TOM TORLAKSON
State Superintendent
of Public Instruction

QRIS 101 –

What is a Quality Rating and Improvement System (QRIS) all about?

Central California

Early Stars Quality Rating

Improvement System Summit

Monday, March 16, 2015

Presented by:
Cecelia Fisher-Dahms, CDE
Serene Yee, CDE

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What is a Quality Rating and Improvement System (QRIS)?

A QRIS is a framework for a rating and improvement system that utilizes tools and resources to access and improve the quality of early learning programs, including the following:

- Quality *standards*
- A process for supporting *quality improvement*
- Provision of *incentives*
- A process for *monitoring* standards
- Dissemination of *information* to parents and the public about program quality

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Why QRIS?

Research demonstrates high-quality early learning programs can:

- Improve young children's development

- Improve health, social-emotional and cognitive outcomes

- Enhance school readiness

- Help close the school readiness gap

Race to the Top
Early Learning Challenge

RTT-ELC has provided over $1 billion nationally in federal funding to support QRIS. California was granted $75 million dollars for four years (2012-2015).

Phase I (2011): 9 states
Phase II (2012): 5 states
Phase III (2013): 6 states

Source: U.S. Department of Education. Assessed January 21, 2014 from
http://www2.ed.gov/programs/racetothetop-earlylearningchallenge/index.html

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Original RTT-ELC Consortium Member

First 5 Alameda

First 5 Contra Costa

First 5 El Dorado

Fresno County Office of Education

Los Angeles County Office of Child Care

Los Angeles Universal Preschool

Merced County Office of Education

Orange County Office of Education

Sacramento County Office of Education

First 5 San Diego

First 5 San Francisco

First 5 San Joaquin

First 5 Santa Barbara

First 5 Santa Clara

First 5 Santa Cruz

First 5 Ventura

First 5 Yolo

Legend

- RTT-ELC-ELC Mentee
- Original RTT-ELC Consortium Member

RTT-ELC Mentee

Community Action Partnership of San Luis Obispo County

Early Childhood Council of Kern

Imperial County Office of Education

Kings County Office of Education

Merced County Office of Education (Madera & Mariposa)

Placer County Office of Education (Placer, Nevada & Sierra)

First 5 Riverside

First 5 San Bernardino

First 5 San Mateo County

Stanislaus County Office of Education

Tulare County Office of Education

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A Growing State and National Movement

- 39 states across the country utilize a QRIS

- 30 counties in California are currently participating in a QRIS through CA's RTT-ELC grant, impacting approximately 2.3 million children which is 93% of the state's children ages 0-5

- Approximately 77% of the grant funding supports local level activities via the Regional Leadership Consortia (Consortia)

A Growing State and National Movement cont.

- Ten one-time investments to support statewide infrastructure and a validation and effectiveness study of the local QRIS

- Multiple required Participating State Agencies, including health, social services, and developmental services

Quality Continuum Framework

Rated Elements in the Hybrid Matrix	Quality Improvement Pathways
CORE I: Child Development & School Readiness	
• Child Observational Assessments • Developmental & Health Screenings	• Infant/Toddler and Preschool Learning Foundations and Curriculum Frameworks • California Collaborative for the Social-Emotional Foundations of Early Learning (CCSEFEL) • Health and Nutrition (USDA Child and Adult Food Program), physical education/activity, and tobacco cessation training
CORE II: Teachers and Teaching	
• Lead Teacher/FCCH Owner Education and Professional Development • Classroom Assessment Scoring System (CLASS) Assessments	• Professional Growth Plan • CLASS or PITC Program Assessment Rating Scale (PARS)
CORE III: Program and Environment	
• Environment Rating Scales (ERS) • Ratios & group size (Centers only) • Director Qualifications and professional development (Centers only)	• Program Administrative Scale (PAS) or Business Administrative Scale (BAS) • Family Engagement

CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
QUALITY CONTINUUM FRAMEWORK – HYBRID RATING MATRIX WITH ELEMENTS AND POINTS FOR CONSORTIA COMMON TIERS 1, 3, AND 4

