, El Dorado, Sierra, Nevada, San Joaquin counties (24 trips)			
Mileage	$50 per trip	3	$150
Per Trip Cost			$150
		Total (24 trips)	**$3,600**

4) Equipment

The proposed Preschool Development Grants-Preschool Expansion budget does not include an amount for equipment.

5) Supplies

The total budget allocated for supplies over the four-year grant period is **$9,824.** This amount includes three laptop computers that will be provided for each of the 3 CDE staff members, at a cost of $1,240 for each primary workstation. This amount also includes the recycle fee, case, mouse, docking station, display stand, keyboard/mouse bundle, and required software. In addition there is a recurring monthly charge of $37.99 for an Internet card for each person ($37.99 x 36 months = $1,367.64). The total estimated cost for computers and related items is **$7,824** over three years. Additional costs for supplies include office supplies for CDE project staff, including paper, pens, folders and other consumables. The total amount budgeted for office supplies is **$2,000**.

6) Contractual

A total of **$4,914,825** is budgeted for contractual services during the grant period. The four-year totals for individual contractual agreements are described in the table below. The CDE's procurement and contracting activities are in compliance with the requirements of the California State Contracting Manual, which meets the requirements of 34 CFR Parts 74.40 – 74.48 and 80.36.

Contractual Activity	Year 1	Year 2	Year 3	Year 4	Totals
Evaluation	$908,983	$507,068	$608,594	$1,063,420	**$3,088,065**
Family Engagement	$100,000	$100,000	$100,000	$100,000	**$400,000**
Coaching Institutes	$100,000	$200,000	$100,000	$66,760	**$466,760**
P-3: Leadership Institutes	$115,000	$115,000	$115,000	$115,000	**$460,000**
P-3: My Brother's Keeper	$0	$250,000	$250,000	$0	**$500,000**
Totals	$1,223,983	$1,172,068	$1,173,594	$1,345,180	**$4,914,825**

A summary of cost and purpose of each of the contracts named above is provided as follows:

Evaluation
The total amount allocated for the contract for evaluation over the four year grant period is **$3,088,065.** The contract for the evaluation will be designed to provide an outcomes study to determine which components of high-quality programs have the most impact on school readiness and also to provide an analysis of the readiness of students in transitional kindergarten and kindergarten programs using the DRDP-K (2015).

Family Engagement
The total amount allocated for the contract for Evaluation over the four-year grant period is **$400,000.** The CDE will contract for support of Subgrantees in using quality frameworks and online resources to engage families in their children's education and development, help families build protective factors, and support learning at home.

Coaching Institutes
The amount of **$466,760** is allocated for the contract for Evaluation over the four-year grant period. The CDE will contract with an outside provider to develop and provide coaching institutes relating to assessment, Continuous Quality Improvement (CQI) and the ratings. These activities will offer the latest research on effective coaching practices to ensure sites receive the type of assistance that promotes sustainable improvement.

P-3: Leadership Institutes
The total amount allocated for the contract to provide leadership institutes over the four-year grant period is **$460,000.** These institutes will be structured in an executive-style format, including symposium, weekend class sessions, and webinars focused on leadership, strategies, reforms and collaborative efforts to promote quality learning efforts.

P-3: My Brother's Keeper
The amount of the P-3: My Brother's Keeper contract will equal **$500,000** during the four years of the grant. This work will focus on development and coaching related to quality improvement and achievement gap issues in the area of school experiences and outcomes for boys of color.

7) Training Stipends

The proposed Preschool Development Grants-Preschool Expansion budget does not include an amount for training stipends.

8) Other

The total cost over the four years of the grant for Other is $86,940 and includes: State administrative costs of $28,980, calculated by the number of project personnel, at the rate of $8,796 for facilities operations, $588 for communications for each staff position, $240 for other staff benefits, and $36 for signs and displays. These rates reflect the cost of items such as facility rental, utilities, Internet, telecommunications, and other charges, and are higher in the years when all three program staff positions are full time.

Budget Category	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Total Direct Costs	$ 9,660	$ 28,980	$ 28,980	$ 19,320	**$ 86,940**

9) Total Direct Costs

Total direct costs for the proposed Preschool Expansion Grant equal **$6,373,859,** and are identified by year in the table below.

Budget Category	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Total Direct Costs	$1,403,796	$1,602,763	$1,603,049	$1,647,889	**$6,257,497**

10) Indirect Costs

Indirect costs charged on allowable direct costs are equal to **$598,907** and are detailed by year in the table below. The CDE has a federally approved Indirect Cost Rate of 23.1% through the U.S. Department of Education as the cognizant agency, for the period of 07/01/14-06/30/15. The approved Indirect Cost Rate agreement for fiscal year 2014/15 is attached as Appendix G.2.

Budget Category	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Indirect Costs	$318,959	$103,792	$103,518	$72,638	**$598,907**

The Indirect Cost amount is calculated by multiplying the total allowable direct charges by the approved indirect rate. The table below includes the allowable indirect charges on which the Indirect Costs are based. As specified in the Indirect Cost Rate Agreement with the U.S. Department of Education, the allowable direct charges are calculated by using the first $250,000 of each contracted amount. The larger amount allocated to indirect costs in Year One is a result of the initiation of a majority of contracts during that year.

