COPY

FIRST 5
SANTA CLARA COUNTY

The First 5 years.
Make them count.

**Grant Number: 2016-117-017**

# AGREEMENT BETWEEN FIRST 5 SANTA CLARA COUNTY AND SANTA CLARA UNIFIED SCHOOL DISTRICT – FAMILY CHILD EDUCATION SERVICES

This Agreement is between FIRST 5 Santa Clara County, referred to as "**FIRST 5**", and Santa Clara Unified School District – Family Child Education Services, 1840 Benton Street, Santa Clara, CA 95050, referred to as "**GRANTEE**", to implement the services as described in Exhibit A, Scope of Work

Whereas all services provided herein are in furtherance of the goals and objectives in the FIRST 5 Santa Clara County Strategic Plan (Exhibit E);

Whereas, in pursuit of the third party program award received from California Department of Education (CDE) through Santa Clara County Office of Education (SCCOE) for the California State Preschool Program (CSPP) Quality Rating Improvement System (QRIS) Block Grant; and

Whereas, in pursuit of the Professional Service Agreement between FIRST 5 and SCCOE for provision of administering CSPP QRIS Block Grant dated June 1, 2015;

Whereas, on June 25, 2015, the FIRST 5 Commission delegated authority to the Chief Executive Officer to negotiate, execute and amend a contract with GRANTEE for CSPP QRIS services in Santa Clara County.

Now, Therefore FIRST 5 and GRANTEE agree as follows:

## I. GENERAL PROVISIONS

GRANTEE will provide the services described in Scope of Work (Exhibit A).

GRANTEE agrees to abide by the FIRST 5 Core Values, which are Collaboration, Innovation, Excellence, Accountability and Respect.

GRANTEE must integrate the provision of services and collaborate with FIRST 5 and its partners as described in the attached Exhibit(s) which are incorporated herein and are a part of this Agreement.

## II. TERM OF AGREEMENT AND GRANT AWARD

A) **Term of Agreement**. This Agreement is effective from July 1, 2015 to and including December 31, 2015.

B) **Grant Award.** The GRANTEE is awarded a grant not to exceed one hundred eight thousand five hundred eighty-four dollars ($108,584). Ninety percent (90% or $97,726) of the grant award will be distributed upon receipt of invoice. The final ten percent (10% or $10,858) is withheld by FIRST 5 until receipt of the close-out invoice with expenditure report and back-up account general ledger.

## III. TERMINATION

A) **Termination Without Cause**. Either party may terminate this Agreement without cause by giving the other party thirty (30) days written notice. FIRST 5 has no obligation to renew this Agreement after expiration of its term. If funds are appropriated for a portion of a fiscal year, this agreement will terminate, without penalty, at the end of the term for which funds are appropriated.

B) **Termination for Cause.** If FIRST 5 determines that the GRANTEE cannot meet the requirements of this contract, it may terminate this Agreement upon written notice to GRANTEE. The notice will specify the reason for termination and will indicate the effective date of termination. Reasons for termination include, but are not limited to, the following:

1) Material breach of this Agreement by GRANTEE;
2) Violation by GRANTEE of any applicable laws;
3) Assignment of services agreed upon by GRANTEE to a sub-contractor without prior written consent from FIRST 5; or
4) Failure to provide services to FIRST 5's satisfaction.

C) **Termination Provision.** GRANTEE will deliver to FIRST 5 copies of all materials used or developed for this grant including, but not limited to, all data collection forms, reports and other work performed by GRANTEE under this Agreement. Upon receipt, GRANTEE will be paid for services performed and reimbursable expenses incurred to the date of termination.

## IV. NON-EXCLUSIVE REMEDIES

Notwithstanding this Agreement, the remedies listed in the Agreement are non-exclusive and FIRST 5 and GRANTEE retain all other rights and remedies they may have under general law, including the right to terminate this Agreement immediately without advance notice if GRANTEE becomes unable to perform its obligations. GRANTEE's assumption of risk of possible non-appropriation is part of the consideration for this Agreement

## V. FISCAL PROVISIONS

A) **Compensation.** FIRST 5 will compensate GRANTEE for services provided under this Agreement in accordance with the Scope of Work included as Exhibit A.

B) **Unspent Funds.** Any funds not expended by the termination date of this Agreement remain with FIRST 5.

C) **Funding Restrictions.** Funds received from FIRST 5 must be used only to fund new levels of service or to supplement existing levels of service. Consistent with the legal requirements of the California Children and Families Act of 1998, no monies for this Program may be used to supplant State or local general fund money for any purpose.

D) **Expense Reports/Invoices.** GRANTEE will provide FIRST 5 with expense reports/invoices (Exhibit C) on agency letterhead that shall identify the expense report/invoice date, FIRST 5 contract number, contact name and phone number for billing questions, brief description of services rendered, and expense report/invoice amount in accordance to Scope of Work (Exhibit A). As appropriate, source documentation verifying expenses, including but not limited to a copy of each subcontractor's invoice (subcontractor's invoice must include a line item expenditure report, as backup for payment) shall be included with each expense report/invoice. The expense report/invoice must be accompanied with a line item expenditure report plus a detailed backup documentation summary with copies of supporting documents as specified by FIRST 5. The expense report/invoice shall be signed by the Executive Director or other authorized agency representative with authority to confirm the accuracy of reported expenditures. By signing the expense report/invoice, the Executive Director or other authorized representative verifies the expense report/invoice is correct and in accordance with this Agreement. Expense reports/invoices are due to FIRST 5 in accordance to Scope of Work (Exhibit A). The expense report/invoice must be submitted to:

**Chief Financial Officer**
**FIRST 5 Santa Clara County**
4000 Moorpark Avenue, Suite 200
San Jose, CA 95117

FIRST 5 will review expense reports/invoices, verify adherence to Agreement requirements and services, and authorize payment to GRANTEE based upon claims submitted on a cost reimbursement basis, provided that GRANTEE is not in default under any provisions of this Agreement. Payment term is 30 days upon receipt of complete invoice. Advance payments and FIRST 5 reimbursements cannot be used to pay for unauthorized services rendered by GRANTEE or for claimed services, which have not been provided as required by this Agreement.

(a) Payments may be withheld if reports are not submitted according to the schedule as described in this Agreement.
(b) FIRST 5 will not authorize payment if the amount claimed is not in accordance with the provisions of this Agreement.
(c) All payments under this Agreement shall be made directly to GRANTEE. Under no circumstances shall FIRST 5 be required to make payment in any amount pursuant to this Agreement to any other party, including an individual employee or creditor of GRANTEE.
(d) FIRST 5 is not required to reimburse GRANTEE for any expenditure not reported to FIRST 5 within sixty (60) calendar days after the term of the Agreement.

**E) Disallowance.**

1) If GRANTEE claims or receives payment from FIRST 5 for a service reimbursement for which is later disallowed by the State of California or United States Government, GRANTEE shall promptly refund the disallowed amount to FIRST 5 upon FIRST 5's request. At its option, FIRST 5 may offset the amount disallowed from any payment due or to become due to GRANTEE under this Agreement or any other Agreement.
2) By executing this Agreement, GRANTEE certifies that GRANTEE is not suspended, debarred or otherwise excluded from participation in federal or state programs. GRANTEE acknowledges that this certification of eligibility to receive state or federal funds is material term of this Agreement.
3) The following are non-allowable costs under this Agreement.
   - Current year agreement funds to pay prior or future year obligations
   - Promotional Items and memorabilia including gifts and souvenirs
   - Consumables (e.g., food and diapers)
   - Capital expenditures for general-purpose equipment, buildings, and land (items with a unit cost greater than $5,000)
   - Facilities renovation and repairs
   - Fixed or Capital Assets or Capital Improvements
   - Idle facilities or idle capacity
   - Out-of-State travel, without prior approval
   - Alcoholic beverages
   - Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs, and related legal costs
   - Costs of advertising and public relations designed solely to promote the governmental unit, lead agency, or partners
   - Entertainment, including amusement, diversion, and social activities and any expenses directly associated with such costs
   - Goods or services for personal use
   - Legal costs incurred in defense of any civil or criminal fraud proceeding; legal expenses for prosecution of claims against the State of California
   - Lobbying costs

- Organized fund raising, including financial campaigns, solicitation of gifts and bequests, and similar expenses incurred to raise capital or obtain contributions

F) **Submitting False Claims; Monetary Penalties.** Pursuant to Government Code §12650 et. Seq., any person including a GRANTEE, subcontractor or a consultant, who submits a false claim, shall be liable to FIRST 5 for three times the amount of damages which FIRST 5 sustains because of the false claim. A person who commits a false claim act shall also be liable to FIRST 5 for the cost of a civil action brought to recover any of those penalties or damages, and may be liable to FIRST 5 for a civil penalty of up to ten thousand dollars ($10,000) for each false claim. A person will be deemed to have submitted a false claim to FIRST 5 if the person:

1) knowingly presents or causes to be presented to an officer or employee of FIRST 5, a false claim for payment or approval;
2) knowingly makes, uses, or causes to be made or used a false record or statement to get a false claim paid or approved by FIRST 5;
3) conspires to defraud FIRST 5 by getting a false claim allowed or paid by FIRST 5;
4) has possession, custody, or control of public property or money used or to be used by FIRST 5 knowingly delivers or causes to be delivered less property than the amount for which the person receives a certificate or receipt;
5) is authorized to make or deliver a document certifying receipt of property used or to be used by FIRST 5 and knowingly makes or delivers a receipt that falsely represents the property used or to be used;
6) knowingly buys, or receives as a pledge of an obligation or debt, public property from any person who lawfully may not sell or pledge the property;
7) knowingly makes, uses, or causes to be made or used a false record or statement to conceal, avoid, or decrease an obligation to pay or transmit money or property to FIRST 5; or
8) is a beneficiary of an inadvertent submission of a false claim to FIRST 5, subsequently discovers the falsity of the claim, and fails to disclose the false claim to FIRST 5 within a reasonable time after discovery of the false claim.

G) **Payment Does Not Imply Acceptance of Work.** No payment shall in any way lessen the liability of GRANTEE to remedy or replace unsatisfactory work, service, equipment, or materials, if the unsatisfactory character of such work, service, equipment or materials was not detected at the time of payment. Service, materials, equipment, components or workmanship that do not conform to the requirements of this Agreement may be rejected by FIRST 5 and in such case must be remedied or replaced by GRANTEE without delay at no additional cost to FIRST 5.

## VI. BUDGET JUSTIFICATION

A) **Line Item.** As appropriate, GRANTEE's charges must be defined by Scope of Work (Exhibit A).

B) **Budget Revisions.** As appropriate, GRANTEE may transfer funds between line items established in Exhibit A if the transfers represent less than a 10 percent (10%) change to that item, as appropriate. Deviations exceeding 10 percent of any single category proposed in the line-item budget must receive FIRST 5 written approval before payment to GRANTEE. GRANTEE must submit a request for written approval sixty days prior to each fiscal year end date. FIRST 5 will consider up to two Budget Revision requests for each fiscal year during the term of this Agreement. If the Program costs more than originally specified, the GRANTEE is solely responsible for the excess cost. No line item change may increase the maximum amount of this Agreement.

C) **Limitations to Payments.** FIRST 5 may elect not to make a particular payment or seek repayment of advance payments if:

1) **Misrepresentation.** With or without actual knowledge, GRANTEE misrepresents a material fact with respect to information furnished by GRANTEE, directly or indirectly, to FIRST 5.

2) **Litigation.** There is pending litigation related to the performance of any of GRANTEE's duties or obligations that may jeopardize or adversely affect the Program.

3) **Unauthorized Actions.** GRANTEE takes any action requiring prior approval under this Agreement, without receiving FIRST 5 written approval.

4) **Default.** GRANTEE is in material default under any provision of this Agreement and has not taken reasonably prompt steps to remedy the item.

5) **Fiscal and Non-Fiscal Reporting.** GRANTEE does not submit the required statements and reports as specified in this Agreement.

6) **Failure** to abide by the terms and conditions specified in Agreement.

7) **Failure** to acknowledge FIRST 5 as a funding agent.

D) **Reimbursement.** GRANTEE can only claim reimbursement from FIRST 5, or apply sums received from FIRST 5, for the specific services outlined in the Scope of Work (Exhibit A). Any money received for services identified in this Agreement from other sources of revenue, such as State reimbursement or fees collected for services provided, must be used by GRANTEE to expand, enhance, or build the capacity of the services. GRANTEE agrees that any funds it receives from other sources will be disclosed to FIRST 5.

E) **Title of Equipment.** Title of equipment or property purchased by GRANTEE in excess of $5,000, acquired for services described in Exhibit A or B will vest with the GRANTEE from the date of purchase for the length of the Agreement. At the conclusion of the Agreement, written certification from FIRST 5 is required to continue ownership.

Without such certification, ownership will vest with FIRST 5. Reasons supporting certification include, but are not limited to, continued use of the equipment or property for the services described in Exhibit A.

F) **Materials.** All materials and documents developed or created by GRANTEE with FIRST 5 funds are the exclusive property of FIRST 5. All rights of title, copyright, ownership and royalties for such materials vest with FIRST 5.