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. **Child Observation**	☐ Not required	☐ Program uses evidence-based child assessment/observation tool annually that covers all five domains of development	☐ Program uses valid and reliable child assessment/ observation tool aligned with CA *Foundations & Frameworks*[1] twice a year	☐ DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	☐ Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. **Developmental and Health Screenings**	☐ Meets Title 22 Regulations	☐ Health Screening Form (Community Care *Licensing form LIC 701 "Physician's Report - Child Care Centers" or equivalent*) used at entry, then: 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually	☐ Program works with families to ensure screening of all children using a **valid and reliable developmental screening tool** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ** at entry and as indicated by results thereafter **AND** ☐ Meets Criteria from point level 2	☐ Program works with families to ensure screening of all children using the **ASQ & ASQ-SE**, if indicated, at entry, then as indicated by results thereafter **AND** ☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate **AND** ☐ Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. **Minimum Qualifications for Lead Teacher/ Family Child Care Home (FCCH)**	☐ Meets Title 22 Regulations [Center: 12 units of Early Childhood Education (ECE)/Child Development (CD) FCCH: 15 hours of training on preventive health practices]	☐ **Center:** 24 units of ECE/CD[2] OR Associate Teacher Permit ☐ **FCCH:** 12 units of ECE/CD OR Associate Teacher Permit	☐ 24 units of ECE/CD + 16 units of General Education OR Teacher Permit **AND** ☐ 21 hours professional development (PD) annually	☐ Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD OR Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field plus/with 24 units of ECE/CD (or Master's degree in ECE/CD) OR Program Director Permit **AND** ☐ 21 hours PD annually
4. **Effective Teacher-Child Interactions: CLASS Assessments** (*Use tool for appropriate age group as available*)	☐ Not Required	☐ Familiarity with CLASS for appropriate age group as available by one representative from the site	☐ Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	☐ Independent CLASS assessment by reliable observer with minimum CLASS scores: **Pre-K** ▪ Emotional Support - 5 ▪ Instructional Support –3	☐ Independent assessment with CLASS with minimum CLASS scores: **Pre-K** ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5

[1] As of 10/2014 approved assessments are: BRIGANCE Inventory of Early Development III, Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER)
[2] For all ECE/CD units, the core 8 are desired but not required.

Note: Point values are not indicative of Tiers 1-5 but reflect a range of point values.

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
				• Classroom Organization – 5 **Toddler** • Emotional & Behavioral Support – 5 • Engaged Support for Learning – 3.5	**Toddler** • Emotional & Behavioral Support – 5.5 • Engaged Support for Learning – 4

CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
5. Ratios and Group Size (Centers Only beyond licensing regulations)	☐ **Center**: Title 22 Regulations **Infant** Ratio of 1:4 **Toddler Option** Ratio of 1:6 **Preschool** Ratio of 1:12 ☐ **FCCH**: Title 22 Regulations *(excluded from point values in ratio and group size)*	☐ Center - Ratio: Group Size **Infant/Toddler** – 4:16 **Toddler** – 3:18 **Preschool** – 3:36	☐ Center - Ratio: Group Size **Infant/Toddler** – 3:12 **Toddler** – 2:12 **Preschool** – 2:24	☐ Center - Ratio: Group Size **Infant/Toddler** – 3:12 or 2:8 **Toddler** – 2:10 **Preschool** – 3:24 or 2:20	☐ Center - Ratio: Group Size **Infant/Toddler** – 3:9 or better **Toddler** – 3:12 or better **Preschool** – 1:8 ratio and group size of no more than 20
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	☐ Not Required	☐ Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	☐ Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5
7. Director Qualifications (Centers Only)	☐ 12 units ECE/CD+ 3 units management/ administration	☐ 24 units ECE/CD + 16 units General Education +/with 3 units management/ administration **OR** Master Teacher Permit	☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision **OR** Site Supervisor Permit **AND** ☐ 21 hours PD annually	☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration **OR** Program Director Permit **AND** ☐ 21 hours PD annually	☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, **OR** Administrative Credential **AND** ☐ 21 hours PD annually

TOTAL POINT RANGES

Program Type	Common-Tier 1	Local-Tier 2[3]	Common-Tier 3	Common-Tier 4	Local-Tier 5[4]
Centers 7 Elements for 35 points	**Blocked** (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
Infant-only Centers 6 elements for 30 points	**Blocked** (No Point Value) – Must Meet All Elements	Point Range 7 to 15	Point Range 16 to 21	Point Range 22 to 26	Point Range 27 and above
FCCHs 5 Elements for 25 points	**Blocked** (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above
Infant-only FCCHs 4 Elements for 20 points	**Blocked** (No Point Value) – Must Meet All Elements	Point Range 5 to 10	Point Range 11 to 13	Point Range 14 to 17	Point Range 18 and above

[3] Local-Tier 2: Local decision if Blocked or Points and if there are additional elements
[4] Local-Tier 5: Local decision if there are additional elements included

