

**Services to Promote**

**Quality Early Learning**

**For Fiscal Year 2023/2024**

**With Intent to Contract for 4 years**

**Funds Available: $95,000/year\*, with up to 3% annual increase.**

**APPLICATION FORM**

*RELEASE DATE: DECEMBER 12, 2022*

**Letter of Intent Due December 23, 2022**

**Application Receipt Deadline: February 3, 2023**

The Commission cannot give grants for items that have already been purchased or for services that have already been provided.

**Please read the RFA General Instructions (a separate document) before you fill out these forms.** All the forms that follow are available as Word files. They can be downloaded from the Commission website at [www.First5Tuolumne.org](http://www.First5Tuolumne.org) or requested as an email attachment from Sarah Garcia at sgarcia@tcsos.us

Please add your organization’s name as a header for the following section. Please submit the application with the Cover Page as Page 1.

*\*The Commission may adjust fund availability for these services once proposals are received and may fund at levels above or below the amount stated in this Request for Applications. The amount is provided as a guideline only.*

**Services to Promote**

**Quality Early Learning**

 **Cover Sheet 2022**

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| --- |
| Name of Applicant: |
| Address: |
| Contact Person: | Phone: |
| e-mail: | Fax: |
| Descriptive Title of Project: |
| Total Amount of Request: | Total Project Cash Budget: |
| Project Start Date: July 1,2023 | Project Completion Date: June 30,2027  |

**I authorize submission of this application:**

|  |  |
| --- | --- |
|  |  |
| Name of authorized agency official | Name of agency/organization |
|  |  |
| Title of authorized agency official |  Authorized Signature Date |

## **FIRST 5 SERVICES TO PROMOTE: QUALITY EARLY LEARNING**

All services must align with the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, and/or with the Tiered Quality Rating Improvement System (TQRIS), Appendix A.

The total funding available for these services will be *$95,000* in the first year for all funded projects, with an annual increase not to exceed 3% per year for three subsequent years.

*The Commission may adjust fund availability for these services once proposals are received and may fund at levels above or below the amount stated in this Request for Applications. The amount is provided as a guideline only.*

Project Design, Strength, and Feasibility:

The service approach must address desired outcomes for the Pyramid Model or for TQRIS as detailed in the charts below. For the outcomes, below, that you plan to measure with your project, please provide an estimate of unduplicated individuals you will serve for each chosen desired outcome.

|  |  |
| --- | --- |
| Pyramid Model Desired Outcomes: The approach must address at least 2 of the 4 following desired outcomes to promote social-emotional competence in infants and young children. | Unduplicated number of teachers, children, or caregivers to be served annually. |
| 1. Teachers receive training and coaching on promoting early social-emotional competencies
 |  |
| 1. Teachers learn to recognize social-emotional delays, and learn how to discuss shared approaches with parents
 |  |
| 1. Children with severe behavioral health issues receive mental health treatment; play therapy
 |  |

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| --- | --- |
| TQRIS Desired Outcomes: The approach must address both of the following desired TQRIS outcomes:  | Unduplicated number of teachers and administrators to be served annually. |
| 1. Teachers and administrators receive training and coaching in research-based teaching practices, the TQRIS and Transitional Kindergarten implementation issues.
 |  |
| 1. Tuolumne County K-12 system and State Preschools are prepared to participate in state funded preschool expansion and Transitional K.
 |  |

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| Please add any additional outcomes you plan to measure and report, and the unduplicated number of caregivers to be served annually. |
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| Based on your answers above, provide a description of the service strategies you propose to use to effectively provide teachers, administrators, and caregivers with the services above.  |
| Description:  |

Access to Services & Community Linkages to Promote Seamless Services

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| Access to Services: Please describe specific barriers to services or desired outcomes that your proposed participants face, and how your proposed services will help overcome those barriers. These can include barriers such as geography, transportation, homelessness, cultural or socio-economic barriers, etc. as applicable. |
| Description:  |

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| Community Linkages: Please briefly identify the critical community linkages you will make or maintain to effectively provide the proposed services. If the services you propose are currently offered by another service provider in Tuolumne County, or by your agency under a different funding source, explain how your proposal does not duplicate services. |
| Description:  |