## VII. SERVICE PROVISIONS AND REPORTING REQUIREMENTS

### A) Service Provisions

1) **Scope of Work.** GRANTEE agrees to provide services as outlined in the following:

   a) Scope of Work (Exhibit A)
   b) California State Preschool Quality Rating Improvement System Block Grant Application (Exhibit B)

### B) General Service Requirements

1) **Service Delivery Plan.** As appropriate, GRANTEE will develop, design, and implement a written Service Delivery Plan, which may include an Outreach Plan, and any other program specifics required by and in collaboration with FIRST 5.

2) **Service Coordination.** As appropriate, GRANTEE will ensure coordinated service delivery to families in collaboration with other service providers.

3) **Provision of Health Outreach, Information, and Referral Activities.** In order to ensure the health and well being of the 0-5 target population and their families, GRANTEE must understand and provide basic health and benefit information and engage in health advocacy with targeted families, as appropriate. Outreach activities should include information about health and Medi-Cal services that will benefit children to allow them to lead healthy and productive lives. GRANTEE staff shall explain the benefits derived from accessing local health, mental health and substance abuse services and encourage/assist families to utilize these services. GRANTEE staff shall be knowledgeable regarding available health services, locations of provider sites, and how families can access services. GRANTEE staff and subcontractors shall assist families to understand basic Medi-Cal, Healthy Families, Healthy Kids and other insurance information, and assist families where possible to access these programs. Staff services may include outreach, information, referral, access assistance, and transportation to access eligibility and care.

4) **Sharing Information.** GRANTEE will share innovative approaches and best practices with other FIRST 5 grantees.

5) **Developmental Assets.** FIRST 5 has adopted six Developmental Assets as a guiding framework for all FIRST 5 programs. They are: family support, community cherishes and values children, other adult relationships, home-school connection, early literacy, and positive cultural identity. GRANTEE will integrate the developmental assets approach into its planning, program design, resource allocation, operations and evaluations.

6) **FIRST 5 Branding and Acknowledgement.** GRANTEE must acknowledge FIRST 5 Santa Clara County including the statement, "Funded by FIRST 5 Santa Clara County" in all publications referring to programs funded by this Agreement, including newsletters, program activity, announcements, flyers, websites and in all media coverage. In accordance with FIRST 5 Branding Guide, GRANTEE agrees to prominently post the FIRST 5 logo and FIRST 5 URL address, and indicate that FIRST 5 has provided funding for the program, service, or equipment, as applicable.

7) **GRANTEE Participation.** GRANTEE must actively participate with other providers to ensure the integration of service delivery, as appropriate. This includes attendance at FIRST 5 meetings, trainings and provider meetings, including but not limited to:

   a) FIRST 5 Service Provider Meetings and other FIRST 5 meetings as appropriate to enhance coordination and integration of services.
   b) FIRST 5 Learning Community trainings.
   c) Site visits by FIRST 5 staff to review service delivery as described in the Scope of Work (Exhibit A).
   d) GRANTEE will designate a representative(s) to participate in all FIRST 5 provider meetings.

8) **Audited Financial Statements.** GRANTEE must submit to FIRST 5 a copy of its most recent audited financial statement and management letter completed in accordance with generally accepted accounting principles within thirty (30) days of the commencement of this Agreement. Public entities (county departments, cities, school districts, etc.) are exempt from this requirement.

   If GRANTEE's organization does not require audited statements, as part of internal controls, a written verification and copy of the GRANTEE's IRS Form 990 is required in lieu of audited statements. Public entities (county departments, cities, school districts, etc.) are exempt from this requirement.

   GRANTEE must ensure that one or more expenses charged to FIRST 5 under this Agreement are included in testing conducted by the GRANTEE's auditor in the preparation of the GRANTEE's audited financial statements. Public entities (county departments, cities, school districts, etc.) are exempt from this requirement.

9) **Employee Policies and Procedures Manual.** GRANTEE must maintain a Policies and Procedures Manual outlining its internal policies and it must include, but not be

limited to, hiring, termination, compensation, health benefits and grievance procedures for all its employees.

10) **Sustainability.** GRANTEE must develop a sustainability plan to leverage resources and maximize revenues, and to develop partnerships and pursue other funding opportunities. The plan should identify specific resources and revenue opportunities to supplement, enhance and where necessary, continue, services for children zero through five and their families funded by this Agreement.

11) **Leveraging Requirement.** FIRST 5 recognizes the unique relationship that the GRANTEE has with Medi-Cal eligible families and the expertise of the GRANTEE in identifying, assessing and case managing the health care needs of Medi-Cal eligible families and children it serves. FIRST 5 may require GRANTEE's participation in federal, state and local leveraging opportunities such as Medicaid Administrative Activities (MAA). Such participation may include appropriate training, reporting and documentation of allowable activities, services and associated costs. Reporting may include written documentation associated with service delivery and related costs, and/or the tracking of staff time through time survey instruments.

12) **Match.** GRANTEE is to provide cash or in-kind match in an amount no less than 0% of Grant Award identified in Section II.B of this Agreement.

**C) Monitoring and Evaluation**

1) **Monitoring.** FIRST 5 will monitor the work performed and financial obligations incurred under this Agreement to determine whether GRANTEE'S operation conforms to the terms of this Agreement.

   GRANTEE agrees to cooperate with FIRST 5 on the implementation, monitoring and evaluation of this Agreement and to comply with any and all reporting, data collection and evaluation requirements established by FIRST 5, including but not limited to submission of reports specified in Exhibit A, as appropriate.

2) **Evaluation.** GRANTEE must participate in research and/or evaluation studies designed by FIRST 5 Santa Clara County and First 5 California to measure the effectiveness and efficiency of GRANTEE's services and to provide information on GRANTEE's services, as appropriate. GRANTEE shall work with FIRST 5 to ensure that GRANTEE's data collection activities meet local and State evaluation and reporting requirements. GRANTEE shall cooperate with FIRST 5 evaluation staff and FIRST 5 authorized third party evaluators to:

   a) Develop an evaluation implementation plan that defines short and long-term goals and objectives;
   b) Obtain agreement on research methods and measurements tools;
   c) Develop evaluation protocols that facilitate quality data collection; and
   d) Assess progress toward outcomes.

In addition, GRANTEE shall abide by all evaluation expectations and requirements noted in Exhibit A, Scope of Work.

3) **Data Collection**. GRANTEE agrees to perform ongoing qualitative and quantitative data collection and sharing in accordance with FIRST 5 processes to ensure effective service delivery to families in compliance with applicable state and federal law.

**D) Reporting Requirements**

1) **Reports.** GRANTEE shall submit timely reports on its progress in achieving contract objectives as specified by this Agreement.

2) **Year-End Close Requirement.** To facilitate FIRST 5's preparation of its financial statement in a timely manner, GRANTEE must submit a statement on letterhead, verified and signed by the Executive Director or designee, identifying the total amount of grant funds expended for the annual term, July 1 to June 30, by July 15 of the following fiscal year.

3) GRANTEE may be required to submit other reports not listed in Exhibit A.

## VIII. STANDARD PROVISIONS

**A) Non-Compliance**. Failure by the GRANTEE to comply with any provision of this Agreement may result in a notice of course correction. Such notice shall indicate the nature of the issue(s) to be reviewed in determining the need for course correction. GRANTEE may have the opportunity to respond or participate in formulating the course correction recommendation. FIRST 5 has the right to require the presence of GRANTEE's officer(s) or employee(s) at any meeting to discuss course correction.

a) After issuing such notice and considering GRANTEE's response, if any, FIRST 5 may develop a set of specific course correction recommendations and a timetable for implementing the recommendations. Following implementation of the course correction, the GRANTEE must forward, within the time specified, verification that the course correction recommendations have been implemented.
b) In the event the GRANTEE does not implement the course correction recommendations in accordance with the timetable, FIRST 5 may suspend payments hereunder or immediately terminate this Agreement.

**B) Relationship of Parties; Independent Contractor.** None of the provisions of this Agreement are intended to create, or be deemed or construed to create, any relationship between the parties other than that of independent parties contracting with each other for purposes of effecting the provisions of this Agreement. The parties are not, and will not be construed to be in a relationship of joint venture, partnership, or employer-employee. Neither party has the authority to make any statements, representations, or commitments of any kind on behalf of the other party, except with the written consent of the other party

or as explicitly provided under this Agreement. GRANTEE is solely responsible for the acts and omissions of its officers, agents, employees, contractors, and subcontractors, if any.

C) **Assignment.** GRANTEE has been selected to perform services under this Agreement based upon the qualifications and experience of GRANTEE's personnel. GRANTEE may not assign the rights and obligations without the prior written consent of FIRST 5.

GRANTEE must ensure that appropriately trained, competent staff are assigned to the Program. FIRST 5 must be informed of staffing changes by written notice within ten (10) days of such staffing change; such notice shall include the reason for the change and the background and experience of the new staff assigned to the Program. The GRANTEE is responsible for properly training staff assigned to the Program to ensure the continuity and level of service.

D) **Indemnity**

1) **For public entity Grantees.** In lieu of and notwithstanding the pro rata risk allocation which might otherwise be imposed between the parties pursuant to Government Code 895.6, or any other statute, regulation or rule, the parties agree that all losses or liabilities incurred by a party shall not be shared pro rata, but instead FIRST 5 and GRANTEE (Other Public Entity) agree to the following:

   a) **Claims arising from sole acts or omissions of FIRST 5.** FIRST 5 agrees to defend and indemnify the GRANTEE, its agents, officers and employees, (referred to as GRANTEE) from any claim, action or proceeding against the GRANTEE, arising solely out of the acts or omissions of FIRST 5 in the performance of this Agreement. At its sole discretion, GRANTEE may participate at its own expense in the defense of any claim, action or proceeding, but such participation does not relieve FIRST 5 of any obligation imposed by this Agreement. GRANTEE must notify FIRST 5 promptly of any claim, action or proceeding and fully cooperate in the defense.
   b) **Claims arising from sole acts or omissions of GRANTEE.** GRANTEE agrees to defend and indemnify FIRST 5, its agents, employees and representatives (known as FIRST 5) from any claims, action, proceeding against FIRST 5, arising solely out of the acts or omissions of the GRANTEE, in the performance of this Agreement. At its sole discretion, FIRST 5 may participate at its own expense in the defense of any claim, action or proceeding, but such participation does not relieve the GRANTEE of any obligation imposed by this Agreement. FIRST 5 must notify the GRANTEE promptly of any claim, action or proceeding and cooperate fully in the defense.
   c) **Claims arising from concurrent acts or omissions.** FIRST 5 agrees to defend itself and GRANTEE agrees to defend itself, from any claims, action, proceeding arising out of the acts or omissions of FIRST 5 and GRANTEE. In such cases, FIRST 5 and GRANTEE agree to retain their own legal counsel and bear their

own defense costs, and waive their right to seek reimbursement of such costs from one another except as provided in Section VIII.C.1.e.

d) **Joint defense.** Notwithstanding Section VIII.C.1.c above, when FIRST 5 and GRANTEE agree in writing to a joint defense, FIRST 5 and GRANTEE may appoint a joint defense counsel to defend the claim, action or proceeding arising out of the concurrent acts or omissions of FIRST 5 and the GRANTEE. FIRST 5 and the GRANTEE agree to share costs of such a joint defense and agreed settlement or resolution in equal amounts, except as provided in Section VIII.C.1.e below. FIRST 5 and the GRANTEE further agree that neither party may bind the other to any settlement or resolution without written consent from both FIRST 5 and the GRANTEE.

e) **Reimbursements and or Reallocation.** In the event that a court or agreed third party arbitrator determines the comparative fault of the parties, FIRST 5 and GRANTEE may seek reimbursement based upon the comparative fault allocation or determination.

2) **For non-public entity Grantee.** The GRANTEE must defend, indemnify and hold harmless FIRST 5, its Commissioners, committee members, employees, agents, and volunteers from any claims, demands, penalties, losses, damages, obligations, causes of action, judgments, expenses, costs (including attorney's fees), liabilities of every kind and nature whatsoever, arising out of or in any way connected to the performance of this Agreement and any act or omission of the GRANTEE or those of its officers, agents, employees and subcontractors. This indemnification provision will apply to any acts of omission, or negligent conduct whether active or passive on the part of the GRANTEE and its officers, agents, employees and subcontractors, but the GRANTEE is not obligated to indemnify FIRST 5 for claims arising from the sole negligence or willful misconduct of FIRST 5. It is the intent of the parties to this Agreement to provide the broadest possible coverage to FIRST 5.

**E) Insurance.** Without limiting the indemnification of FIRST 5 under this Agreement, GRANTEE will maintain or cause to be maintained the following insurance coverage: (1) a policy of commercial general liability with limits of liability not less than one million dollars ($1,000,000) per occurrence and three million dollars ($3,000,000) annual aggregate, (2) a policy of worker's compensation providing statutory coverage, and (3) liability insurance for licensed professionals and other insurance as necessary to insure it against any claim for damages arising under this Agreement, errors, and omissions. A program of self-insurance may satisfy the requirements of this provision when the GRANTEE is a public entity.

