

**Project Plan Report
2012 - California - SEA
PR Award #: S412A120003**

Project Plan Version: Baseline
Effective Date: 11/7/2012

Code	Outcomes and Subtasks	Start Date	End Date
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Overall State RTT-ELC Goals: Ensure California's children, particularly those with high needs, have access to and thrive in high quality early learning settings that foster the social emotional and academic development of young children to succeed in kindergarten and beyond.

Overall Grants Management (Project 1)

Narrative: The overall management of the RTT-ELC grant will be the responsibility of the lead agency, the California Department of Education, Child Development Division (CDE-CDD). The CDE-CDD will partner with the Office of the Governor, Legislature, participating state agencies, Consortia, and early learning and development stakeholders to implement California's RTT-ELC plan.

The chart below outlines the governance structure. The State Advisory Council for Early Learning will bring together key decision makers from participating state agencies to make policy recommendations to the Governor, Legislature and Superintendent of Public Instruction that will facilitate interagency coordination, streamline decision making, effectively allocate resources and create long-term sustainability of the locally driven QRIS and other early learning and development issues.

The Early Learning Challenge Integrated Action Team will be charged with the active coordination on an implementation level of the key activities. The RTT-ELC Implementation Team will ensure that all federal requirements for reporting will be met and support the work of the Integrated Action Team, Regional Leadership Consortia, and the State Advisory Council. It will also work to support the work of the statewide evaluator and will coordinate support and technical assistance to the Consortia on the ELC Professional Learning Collaborative.

Selection Criterion Addressed: (C)(1) Developing and using high-quality Early Learning and Development Standards, and (C)(3) Identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness. Within Focused Investment Area (D), the state has elected to address investment criterion (D)(2), Supporting Early Childhood Educators in improving their knowledge, skills, and abilities. The activities included in the plan support the professional development and preparation of an effective, culturally and linguistically diverse early educator workforce as well as providing specific resources and supports to the Consortia for this purpose. The state has selected criterion (E)(1) Understanding the status of children's learning and development at kindergarten entry, because it has a strong existing assessment system to build upon.

Code	Outcomes and Subtasks	Start Date	End Date
1	Project 1	1/1/2012	12/31/2015
1.1	Activity 1.1: Establish CA's RTT-ELC governance structure	1/1/2012	12/31/2015
1.1.1	Task 1.1.1: Establish CDE's RTT-ELC Implementation Team (IT)	1/1/2012	2/28/2012
1.1.2	Task 1.1.2: Determine membership of ELC Integrated Action Team	2/1/2013	4/1/2013
1.1.3	Task 1.1.3: Convene ELC Integrated Action Team (IAT) meetings held on a periodic basis throughout grant period	6/1/2013	12/31/2015
1.1.4	Task 1.1.4: Collaborate with State Advisory Council at meetings held on a periodic basis throughout grant period	8/1/2012	12/31/2015
1.1.5	Milestone: IT operational; IAT held first and subsequent meetings; SAC first meeting	1/1/2012	12/31/2015
1.2	Activity 1.2: Coordinate and Support Regional Leadership Consortia	1/1/2012	12/31/2015
1.2.1	Task 1.2.1: Conduct regular face-to-face meetings and conference calls with Consortia leaders	1/1/2012	12/31/2015
1.2.2	Task 1.2.2: Ensure administrative oversight for subgrants	1/1/2012	12/31/2015
1.2.2.1	Subtask 1-1.2.2: Establish Disbursement of Funds procedure and protocol document, including Consortia allocations	2/1/2012	5/30/2012
1.2.2.2	Subtask 2-1.2.2: Develop and execute Grant Award Notifications and Consortia Requirements documents	3/1/2012	9/7/2012
1.2.3	Task 1.2.3: Consortia to submit Action Plans	5/1/2012	11/15/2012
1.2.3.1	Subtask 1-1.2.3: Develop Action Plan Format and Instructions	1/1/2012	3/31/2012
1.2.3.2	Subtask 2-1.2.3: Review Consortia Action Plans	5/1/2012	11/30/2012
1.2.3.3	Subtask 3-1.2.3: Finalize revisions/clarifications to reviewed Action Plans and grant final approval	6/1/2012	11/30/2012
1.2.4	Task 1.2.4: Provide ongoing TA and resources to Consortia	1/1/2012	12/31/2015
1.2.5	Task 1.2.5: Provide periodic on-site monitoring of Consortia Action Plan progress	3/1/2013	12/31/2015
1.2.6	Task 1.2.6: Establish and Coordinate RTT-ELC Professional Learning Community for Consortia and interested parties in non-participating counties	4/1/2013	12/31/2015
1.2.7	Milestones: (1) Consortia Action Plans fully approved; (2) Receipt of semi-annual progress and quarterly fiscal reports; (3) First PLC session held; and (4) Quarterly disbursement of funds	1/1/2012	12/31/2015
1.3	Activity 1.3: Coordinate and manage RTT-ELC projects	1/1/2012	12/31/2015
1.3.1	Task 1.3.1: Develop contracts for the identified projects as appropriate	1/1/2012	12/1/2012
1.3.2	Task 1.3.2: Execute contracts by determining contractor	7/1/2012	4/1/2013
1.3.3	Task 1.3.3: Monitor contracts according to CDE's contract monitoring protocol	9/1/2012	12/31/2015
1.3.4	Task 1.3.4: Develop interagency agreements with Participating State Agencies	1/1/2012	11/30/2012
1.3.5	Task 1.3.5: Execute interagency agreements with Participating State Agencies	3/1/2012	12/31/2012
1.3.6	Task 1.3.6: Monitor interagency agreements according to CDE's monitoring protocol	1/1/2013	12/31/2015
1.3.7	Milestone: Contracts and interagency agreements executed within first 18 months of grant award	1/1/2012	12/31/2012