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CA RTT–ELC
CONTINUOUS QUALITY IMPROVEMENT PATHWAYS

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CORE I: CHILD DEVELOPMENT & SCHOOL READINESS	
School Readiness	
Goal (Pathway)	All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data.
Related Element(s)	CORE I.1 Child Observation and Assessment
RTT-ELC Core Tool(s) & Resources	• CA Foundations and Frameworks: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • Preschool English Learner Guide: http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf • Desired Results Developmental Profile Assessment (DRDP) Tools: http://desiredresults.us/index.htm • National Data Quality Campaign's Framework: http://www.dataqualitycampaign.org/ • Ages and Stages Questionnaire (ASQ): http://agesandstages.com/
Social-Emotional Development	
Goal (Pathway)	Children receive support to develop healthy social and emotional concepts, skills, and strategies.
Related Element(s)	CORE I.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	• CA CSEFEL Teaching Pyramid Overview and Tiers 1-4 (Modules 1-3): http://www.cainclusion.org/teachingpyramid/trainingmodules.html • CA Foundations and Frameworks - Social-Emotional Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • Ages and Stages Questionnaire – Social Emotional (ASQ-SE): http://agesandstages.com/asq-products/asqse/
Health, Nutrition, and Physical Activity	
Goal (Pathway)	• Children receive support for optimal physical development, including health, nutrition, and physical activity.
Related Element(s)	• CORE I.1 Child Observation and Assessment and Core 1.2 Developmental and Health Screenings
RTT-ELC Core Tool(s) & Resources	• CA Preschool Foundations and Frameworks– Health and Physical Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • Infant/Toddler Program Guidelines: http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf • CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp • USDA Child and Adult Care Food Program Guidelines: http://www.fns.usda.gov/cacfp
CORE II: Teachers and Teaching	
Effective Teacher-Child Interactions	
Goal (Pathway)	Teachers are prepared to implement effective interactions in the classroom.
Related Element(s)	CORE II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	• Classroom Assessment and Scoring System (CLASS) for relevant age grouping: http://www.teachstone.com/the-class-system/ • Program for Infant-Toddler Care (PITC): http://www.pitc.org/pub/pitc_docs/home.csp. Program Assessment Rating Scale (PARS), as applicable and available *** No current source Web page for PARS**

Professional Development	
Goal (Pathway)	Teachers are life-long learners.
Related Element(s)	Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions
RTT-ELC Core Tool(s) & Resources	• Common Core 8: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm • Early Childhood Educator (ECE) Competencies: http://www.cde.ca.gov/sp/cd/re/ececomps.asp • ECE Competencies Self-Assessment Tool: http://ececompsat.org/ • Professional Growth Plan
CORE III: PROGRAM AND ENVIRONMENT	
Environment	
Goal (Pathway)	The program indoor and outdoor environments support children's learning and development.
Related Element(s)	CORE III.6 Program Environment Rating Scale(s) (ERS)

RTT-ELC Core Tool(s) & Resources	• Environment Rating Scales: http://www.ersi.info/index.html (Harms, Clifford, Cryer):
	    o Infant-Toddler Environment Rating Scale (ITERS),
	    o Early Childhood Environment Rating Scale (ECERS),
	    o Family Child Care Environment Rating Scale (FCCERS)

Program Administration	
Goal (Pathway)	The program effectively supports children, teachers, and families.
Related Element(s)	All
RTT-ELC Core Tool(s) & Resources	• Business Administration Scale (Family Child Care) – (BAS): http://mccormickcenter.nl.edu/program-evaluation/business-administration-scale-bas/ • Program Administration Scale (Centers) – (PAS): http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/ **OR** • Self-Assessment using the Office of Head Start (OHS) Monitoring Protocols http://eclkc.ohs.acf.hhs.gov/hslc/grants/monitoring/fy-2014-pdfs/fy-2014-ohs-monitoring-protocol.pdf and continuous improvement through a Program Improvement Plan (PIP)
Family Engagement	
Goal (Pathway)	Families receive family-centered, intentional supports framed by the Strengthening Families™ Protective Factors to promote family resilience and optimal development of their children.
Related Element(s)	All (III.6 ERS *Provision for Parents* Indicator)
RTT-ELC Core Tool(s) & Resources	Strengthening Families™ Five Protective Factors Framework: http://icfs.org/pdf/FiveProtectiveFactors.pdf

What is the CLASSROOM ASSESSMENT SCORING SYSTEM (CLASS)?