Within fifteen (15) business days after execution of this Agreement, GRANTEE must provide a Certificate of Insurance certifying required coverage has been obtained or is in full force at the commencement of the term of the Agreement. Insurance afforded by the commercial general liability policy will be endorsed to provide coverage to FIRST 5 as an additional insured. GRANTEE will immediately notify FIRST 5 of any change in insurance coverage during the term of the Agreement. Public entities (county departments, cities, school districts, etc.) are exempt from this requirement.

F) **Subcontracts.** FIRST 5 must approve all subcontracts prior to their execution, unless subcontractor is already specified as an approved Provider in the attached Exhibit A.

1) All subcontracts must be in writing using language approved by FIRST 5 and signed copies must be provided to FIRST 5 within 15 days of signature.
2) All subcontracts must require that all the terms and conditions of this agreement apply to the subcontractor.
3) No payment to reimburse costs incurred by a subcontractor will be made under this Agreement until all required subcontracts are signed and copies given to FIRST 5.
4) No subcontract will alter in any way any legal responsibility of GRANTEE to provide services under this Agreement.
5) GRANTEE will monitor subcontractors on a regular basis in accordance with FIRST 5 monitoring procedures to ensure compliance with the terms and conditions of this Agreement and all related reporting requirements. GRANTEE will provide records of the subcontractors' compliance as requested.
6) GRANTEE assures that the subcontractor(s) maintains current licensure and indemnity insurance appropriate for obligations undertaken by subcontractor(s) and will provide copies of such to FIRST 5 upon request.
7) All subcontractors will be paid by GRANTEE on a cost reimbursement basis.
8) GRANTEE will provide FIRST 5 with records of reimbursement to subcontractor(s) for obligations incurred under subcontract upon request. The amount of reimbursement funded by FIRST 5 is not to exceed the amounts specified in Section II.B of this Agreement.
9) FIRST 5 has the right to refuse reimbursement for obligations incurred under any subcontract that does not comply with the terms of this Agreement.

G) **Conflicts of Interest.** In accepting this Agreement, GRANTEE affirms that it presently has no interest, and will not acquire any interest, direct or indirect, financial or otherwise, which would conflict in any manner or degree with the performance of the services. GRANTEE further agrees that in the performance of this Agreement, it will not employ any contractor or person having a conflict of interest.

H) **Nondiscrimination.** GRANTEE will not discriminate against any subcontractor, employee, applicant for employment, or recipient of services because of race, color, national origin, ancestry, religion, sex/gender, sexual orientation, mental disability, medical condition, political beliefs, organizational affiliations, or marital status.

I) **Religious Activities.** There will be no religious worship or instruction in connection with the performance of this Agreement. GRANTEE will accommodate children of all faiths who desire to express their religious beliefs. Expenditures of FIRST 5 funds for religious services or practices are prohibited.

J) **Cultural Diversity.** GRANTEE agrees to serve children from all cultures, provide evidence of culturally and linguistically competent practices/materials and adhere to the "Principles on Equity" (Exhibit D), which define diversity to be inclusive of children

prenatal to five years of age, regardless of immigration status, who: are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or other historically or currently under-served communities; or have disabilities and other special needs.

K) **Confidentiality.** FIRST 5 and GRANTEE agree to maintain confidentiality of all information and records regarding program participants and their families obtained in the course of providing services, in compliance with federal and state law.

L) **Legal Requirements.** GRANTEE must comply with all applicable federal and state statutes, local rules, regulations, and laws relating to its performance under the Agreement. GRANTEE will also obtain and maintain all licenses and permits appropriate to its proper and effective performance of this Agreement prior to the date of commencement.

M) **Changes and Amendments.** FIRST 5 and GRANTEE may modify this Agreement by written amendment signed by the parties.

N) **Documents and Records.** GRANTEE will maintain complete and accurate records of its operations including records required by FIRST 5. Records are to include but are not limited to financial records, supporting employment documentation, client statistical records, and all other records related to the GRANTEE's performance under this Agreement.

1) GRANTEE must maintain records verifying and report that all employees and volunteers interacting with children and families through this Agreement completed Live Scan criminal history background checks and any additional screening as required by law. GRANTEE will indemnify FIRST 5 in accordance with Section VIII.D for any liability arising out of or in anyway connected with GRANTEE's failure to adequately conduct background screening and checks on GRANTEE's employees and volunteers.
2) GRANTEE agrees to permit FIRST 5 or designated representative and/or any authorized County or State Agency to audit, inspect, review, and copy all records, notes and writings of any kind in connection with the services provided by GRANTEE under this Agreement to the extent permitted by law and in compliance with the Health Insurance Portability and Accountability Act (HIPAA) regulations, if applicable. All such inspection and copying may occur during normal business hours. Upon request, GRANTEE will supply copies of requested documentation to FIRST 5.
3) All records, books, reports and documentation must be retained by GRANTEE for three (3) years after termination of this Agreement or until all federal, state and FIRST 5 audits are completed, or until all disputes, litigations or claims are resolved, whichever is later.

O) **Counterparts.** This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original, but all of which together will constitute one and the same instrument.

P) **Severability.** If any provision of this Agreement is found by a court to be void, invalid or unenforceable, this Agreement will either be reformed to comply with applicable law or the provision in question will be stricken so as not to affect the validity or enforceability of the remainder of this Agreement.

Q) **Governing Law.** This Agreement is executed and delivered in, and will be construed and enforced in accordance with, the laws of the State of California.

R) **Waiver.** No delay or failure to require performance of any provision of this Agreement will constitute a waiver of that provision as to that or any other instance. Any waiver granted by a party must be expressly stated in writing, and apply to the specific instance.

S) **Notices.** All notices required by this Agreement will be given in writing and delivered personally or by United States mail, postage prepaid, addressed to the other party at the address below.

To GRANTEE:
**Santa Clara Unified School District –**
**Family Child Education Services**
**Nancy Morin, Program Manager**
1840 Benton Road
Santa Clara, CA 95052

To FIRST 5:
**FIRST 5 Santa Clara County**
**Chief Financial Officer**
4000 Moorpark Ave, Suite 200
San Jose, CA 95117

T) **Entire Agreement.** This document represents the entire Agreement between the parties with respect to the subject matter. No other understanding, oral or otherwise, regarding this Agreement will be deemed to bind the parties to this Agreement.

**In Witness Thereof,** FIRST 5 and GRANTEE have executed this Agreement on the dates indicated.

**GRANTEE APPROVAL**

Stanley Rose, Ed.D.
Signature
Stanley Rose
Superintendent

8-6-15
Date

**FIRST 5 SANTA CLARA COUNTY APPROVAL**

Jolene Smith
Signature
Jolene Smith
Chief Executive Officer

7/29/15
Date

Tax Identification No.: 77-0219105

Exhibits to this Agreement:

**Exhibit A, Scope of Work**
**Exhibit B, California State Preschool Quality Rating Improvement System Block Grant Application Part A and Part B**
**Exhibit C, Sample Invoice, Expenditure Report, and Form 8501**
**Exhibit D, Principles on Equity**
**Exhibit E, FIRST 5 Santa Clara County 2015 – 2018 Strategic Plan**
**Exhibit F, California Race To The Top – Early Learning Challenge (RTT-ELC) Quality Continuum Framework – Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3 and 4; and Continuous Quality Improvement Pathways Core Tools and Resources**

Agreement Between FIRST 5 Santa Clara County and Santa Clara Unified School District – Family Child Education Services
Contract No: 2016-117-017
Scope of Work

| FIRST 5 Program Service Area | Quality Learning |
|---|---|
| Program Description/Objective | |

Santa Clara Unified School District – Family Child Education Services (SCUSD-FCES) will participate in quality early learning services, in pursuit of the California State Preschool Program (CSPP) Quality Rating Improvement System (QRIS) Block Grant received from California Department of Education (CDE) through Santa Clara County Office of Education to support local early learning and increase the number of low-income children in high quality state preschool programs thus preparing these children for success in school and life. By having more state preschool children in high quality programs over time, it is anticipated that that these efforts will result in a significant reduction in the achievement gap.

The CSPP QRIS Block Grant for SCUSD-FCES is based on site information and quality improvement plan outlined in Exhibit B, CSPP QRIS Block Grant Application Part A Site Information, and Part B Quality Improvement Narrative.

Tier rating criteria and guidelines are outlined in Exhibit F, California Race To The Top – Early Learning Challenge (RTT-ELC) Quality Continuum Framework – Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3, and 4; and Continuous Quality Improvement Pathways Core Tools and Resources.

SCUSD-FCES will work in collaboration with other quality improvement initiatives including, but not limited to, Child Signature Program, CARES Plus, Race To The Top Early Learning Challenge, Inclusion Collaborative, Educare of California at Silicon Valley, and IMPACT to ensure alignment of quality standards for the early childhood education field.

SCUSD-FCES will participate in program reviews and evaluation, as appropriate, and as specified by FIRST 5.

CSPP QRIS Block Grant services are in alignment with and support the vision, mission, and goals of FIRST 5, as outlined in Exhibit E, FIRST 5 Santa Clara County 2015-2018 Strategic Plan.

| M# | Milestone Description | Start Date | Target Date |
|---|---|---|---|
| 1 | Provide quality early learning services in alignment with CSPP QRIS Block Grant. | 7/1/15 | 12/31/15 |
| T# | Task Description | Start Date | Target Date |
| 1a | Sites receiving a Tier Rating 5 will maintain quality as specified in Exhibit B and Exhibit F. | 7/1/15 | 12/31/15 |

| | | | |
|---|---|---|---|
| 1b | Sites receiving a Tier Rating 4 or below will implement core tools and resources for each Quality Improvement Element outlined in the quality improvement action plan, as specified in Exhibit B and Exhibit F. | 7/1/15 | 12/31/15 |
| 1c | Sites will work in collaboration with FIRST 5 and WestEd to ensure on-going continuous quality improvement, including, but not limited to:<br>– Quarterly administrator meetings<br>o September 17, 2015<br>o November 19, 2015<br>o March 17, 2016<br>o May 05, 2016<br>– Quarterly check-in regarding program implementation | 7/1/15 | 12/31/15 |
| 1d | All participating sites' licenses must be current and in good standing , which means a licensed child care center or family child care home that currently does not have any of the following: (1) a non-compliance conference; (2) an administrative action taken or in the process of being taken (includes denied application, denied exemption, temporary suspension order, expedited revocation action, revocation action, or exclusion action that is being initiated, in process, or already taken); and (3) a probationary license. In addition, local consortia may:<br>• Choose to impose a time period prior to rating without incident<br>• Determine reinstatement protocols<br>If a site license is changed to anything other than in good standing, the TQRIS rating and ***FIRST 5*** services to the site are suspended. (The rating is suspended and the program no longer receives RTT-ELC site-level quality improvement resources ***administered by FIRST 5***, including financial incentives, technical assistance, coaching, and on-site training.) | 7/1/15 | 12/31/15 |

| M# | Milestone Description | Start Date | Target Date |
|---|---|---|---|
| 2 | Maintain accountability to achieve highest quality service delivery. | 7/1/15 | 12/31/15 |
| **T#** | **Task Description** | **Start Date** | **Target Date** |
| 2a | ▪ Prepare expenditure reports for submission to CDE, as specified by FIRST 5.<br>▪ Adhere to reporting requirements set by California department of Education for CSPP contractors receiving CSPP QRIS Block Grant:<br>– Report local QRIS block grant as supplemental revenue and expenses on corresponding monthly and quarterly report forms such as Fiscal Report (CDFS 8501) as incurred for various QRIS activities.<br>▪ Submit a copy of CDE Attendance and Fiscal Report 8501 submitted to CDE to FIRST 5 Contracts Management Website. Sample CDE Attendance and Fiscal Report 8501 is included in Exhibit C.<br>▪ Prepare and maintain accurate financial records.<br>▪ Coordinate the timely submission of financial data for FIRST 5's year-end close. | 7/1/15 | 12/31/15 |
| 2b | Contribute to the development of an evaluation plan to measure and report program outcomes in collaboration with FIRST 5 evaluation unit and local evaluator, as appropriate. | 7/1/15 | 12/31/15 |
| 2c | ▪ Adhere to California Education Code Section 45125.1 requirement to comply with criminal background check provisions for all employees under this Agreement, and ensure that not employees who have been convicted of serious or violent felonies will have contact with students;<br>▪ Assume responsibility for costs of criminal background check, and provide a list of all employees by name and date of test under this Agreement who have cleared a criminal background check, in adherence to California Education Code Section 45125.1, to FIRST 5 upon request. | 7/1/15 | 12/31/15 |
| 2d | ▪ Adhere to California Education Code Section 49406 requirement that all employees under this Agreement whose functions requires frequent or prolonged contact with students will complete tuberculosis testing, and ensure that only employees who have submitted to and passed a TB test will have frequent or prolonged contact with students.<br>▪ Assume responsibility for costs of TB testing, and provide a list of all employees by name and date of test under this Agreement that meet tuberculosis testing requirement, in adherence to California Education Code Section 49406, to FIRST 5 upon request. | 7/1/15 | 12/31/15 |
| 2e | Adhere to Principles on Equity as specified in Exhibit D. | 7/1/15 | 12/31/15 |

FIRST 5 Santa Clara County California State Preschool Program
Quality Rating Improvement System Block Grant Fiscal Year 2014-2015 Application Part A