Project/Activity	Amount
Personnel	$ 709,776
Fringe Benefits	$ 335,777
Travel	$ 200,355
Supplies	$ 9,824
Contractual	(Applied amount per contract)
Evaluation	$ 250,000
Family Engagement	$ 250,000
Coaching Institutes	$ 250,000
P3: Leadership Institutes	$ 250,000
P3: My Brothers Keeper	$ 250,000
Other	$ 86,940
Total Indirect Base	$ 2,592,672
Total Indrect Costs (23.1%)	**$ 598,907**

11) Funds to be distributed to Subgrantees through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

The total amont of funding that will be distributed to Subgrantees over the four years of the grant is $(b)(4), with the same amount of $(b)(4) to be disbursed during each year. Funds will be distributed to a total of 11 Subgrantees, in the amounts indicated. The numbers of each type of Slot allocated to each Subgrantee has been determined by a number of factors, including scale of the service area, Subgrantee capacity, and proportion of high-need four year olds in the region who are unserved. Information on the basis for these calculations is provided in Section D of the narrative.

The table on the following page identifies the number of each type of new or improved HQIPP slot that each Subgrantee will serve, and the total dollar amount allocated to each Subgrantee. The third row in the table includes the cost per each type of slot per year, which is as follows: New Slot=$(b)(4) New Slot with IEP=$(b)(4) Improved Full-Day Slot=$(b)(4) Improved Full-Day Slo with IEP=$(b)(4) Improved Part Day Slot (Going to Full-Day High-Quality)=$(b)(4) and Improved Part Day Slot with IEP (Going to Full-Day High-Quality)=$. Research at the state and national level regarding the costs of a HQIPP was used to establish these numbers. The method used to determine theses costs is described in further in Section (D) of the narrative.

Subgrantee	Percentage of slots allocated by Subgrantee	# New Slots	# New Slots w. IEP	# Improved Slots - Full Day	# Improved Slots w. IEP Full Day	# Improved Slots - Part Day	# Improved Slots w. IEP - Part Day	Total Dollar Allocation
		(b)(4)						
BAQRIS	(b)(4)	157	52	211	70	95	31	(b)(4)
RTT/QRIS Consortium of Ventura County		50	16	67	22	30	10	
First 5 Santa Barbara		50	16	67	22	30	10	
Fresno COE		110	36	147	49	66	22	
San Diego COE		114	38	156	51	69	23	
Los Angeles USD		198	66	268	88	120	40	
San Bernardino Preschool Expansion Collaborative		66	22	88	29	39	13	
Sacramento City Unified		62	20	83	27	37	12	
Shasta COE		48	16	64	21	29	10	
San Joaquin COE		39	13	53	17	24	8	
Placer-El Dorado Collaborative		64	22	84	29	38	13	
TOTAL		957	317	1,289	425	577	192	

12) Funds set aside for participation in grantee technical assistance

California has set aside $(b)(4) for PEG grantee technical assistance activities ($(b)(4) per year). This amount satisfies federal requirements and ensures the CDE can meet its objectives in relation to this grant.

13) Total Funds Requested

The total funds requested by California for Preschool Expansion Grant funding are $(b)(4) The amounts for each year of grant funding are included in the table below.

Budget Category	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Total Statewide Budget	(b)(4)				

14) Other Funds Allocated to the State's plan

A match amount of $(b)(4) by the State of California to the federal grant has been allocated for FY 2014-15, and includes $(b)(4) in funding provided in FY 2014-15 for the development of new California State Preschool Program Slots, and $(b)(4) for the Early Learning Quality Rating and Improvement System (QRIS) Block Grant, described in the core narrative of this proposal. Documentation of this funding is provided in the 2014-15 California Budget Act.

15) Total Budget

The total budget for the proposed project is $(b)(4) with annual amounts identified n the following table.

Budget Category	Grant Year 1	Grant Year 2	Grant Year 3	Grant Year 4	Total
Total Statewide Budget	(b)(4)				

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

California Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	73,864.00	236,592.00	236,592.00	157,728.00	0.00	709,776.00
2. Fringe Benefits	37,338.00	111,926.00	111,926.00	74,617.00	0.00	335,777.00
3. Travel	50,089.00	50,089.00	50,089.00	50,088.00	0.00	200,355.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	3,892.00	3,168.00	1,868.00	956.00	0.00	9,324.00
6. Contractual	1,223,983.00	1,172,068.00	1,173,594.00	1,345,180.00	0.00	4,914,825.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	9,660.00	28,980.00	28,980.00	19,320.00	0.00	86,940.00
9. Total Direct Costs (lines 1-8)	1,403,796.00	1,602,763.00	1,603,049.00	1,647,389.00	0.00	6,257,497.00
10. Indirect Costs*	318,959.00	103,792.00	103,518.00	72,638.00	0.00	598,907.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	1,722,755.00	1,706,555.00	1,706,567.00	1,720,027.00	0.00	6,856,404.00

Indirect Cost Information** ***(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) . . Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) . . If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2014 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 23.16 %.

(3) . . For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
California Department of Education		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual		0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Debra		McMannis	

Address:

Street1: 1430 N Street
Street2:
City: Sacramento
County:
State: CA: California
Zip Code: 95814-5901
Country: USA: UNITED STATES

Phone Number (give area code): 916 274 0720
Fax Number (give area code):

Email Address: DMcMannis@cde.ca.gov

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.