- Tool to accurately capture the interactions most closely linked to academic, social, and self-regulatory development in young children and students from birth through secondary school

Why is CLASS being used?
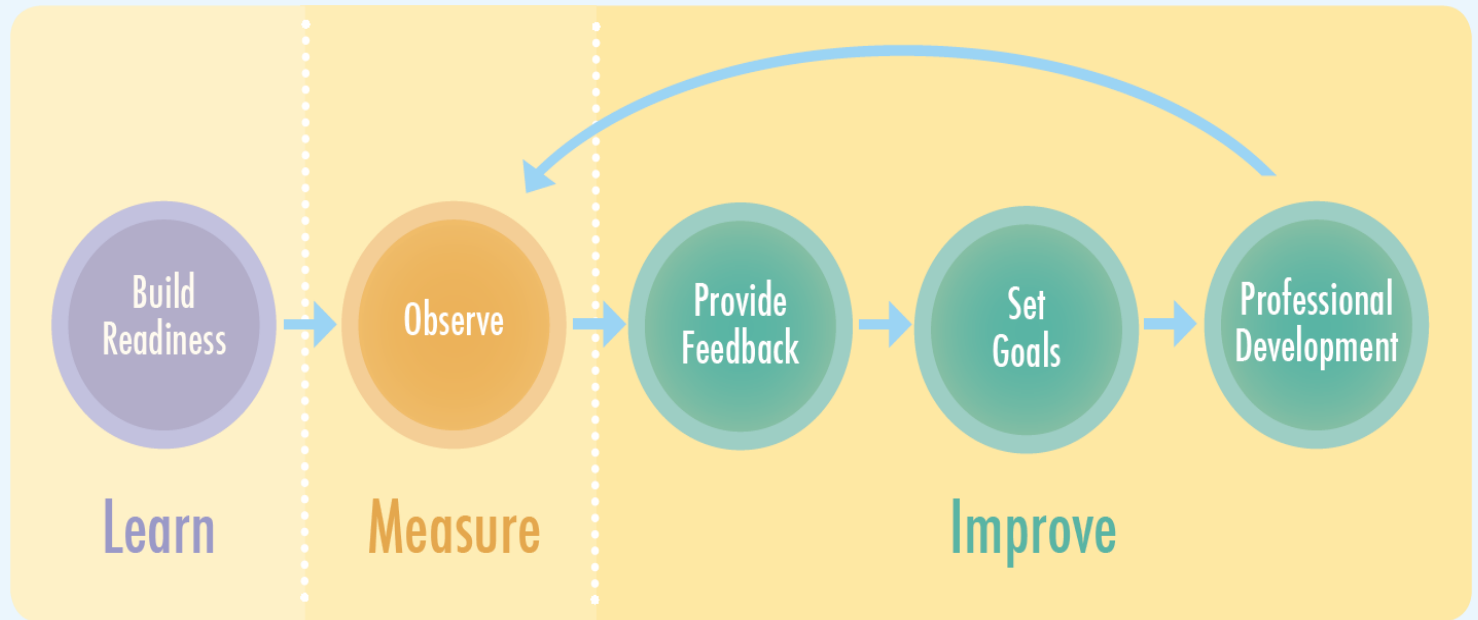
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State Superintendent
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CLASS is a research-based, reliable tool which demonstrates:

- That effective teacher-child interactions lead to better child cognitive, behavioral and social outcomes

- That many Pre-K classrooms have low or moderate levels of interactions, suggesting that many children in early childhood programs are not consistently exposed to the types of effective interactions that lead to social and academic gains

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The CLASS Model

How can CLASS be used?