EXHIBIT B

Agency Name Santa Clara Unified School District

Submitted By Nancy Morin & Joy Bartol

Title Program Administrators Date 5/26/2015

**Please read the instructions before working on this application. Complete Part A and Part B of the application, as appropriate to all California State Preschool Program (CSPP) sites for your agency. Please attach all required forms and supporting documents.**

**Part A. Site Information for Tier 2 - 5 Sites**

**Site Information**

Please list below all CSPP site(s) with a rating between **Tier 2 and 5** for your agency, and the number of children enrolled at each designated site as appropriate to each column description. Please refer to the instructions page on how to calculate the number of children enrolled for each column. Attach copy of FY 13/14 State Preschool Programs Attendance and Fiscal Report Form CDFS 8501 that were due to the Child Development Fiscal Services on October 20th, 2013; January 20th, 2014; April 20th, 2014 and July 20th, 2014. FY 14/15 CSPP QRIS Block Grant Amount will be determined based on the # of filled CSPP slots in FY 13/14.

| | Site Name | Tier Rating | Type | # of all Children Enrolled at site for FY 2013-14 | # of *CSPP* Children Enrolled at site for FY 2013-14 | # of *All* Children Enrolled at site for FY 2014-15 | # of *CSPP* Children Enrolled at site for FY 2014-15 |
|---|---|---|---|---|---|---|---|
| 1 | Bowers State Preschool | 2 | CSPP | 44 | 21 | 46 | 22 |
| 2 | Bracher Children' s Center | 3 | CSPP | 70 | 55 | 73 | 51 |
| 3 | Briarwood Children' s Center | 3 | CSPP | 68 | 60 | 68 | 60 |
| 4 | Hughes State Preschool | 3 | CSPP | 52 | 21 | 49 | 20 |
| 5 | Mayne Children' s Center | 2 | CSPP | 60 | 55 | 60 | 55 |
| 6 | Montague State Preschool | 3 | CSPP | 52 | 21 | 38 | 15 |
| 7 | Pomeroy District Preschool | 3 | CSPP | 18 | 6 | 25 | 4 |

FIRST 5 Santa Clara County California State Preschool Program
Quality Rating Improvement System Block Grant Fiscal Year 2014-2015 Application Part A

EXHIBIT B

| | Site Name | Tier Rating | Type | # of all Children Enrolled at site for FY 2013-14 | # of *CSPP* Children Enrolled at site for FY 2013-14 | # of *All* Children Enrolled at site for FY 2014-15 | # of *CSPP* Children Enrolled at site for FY 2014-15 |
|---|---|---|---|---|---|---|---|
| 8 | Scott Lane State Preschool | 3 | CSPP | 66 | 64 | 65 | 62 |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| 14 | | | | | | | |
| 15 | | | | | | | |
| Enter total number of site(s) above: | 8 | | | 430 | 303 | 424 | 289 |

By signing this signature page, I certify that the information contained in Part A of this application is accurate and that all forms required to be submitted as part of the CSPP QRIS Block Grant Application to be true and binding on the applicants.

| Santa Clara Unified School District | Nancy Morin | 408-423-3679 |
|---|---|---|
| Agency Name | Agency Contact Person | Phone Number |

| 1840 Benton Street | Santa Clara | CA | 95051 |
|---|---|---|---|
| Address | City | State | Zipcode |

| Rochelle Kelly | 5/28/15 | rkelly@scusd.net |
|---|---|---|
| Signature | Date | Email |

Site Name Pomeroy District Preschool

Submitted By Anita Kinney, Akanksha Bharagava

Title Floater Site Director, Lead Teacher Date 6/16/2015

FIRST 5 SANTA CLARA COUNTY

**Part B. Quality Improvement Narrative for Tier 2 - 4 Sites from June 1st, 2015 through June 30th, 2016**

This section must be completed by each of your site(s) receiving a Tier Rating of 4 or below. Enter the current element scores for your site in each RTT-ELC QRIS Hybrid Matrix Element and indicate a target element score. Please provide a brief narrative describing core tools and resources that will be implemented in your quality improvement action plan to improve your score in each element. If your site already meets the target element score, please indicate that the target score has already been met and describe how quality will be maintained for the element . Refer to the Quality Continuum Framework and Continuous Quality Improvement Pathways.

| **Quality Improvement Element 1: Child Observation** | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will implement the use of DRDP 2015 twice a year and upload results into DRDP Tech and use findings to inform curriculum planning. |
| **Target Element Score:** | **5** | **points** | | |

Narrative:

Staff will receive training on the DRDP Tech. All enrolled children's scores will be inputted into the DRDP tech. Teachers will use DRDP tech reports to develop lesson plans and curriculum. Staff will be provided with tablets to begin uploading observations using DRDP Tech by August 2015.

| **Element 1 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing |
|---|---|

| Quality Improvement Element 2: Developmental and Health Screenings | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **1** | **points** | **Goal** | Site will develop and maintain a system to work with families to ensure screening of all children using the ASQ & ASQ-SE, at entry, then as indicated by results thereafter AND Program staff will use the children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Ensure physician's report (LIC 701) is completed annually (at enrollment (SPS) and recertification (CC). Ensure that vision and hearing screening is done annually through Healthier Kids and referrals are made to parents if needed(completed in March 2016).

Staff will receive training on the ASQ and ASQ- SE tools. The ASQ tool will be included in the enrollment packet for families. Staff will ensure all children are screened upon entry into the school. Staff will utilize the ASQ-SE tool to ensure appropriate referrals are made and implement intervention and adaptations to meet the social and emotional needs of the children.

| **Element 2 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing for training portion. |
|---|---|

| Quality Improvement Element 3: Minimum Qualifications for Lead Teacher | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **3** | **points** | **Goal** | Site will ensure that the majority of Lead Teachers will have an 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 maintain a Site Supervisor Permit;<br>AND 21 hours PD annually. |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

Lead teacher is working on obtaining her Associate's Degree in ECE/CD. She will also meet with a professionl growth advisor to develop a plan to obtain a higher permit level (Master Teacher or Site Supervisor).

| **Element 3 Target Goal Date (MM/DD/YYYY):** | Sep-15 |
|---|---|

| Quality Improvement Element 4: Effective Teacher-Child Interactions: CLASS | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent CLASS assessment by reliable observer and maintain minimum scores of:<br>PRE-K CLASS scores: Emotional Support - 5; Classroom Organization – 5, Instructional Support –3.<br>Toodler CLASS scores: Emotional & Behavioral Support - 5; Engaged Support for Learning - 3.5 |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

The program is currently awaiting an independent CLASS observer to evaluate the classroom environments to determine an improvement plan. Once the program is evaluated staff will meet to construct a plan of action for any improvements needed.

| **Element 4 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 5: Ratios and Group Size (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **5** | **points** | **Goal** | (Center's Only) Site will maintain a Ratio: Group Size of:<br>Infant/Toddler: 3:9 or better<br>Toddler: 3:12 or better<br>Preschool: 3:20 or better |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

The program will continue to maintain a 1:8 ratio with 20 or less children.

| **Element 5 Target Goal Date (MM/DD/YYYY):** | Aug-15 |
|---|---|

| Quality Improvement Element 6: Program Environment Rating Scale(s) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent ERS assessment, and maintain subscales averaged overall score level of 5.0. |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

We are currently awaiting an ECERS assessment by an independent observer. Once we receive the program findings, we will develop a plan and conduct staff meetings/trainings in order to improve the quality of our program.

Staff will continue to self assess the program using the ECERS tool annually. Additionally, the staff will continue to rotate materials and equipment in the environment, provide training opportunities for staff to ensure positive child/teacher interactions, and provide space and equipment for personal care of staff.

| **Element 6 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 7: Director Qualifications (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 3 | **points** | **Goal** | Site will ensure that the on-site Director/Site Supervisor has a Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR maintains Administrative Credential AND 21 hours PD annually. |
| **Target Element Score:** | 5 | **points** | | |

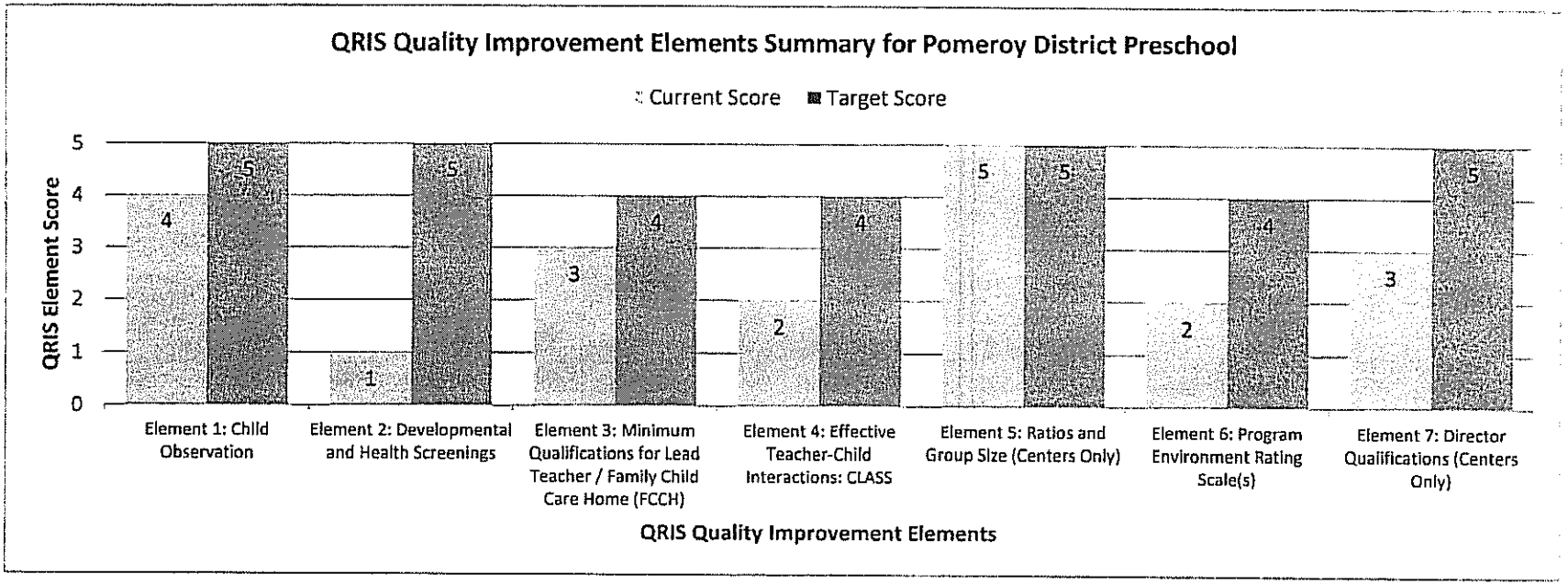
**Narrative:**

Unfortunately, our previous site director has resigned. The newly hired director holds a Masters in Human Development. The newly hired site director will continue to develop her skills through ongoing professional development.

| **Element 7 Target Goal Date (MM/DD/YYYY):** | Aug-15 |
|---|---|

## QRIS Quality Improvement Elements Summary for Pomeroy District Preschool

| QRIS Elements | Current Score | Target Score |
|---|---|---|
| Element 1: Child Observation | 4 | 5 |
| Element 2: Developmental and Health Screenings | 1 | 5 |
| Element 3: Minimum Qualifications for Lead Teacher / Family Child Care Home (FCCH) | 3 | 4 |
| Element 4: Effective Teacher-Child Interactions: CLASS | 2 | 4 |
| Element 5: Ratios and Group Size (Centers Only) | 5 | 5 |
| Element 6: Program Environment Rating Scale(s) | 2 | 4 |
| Element 7: Director Qualifications (Centers Only) | 3 | 5 |
| **Site QRIS Total Score** | **20** | **32** |




| | |
|---|---|
| **Target Total Score:** | **32** |
| **Target Site Tier Rating:** | **5** |

Nancy Morin-Roman
Name

Nancy Morin-Roman
Signature

6/19/2015
Date

EXHIBIT B

Site Name Scott Lane State Preschool

Submitted By Laura Benton, Larissa Patel & YinYee Leung

Title Teachers Date 6/8/2015

FIRST 5 SANTA CLARA COUNTY

**Part B. Quality Improvement Narrative for Tier 2 - 4 Sites from June 1st, 2015 through June 30th, 2016**

This section must be completed by each of your site(s) receiving a Tier Rating of 4 or below. Enter the current element scores for your site in each RTT-ELC QRIS Hybrid Matrix Element and indicate a target element score. Please provide a brief narrative describing core tools and resources that will be implemented in your quality improvement action plan to improve your score in each element. If your site already meets the target element score, please indicate that the target score has already been met and describe how quality will be maintained for the element . Refer to the Quality Continuum Framework and Continuous Quality Improvement Pathways.

| **Quality Improvement Element 1: Child Observation** | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will implement the use of DRDP 2015 twice a year and upload results into DRDP Tech and use findings to inform curriculum planning. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Staff will receive training on the DRDP Tech. All enrolled children's scores will be inputted into the DRDP tech. Teachers will use DRDP tech reports to develop lesson plans and curriculum. Staff will be provided with tablets to begin uploading observations using DRDP Tech by August 2015.

| **Element 1 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing |
|---|---|

| Quality Improvement Element 2: Developmental and Health Screenings | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | Site will develop and maintain a system to work with families to ensure screening of all children using the ASQ & ASQ-SE, at entry, then as indicated by results thereafter AND Program staff will use the children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

Ensure physician's report (LIC 701) is completed annually (at enrollment (SPS) and recertification (CC). Ensure that vision and hearing screening is done annually through Healthier Kids and referrals are made to parents if needed(completed in March 2016).