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Project #2 Early Learning Challenge Regional Leadership Consortia			
<p>Project Goals/Desired Outcomes: Ensure California's children with high needs have access and thrive in high quality early learning settings that foster the social emotional and academic development of young children to succeed in kindergarten and beyond.</p>			
<p>Narrative: Support a voluntary network of 17 Regional Leadership Consortia (Consortia). The Consortia will bring together organizations in their region that serve young children who are interested in developing and participating in a quality rating improvement system (QRIS). The Consortia will provide support, technical assistance, and mentoring in their region to increase program quality. They will align their local QRIS to a common Quality Continuum Framework (Framework) founded on research-based elements and related assessment and improvement tools. The Consortia has agreed to implement three common tiers in their quality rating systems using the Framework as well as additional locally determined tiers.</p>			
<p>Key Performance Measures: (B)(2)(c) Increasing the number and percentage of Early Learning and Development Programs participating in each local tiered quality rating improvement system (TQRIS); (B)(4)(c)(1) Increasing the number of Early Learning and Development Programs in the top tiers of each TQRIS; (B)(4)(c)(2) Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Consortia TQRIS.</p>			
<p>Selection Criterion Addressed: (B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System; (B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System ; (B)(3) Rating and monitoring Early Learning and Development Programs; (B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs; (B)(5) Validating the effectiveness of the state tiered Quality Rating and Improvement System.</p>			
<p>Cross-reference to other projects: The Consortia project is the core of California's application and many of the RTT-ELC projects including screening tool distribution, California Center on the Social Emotional Foundations for Early Learning (CSEFEL) , and 3 R's of Early Childhood: Relationships, Resilience, and Readiness (3 Rs) Training. Each project will focus on the Consortia. For example, the CSEFEL project, the model will be implemented in each Consortium and the Consortia will also serve as mentors for other sites. The training modules on the 3 Rs will also be targeted to the Consortia. Similarly, the Consortia has agreed to implement annual developmental and behavioral screening using standardized, validated screening tools and provide technical assistance and support to sites implementing the tools.</p>			
Code	Outcomes and Subtasks	Start Date	End Date
2	Project 2	1/1/2012	6/30/2013
2.1	Activity 2.1: Implement system of local TQRIS with three common tiers	1/1/2012	6/30/2013
2.1.1	Task 2.1.1: Work with other Consortia members during regular meetings to design and adopt common tiers	1/1/2012	9/30/2012
2.1.2	Task 2.1.2 Meet regularly with other Consortia members to operationalize common tiers in order to establish rating fidelity	4/1/2012	3/31/2013
2.1.3	Task 2.1.3 Convene meetings with staff and outside partners and stakeholders to incorporate common tiers into existing QRIS or to design new local tiers	1/1/2012	3/31/2013
2.1.4	Task 2.1.4: Consortia Hire staff/contractors and provide TA and training to utilize common tools included in the Framework in order to complete independent program rating assessments	1/1/2012	6/30/2013
2.1.5	Task 2.1.5: Outreach to and include a system of mixed-delivery programs and prioritize those serving children with high needs	11/1/2012	6/30/2013
2.1.6	Milestone: Consortia launch RTT-ELC QRIS	1/31/2013	2/15/2013
2.2	Activity 2.2: Provide program support and quality improvement	1/15/2013	12/31/2015
2.2.1	Task 2.2.1: Support understanding about local QRIS and implementation of local quality improvement plans that move sites toward higher tiers	1/31/2013	12/31/2015
2.2.2	Task 2.2.2: Provide and/or coordinate training and technical assistance to local early learning programs on a variety of topics including screening, kindergarten readiness assessments (DRDP-SR), and healthy development	6/1/2013	12/31/2015
2.2.3	Task 2.2.3: Provide incentives, coaching/mentoring, cohort support to support quality improvement	6/1/2013	12/31/2015
2.2.4	Milestone: Consortia launch RTT-ELC quality improvement support	6/1/2013	12/31/2015
2.3	Activity 2.3: Evaluation	3/1/2012	12/31/2015
2.3.1	Task 2.3.1: Participate fully in statewide evaluation and engage in effective data collection practices (included in TQRIS)	3/1/2012	12/31/2015
2.3.2	Milestone: Workgroup launched and common data elements finalized	3/1/2012	12/31/2015
2.4	Activity 2.4: Convening responsibilities and strengthening partnerships	1/15/2013	12/31/2015
2.4.1	Task 2.4.1: Bring together organizations in each Consortia region with the same goal of improving the quality of early learning and encourage networking	1/15/2013	12/31/2015
2.4.2	Task 2.4.2: Work with local teams to determine local/regional resources that can be directed to the project	1/15/2013	12/31/2015
2.4.3	Task 2.4.3: Participate in the RTT-ELC Professional Learning Community	4/1/2013	12/31/2015

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2.4.4	Task 2.4.4: Develop strong partnerships: 1) with LEAs to focus on alignment, transitions, school readiness, use of DRDP-SR, and family engagement ; 2) with institutes of higher education to focus on professional development and incorporation of ECE Competencies and Core 8; 3) with other organizations involved in developmental, health, and behavioral screening to create a network for follow-up	6/1/2012	12/31/2015
2.4.5	Task 2.4.5: Inform and support families in accessing quality programs, understanding elements of quality child care, and in accessing local resources and services	1/31/2014	12/31/2015
2.4.5.1	Subtask 1 -2.4.5: Provide training and support to participating child care programs on family engagement practices	1/31/2014	12/31/2015
2.4.5.2	Subtask 2 -2.4.5: Along with stakeholders, create family outreach strategies which may include producing materials in multiple languages, media advertising, web-based information, newsletters, and special events for families.	1/31/2014	12/31/2015
2.4.6	Task 2.4.6: Ensure that local providers and families are aware of Community Care Licensing Division (CCLD) and related resources, including improved licensing web site	8/1/2014	12/31/2015
2.4.6.1	Subtask 1 -2.4.6 Assess needs of Consortia for additional information on CCLD resources and provide webinar as needed	9/30/2014	12/31/2015
2.4.6.2	Subtask 2 -2.4.6 Consortia provide TA to programs on accessing and helping families access Community Care Licensing Division resources including web-based resources	1/1/2015	12/31/2015
2.4.7	Milestone: Family engagement workgroup launches	1/15/2013	12/31/2015
2.5	Activity 2.5: Mentoring Other Communities	1/31/2015	12/31/2015
2.5.1	Task 2.5.1: Mentor and support peer organizations in the use of the QCF and in joining or implementing their own local QRIS	1/31/2015	12/31/2015
2.5.2	Task 2.5.2: Provide ELC incentives, such as training and resources, using RTT-ELC grant funds and local resources to surrounding communities who volunteer to initiate local QRIS efforts	1/31/2015	12/31/2015
2.5.3	Milestone: List of other counties and communities engaged	1/31/2015	12/31/2015
2.6	Activity 2.6: Capacity-building and sustainability	6/1/2014	12/31/2015
2.6.1	Task 2.6.1: Identify state and federal policy barriers, and raise those issues with the RTT-ELC Integrated Action Team and the State Advisory Council (SAC)	6/1/2014	12/31/2015
2.6.2	Task 2.6.2: Explore incentives and support mechanisms for high-quality providers to participate or continue participating in state and federally subsidized programs to support both increased and continued access to quality services	9/1/2014	12/31/2015
2.6.3	Task 2.6.3: Work with programs/sites to eliminate barriers to quality improvement	6/1/2014	12/31/2015
2.6.4	Milestone: TA has been provided on this topic	1/1/2015	12/31/2015