Formative

Individual

Organizational

Example:
Identify two areas for growth for each teacher

Example:
Identify program-wide areas for growth

Example:
Evaluate teacher effectiveness

Example:
Evaluate a center for a quality rating system

Summative
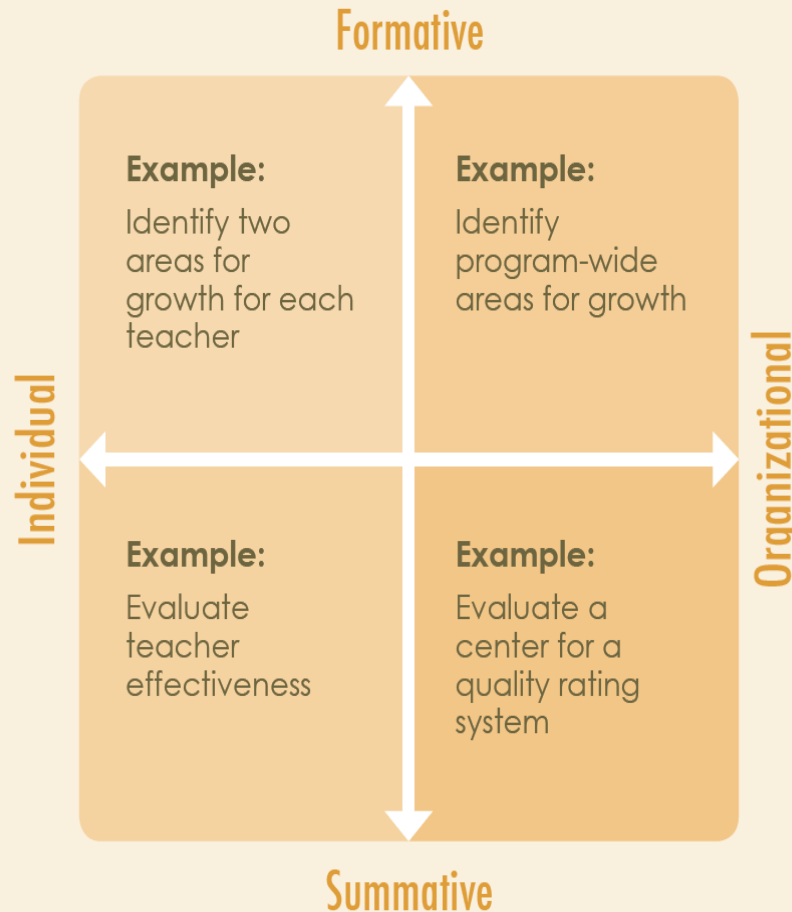
Common formative CLASS observation goals:

- Help teachers identify areas of strength and room for growth
- Create individual professional development plans for teachers
- Improve teacher-child interactions
- Perform a needs assessment to help set program goals

Common summative CLASS observation goals:

- Apply for accreditation
- Apply for a star rating in a Quality Rating and Improvement System
- Monitor program quality
- Evaluate individual teacher effectiveness

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Examples of CLASS tools

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Infant

Responsive Caregiving

Relational Climate

Teacher Sensitivity

Facilitated Exploration

Early Language Support

Toddler

Emotional and Behavioral Support

Positive Climate

Negative Climate

Teacher Sensitivity

Regard for Child Perspectives

Behavior Guidance

Engaged Support for Learning

Facilitation of Learning and Development

Quality of Feedback

Language Modeling

Pre-K

Emotional Support

Positive Climate

Negative Climate

Teacher Sensitivity

Regard for Student Perspectives

Classroom Organization

Behavior Management

Productivity

Instructional Learning Formats

Instructional Support

Concept Development

Quality of Feedback

Language Modeling

CLASS Breakdown

Pre-K

Emotional Support
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives
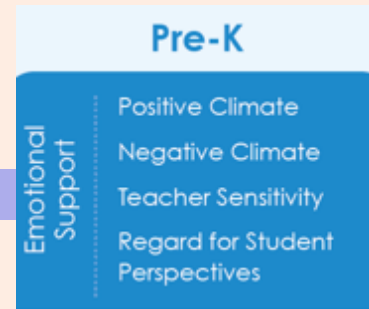
- **Domain:**   Emotional Support
- **Dimension:** Teacher Sensitivity
- **Indicator:**   Responsiveness

- **Behavioral Markers:**
  Acknowledges emotions, provides comfort and assistance, provides individualized support

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Environmental Rating Scales (ERS) Family of Tools

Environment Rating Scales

Assessment instruments for early childhood and child care program quality

ECERS-R

The Early Childhood Environment Rating Scale-Revised – A thorough revision of the ECERS, designed to assess group programs for preschool-kindergarten aged children, from 2 through 5 years of age. Total scale consists of 43 items. (Also available in Spanish).

Read More

ITERS-R

The Infant/Toddler Environment Rating Scale-Revised – A thorough revision of the ITERS, designed to assess group programs for children from birth to 2 ½ years of age. Total scale consists of 39 items. (Also available in Spanish).

Read More

FCCERS-R

The Family Child Care Environment Rating Scale-Revised – A thorough revision of the FDCRS, designed to assess family child care programs conducted in a provider's home. Total scale consists of 38 items. (Also available in Spanish).