Project Evaluation

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| Evaluation: Please check the boxes below, to indicate your understanding of the evaluation requirements under this funding process: |
|  | I understand that the contract will include an evaluation plan. |
|  | I understand that the evaluation plan will include requirements for collection and reporting of service level indicators, such as number of participants, ethnicity, level and type of service, and other service data as required. |
|  | I understand that the evaluation plan will include requirements for collection and reporting of outcome indicators, including measures of relevant change for children, families or service systems, to be finally negotiated at contract time, and revisited as necessary to ensure that quality data is being collected. |

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| Evaluation: Have you demonstrated any of the desired outcomes indicated on page 2 (or very similar outcomes) prior to completing this application, either as a First 5 grantee or under any other funding source? Please check applicable boxes below, and add information as indicated. |
|  | Yes, as a First 5 Grantee, in the following years (list):  |
|  | Yes, for another funder. I have attached an evaluation report reflecting our results. |
|  | No, there has been no demonstration of these or similar outcomes. |
|  | Other:  |

Organizational Capacity

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| Staffing: Please explain the staffing structure that you present in your budget. Describe the qualifications of the key personnel (staff or consultants), the time (FTE) they will devote to the project, and their experience performing the services outlined in this application. |
|  |

|  | YES | NO | N/A |
| --- | --- | --- | --- |
| Has your organization ever had a contract over the amount of $10,000 with First 5 Tuolumne? |  |  |  |
| If so: In your estimation, was the contract executed fully and responsibly? |  |  |  |
| If so: Were you able to demonstrate good outcomes for children and/or parents? |  |  |  |
| Has your organization had a contract over the amount of $10,000 with another entity for similar services in the last five years? If so, please provide some detail on this contract below the table. |  |  |  |
| If you are not an entity of county government, have you provided one copy only of the most recent audit or financial statements available for your organization?  |  |  |  |

If you would like to provide any additional comments regarding your answers to the questions above, please do so here. (You may be asked to provide additional information to demonstrate organizational effectiveness once applications have been reviewed.):

Budget

*You may cut and paste the budget into this document, or you may submit it as a separate document, along with the answers to the Budget Narrative questions below.*

Line Item Budget: Please provide a line item budget for each of the four years of this project (FY 2023/2024 through 2026/2027). A fiscal year shall be considered July 1 – June 30. **Annual increases shall not exceed 3%.** You may submit the budget in the budget format used by your organization. All personnel must be broken out by FTE; all consultant costs by hours.

Budget Narrative: Leveraging

What resources will you be able to leverage to assist you in providing and sustaining the services described in this application over the four years of operation? Include both cash resources (directed only to services for children birth to five, their parents, or pregnant women), and any in-kind resources that enable you to serve First 5 families.

Budget Narrative (Other): Please provide an explanation of any items in the budget that may raise questions for a reviewer.

ADDITIONAL REQUIREMENTS

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| Contracts shall stipulate a requirement for key program staff to participate in up to 12 grantee meetings a year, in the first funded year, facilitated by the First 5 Executive Director. The purpose of these meetings is to discuss opportunities for linkages, shared services, leveraging and other system improvements. |
| Please list the most likely person(s) to participate in these meetings:  |

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| Contracts shall stipulate a requirement for grantee to provide at least one training a year to peer professionals in the county on a topic of expertise for that grantee, of interest to other providers. |
| Please list at least one possible training topic that your organization would be willing to offer to peer professionals:  |

**FIRST 5 FUNDS CANNOT BE USED TO SUPPLANT**

State law prohibits Commission funds from funding existing levels of service or programs. To ensure compliance with this provision, please provide the following information. If you have questions about how to fill out this form, please call Sarah Garcia at 536-2070.

1. Has your organization provided any of the following services in Tuolumne County in the last year with any type of funding:

|  |  |  |
| --- | --- | --- |
| Service | Yes | No |
| Train and/or coach teachers on promoting early social-emotional competence. |  |  |
| Train and/or coach teachers on recognizing social-emotional delays and communicating with parents. |  |  |
| Provide/Link children to behavioral health services |  |  |
| Engage caregivers with child’s therapy, therapist  |  |  |
| Train and/or coach teachers, administrators on research-based teaching practices. |  |  |
| Train, coach, or convene administrators/educators from K-12 and/or State Preschool systems in planning for preschool expansion and Transitional Kindergarten. |  |  |

1. Did you receive any other funds other than First 5 funds to perform these services in the last year? Please explain.
2. If so, will this other funding be available, to the best of your knowledge, in FY 2022/2023 and beyond for serving children birth to five? If yes, please provide more detailed information on this funding, such as the source of funding, dates and amounts. If no, please explain why not.