Project #3 Training for Home Visitors

Project Goals/Desired Outcomes: Increase knowledge of home visitors in the California Home Visiting Program by providing training on child development and early learning (Program for Infant/Toddler Care [PITC] and 3 Rs of Early Childhood: Relationships, Resilience, and Readiness).

Narrative: This project will integrate best practices in home visiting with the latest knowledge of child development by providing training to 120 home-based program staff on the PITC and 3 Rs.

Key Performance Measures: (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

Selection Criterion Addressed: (C)(3)(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards.

Cross-reference to other projects: This project links to the Regional Leadership Consortia by targeting Consortia regions for training.

Code	Outcomes and Subtasks	Start Date	End Date
3	Project 3	7/1/2012	6/30/2013
3.1	Activity 3.1: Provide training on the Program for Infant/Toddler Care (PITC)	7/1/2012	6/30/2013
3.1.1	Task 3.1.1: Conduct one PITC Institute for Home Visitors	7/1/2012	6/30/2013
3.1.1.1	Subtask 1 - 3.1.1 Carry out enrollment processes, including recruiting, screening, and on-line enrollment of qualified home-based program staff throughout California for participation in one PITC Home Visiting Institute	10/1/2012	2/1/2013
3.1.1.2	Subtask 2 - 3.1.1 Organization and coordination of one PITC Home Visiting Institute including coordination of all on-site logistics	2/1/2013	3/1/2013
3.1.1.3	Subtask 3 - 3.1.1 Conduct the one-week long home visiting institute using the established general format	2/1/2013	3/1/2013
3.1.1.4	Subtask 4 - 3.1.1 Facilitate receipt of academic units or continuing education units for one PITC Home Visiting Institute from Sonoma State University	3/1/2013	3/31/2013
3.1.1.5	Subtask 5 - 3.1.1 Evaluate PITC Training Event for Home-Based Program Staff	3/1/2013	3/31/2013
3.1.2	Milestone: Actual Institute provided to home visitors	2/25/2013	3/1/2013
3.2	Activity 3.2: Provide training on the 3 Rs of Early Childhood: Relationships, Resilience, and Readiness (3 Rs)	11/1/2012	6/30/2013
3.2.1	Task 3.2.1: Create and broadcast a three-part 3 Rs webinar series with accompanying materials, available to home visitors	11/1/2012	6/30/2013

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3.2.1.1	Subtask 1 - 3.2.1 Design webinar content by compiling and reviewing existing content and collecting pertinent video clips	11/1/2012	12/31/2012
3.2.1.2	Subtask 2 - 3.2.1 Develop webinars including technical requirements, compilation of resources to be sent to participants, and embedding video clips and other content	11/1/2012	3/31/2013
3.2.1.3	Subtask 3 -3.2.1 Schedule and conduct webinars with home visiting staff of the California Home Visiting Program	3/1/2013	6/30/2013
3.2.2	Task 3.2.2: Host a 2-hour learning session directly following each webinar with California Home Visiting Program state program administrators and technical assistance staff and CDE/CDD lead staff to deepen understanding of the content area and available resources	4/1/2013	6/30/2013
3.2.3	Task 3.2.3: Evaluate the webinars to determine the focus of follow-up support and mentoring	4/1/2013	6/30/2013
3.2.4	Task 3.2.4: Schedule and provide one 90-minute follow-up technical assistance sessions with staff in each home visiting Local Health Jurisdiction (21 counties)	4/1/2013	6/30/2013
3.2.5	Milestone: Three webinars provided to home visitors	4/1/2013	6/30/2013

Project #4 Screening Tool Distribution and Training

Project Goals/Desired Outcomes: Promote screening in early childhood settings by increasing knowledge of the importance of screening and increase the number of children screened for developmental, behavioral, and health needs.

Narrative: California will expand implementation of annual developmental and behavioral screening using standardized, validated screening tools, and offer related training and technical assistance. As part of this project each Consortium has agreed to implement annual developmental and behavioral screening using standardized, validated screening tools as a part of their TQRIS and will offer related training and technical assistance to participating sites. In addition, screening tools and training will be made available to state-subsidized early learning programs.

Key Performance Measures: (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets for number of children with High Needs who are: screened, referred for services who received follow-up/treatment, participate in ongoing health care as part of a schedule of well child care; and percentage of children who are up-to-date in a schedule of well child care

Selection Criterion Addressed: (C3) Identifying and addressing the health, behavioral, and development needs of children with High Needs to improve school readiness.

Cross-reference to other projects: This project links to the Regional Leadership Consortia by requiring Consortia to incorporate screening into their TQRIS.

Code	Outcomes and Subtasks	Start Date	End Date
4	Project 4	11/1/2012	6/30/2013
4.1	Activity 4.1: Implement use of ASQ/ASQ-SE as a requirement for Consortia and optional for CDD contracted programs	11/1/2012	6/30/2013
4.1.1	Task 4.1.1: Determine quantities for purchase of ASQ, ASQ-SE, and in what languages (English, Spanish)	11/1/2012	11/30/2012
4.1.2	Task 4.1.2: Purchase ASQ/ASQ-SE kits in appropriate language(s)	12/1/2012	12/31/2012
4.1.3	Task 4.1.3: Plan and provide a one-day train-the-trainer event on use of the ASQ in 3 regional areas, to include training on how to use and administer the tool in early learning settings, how to make referrals, and how to train other on use of the tool; required for Consortia and available to CDD contracted programs	11/1/2012	6/30/2013
4.1.4	Milestone: Screening tools purchased and three regional training sessions completed	11/1/2012	6/30/2013

Project #5 Curricula Development for Higher Education

Project Goals/Desired Outcomes: Support the early care and education workforce with strategies to increase their knowledge, skills, and abilities.