Staff will receive training on the ASQ and ASQ- SE tools. The ASQ tool will be included in the enrollment packet for families. Staff will ensure all children are screened upon entry into the school. Staff will utilize the ASQ-SE tool to ensure appropriate referrals are made and implement intervention and adaptations to meet the social and emotional needs of the children.

| **Element 2 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing for training portion. |
|---|---|

| Quality Improvement Element 3: Minimum Qualifications for Lead Teacher | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 5 | **points** | **Goal** | Site will ensure that the majority of Lead Teachers will have a 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 maintain Program Director Permit; AND 21 hours PD annually. |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

Staff will continue to develop their skills through ongoing professional development, such as ASQs, DRDP tech, CLASS etc.

| **Element 3 Target Goal Date (MM/DD/YYYY):** | September 2015 and ongoing |
|---|---|

| Quality Improvement Element 4: Effective Teacher-Child Interactions: CLASS | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent Pre-K CLASS assessment by reliable observer, and use the results to inform the program's professional development/improvement plan. |
| **Target Element Score:** | 3 | **points** | | |

**Narrative:**

The program is currently awaiting an independent CLASS observer to evaluate the classroom environments to determine an improvement plan. Once the program is evaluated staff will meet to construct a plan of action for any improvements needed.

| **Element 4 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 5: Ratios and Group Size (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 3 | **points** | **Goal** | (Center's Only) Site will maintain a Ratio: Group Size of:<br>Infant/Toddler: 3:12<br>Toddler: 2:12<br>Preschool: 2:24. |
| **Target Element Score:** | 3 | **points** | | |

**Narrative:**

Due to budget constraints a higher score is not possible. Currently the program utilizes parent volunteers to meet title 5 ratio requirements.

| **Element 5 Target Goal Date (MM/DD/YYYY):** | Aug-15 |
|---|---|

| Quality Improvement Element 6: Program Environment Rating Scale(s) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent ERS assessment, and maintain subscales averaged overall score level of 4.0. |
| **Target Element Score:** | **3** | **points** | | |

**Narrative:**

We are currently awaiting an ECERS assessment by an independent observer. Once we receive the program findings, we will develop a plan and conduct staff meetings/trainings in order to improve the quality of our program.

Staff will continue to self assess the program using the ECERS tool annually. Additionally, the staff will continue to rotate materials and equipment in the environment, provide training opportunities for staff to ensure positive child/teacher interactions, and provide space and equipment for personal care of staff.

| **Element 6 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 7: Director Qualifications (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **5** | **points** | **Goal** | Site will ensure that the on-site Director/Site Supervisor has a Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR maintains Administrative Credential AND 21 hours PD annually. |
| **Target Element Score:** | **5** | **points** | | |

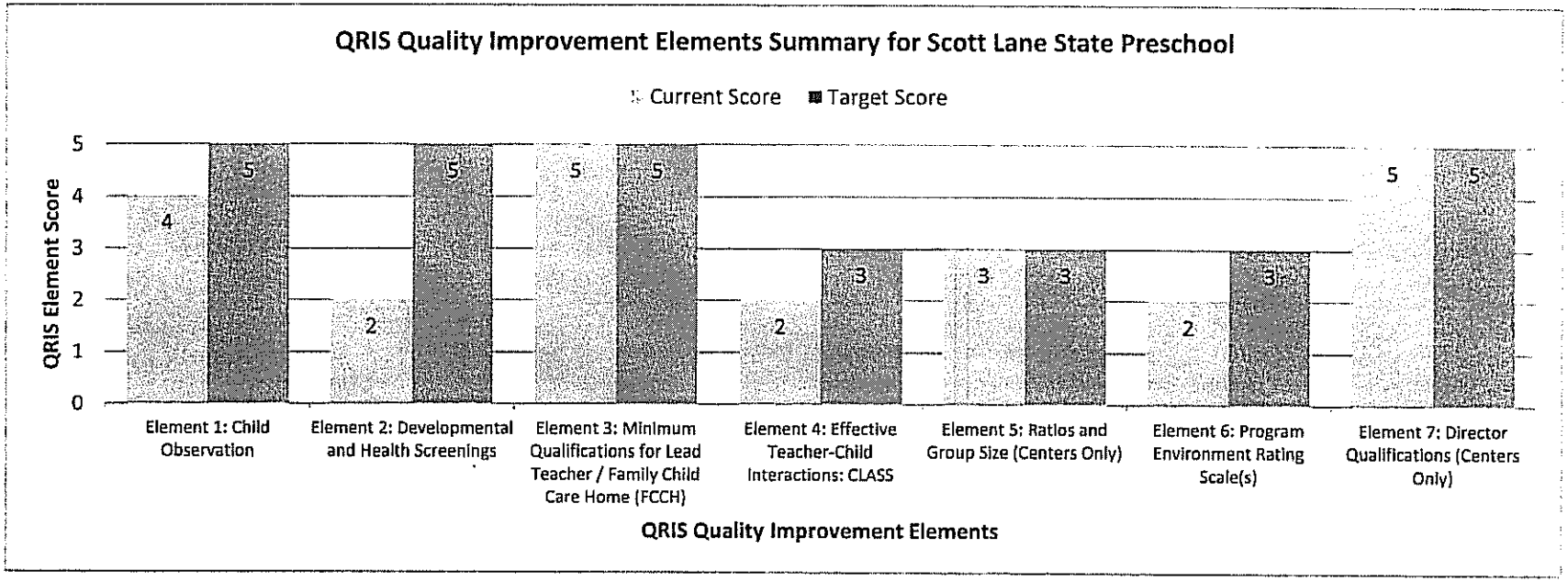
**Narrative:**

The lead staff will continue to develop their skills through ongoing professional development.

| **Element 7 Target Goal Date (MM/DD/YYYY):** | Aug-15 |
|---|---|

## QRIS Quality Improvement Elements Summary for Scott Lane State Preschool

| QRIS Elements | Current Score | Target Score |
|---|---|---|
| Element 1: Child Observation | 4 | 5 |
| Element 2: Developmental and Health Screenings | 2 | 5 |
| Element 3: Minimum Qualifications for Lead Teacher / Family Child Care Home (FCCH) | 5 | 5 |
| Element 4: Effective Teacher-Child Interactions: CLASS | 2 | 3 |
| Element 5: Ratios and Group Size (Centers Only) | 3 | 3 |
| Element 6: Program Environment Rating Scale(s) | 2 | 3 |
| Element 7: Director Qualifications (Centers Only) | 5 | 5 |
| **Site QRIS Total Score** | **23** | **29** |




| | |
|---|---|
| **Target Total Score:** | **29** |
| **Target Site Tier Rating:** | **4** |

Nancy Morin-Roman
Name

Signature

6/19/2015
Date

EXHIBIT B

Site Name Bowers State Preschool/District Preschool

Submitted By Rosie Flores, Frances O'Brien, and Peter Sousa

Title Center Director/Lead Teacher/Center Director Date 6/16/2015

FIRST 5 SANTA CLARA COUNTY

**Part B. Quality Improvement Narrative for Tier 2 - 4 Sites from June 1st, 2015 through June 30th, 2016**

This section must be completed by each of your site(s) receiving a Tier Rating of 4 or below. Enter the current element scores for your site in each RTT-ELC QRIS Hybrid Matrix Element and indicate a target element score. Please provide a brief narrative describing core tools and resources that will be implemented in your quality improvement action plan to improve your score in each element. If your site already meets the target element score, please indicate that the target score has already been met and describe how quality will be maintained for the element. Refer to the Quality Continuum Framework and Continuous Quality Improvement Pathways.

| **Quality Improvement Element 1: Child Observation** | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 3 | **points** | **Goal** | Site will implement the use of DRDP 2015 twice a year and upload results into DRDP Tech and use findings to inform curriculum planning. |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

Staff will receive training on the DRDP Tech. All enrolled children's scores will be inputted into the DRDP tech. Teachers will use DRDP tech reports to develop lesson plans and curriculum. Staff will be provided with tablets to begin uploading observations using DRDP Tech by August 2015.

| **Element 1 Target Goal Date (MM/DD/YYYY):** | 31-Aug |
|---|---|

**Quality Improvement Element 2: Developmental and Health Screenings**

| | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **1** | **points** | **Goal** | Site will develop and maintain a system to work with families to ensure screening of all children using the ASQ & ASQ-SE, at entry, then as indicated by results thereafter AND Program staff will use the children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Ensure physician's report (LIC 701) is completed annually (at enrollment (SPS) and recertification (CC). Ensure that vision and hearing screening is done annually through Healthier Kids and referrals are made to parents if needed(completed in March 2016).

Staff will receive training on the ASQ and ASQ- SE tools. The ASQ tool will be included in the enrollment packet for families. Staff will ensure all children are screened upon entry into the school. Staff will utilize the ASQ-SE tool to ensure appropriate referrals are made and implement intervention and adaptations to meet the social and emotional needs of the children.

| | |
|---|---|
| **Element 2 Target Goal Date (MM/DD/YYYY):** | 08/31/2015 and ongoing for training portion. |

**Quality Improvement Element 3: Minimum Qualifications for Lead Teacher**

| | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will ensure that the majority of Lead Teachers will have an 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 maintain a Site Supervisor Permit;<br>AND 21 hours PD annually. |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

Staff will continue their professional growth by attending trainings, workshops, and conferences along with obtaining information on continuing their education to receive a Bachelor's Degree from an accreditated institution. Staff will apply to and continue with Cares Plus and other training opportunities provided through Care Plus.

| | |
|---|---|
| **Element 3 Target Goal Date (MM/DD/YYYY):** | 9/30/2015 and ongoing |

| Quality Improvement Element 4: Effective Teacher-Child Interactions: CLASS | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent CLASS assessment by reliable observer and maintain minimum scores of:<br>PRE-K CLASS scores: Emotional Support - 5; Classroom Organization – 5, Instructional Support –3.<br>Toodler CLASS scores: Emotional & Behavioral Support - 5; Engaged Support for Learning - 3.5 |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

The program is currently awaiting an independent CLASS observer to evaluate the classroom environments to determine an improvement plan. Once the program is evaluated staff will meet to construct a plan of action for any improvements needed.

| **Element 4 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 5: Ratios and Group Size (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | (Center's Only) Site will maintain a Ratio: Group Size of:<br>Infant/Toddler: 3:12 or 2:8<br>Toddler: 2:10<br>Preschool: 3:24 or 2:20 |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

Due to budget constraints a higher score is not possible. However we do encourage parent participation to enrich our program.

| **Element 5 Target Goal Date (MM/DD/YYYY):** | Aug-15 |
|---|---|

**Quality Improvement Element 6: Program Environment Rating Scale(s)**

| | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent ERS assessment, and maintain subscales averaged overall score level of 5.0. |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

We are currently awaiting an ECERS assessment by an independent observer. Once we receive the program findings, we will develop a plan and conduct staff meetings/trainings in order to improve the quality of our program.