Read More

SACERS

The School-Age Care Environment Rating Scale – Designed to assess before and after school group care programs for school-age children, 5 to 12 years of age. The total scale consists of 49 items, including 6 supplementary items for programs enrolling children with disabilities.

Read More

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ERS Overviews

http://www.caearlychildhoodonline.org/

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ERS Modules

Search courses: [   ] Go

Course categories: [Environment Rating Scales Institute (ERSi) ▼]

Questions? Comments?

Contact us

CECO@wested.org

(800) 770-6339

ERS 101

ERS 101 (SPANISH)

ITERS-R 101

ITERS-R 101 (SPANISH)

FCCERS-R 101

FCCERS-R 101 (SPANISH)

ECERS-R 101

ECERS-R 101 (SPANISH)

Search courses: [   ] Go

Assessor Reliability

- RTT-ELC contract with First 5 CA for three state anchors

- County or regional anchors maintain reliability to state anchors

- CDE Field Services consultants:
  - ➤ Trained to reliability as indicated in the Implementation Guide
  - ➤ Their ratings can be used in local QRIS
  - ➤ Effective 2015-2016

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Implementation Guide

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- Ensures consistency and fidelity of implementation across counties

- Allows for local control in varying situations

- Allows for the changing needs of the Consortia (prospective changes must reach consensus with all Consortia members before modifications are made and implemented)

http://www.cde.ca.gov/sp/cd/rt/documents/rttelcqrisimplementguide.doc

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Resources

For the following:

- Quality Continuum Framework

- Tiered Rating Matrix

- Continuous Quality Improvement Pathways

http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp

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Building a local Consortium

- **Who should be at the table:**
  - Local Education Agency (County Office of Education, key districts)
  - First 5 County Commission
  - Local Planning Council
  - Resource and Referral Agency(ies)
  - Higher Education
  - Others interested in services to improve the quality of early learning

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Confirm Local ECE Infrastructure

- Identify a local decision making body to facilitate the planning process

- Hold public meetings about local QRIS

- Convene key partners and formally adopt a planning process

- Develop a communication plan for parents and providers about the importance of high quality ECE

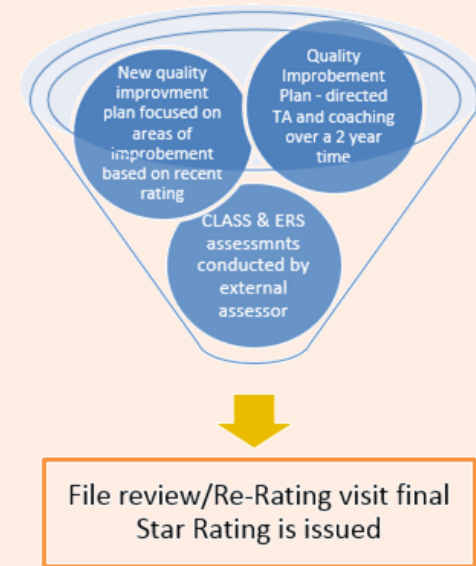- Identify existing collaborative training opportunities

Fresno's QRIS Process:

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Program Cycle from Beginning to End of Initial Rating

Intake and entry of participant information

Schedule Early Stars orientation & draft initial action plan for quality improvement during visit

Assign external/internal coach and provide resources as needed

Technical assistance & coaching happens!

CLASS & ERS assessments conducted by External Assessor

File review/Rating visit – final Star Rating is issued

Final star rating entered into database, Early Stars website, and publicized

Fresno County Office of Education
Early Stars

Cycle for Re-Rating process within 2 years of initial rating

New quality improvement plan focused on areas of improbement based on recent rating

Quality Improbement Plan - directed TA and coaching over a 2 year time

CLASS & ERS assessmnts conducted by external assessor

File review/Re-Rating visit final Star Rating is issued

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Leveraging Resources

- Build on programs with additional quality standards:
  - ➢ Early Head Start & Head Start
  - ➢ CDE Child Development & State Preschool
  - ➢ First 5 Child Signature Programs

- Use county systems:
  - ➢ Libraries and Family Resource Centers
  - ➢ Health & Human services, e.g. home visiting
  - ➢ County F5 initiatives, e.g. developmental screening, mental health consultations

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Leveraging Resources Cont.