Narrative: This project will build upon the existing CA Community Colleges fully-aligned common Core 8 Early Childhood Education (ECE) courses to include additional common community college system-aligned coursework on infant and toddlers, children with special needs, and program administration.

Key Performance Measures: (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework. Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Selection Criterion Addressed: (D)(2) -Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

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Cross-reference to other projects: This project links to the Regional Leadership Consortia by providing consistency across key community college Early Childhood Education coursework.			
Code	Outcomes and Subtasks	Start Date	End Date
5	Project 5		
5.1	Activity 5.1: Plan and implement the ECE courses on infant/toddler, children with special needs, and program administration into the CA Community Colleges statewide.	8/1/2012	7/31/2013
5.1.1	Task 5.1.1: Survey and identify the CA Community Colleges that have courses in the three subject areas.	8/1/2012	1/31/2013
5.1.2	Task 5.1.2: Begin discussion with college faculty to determine common course content for identification of coursework alignment.	8/1/2012	7/31/2013
5.1.3	Milestone: Completion of discussion identifying common course content regarding the three subject areas	8/1/2012	7/31/2013
5.2	Activity 5.2: Implement an agreement by faculty statewide on common course outlines for proposed courses	8/1/2013	7/31/2014
5.2.1	Task 5.2.1: Conduct six regional meetings and confer with faculty	8/1/2013	12/31/2013
5.2.2	Milestone: Reach statewide consensus in the content of the three subject areas	8/1/2013	7/31/2014
5.3	Activity 5.3: Align each individual campus in the three subject areas with the approved common coursework	8/1/2014	7/31/2015
5.3.1	Task 5.3.1: Hold verification and review sessions on submitted coursework from each campus to verify if it has met common course content criteria	10/1/2014	7/31/2015
5.3.2	Milestone: Confirmation of the aligned content of the three courses for the first cohort of campuses who submitted coursework for alignment	8/1/2014	7/31/2015
5.4	Activity 5.4: Assess course alignment across all participating CA Community Colleges	10/15/2012	12/15/2015
5.4.1	Task 5.4.1: On-going dissemination of information/updates to faculty and participants	10/1/2013	12/31/2015
5.4.2	Milestone: First cohort of CA Community Colleges with confirmed aligned courses in the additional three areas	10/15/2012	12/31/2015

Project #6 CA CSEFEL Teaching Pyramid Project

Project Goals/Desired Outcomes: Promote Early Learning and Development Outcomes for Children. To expand and support the California Collaborative on Social and Emotional Foundations in Early Learning (CA CSEFEL) Teaching Pyramid approach within the 17 Regional Leadership Consortia (Consortia) participating in the RTT-ELC grant. As a result of implementing the Teaching Pyramid framework with fidelity, children will demonstrate greater social competence, emotional literacy, and fewer behavior challenges.

Narrative: The Map to Inclusion & Belonging... Making Access Possible (MAP) Project leads the CA CSEFEL, which envisions an integrated system, connecting early childhood programs with trainers versed in the Center for the Social and Emotional Foundations for Early Learning (CSEFEL) conceptual framework and Pyramid Model. The CSEFEL conceptual framework, with its emphasis on strong relationships, support for social and emotional competence, and the prevention of challenging behaviors, promotes belonging for all infants, toddlers, and preschool-age children. The project will support CSEFEL trainers, coaches, and implementation in selected local early education program sites.

Key Performance Measures: (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

Selection Criterion Addressed: (C)(3) Identifying and addressing the health, behavioral, and developmental needs of children with high needs to improve school readiness; (C)(3)(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards.

Cross-reference to other projects: This project links to each of the Regional Leadership Consortia by supporting social/emotional competence of children in participating programs. Consortia will implement the CSEFEL model and mentor other partner sites.

Code	Outcomes and Subtasks	Start Date	End Date
6	Project 6		
6.1	Activity 6.1: Build a network of regional CA CSEFEL Teaching Pyramid trainers and coaches	7/1/2012	12/31/2015
6.1.1	Task 6.1.1: Create a system of identification and authorization of reliable and validated CA CSEFEL Teaching Pyramid trainers and coaches	7/1/2012	3/1/2013
6.1.2	Task 6.1.2: Identify ways of denoting authorization for the different levels of expertise for various tiers of training and coaching	7/1/2012	3/1/2013
6.1.3	Task 6.1.3: Provide yearly training on the intervention measurement tools to be used to measure fidelity and child outcomes, including reliability training to persons identified by participating agencies to become their coaches and trainers	10/1/2012	8/31/2015
6.1.4	Task 6.1.4: Develop a continuing system of review and re-authorization	10/1/2012	8/31/2015
6.1.5	Milestone: Ongoing list of trained applicants for each year of the grant period	10/1/2012	9/30/2015
6.2	Activity 6.2: Support and expand the cadre of local CA CSEFEL partner implementation sites within the Consortia.	9/1/2012	5/31/2015
6.2.1	Task 6.2.1: Increase the number of partner and mentor sites throughout the state, including an application and selection process by adding five to six sites each of the grant period years	9/1/2012	5/31/2015

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6.2.2	Task 6.2.2: Oversee training and technical assistance to interested implementation sites enabling them to operate with fidelity to the CA CSEFEL Teaching Pyramid with a new cadre of participants trained each of the grant period years	9/1/2012	5/31/2015
6.2.3	Task 6.2.3: Provide ways for the implementation sites to connect with one another, share ideas, and expertise including an online forum and symposium for each year of the grant period	9/1/2012	5/31/2015
6.2.4	Milestone: Ongoing list of trained applicants for each year of the grant period	9/1/2012	5/31/2015
6.3	Activity 6.3: Collect and analyze data from implementing sites for guidance of training and coaching support as well as for informing quality rating systems being developed in each region	11/1/2012	12/31/2015
6.3.1	Task 6.3.1: Collect data from participating partner implementation sites using a variety of assessment instruments - data collected 60 days after initial entry and thereafter every 6 months for the grant period	11/1/2012	12/31/2015
6.3.2	Task 6.2.3: Compare pre-post ratings on various quality measures for partner sites - pre-rating data collected within 60 days of entry and post rating data collected at end of each program year	11/1/2012	12/31/2015

Project #7 CCLD Licensing Web site

Project Goals/Desired Outcomes: The California Department of Social Services (CDSS), Community Care Licensing Division (CCLD), will enhance the state's child care licensing website to provide professional development and licensing information to providers and parents.