Staff will continue to self assess the program using the ECERS tool annually. Additionally, the staff will continue to rotate materials and equipment in the environment, provide training opportunities for staff to ensure positive child/teacher interactions, and provide space and equipment for personal care of staff.

| | |
|---|---|
| **Element 6 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |

**Quality Improvement Element 7: Director Qualifications (Centers Only)**

| | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will ensure that the on-site Director/Site Supervisor has an Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR maintains a Site Supervisor Permit AND 21 hours PD annually. |
| **Target Element Score:** | **3** | **points** | | |

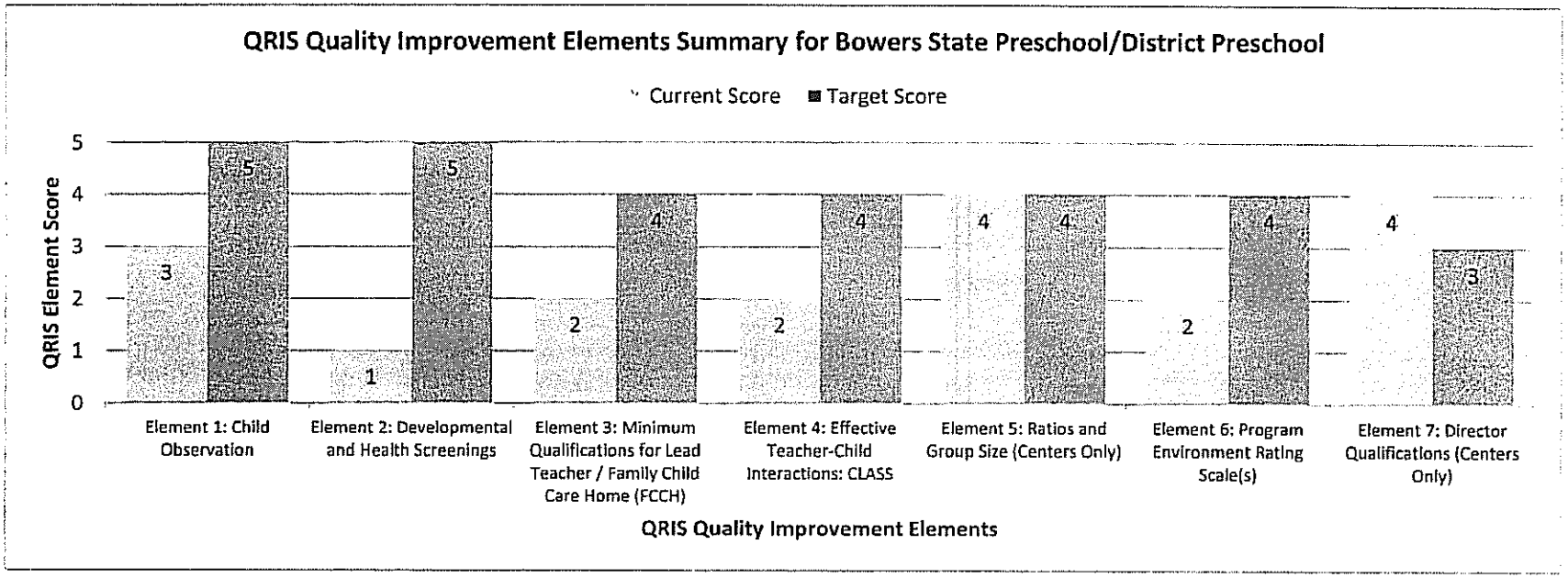
**Narrative:**

Site Leaders plan on maintaining current permit and education levels however, they will continue to further develop their skills through workshops and trainings. (We predict the provisional score will go from a 4 to a 3 due to the resingation of one of the site directors at the Bowers location.)

| | |
|---|---|
| **Element 7 Target Goal Date (MM/DD/YYYY):** | 8/31/2015 |

## QRIS Quality Improvement Elements Summary for Bowers State Preschool/District Preschool

| QRIS Elements | Current Score | Target Score |
|---|---|---|
| Element 1: Child Observation | 3 | 5 |
| Element 2: Developmental and Health Screenings | 1 | 5 |
| Element 3: Minimum Qualifications for Lead Teacher / Family Child Care Home (FCCH) | 2 | 4 |
| Element 4: Effective Teacher-Child Interactions: CLASS | 2 | 4 |
| Element 5: Ratios and Group Size (Centers Only) | 4 | 4 |
| Element 6: Program Environment Rating Scale(s) | 2 | 4 |
| Element 7: Director Qualifications (Centers Only) | 4 | 3 |
| **Site QRIS Total Score** | **18** | **29** |




| | |
|---|---|
| **Target Total Score:** | **29** |
| **Target Site Tier Rating:** | **4** |

Nancy Morin-Roman
Name

Signature

6/19/2015
Date

EXHIBIT B

Site Name Bracher Children's Center

Submitted By Silvia Bejarano - Ruth Werner

Title Site Supervisor - Teacher Date 6/10/2015

FIRST 5 SANTA CLARA COUNTY

**Part B. Quality Improvement Narrative for Tier 2 - 4 Sites from June 1st, 2015 through June 30th, 2016**

This section must be completed by each of your site(s) receiving a Tier Rating of 4 or below. Enter the current element scores for your site in each RTT-ELC QRIS Hybrid Matrix Element and indicate a target element score. Please provide a brief narrative describing core tools and resources that will be implemented in your quality improvement action plan to improve your score in each element. If your site already meets the target element score, please indicate that the target score has already been met and describe how quality will be maintained for the element . Refer to the Quality Continuum Framework and Continuous Quality Improvement Pathways.

| **Quality Improvement Element 1: Child Observation** | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will implement the use of DRDP 2015 twice a year and upload results into DRDP Tech and use findings to inform curriculum planning. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Staff will receive training on the DRDP Tech. All enrolled children's scores will be inputted into the DRDP tech. Teachers will use DRDP tech reports to develop lesson plans and curriculum. Staff will be provided with tablets to begin uploading observations using DRDP Tech by August 2015.

| **Element 1 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing |
|---|---|

| Quality Improvement Element 2: Developmental and Health Screenings | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **1** | **points** | **Goal** | Site will develop and maintain a system to work with families to ensure screening of all children using the ASQ & ASQ-SE, at entry, then as indicated by results thereafter AND Program staff will use the children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Ensure physician's report (LIC 701) is completed annually (at enrollment (SPS) and recertification (CC). Ensure that vision and hearing screening is done annually through Healthier Kids and referrals are made to parents if needed(completed in March 2016).

Staff will receive training on the ASQ and ASQ- SE tools. The ASQ tool will be included in the enrollment packet for families. Staff will ensure all children are screened upon entry into the school. Staff will utilize the ASQ-SE tool to ensure appropriate referrals are made and implement intervention and adaptations to meet the social and emotional needs of the children.

| **Element 2 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing for training portion. |
|---|---|

| Quality Improvement Element 3: Minimum Qualifications for Lead Teacher | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will ensure that the majority of Lead Teachers will have a 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 maintain Program Director Permit; AND 21 hours PD annually. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Currently pending revision. According to the criteria on the RTT hybrid matrix our program staff currently meets the the requirments to earn a score of 5.

| **Element 3 Target Goal Date (MM/DD/YYYY):** | Pending revision. |
|---|---|

| Quality Improvement Element 4: Effective Teacher-Child Interactions: CLASS | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent CLASS assessment and maintain minimum scores of:<br>PRE-K CLASS scores: Emotional Support - 5.5; Classroom Organization – 5.5 Instructional Support - 3.5<br>Toodler CLASS scores: Emotional & Behavioral Support - 5.5; Engaged Support for Learning - 4 |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

The program is currently awaiting an independent CLASS observer to evaluate the classroom environments to determine an improvement plan. Once the program is evaluated staff will meet to construct a plan of action for any improvements needed.

| **Element 4 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 5: Ratios and Group Size (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | (Center's Only) Site will maintain a Ratio: Group Size of:<br>Infant/Toddler: 3:12 or 2:8<br>Toddler: 2:10<br>Preschool: 3:24 or 2:20 |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

Due to budget constraints a higher score is not possible. However we do encourage parent participation to enrich our program.

| **Element 5 Target Goal Date (MM/DD/YYYY):** | 6/19/2015 |
|---|---|

| Quality Improvement Element 6: Program Environment Rating Scale(s) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent ERS assessment, and maintain subscales averaged overall score level of 5.5. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

We are currently awaiting an ECERS assessment by an independent observer. Once we receive the program findings, we will develop a plan and conduct staff meetings/trainings in order to improve the quality of our program.

Staff will continue to self assess the program using the ECERS tool annually. Additionally, the staff will continue to rotate materials and equipment in the environment, provide training opportunities for staff to ensure positive child/teacher interactions, and provide space and equipment for personal care of staff.

| **Element 6 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 7: Director Qualifications (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will ensure that the on-site Director/Site Supervisor has a Bachelor's degree with 24 units ECE/CD +/with 8 units management/administration OR maintains a Program Director Permit AND 21 hours PD annually. |
| **Target Element Score:** | **4** | **points** | | |

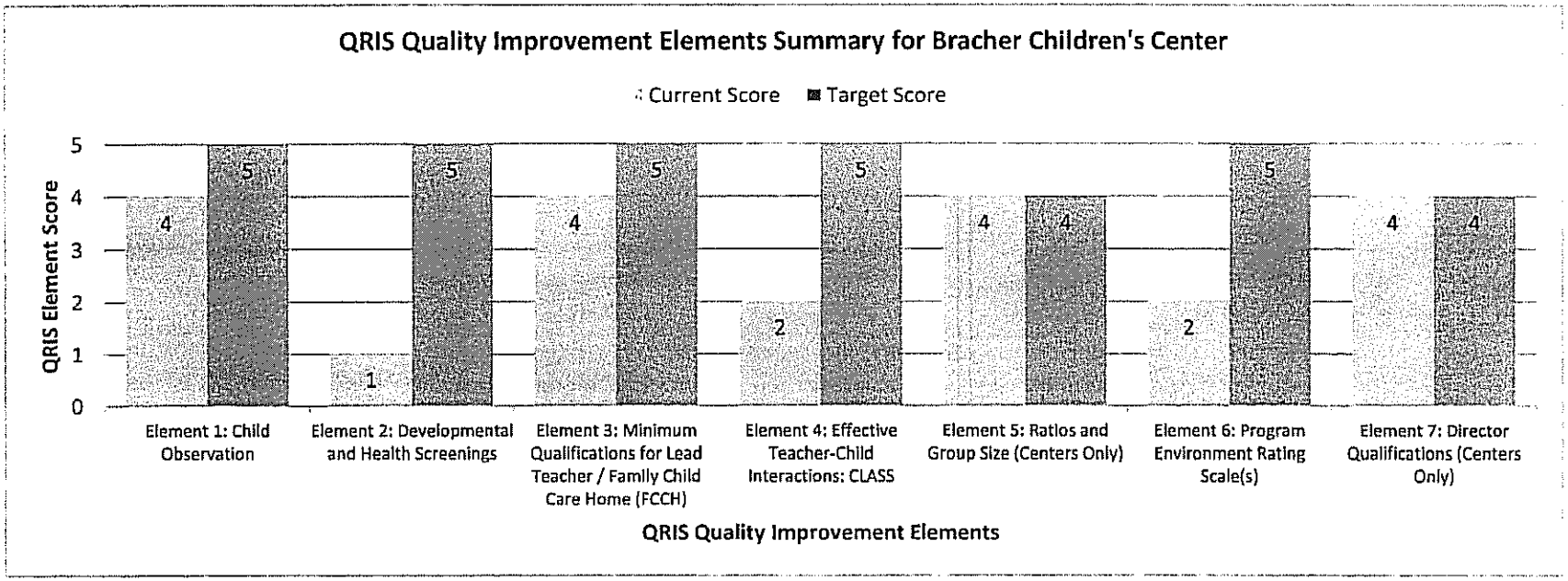
**Narrative:**

The lead staff will maintain a score of 4 and will continue to develop their skills through ongoing professional development.

| **Element 7 Target Goal Date (MM/DD/YYYY):** | |
|---|---|

## QRIS Quality Improvement Elements Summary for Bracher Children's Center

| QRIS Elements | Current Score | Target Score |
|---|---|---|
| Element 1: Child Observation | 4 | 5 |
| Element 2: Developmental and Health Screenings | 1 | 5 |
| Element 3: Minimum Qualifications for Lead Teacher / Family Child Care Home (FCCH) | 4 | 5 |
| Element 4: Effective Teacher-Child Interactions: CLASS | 2 | 5 |
| Element 5: Ratios and Group Size (Centers Only) | 4 | 4 |
| Element 6: Program Environment Rating Scale(s) | 2 | 5 |
| Element 7: Director Qualifications (Centers Only) | 4 | 4 |
| **Site QRIS Total Score** | **21** | **33** |




| | |
|---|---|
| **Target Total Score:** | 33 |
| **Target Site Tier Rating:** | 5 |

Nancy Morin-Roman
Name

Signature

6/19/2015
Date

EXHIBIT B

Site Name Briarwood Children's Center/State Preschool

Submitted By Stephanie Masciocchi/Liz Aguilar

Title Center Director/Lead Teacher Date 6/10/2015

FIRST 5 SANTA CLARA COUNTY

**Part B. Quality Improvement Narrative for Tier 2 - 4 Sites from June 1st, 2015 through June 30th, 2016**

This section must be completed by each of your site(s) receiving a Tier Rating of 4 or below. Enter the current element scores for your site in each RTT-ELC QRIS Hybrid Matrix Element and indicate a target element score. Please provide a brief narrative describing core tools and resources that will be implemented in your quality improvement action plan to improve your score in each element. If your site already meets the target element score, please indicate that the target score has already been met and describe how quality will be maintained for the element . Refer to the Quality Continuum Framework and Continuous Quality Improvement Pathways.

| **Quality Improvement Element 1: Child Observation** | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will implement the use of DRDP 2015 twice a year and upload results into DRDP Tech and use findings to inform curriculum planning. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Staff will receive training on the DRDP Tech. All enrolled children's scores will be inputted into the DRDP tech. Teachers will use DRDP tech reports to develop lesson plans and curriculum. Staff will be provided tablets to begin uploading observations using DRDP Tech by August 2015.

| **Element 1 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing |
|---|---|

| Quality Improvement Element 2: Developmental and Health Screenings | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **1** | **points** | **Goal** | Site will develop and maintain a system to work with families to ensure screening of all children using the ASQ & ASQ-SE, at entry, then as indicated by results thereafter AND Program staff will use the children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Ensure physician's report (LIC 701) is completed annually (at enrollment (SPS) and recertification (CC). Ensure that vision and hearing screening is done annually through Healthier Kids and referrals are made to parents if needed(completed in March 2016).