- Use State Professional Development:
  - ➢ CDE EESD Quality Improvement:
    - ➢ PITC, CPIN, CCIP, Family CC at Its Best, CA Mentor Program, DR training, CSEFEL, local R & R TA
    - ➢ CA Early Childhood Online, Comp SAT, Training Portal
  - ➢ F5CA: E4 - PD2GO

- Use State Workforce retention programs administered locally:
  - ➢ CDE AB 212
  - ➢ F5 CARES Plus

- Access funding:
  - ➢ CSPP QRIS Block Grant
  - ➢ F5 CA IMPACT Grants

Key Elements
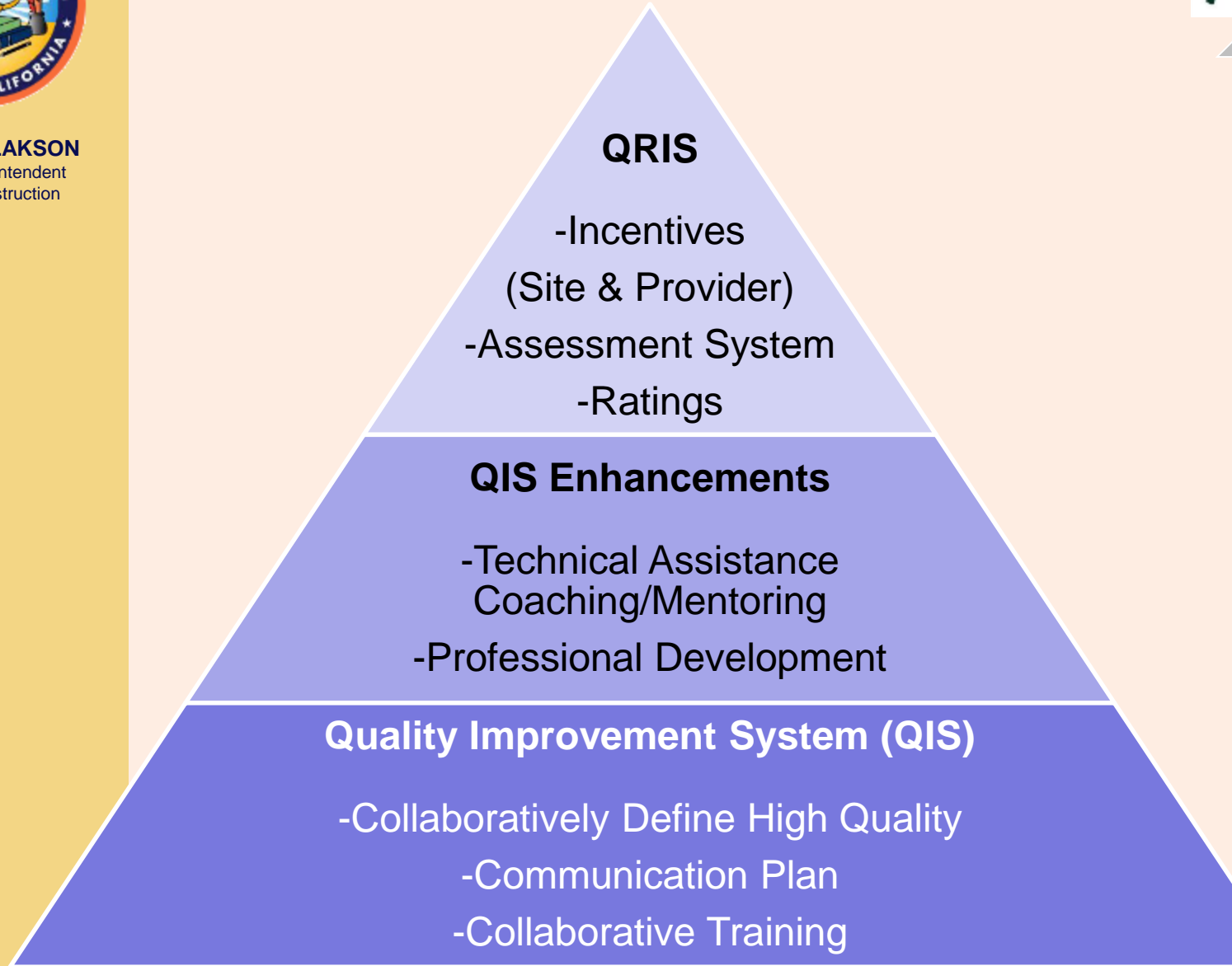
QRIS

-Incentives
(Site & Provider)
-Assessment System
-Ratings

QIS Enhancements

-Technical Assistance
Coaching/Mentoring
-Professional Development

Quality Improvement System (QIS)