Narrative: The CDSS ,CCLD, will expand its current Web site to provide important licensing information to parents and professional development opportunities to providers; the website will be informed by the work of the licensing standards workgroups and via a contract with an external provider.

Key Performance Measures: NA

Selection Criterion Addressed: (B)(3) Rating and monitoring early learning and development programs.

Cross-reference to other projects: This project is a component of Section B-High-Quality, Accountable Programs and will coordinate with Project 2, RTT-ELC Regional Leadership Consortia

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7	Project 7	2/1/2012	12/31/2015
7.1	Activity 7.1: Establish a plan to enhance existing website.	2/1/2012	12/31/2015
7.1.1	Task 7.1.1: Participate in RTT- Early Learning Challenge State Advisory Council and the Early Learning Challenge Integrated Action Team	8/1/2012	12/31/2015
7.1.2	Task 7.1.2: Develop implementation plan to include a detailed action plan, roles and responsibilities and timelines.	2/1/2012	12/1/2012
7.1.3	Task 7.1.3: Identify internal stakeholders	2/1/2012	11/1/2012
7.1.4	Task 7.1.4: Convene a meeting to introduce grant objectives and roles and responsibilities to identified internal stakeholders.	2/1/2012	11/1/2012
7.1.5	Task 7.1.5: Complete interagency agreement with the California Department of Education (CDE)	3/1/2012	12/1/2012
7.1.6	Task 7.1.6: Identify and select e-learning vendor	3/1/2012	3/1/2013
7.1.7	Task 7.1.7: Conduct external stakeholder recruitment activities. Analyze key stakeholder positions (including values and expectations). Develop a communication campaign, which includes a protocol to engage stakeholders, determines what type of commitment/input will be required of stakeholders, and the level of contact.	3/1/2012	3/1/2013
7.1.8	Task 7.1.8: Conduct quarterly meetings to introduce grant objectives, roles and responsibilities, and project status to identified external stakeholders.	3/1/2012	12/31/2015
7.1.9	Task 7.1.9: Develop teams, in areas such as Development, Research, Design, and Performance/Monitoring.	3/1/2012	11/1/2012
7.1.10	Task 7.1.10: Develop work plan for each team and timelines.	3/1/2012	11/1/2012
7.1.11	Task 7.1.11: Team leaders report weekly to project manager .	3/1/2012	12/31/2015
7.1.12	Milestone: Met with all respective stakeholders and finalized roles and responsibilities.	3/1/2012	3/1/2013
7.2	Activity 7.2: Perform research analysis and feasibility study.	11/1/2012	3/1/2013
7.2.1	Task 7.2.1: Identify the target audience and how they will use the training modules (applicants/licensees/parents/students/teachers/general public, etc).	11/1/2012	3/1/2013
7.2.2	Task 7.2.2: Identify the profile of the typical user (e.g. learning style, personality, interest and beliefs, etc.), social (cultural and education level), and physical (age, hearing, and visual abilities). This includes Section 508 and Americans with Disabilities Act.	11/1/2012	3/1/2013
7.2.3	Task 7.2.3: Identify the target audience's previous experience with computers/software and access.	11/1/2012	3/1/2013
7.2.4	Task 7.2.4: Identify the form of media appropriate to this audience (e.g. video, sound, print).	11/1/2012	3/1/2013
7.2.5	Task 7.2.5: Identify the motivation of the target audience (plan of correction, maintain a license, basic understanding of process or legislation).	11/1/2012	3/1/2013
7.2.6	Task 7.2.6: Identify the needs and expectations of the target audience (from previous research/current surveys). What features should be included in the e-learning modules to accommodate the target audience.	11/1/2012	3/1/2013
7.2.7	Task 7.2.7: Identify the strengths and weaknesses associated with adult e-learning type training modules for child care professionals and parents.	11/1/2012	3/1/2013