Staff will receive training on the ASQ and ASQ- SE tools. The ASQ tool will be included in the enrollment packet for families. Staff will ensure all children are screened upon entry into the school. Staff will utilize the ASQ-SE tool to ensure appropriate referrals are made and implement intervention and adaptations to meet the social and emotional needs of the children.

| **Element 2 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing for training portion. |
|---|---|

| Quality Improvement Element 3: Minimum Qualifications for Lead Teacher | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will ensure that the majority of Lead Teachers will have an 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 maintain a Site Supervisor Permit;<br>AND 21 hours PD annually. |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

Staff will continue their professional growth by attending trainings, workshops, and conferences along with obtaining information on continuing their education to receive a Bachelor's Degree from an accreditated institution. Staff will apply to and continue with Cares Plus and other training opportunities provided through Care Plus.

| **Element 3 Target Goal Date (MM/DD/YYYY):** | 9/30/2015 |
|---|---|

| Quality Improvement Element 4: Effective Teacher-Child Interactions: CLASS | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent CLASS assessment by reliable observer and maintain minimum scores of:<br>PRE-K CLASS scores: Emotional Support - 5; Classroom Organization – 5, Instructional Support –3.<br>Toodler CLASS scores: Emotional & Behavioral Support - 5; Engaged Support for Learning - 3.5 |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

The program is currently awaiting an independent CLASS observer to evaluate the classroom environments to determine an improvement plan. Once the program is evaluated staff will meet to construct a plan of action for any improvements needed.

| **Element 4 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 5: Ratios and Group Size (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | (Center's Only) Site will maintain a Ratio: Group Size of:<br>Infant/Toddler: 3:12 or 2:8<br>Toddler: 2:10<br>Preschool: 3:24 or 2:20 |
| **Target Element Score:** | **4** | **points** | | |

**Narrative:**

Due to budget constraints a higher score is not possible. However we do encourage parent participation to enrich our program.

| **Element 5 Target Goal Date (MM/DD/YYYY):** | 8/31/2015 |
|---|---|

| Quality Improvement Element 6: Program Environment Rating Scale(s) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent ERS assessment, and maintain subscales averaged overall score level of 5.5. |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

We are currently awaiting an ECERS assessment by an independent observer. Once we receive the program findings, we will develop a plan and conduct staff meetings/trainings in order to improve the quality of our program.

Staff will continue to self assess the program using the ECERS tool annually. Additionally, the staff will continue to rotate materials and equipment in the environment, provide training opportunities for staff to ensure positive child/teacher interactions, and provide space and equipment for personal care of staff.

| **Element 6 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 7: Director Qualifications (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 5 | **points** | **Goal** | Site will ensure that the on-site Director/Site Supervisor has a Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration, OR maintains Administrative Credential AND 21 hours PD annually. |
| **Target Element Score:** | 5 | **points** | | |

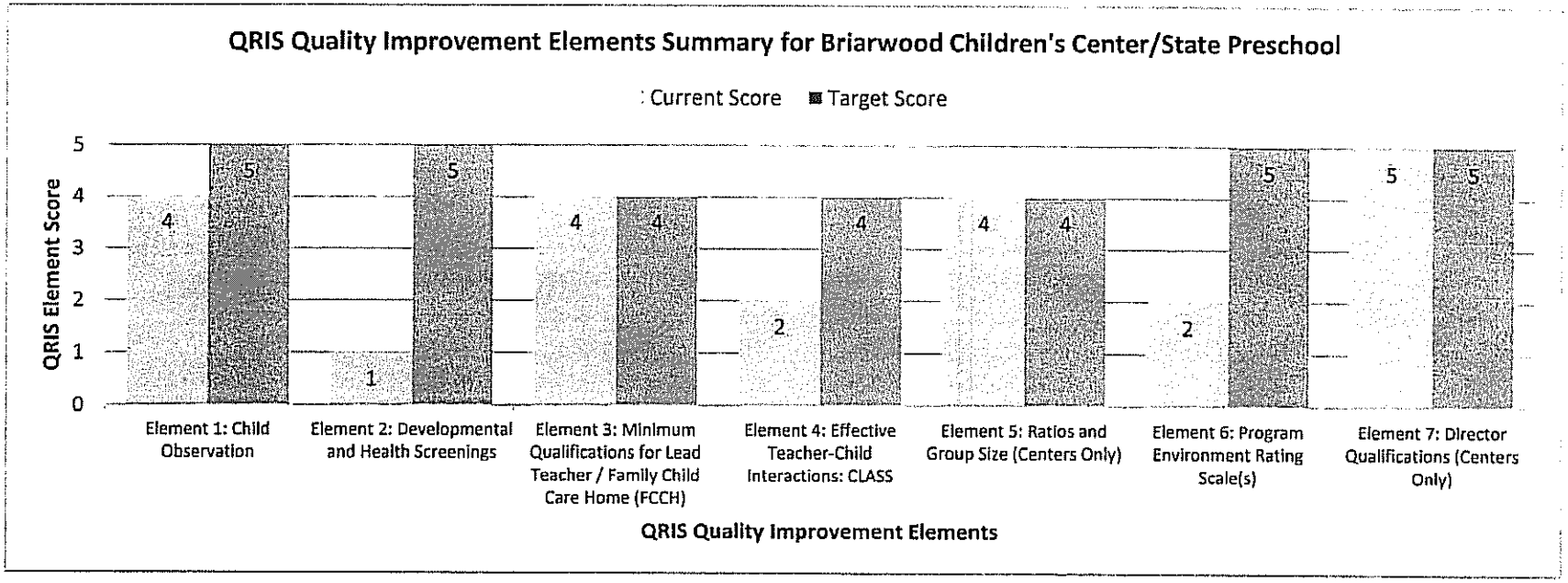
**Narrative:**

Director will continue attending conferences, trainings and workshops for professional growth to ensure the CA Program Director Permit is maintained.

| **Element 7 Target Goal Date (MM/DD/YYYY):** | 8/31/2015 |
|---|---|

## QRIS Quality Improvement Elements Summary for Briarwood Children's Center/State Preschool

| QRIS Elements | Current Score | Target Score |
|---|---|---|
| Element 1: Child Observation | 4 | 5 |
| Element 2: Developmental and Health Screenings | 1 | 5 |
| Element 3: Minimum Qualifications for Lead Teacher / Family Child Care Home (FCCH) | 4 | 4 |
| Element 4: Effective Teacher-Child Interactions: CLASS | 2 | 4 |
| Element 5: Ratios and Group Size (Centers Only) | 4 | 4 |
| Element 6: Program Environment Rating Scale(s) | 2 | 5 |
| Element 7: Director Qualifications (Centers Only) | 5 | 5 |
| **Site QRIS Total Score** | **22** | **32** |




| | |
|---|---|
| **Target Total Score:** | **32** |
| **Target Site Tier Rating:** | **5** |

Nancy Morin-Roman
Name

Signature

6/19/2015
Date

EXHIBIT B

Site Name Hughes

Submitted By Joanie Nellis and Simmi Chander

Title Teacher/director Date 6/16/2015

FIRST 5 SANTA CLARA COUNTY

**Part B. Quality Improvement Narrative for Tier 2 - 4 Sites from June 1st, 2015 through June 30th, 2016**

This section must be completed by each of your site(s) receiving a Tier Rating of 4 or below. Enter the current element scores for your site in each RTT-ELC QRIS Hybrid Matrix Element and indicate a target element score. Please provide a brief narrative describing core tools and resources that will be implemented in your quality improvement action plan to improve your score in each element. If your site already meets the target element score, please indicate that the target score has already been met and describe how quality will be maintained for the element. Refer to the Quality Continuum Framework and Continuous Quality Improvement Pathways.

| **Quality Improvement Element 1: Child Observation** | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will implement the use of DRDP 2015 twice a year and upload results into DRDP Tech and use findings to inform curriculum planning. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Staff will receive training on the DRDP Tech. All enrolled children's scores will be inputted into the DRDP tech. Teachers will use DRDP tech reports to develop lesson plans and curriculum. Staff will be provided tablets to begin uploading observations using DRDP Tech by August 2015.

| **Element 1 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing |
|---|---|

| Quality Improvement Element 2: Developmental and Health Screenings | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 1 | **points** | **Goal** | Site will develop and maintain a system to work with families to ensure screening of all children using the ASQ & ASQ-SE, at entry, then as indicated by results thereafter AND Program staff will use the children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

Ensure physician's report (LIC 701) is completed annually (at enrollment (SPS) and recertification (CC). Ensure that vision and hearing screening is done annually through Healthier Kids and referrals are made to parents if needed(completed in March 2016).

Staff will receive training on the ASQ and ASQ- SE tools. The ASQ tool will be included in the enrollment packet for families. Staff will ensure all children are screened upon entry into the school. Staff will utilize the ASQ-SE tool to ensure appropriate referrals are made and implement intervention and adaptations to meet the social and emotional needs of the children.

| **Element 2 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing for training portion. |
|---|---|

| Quality Improvement Element 3: Minimum Qualifications for Lead Teacher | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 3 | **points** | **Goal** | Site will ensure that the majority of Lead Teachers will have an 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 maintain a Site Supervisor Permit;<br>AND 21 hours PD annually. |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

Staff will continue to take 21 hours of professional development such as training through Cares Plus. Staff will be encouraged and supported to continue the acquisition of their educational goals such as earning an AA degree and to complete ECE /CD units.

| **Element 3 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing |
|---|---|

| Quality Improvement Element 4: Effective Teacher-Child Interactions: CLASS | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 3 | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent CLASS assessment and maintain minimum scores of:<br>PRE-K CLASS scores: Emotional Support - 5.5; Classroom Organization – 5.5 Instructional Support - 3.5<br>Toodler CLASS scores: Emotional & Behavioral Support - 5.5; Engaged Support for Learning - 4 |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

The program is currently awaiting an independent CLASS observer to evaluate the classroom environments to determine an improvement plan. Once the program is evaluated staff will meet to construct a plan of action for any improvements needed.

| **Element 4 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 5: Ratios and Group Size (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | (Center's Only) Site will maintain a Ratio: Group Size of:<br>Infant/Toddler: 3:12 or 2:8<br>Toddler: 2:10<br>Preschool: 3:24 or 2:20 |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

Due to budget constraints a higher score is not possible. However we do encourage parent participation to enrich our program.

| **Element 5 Target Goal Date (MM/DD/YYYY):** | 6/19/2015 |
|---|---|

| Quality Improvement Element 6: Program Environment Rating Scale(s) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent ERS assessment, and maintain subscales averaged overall score level of 5.0. |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

We are currently awaiting an ECERS assessment by an independent observer. Once we receive the program findings, we will develop a plan and conduct staff meetings/trainings in order to improve the quality of our program.

Staff will continue to self assess the program using the ECERS tool annually. Additionally, the staff will continue to rotate materials and equipment in the environment, provide training opportunities for staff to ensure positive child/teacher interactions, and provide space and equipment for personal care of staff.

| **Element 6 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 7: Director Qualifications (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 4 | **points** | **Goal** | Site will ensure that the on-site Director/Site Supervisor has a Bachelor's degree with 24 units ECE/CD +/with 8 units management/administration OR maintains a Program Director Permit AND 21 hours PD annually. |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

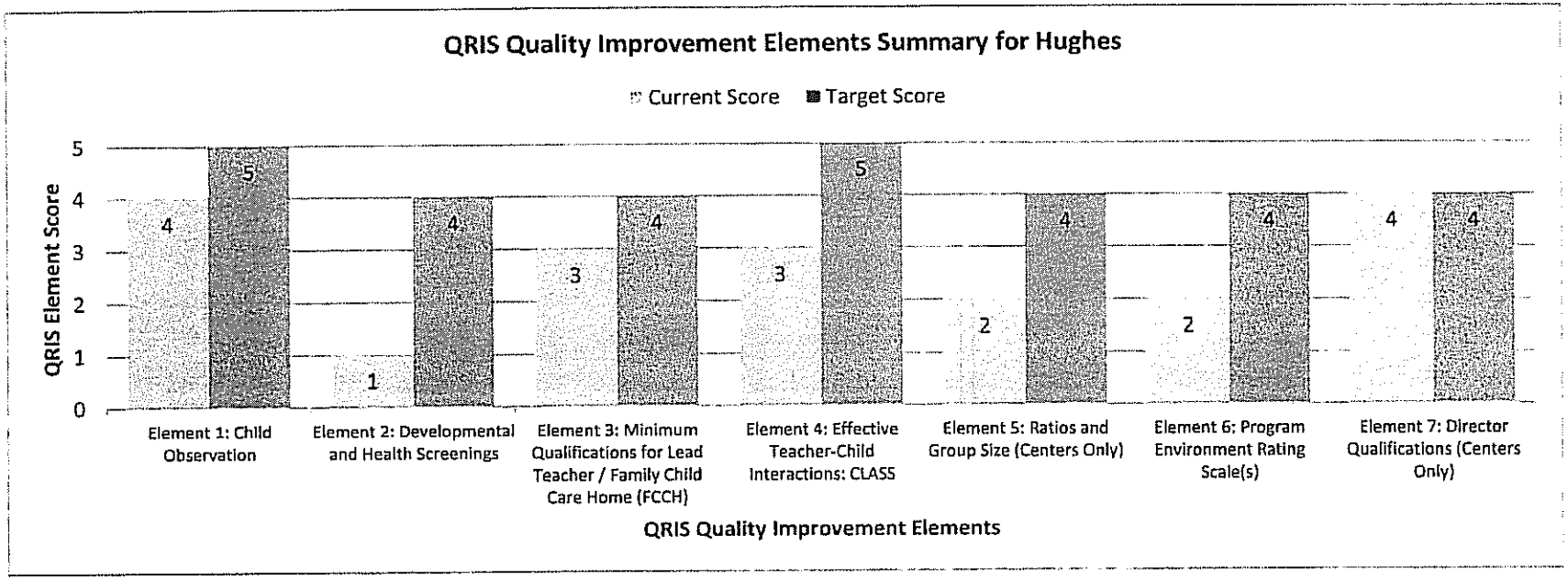
The site director will continue to complete 21 hours of PD annually.