**Appendix A**

1. **Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children** *(Developed by the Center for the Social Emotional Foundations for Early Learning (CSEFEL)).*
2. **QRIS: Quality Rating & Improvement System.**

The **Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children** is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: The [Center for the Social and Emotional Foundations for Early Learning](http://csefel.vanderbilt.edu/) (CSEFEL) and TACSEI. These centers’ faculty represent nationally recognized researchers and program developers in the areas of social skills and challenging behavior. Based on evaluation data over the last eight years, the Pyramid Model has shown to be a sound framework for early care and education systems. Extensive training materials, videos, and print resources to help states, communities and programs implement the model have been developed.

More information can be found at <http://csefel.vanderbilt.edu/resources/states.html>

**QRIS: A 5-point tier rating system based on programs meeting specific standards with requirements that increase as programs move up.** *Included in the 2023/2024 State Budget Agreement as a road map to expansion of State Preschool spaces and future increases in reimbursement rates.*

1. Training Matrix Sets Benchmarks in 3 Areas of Quality: (1) Child Development and School Readiness; (2) Teachers and Training; and (3) Program and Environment
2. Pathways Document Describes Tools and Resources for Each Area: Foundations and Frameworks, CSEFEL, CLASS (including classroom assessments and child assessments)
3. Research Links Pathways to Specific Outcomes: (1) Informed Parents; (2) Children Ready for Kindergarten; (3) Early Childhood Educators ready for children.

**TIERED QUALITY RATING IMPROVEMENT SYSTEM MATRIX (TQRIS)**

| **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]](#footnote-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 |
| 1. **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** |
| 1. **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]](#footnote-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 |
| 1. **Effective Teacher-Child Interactions: CLASS Assessments** (\*Use tool for appropriate age group as available)
 | 🞏 Not Required | 🞏 Familiarity with CLASS for appropriate age group as available by one representative from the site  | 🞏 Independent CLASS assessment by reliable observer to inform the program’s professional development/improvement plan | 🞏 Independent CLASS assessment by reliable observer with minimum CLASS scores:**Pre-K*** Emotional Support - 5
* Instructional Support –3
* Classroom Organization – 5

**Toddler*** Emotional & Behavioral Support – 5
* Engaged Support for Learning  – 3.5
 | 🞏 Independent assessment with CLASS with minimum CLASS scores:**Pre-K*** Emotional Support – 5.5
* Instructional Support – 3.5
* Classroom Organization – 5.5

**Toddler*** Emotional & Behavioral Support – 5.5
* Engaged Support for Learning  – 4
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| CORE **III: PROGRAM AND ENVIRONMENT - Administration and Leadership** |

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| --- | --- | --- | --- | --- | --- |
| 1. **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 |
| 1. **Program Environment Rating Scale(s)** (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)
 | 🞏 Not Required | 🞏 Familiarity withERS 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 |
| 1. **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 |

**CONTINUOUS QUALITY IMPROVEMENT PATHWAYS**

**CORE TOOLS & RESOURCES[[3]](#footnote-3)**

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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**
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**CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
CONTINUOUS QUALITY IMPROVEMENT PATHWAYS**

CORE TOOLS & RESOURCES

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| 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[[4]](#footnote-4): <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):
	+ Infant-Toddler Environment Rating Scale (ITERS),
	+ Early Childhood Environment Rating Scale (ECERS),
	+ Family Child Care Environment Rating Scale (FCCERS)
 |
| Program Administration |
|  Goal (Pathway) | The program effectively supports children, teachers, and families. |
| Related Element(s) | All |
| 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 FamiliesTM 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 FamiliesTM Five Protective Factors Framework: <http://icfs.org/pdf/FiveProtectiveFactors.pdf>  |

1. As of 01/2014 approved assessments are: Creative Curriculum GOLD and Early Learning Scale by National Institute of Early Education Research (NIEER) [↑](#footnote-ref-1)
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. [↑](#footnote-ref-2)
3. *This document accompanies the Hybrid Matrix as part of the Quality Continuum Framework. These are the tools and resources listed in the Federal application that the Consortia are required to include in their Quality Improvement plan. Data will be gathered regarding how these tools and resources are used by the Consortia. Optional companion tools will also be developed, including the Enhanced Pathways Continuum, Pathways Implementation Guide, and Additional Pathways Tools and Resources.* [↑](#footnote-ref-3)
4. Recommended [↑](#footnote-ref-4)