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7.2.8	Task 7.2.8: Identify the preferred learning model or instructional approach appropriate for range of learning styles.	11/1/2012	3/1/2013
7.2.9	Task 7.2.9: Identify community resources and training materials that could be available in developing e-learning programs.	11/1/2012	3/1/2013
7.2.10	Task 7.2.10: Identify whether existing training programs could be used and determine the need for any re-working in order for them to meet our needs (e.g. Licensing Program Analyst Academy).	11/1/2012	3/1/2013
7.2.11	Task 7.2.11: Identify the appropriate learning theories available (i.e. constructivism, situated learning, problem based learning).	11/1/2012	3/1/2013
7.2.12	Task 7.2.12: Review and identify training needs related to licensing standards.	11/1/2012	3/1/2013
7.2.13	Task 7.2.13: Review and identify training needs related to child care best practices	11/1/2012	3/1/2013
7.2.14	Task 7.2.14: Identify the anticipated shelf-life of the training module. (Will the content data change rapidly due to changing legislation or technology?)	11/1/2012	3/1/2013
7.2.15	Task 7.2.15: Identify the technical specifications (e.g. use of HTML, how users will obtain usage, development restrictions due to bandwidth, technology and hardware required for development and testing).	11/1/2012	3/1/2013
7.2.16	Milestone: All possibilities are explored and identified.	11/1/2012	3/1/2013
7.3	Activity 7.3: Develop user-friendly e-learning training modules.	3/1/2013	12/31/2015
7.3.1	Task 7.3.1: Create a standardized interface design (based on a metaphor to illustrate learning environment (e.g., campus/workplace/museum/conference, etc.)	3/1/2013	12/31/2015
7.3.2	Task 7.3.2: Incorporate regulatory and best practices content.	3/1/2013	12/31/2015
7.3.3	Task 7.3.3: Select appropriate media elements (video/audio clips/animation/text graphics) that are feasible to produce within the time constraints and allocated budget.	3/1/2013	6/1/2014
7.3.4	Task 7.3.4: Ensure that the product is cross browser compatible (MAC/PC).	3/1/2013	6/1/2014
7.3.5	Task 7.3.5: Incorporate elements that will guide, inform and motivate users.	3/1/2013	6/1/2014
7.3.6	Task 7.3.6: Ensure ongoing compliance with the applicable standards of Section 508 and Americans with Disabilities Act.	3/1/2013	6/1/2014
7.3.7	Task 7.3.7: Migration of additional web pages available from outside resources and identify webpage traffic.	3/1/2013	6/1/2014
7.3.8	Task 7.3.8: Development and implementation of some additional interactive applications.	3/1/2013	6/1/2014
7.3.9	Milestone: Identified functionality issues.	3/1/2013	6/1/2014
7.4	Activity 7.4: Pilot concept on the prototype.	7/14/2014	12/1/2014
7.4.1	Task 7.4.1: Identify pilot criteria, such as users, location, etc.	7/14/2014	8/1/2014
7.4.2	Task 7.4.2: Create a uniform evaluation process, including key questions, e.g., are user's skills enhanced, do the training modules achieve educational goals?	7/14/2014	9/1/2014
7.4.3	Task 7.4.3: Coordinate with the IT Help Desk/Call Center to provide customer support.	7/14/2014	9/1/2014
7.4.4	Milestone: Pilot implemented.	10/1/2014	12/1/2014
7.5	Activity 7.5: Implement e-learning training modules onto the website.	12/1/2014	12/31/2015
7.5.1	Task 7.5.1: Develop website marketing plan and train licensing staff.	12/1/2014	2/1/2015
7.5.2	Task 7.5.2: Implement and advertise enhancement of website.	12/1/2014	2/1/2015
7.5.3	Task 7.5.3: Monitor of Google analytics or similar reports on web page traffic.	12/1/2014	2/1/2015
7.5.4	Milestone: Marketed new e-learning opportunity available on the web.	2/2/2015	12/31/2015
7.6	Activity 7.6: Provide on-going maintenance/technical support	2/1/2015	12/31/2015
7.6.1	Task 7.6.1: Maintenance of the design and content.	2/1/2015	12/31/2015
7.6.2	Task 7.6.2: Monitor usability and web page traffic.	2/1/2015	12/31/2015
7.6.3	Task 7.6.3: Monitor Section 508 and ADA compliance.	2/1/2015	12/31/2015
7.6.4	Task 7.6.4: Monitor evaluation process system to collect and compile user's feedback	2/1/2015	12/31/2015
7.6.5	Milestone: Results obtained from user's feedback.	2/1/2015	12/31/2015

Project #8 School Readiness Linked to California Pupil Achievement Data System (CALPADS)

Project Goals/Desired Outcomes: Make available a valid, reliable School Readiness instrument to all California LEAs to promote understanding of the status of children's learning and development at kindergarten entry

Narrative: Beginning in the school year 2012-13, with support from this grant, California will make the necessary modifications to the California Longitudinal Pupil Achievement Data System (CALPADS) to accommodate reporting of the DRDP-SR results.

Key Performance Measures: (B)(5)(b) Assessing, using appropriate research designs and measures of progress, the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness

Selection Criterion Addressed: (E)(1) Understanding the status of children's learning and development at kindergarten entry.

Cross-reference to other projects: The Regional Leadership Consortia

Code	Outcomes and Subtasks	Start Date	End Date
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8	Project 8	5/1/2012	12/31/2015
8.1	Activity 8.1: Contract with California's Kindergarten Entry test (DRDP-SR) developer	5/1/2012	12/31/2015
8.1.1	Task 8.1.1: Draft initial contract	5/1/2012	7/6/2012
8.1.2	Task 8.1.2: Contract review	7/9/2012	12/31/2012
8.1.3	Task 8.1.3: Complete contract	1/2/2013	1/2/2013
8.1.4	Task 8.1.4: Monitor contract	1/2/2013	12/31/2015
8.1.5	Milestone: Executed contract	1/2/2013	1/2/2013
8.2	Activity 8.2: Design and implement Server Hostings Architecture for DRDP-Tech	1/2/2013	2/28/2013
8.2.1	Task 8.2.1: Design and develop	1/2/2013	1/31/2013
8.2.2	Task 8.2.2: Develop Initial implementation	2/1/2013	2/28/2013
8.2.3	Task 8.2.3: Monitor and adjust initial implementation	3/1/2013	12/31/2013
8.3	Activity 8.3: Maintain the Server-Hosted Environment for DRDP-Tech and make DRDP-Tech available to TK and K teachers	3/1/2013	12/31/2015
8.3.1	Task 8.3.1: Maintain environment for 1000 participating teachers in the Consortia	3/1/2013	12/31/2013
8.3.2	Task 8.3.2: Maintain for all participating teachers	1/2/2014	12/31/2015
8.4	Activity 8.4: Monitor, test, and verify the functionality, security, and confidentiality of DRDP-Tech instances used by early learning teachers	3/1/2013	12/31/2015
8.4.1	Task 8.4.1: Quality assurance, load testing, and security testing	3/1/2013	12/31/2015
8.4.2	Task 8.4.2: Adjust and refine DRDP-Tech application based on Q & A and testing	3/1/2013	12/31/2015

Project #9 PAS/BAS Training for Mentors

Project Goals/Desired Outcomes: Provide the RTT-ELC Consortia with access to Director Mentors with knowledge and use of the Program Administration Scale (PAS) and the Business Administration Scale (BAS) instruments to strengthen the early care and education workforce with strategies and increase their knowledge, skills, and abilities in centers and Family Child Care Homes (FCCH) statewide.

Narrative: This project will build upon the knowledge and expertise of existing Director Mentors of the California Early Childhood Mentor Program, providing them with additional training in the PAS and BAS in order to mentor center directors and large FCCH providers in the Regional Leadership Consortia (Consortia).

Key Performance Measures: (D)(2)(d)(1) Increasing the number of Early Childhood Educators receiving credentials from postsecondary insititutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

Selection Criterion Addressed: (D)(2)(a) Providing and Expanding Access to Effective Professional Development Opportunities that are aligned with the State's Workforce Knowledge - Increasing the administrative skills of center directors and Family Child Care Home (FCCH) providers by offering the PAS to Director Mentors and the BAS to FCCH Mentors.

Cross-reference to other projects: Providing training to Director Mentors in the BAS and PAS instruments will provide mentoring on PAS and BAS in support of the Consortia program improvement activities.