-Collaboratively Define High Quality
-Communication Plan
-Collaborative Training

QRIS Block Grant Overview

TOM TORLAKSON
State Superintendent
of Public Instruction

- Purpose:

  To award $50 million in CSPP QRIS Block Grants to local consortia

- Background:

  Utilization of the existing QCF, Hybrid Rating Matrix, and Implementation Guide

- Current Funding:

  Prop 98 funding through 12/31/15

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General Eligibility

TOM TORLAKSON
State Superintendent
of Public Instruction

- Be a local consortium that is:
  - Using the QC Framework
  - Utilizing a Tiered Rating Matrix that includes the 3 Common Tiers
  - Operating a QRIS on or before April 2015 (i.e., rating early care and education programs)
  - Inclusive of stakeholders

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Priority I Applicants

- Have an existing approved Action Plan at the EESD before the release of the RFA (April 2015)

- Be a local consortium

- Set ambitious, yet achievable targets for CSPPs

- Describe how the QRIS Block Grant funds will be used

TOM TORLAKSON
State Superintendent
of Public Instruction

Priority II Applicants

- Submit a QRIS Block Grant Plan

- Describe local QRIS (Section II)

- Be a local consortium

- Set ambitious, yet achievable targets for CSPPs

- Describe how the QRIS Block Grant funds will be used

TOM TORLAKSON
State Superintendent
of Public Instruction

Form A-Letter of Intent

Intent to Submit Application

For Priority I and Priority II
CSPP QRIS Block Grant Funding
Due on January 21, 2015 by 5 p.m.

PLEASE COMPLETE EVERY PORTION OF FORM

Local Educational Agency (LEA) Name	
LEA Address	
LEA City	
LEA ZIP Code	
LEA Executive Director (ED)'s Name	
LEA Executive Director's E-mail Address	
LEA Executive Director's Phone Number	
Consortium Lead Agency if not the above LEA	
Consortium Lead Agency Executive Director if not the above LEA ED	
Consortium Service Area (county/counties)	

On behalf of the above agency, I hereby formally submit to the California Department of Education, Early Education and Support Division, this "Intent to Submit Application" form. I understand that this form **is mandatory to be considered for funding** and it **must be received** by the Early Education and Support Division by January 21, 2015 by 5 p.m.

LEA Executive Director's Signature:	Date:
Consortium Lead Agency Executive Director's Signature:	Date:

Intent to Submit Application for CSPP Funding must be received at no later than 5 p.m. on January 21, 2015:

**California Department of Education
Early Education and Support Division
Attn: Funding and Agency Support Unit
1430 N Street, Suite 3410
Sacramento, CA 95814-5901
FAX: 916-323-6853**

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Funding

- General Funding
  - $50 Million allocated on an annual basis
- Funding Levels
  - Based on October 2014 CSPP enrollment per county of approved applicants
- Fund Distribution
  - Covers 15 months from 7/1/15 to 10/31/15
  - 90% distributed initially
  - Final 10% after final report

Table of Priority I and II QRIS Block Grant Plan Elements

QRIS Block Grant Plan Elements	Priority I	Priority II
I.	Consortium Participants	Consortium Participants
II.	**Action Plan Currently on file**	**Consortium's QRIS**
III.	CSPP Participation Data Tables	CSPP Participation Data Tables
IV.	Local QRIS block grants for CSPP sites rated at Tiers 4 and 5	Quality Continuum Framework and Tiers for CSPP sites rating at Tiers 4 and 5
V.	Quality Improvement Process for CSPP's not yet at Tier 4	Quality Improvement Process for CSPP's not yet at Tier 4
VI.	Assessment and Access Projects	Assessment and Access Projects
VII.	Budget Narrative	Budget Narrative

Lessons Learned

- A QRIS is not built overnight

- A QRIS builds on existing systems

- Strong partnerships are essential

RTT-ELC Web Resources & Contact Information

TOM TORLAKSON
State Superintendent
of Public Instruction

- **CDE/EESD Race to the Top - Early Learning Challenge (RTT-ELC) Home Page** http://www.cde.ca.gov/sp/cd/rt/

- **RTT-ELC Implementation Team Contact** rtt-elc@cde.ca.gov

- **RTT-ELC Consortia Contact** http://www.cde.ca.gov/sp/cd/rt/ rttelccontactlist.asp

- **QRIS Block Grant email:** PSQRISBG@cde.ca.gov