

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

Grants.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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/16/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="680258091"/>	* c. Organizational DUNS: <input type="text" value="8074808430000"/>
---	---

d. Address:

* Street1:	<input type="text" value="1430 N Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Sacramento"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CA: California"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="95814-5901"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Debra"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="McYannis"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="916-224-0720"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

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:

S4.419

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: S4.419B

13. Competition Identification Number:

S4 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

* b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="139,849,668.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="139,849,668.00"/>

*** 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:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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 <input type="text" value="Irene Castorena Krueger"/>	TITLE <input type="text" value="Associate Governmental Program Analyst"/>
APPLICANT ORGANIZATION <input type="text" value="California Department of Education"/>	DATE SUBMITTED <input type="text" value="10/16/2014"/>

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

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: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="N.A."/>	7. * Federal Program Name/Description: <input type="text" value="Economic Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.419"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

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

Prefix: * First Name: Middle Name:

* Last Name: 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:

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

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150032

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 \$10,000 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 subject 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: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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:

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.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

A.	Executive Summary	3
	(A)(1) Building on the State's Progress to Date.....	6
	(A)(2) Provide voluntary, High-Quality Preschool in two or more High-Need Communities	8
	(A)(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs.....	9
	(A)(4) Possessing the Characteristics Specified in the Definition of High-Quality Preschool Program	10
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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/r/i/>.

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).

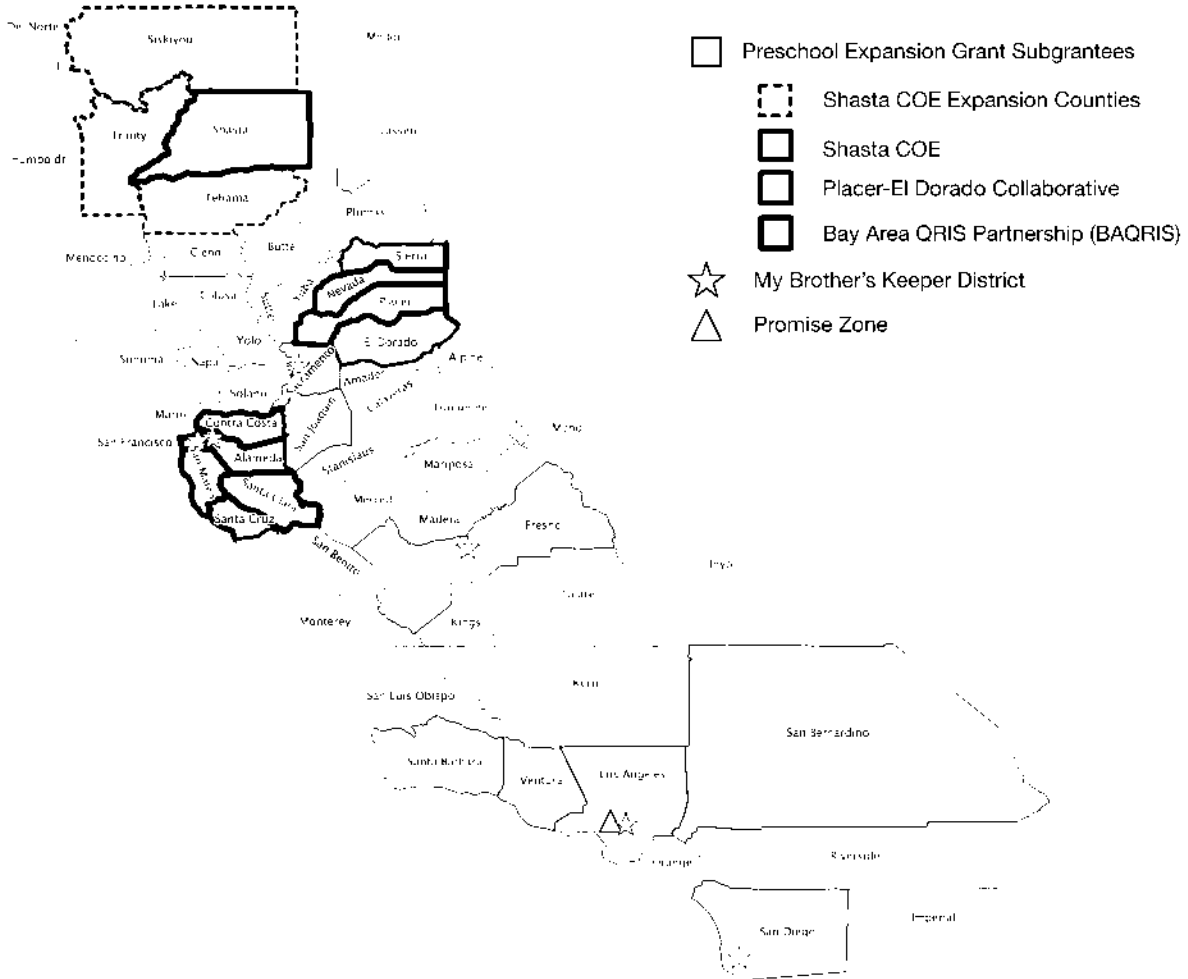
As illustrated by Figure A.1, this process yielded an outstanding set of Subgrantees that represent the broad diversity of High-Need Communities in the state of California and that possess the experience, resources, and capacity to create the next generation of the CSPP. Their capacities are highlighted 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 IIQIPPs 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 II). Many of these partnerships stem from the original 17 RTT-ELC Regional Consortia members and the relationships they are developing to support the new "mentec" counties that are being brought