Code	Outcomes and Subtasks	Start Date	End Date
9	Project 9	8/1/2012	7/31/2013
9.1	Activity 9.1: Train-the-Trainer Webinars for Center-Based Director Mentors and Large FCCH Director Mentors	10/12/2012	4/5/2013
9.1.1	Task 9.1.1: Purchase and distribute PAS and BAS books and worksheet to the FCCH providers and Center Director Mentors.	8/1/2012	4/5/2013
9.1.2	Task 9.1.2: Conduct two sets of two-part webinars for PAS and BAS, respectively, for the Director Mentor.	10/12/2012	4/5/2013
9.1.3	Task 9.1.3: Survey webinar participants to determine effectiveness of training	10/12/2012	4/5/2013
9.1.4	Milestone: 139 Trained Director Mentors will support quality improvement efforts of the RLC as they mentor FCCH and center directors.	12/12/2012	7/31/2013

Project #10 Electronic Training Materials on Existing Content

Project Goals/Desired Outcomes: Support the early care and education workforce with strategies that increase their knowledge, skills, and abilities to provide every participating program with access to overviews of the California Foundations & Frameworks and Environment Rating Scales (ERS).

Narrative: The California Early Childhood Online (CECO) project will produce online modules for the Infant/toddler and preschool foundations and frameworks. ECERS-R, ITERS-R and FCCERS-R will also be available online to early childhood program providers to meet the requirements in the common tiers in the Consortia's TQRIS.

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<p>Key Performance Measures: (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the Consortia Tiered Quality Rating and Improvement Systems and (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement Systems.</p> <p>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement Systems.</p> <p>(B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the Consortia Tiered Quality Rating and Improvement Systems</p> <p>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement Systems.</p>			

Selection Criterion Addressed: (D)(2) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.

Cross-reference to other projects: The Regional Leadership Consortia.

Code	Outcomes and Subtasks	Start Date	End Date
10	Project 10	12/1/2012	9/30/2013
10.1	Activity 10.1: Develop the California Early Childhood Online (CECO) System for foundations/frameworks	12/1/2012	6/30/2013
10.1.1	Task 10.1.1: Plan an online design and content of modules for infants/toddlers and preschool, and an online registration system	12/1/2012	3/31/2013
10.1.2	Task 10.1.2: Develop a Web-based system for participant registry	1/1/2013	6/30/2013
10.1.3	Task 10.1.3: Develop Infant/toddler content modules, video clips, photos, assessment, and additional supportive resources	4/1/2013	6/30/2013
10.1.4	Task 10.1.4: Develop preschool content modules, video clips, photos, assessment, and additional supportive resources	4/1/2013	6/30/2013
10.1.5	Task 10.1.5: Coordinate and administer the production of modules	12/1/2012	6/30/2013
10.1.6	Milestones: Draft Web pages submitted to CDE.	11/1/2012	3/1/2013
10.2	Activity 10.2: Review and revise the Environment Rating Scales (ERS) online orientation courses	7/1/2012	9/30/2013
10.2.1	Task 10.2.1: Reorganize and restructure the existing ERS institute's online orientation coursework to CDE specifications	11/1/2012	12/31/2012
10.2.2	Task 10.2.2: Create Spanish language versions of the California revised online ERS orientation courses	7/1/2012	12/31/2012
10.2.3	Task 10.2.3: Implement the California online ERS orientation courses	9/1/2012	6/30/2013
10.2.4	Task 10.2.4: Monitor use of the online courses by California's program users. Report challenges and make modifications as needed.	1/1/2013	6/30/2013
10.2.5	Milestones: CDE will approve the edited online course copy.	7/1/2012	9/30/2013
10.2.6	Milestones: Spanish version of online courses will be completed.	12/1/2012	3/30/2013

Project # 11 DDS-Comprehensive System of Personnel Development (CSPD)

Project Goals/Desired Outcomes: Improve the early intervention service system by participating with statewide efforts at the regional center, local educational agency and family resource center level and coordinating best practices in developmental and health screening at the local level.

Narrative: Provide coordinated training for early intervention program staff and support implementation of best practices in developmental and health screening at the local level in collaboration with each local consortium.

Key Performance Measures: (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

Selection Criterion Addressed: (C)(3)

Cross-reference to other projects: Coordinated training and support for staff administering developmental and health screening at the local level in collaboration with the Regional Leadership Consortia (Consortia).

Code	Outcomes and Subtasks	Start Date	End Date
11	Project 11	3/1/2012	12/31/2015
11.1	Activity 11.1: Establish administrative role for DDS to participate and coordinate in RTT-ELC responsibilities	3/1/2012	12/31/2015
11.1.1	Task 11.1.1: Participate as Part C representation in RTT-ELC State Advisory Council	3/1/2012	12/31/2015
11.1.2	Task 11.1.2: Complete interagency agreement with the California Department of Education (CDE)	3/16/2012	11/16/2012

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11.1.3	Task 11.1.3: Complete contract and provide administrative oversight to WestEd-CPEI to develop and facilitate CSPD trainings	12/1/2012	12/31/2015
11.1.4	Task 11.1.4: Facilitate participation of ICC representatives in interagency coordination and collaboration across childhood initiatives	3/15/2012	12/31/2015
11.1.5	Milestone: CDE IA and WestEd contract in place	3/16/2012	12/31/2012
11.2	Activity 2.0: Participate in defining Quality Rating Continuum as it applies to young children with developmental delays and disabilities for CSPD	1/2/2013	12/31/2015
11.2.1	Task 11.2.1: Identify Early Start managers at the Regional Center (RC) and Family Resource Center (FRC) level to actively participate on the Leadership Consortia and promotion of parent/ professional partnerships in child health development	1/2/2013	5/1/2013
11.2.2	Task 11.2.2: Identify Technical Assistance (TA) tools for program improvement requirements with Regional Leadership Consortia	1/2/2013	6/1/2013
11.2.3	Task 11.2.3: Identify training protocol for early intervention TA providers to participate in rating early learning and development programs	2/1/2013	6/30/2013
11.2.4	Task 11.2.4: Participate in CDE stakeholder group(s) to determine common child outcomes as appropriate for identified programs	3/1/2013	6/30/2013
11.2.5	Task 11.2.5: Develop, expand, implement Early Start Online training modules building capacity of multiple disciplines/agencies involved in early intervention systems to develop measurable outcomes, engage in data collection and analysis, and participate in the Quality Rating Continuum for obtaining program requirements	1/2/2013	12/31/2015
11.2.6	Milestone: Training modules being accessed and producing qualified and trained statewide staff	1/2/2013	7/1/2015
11.3	Activity 11.3: Identify, coordinate and facilitate training and support for early intervention programs on the use of developmental and health screening and assessment tools	7/1/2013	12/31/2015
11.3.1	Activity 11.3.1: Identify, coordinate and facilitate training for vendored early intervention programs on the use of DRDP assessment tools	7/1/2013	12/31/2015
11.3.2	Task 11.3.2: Coordinate, facilitate enhanced levels of support for participating in Statewide Screening Collaborative	7/1/2013	12/31/2015
11.3.3	Task 11.3.3: Identify and support best practices in developmental health screening at the local level in collaboration with regional leadership consortia's, CDE Child Development programs, RCs, LEAs and ESFRCs	12/1/2013	12/31/2015
11.3.4	Milestone: Statewide participation in online training modules indicating improved knowledge levels	7/30/2013	12/31/2014
11.4	Activity 11.4: Review Early Start personnel development and Community College Personnel Preparation Project curricula to integrate knowledge and practices linked to the California Preschool Learning Foundations, as appropriate	6/1/2015	12/31/2015
11.4.1	Activity 11.4.1: Identify and evaluate specific knowledge and best practices as appropriate	6/1/2015	10/30/2015
11.4.2	Milestone: CSPD evaluated and accessible for future staff development	6/1/2015	12/31/2015

Project #12 RTT-ELC Evaluation

Project Goals/Desired Outcomes: To achieve a rigorous evaluation that validates the common elements that make the greatest impact on improving program quality and are associated with improved school readiness outcomes in a quality rating and improvement system.

Narrative: The Race to The Top, Early Learning Challenge (RTT-ELC) Quality Rating and Improvement System (QRIS) Evaluation will provide critical information on the indicators of quality in early learning programs that are linked to improved child outcomes, as well as identify challenges and opportunities for implementing QRIS at the local level in communities throughout California. A rigorous evaluation will provide deeper insight into what common elements make the greatest impact on improving quality and are associated with improved school readiness. 17 Regional Leadership Consortia will align their QRIS systems with three common tiers that can be validated across different local quality improvement systems to guide implementation and expansion of QRIS throughout California. As required by the RTT-ELC grant, the evaluation will 1) assess the validity and reliability of the three common tiers in the local QRIS of selected Consortia counties or regions and determine if the tiers accurately reflect differential levels of program quality; 2) determine whether and to what extent the local QRIS and the Quality Continuum Framework (Framework) inputs and activities were used as intended during the implementation process and promise to be effective in mentoring efforts; and 3) assess the extent to which the local QRIS TA and quality improvement activities improve program quality and which core elements and tools used in the QRIS ratings are most associated with successful outcomes and progress in children's learning, development, and school readiness.

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	<p>Key Performance Measures: (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the Consortia Tiered Quality Rating and Improvement Systems; (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement Systems; (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System; (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.</p> <p>(D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework; and (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.</p>		

Selection Criterion Addressed: Section B: High-Quality, Accountable Programs. (B)(5) Validating the effectiveness of the state tiered quality rating and improvement system. (B)(5)(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and (B)(5)(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

Cross-reference to other projects: The evaluation is focused on Project 2 (Regional Leadership Consortia and QRIS) and on Section B. In addition, a descriptive study of Quality Improvement Systems (QISs), including existing Quality Rating and Improvement Systems (QRISs), is being implemented in each of the 58 counties of California. The purpose of the 12 month-long study is to identify, describe and compare the range and diversity of county-based systems and identify and compare indicators used to track child outcome measures. Funding for this descriptive study has been made available through federal American Recovery and Reinvestment Act (ARRA) funds awarded to California following an application by the California Early Learning Advisory Council (ELAC) in August 2010. Information garnered from this study will inform the CDE's Race to the Top Early Learning Challenge evaluation and help move California toward increasing the quality of current early learning programs and achieving desired outcomes; inform how to better use local, state and federal funds to improve program quality and support desired outcomes; and provide an opportunity to align current practices.

Code	Outcomes and Subtasks	Start Date	End Date
12	Project 12	1/1/2012	12/31/2015
12.1	Activity 12.1: Develop an evaluation Request for Proposal (RFP)	1/1/2012	10/30/2012
12.2	Activity 12.2: Obtain federal ED and HHS review of draft RFP	11/1/2012	11/30/2012
12.2.1	Milestone: Written approval of evaluation plan from ED and HHS	11/15/2012	11/30/2012
12.3	Activity 12.3: Release final RFP to seek bidders	12/1/2012	12/31/2012
12.4	Activity 12.4: Select evaluation contractor	1/1/2013	1/31/2013
12.4.1	Milestone: Completed scoring process and award notification process	1/1/2013	1/31/2013
12.5	Activity 12.5: Finalize evaluation contract	2/1/2013	2/28/2013
12.6	Activity 12.6: Monitor evaluation contract according to CDE's contract monitoring protocol	3/1/2013	12/31/2015
12.7	Activity 12.7: Communicate preliminary evaluation findings and policy implications with State Advisory Council, Integrated Action Team, and Consortia	1/1/2015	12/31/2015
12.8	Activity 12.8 Meet with CDD staff, the RTT-ELC evaluation workgroup, and representatives of the Consortia to discuss the evaluation's progress	3/31/2013	12/31/2015
12.8.1	Milestone: Project revisions	3/31/2013	9/30/2013
12.8.2	Milestone: Project revisions	3/31/2013	1/31/2014
12.9	Activity 12.9 Develop quarterly progress reports , mid-term and final reports and recommendations	6/30/2013	12/31/2015
12.9.1	Milestone: Mid-term analysis	6/30/2013	8/31/2014
12.10	Activity 12.10 Present at state and national level meetings including the SAC, RTT-ELC related meetings, and potentially the legislature.	3/31/2013	12/31/2015
12.10.1	Milestone: Findings shared in national venue	3/31/2013	12/31/2015
12.11	Activity 12.11 Final Evaluation Report Completed	1/1/2015	12/31/2015
12.11.1	Milestone: Completed analysis as described in RFP, to include validation, implementation, and child outcome analyses.	1/1/2015	11/15/2015