| **Element 7 Target Goal Date (MM/DD/YYYY):** | 6/1/2016 |
|---|---|

EXHIBIT B

## QRIS Quality Improvement Elements Summary for Hughes

| QRIS Elements | Current Score | Target Score |
|---|---|---|
| Element 1: Child Observation | 4 | 5 |
| Element 2: Developmental and Health Screenings | 1 | 5 |
| Element 3: Minimum Qualifications for Lead Teacher / Family Child Care Home (FCCH) | 3 | 4 |
| Element 4: Effective Teacher-Child Interactions: CLASS | 3 | 5 |
| Element 5: Ratios and Group Size (Centers Only) | 2 | 4 |
| Element 6: Program Environment Rating Scale(s) | 2 | 4 |
| Element 7: Director Qualifications (Centers Only) | 4 | 4 |
| **Site QRIS Total Score** | **19** | **31** |




| | |
|---|---|
| **Target Total Score:** | **31** |
| **Target Site Tier Rating:** | **4** |

Nancy Morin-Roman
Name

Nancy Morin-Roman
Signature

6/19/2015
Date

EXHIBIT B

Site Name Mayne

Submitted By Maria De la Torre/Sandra DeAnda

Title Site Director/Teacher Date 6/19/2015

FIRST 5 SANTA CLARA COUNTY

**Part B. Quality Improvement Narrative for Tier 2 - 4 Sites from June 1st, 2015 through June 30th, 2016**

This section must be completed by each of your site(s) receiving a Tier Rating of 4 or below. Enter the current element scores for your site in each RTT-ELC QRIS Hybrid Matrix Element and indicate a target element score. Please provide a brief narrative describing core tools and resources that will be implemented in your quality improvement action plan to improve your score in each element. If your site already meets the target element score, please indicate that the target score has already been met and describe how quality will be maintained for the element . Refer to the Quality Continuum Framework and Continuous Quality Improvement Pathways.

| **Quality Improvement Element 1: Child Observation** | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 4 | **points** | **Goal** | Site will implement the use of DRDP 2015 twice a year and upload results into DRDP Tech and use findings to inform curriculum planning. |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

Staff will receive training on the DRDP Tech. All enrolled children's scores will be inputted into the DRDP tech. Teachers will use DRDP tech reports to develop lesson plans and curriculum. Staff will be provided tablets to begin uploading observations using DRDP Tech by August 2015.

| **Element 1 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing |
|---|---|

| Quality Improvement Element 2: Developmental and Health Screenings | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 1 | **points** | **Goal** | Site will develop and maintain a system to work with families to ensure screening of all children using the ASQ & ASQ-SE, at entry, then as indicated by results thereafter AND Program staff will use the children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

Ensure physician's report (LIC 701) is completed annually (at enrollment (SPS) and recertification (CC). Ensure that vision and hearing screening is done annually through Healthier Kids and referrals are made to parents if needed(completed in March 2016).

Staff will receive training on the ASQ and ASQ- SE tools. The ASQ tool will be included in the enrollment packet for families. Staff will ensure all children are screened upon entry into the school. Staff will utilize the ASQ-SE tool to ensure appropriate referrals are made and implement intervention and adaptations to meet the social and emotional needs of the children.

| **Element 2 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing for training portion. |
|---|---|

| Quality Improvement Element 3: Minimum Qualifications for Lead Teacher | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 3 | **points** | **Goal** | Site will ensure that the majority of Lead Teachers will have an 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 maintain a Site Supervisor Permit;<br>AND 21 hours PD annually. |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

*Staff will keep taking 21 hrs of professional development. Staff will continue education to upgrade child development permit levels.

| **Element 3 Target Goal Date (MM/DD/YYYY):** | 8/31/2016 |
|---|---|

| Quality Improvement Element 4: Effective Teacher-Child Interactions: CLASS | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent CLASS assessment and maintain minimum scores of:<br>PRE-K CLASS scores: Emotional Support - 5.5; Classroom Organization – 5.5 Instructional Support - 3.5<br>Toodler CLASS scores: Emotional & Behavioral Support - 5.5; Engaged Support for Learning - 4 |
| **Target Element Score:** | 5 | **points** | | |

**Narrative:**

The program is currently awaiting an independent CLASS observer to evaluate the classroom environments to determine an improvement plan. Once the program is evaluated staff will meet to construct a plan of action for any improvements needed.

| **Element 4 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 5: Ratios and Group Size (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 4 | **points** | **Goal** | (Center's Only) Site will maintain a Ratio: Group Size of:<br>Infant/Toddler: 3:12 or 2:8<br>Toddler: 2:10<br>Preschool: 3:24 or 2:20 |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

Due to budget constraints a higher score is not possible. However we do encourage parent participation to enrich our program.

| **Element 5 Target Goal Date (MM/DD/YYYY):** | Aug-15 |
|---|---|

| Quality Improvement Element 6: Program Environment Rating Scale(s) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **2** | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent ERS assessment, and maintain subscales averaged overall score level of 5.5. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

We are currently awaiting an ECERS assessment by an independent observer. Once we receive the program findings, we will develop a plan and conduct staff meetings/trainings in order to improve the quality of our program.

Staff will continue to self assess the program using the ECERS tool annually. Additionally, the staff will continue to rotate materials and equipment in the environment, provide training opportunities for staff to ensure positive child/teacher interactions, and provide space and equipment for personal care of staff.

| **Element 6 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 7: Director Qualifications (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **3** | **points** | **Goal** | Site will ensure that the on-site Director/Site Supervisor has a Bachelor's degree with 24 units ECE/CD +/with 8 units management/administration OR maintains a Program Director Permit AND 21 hours PD annually. |
| **Target Element Score:** | **4** | **points** | | |

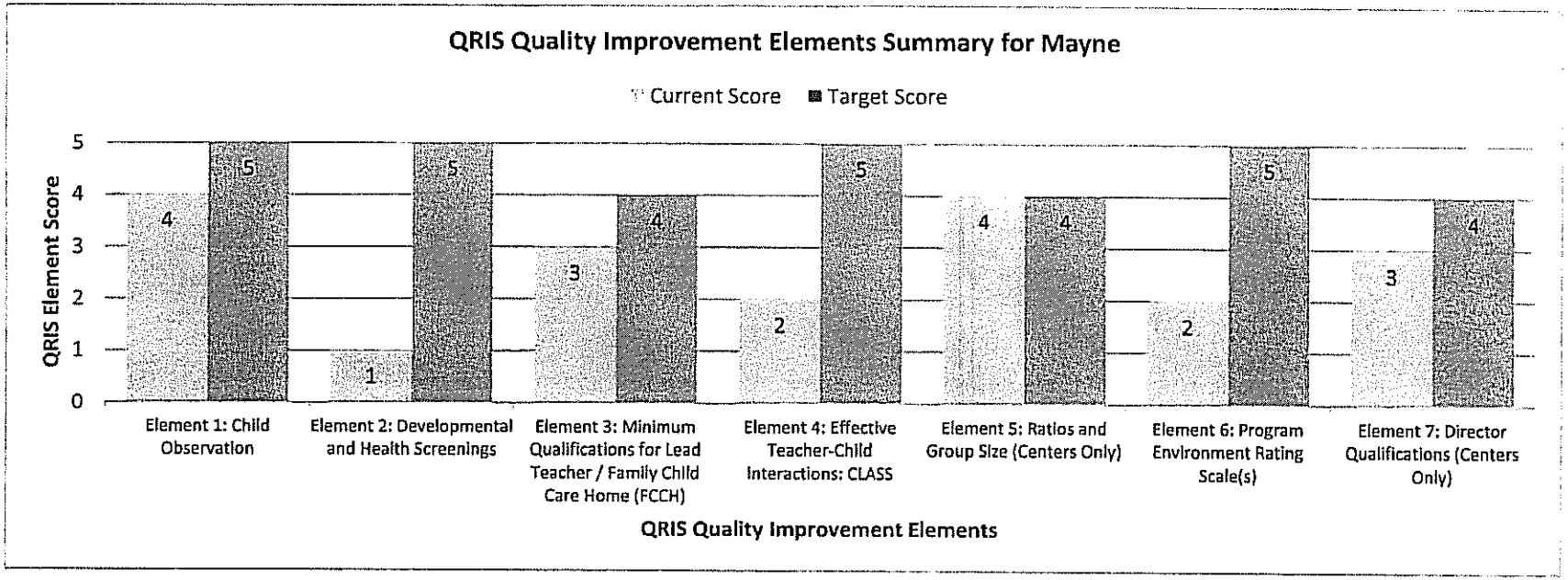
**Narrative:**

The site director intends to continue her education with the goal of earning a BA degree.

| **Element 7 Target Goal Date (MM/DD/YYYY):** | Aug-18 |
|---|---|

## QRIS Quality Improvement Elements Summary for Mayne

| QRIS Elements | Current Score | Target Score |
|---|---|---|
| Element 1: Child Observation | 4 | 5 |
| Element 2: Developmental and Health Screenings | 1 | 5 |
| Element 3: Minimum Qualifications for Lead Teacher / Family Child Care Home (FCCH) | 3 | 4 |
| Element 4: Effective Teacher-Child Interactions: CLASS | 2 | 5 |
| Element 5: Ratios and Group Size (Centers Only) | 4 | 4 |
| Element 6: Program Environment Rating Scale(s) | 2 | 5 |
| Element 7: Director Qualifications (Centers Only) | 3 | 4 |
| **Site QRIS Total Score** | **19** | **32** |




| | |
|---|---|
| **Target Total Score:** | **32** |
| **Target Site Tier Rating:** | **5** |

Nancy Morin-Roman
Name

Signature

6/19/2015
Date

EXHIBIT B

Site Name Montague Preschool

Submitted By Gina Perez/Vidya Rao

Title Site Director/Teacher Date 6/10/2015

**Part B. Quality Improvement Narrative for Tier 2 - 4 Sites from June 1st, 2015 through June 30th, 2016**

This section must be completed by each of your site(s) receiving a Tier Rating of 4 or below. Enter the current element scores for your site in each RTT-ELC QRIS Hybrid Matrix Element and indicate a target element score. Please provide a brief narrative describing core tools and resources that will be implemented in your quality improvement action plan to improve your score in each element. If your site already meets the target element score, please indicate that the target score has already been met and describe how quality will be maintained for the element . Refer to the Quality Continuum Framework and Continuous Quality Improvement Pathways.

| **Quality Improvement Element 1: Child Observation** | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **4** | **points** | **Goal** | Site will implement the use of DRDP 2015 twice a year and upload results into DRDP Tech and use findings to inform curriculum planning. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Staff will receive training on the DRDP Tech. All enrolled children's scores will be inputted into the DRDP tech. Teachers will use DRDP tech reports to develop lesson plans and curriculum. Staff will be provided tablets to begin uploading observations using DRDP Tech by August 2015.

| **Element 1 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing |
|---|---|

| Quality Improvement Element 2: Developmental and Health Screenings | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **1** | **points** | **Goal** | Site will develop and maintain a system to work with families to ensure screening of all children using the ASQ & ASQ-SE, at entry, then as indicated by results thereafter AND Program staff will use the children's screening results to make referrals and implement intervention strategies and adaptations as appropriate. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Ensure physician's report (LIC 701) is completed annually (at enrollment (SPS) and recertification (CC). Ensure that vision and hearing screening is done annually through Healthier Kids and referrals are made to parents if needed(completed in March 2016).

Staff will receive training on the ASQ and ASQ- SE tools. The ASQ tool will be included in the enrollment packet for families. Staff will ensure all children are screened upon entry into the school. Staff will utilize the ASQ-SE tool to ensure appropriate referrals are made and implement intervention and adaptations to meet the social and emotional needs of the children.

| **Element 2 Target Goal Date (MM/DD/YYYY):** | August 2015 and ongoing for training portion. |
|---|---|

| Quality Improvement Element 3: Minimum Qualifications for Lead Teacher | | | | |
|---|---|---|---|---|
| **Current Element Score:** | **5** | **points** | **Goal** | Site will ensure that the majority of Lead Teachers will have a 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 maintain Program Director Permit; AND 21 hours PD annually. |
| **Target Element Score:** | **5** | **points** | | |

**Narrative:**

Staff will continue to develop their skills through ongoing professional development, such as ASQs, DRDP tech, CLASS etc.

| **Element 3 Target Goal Date (MM/DD/YYYY):** | September 2015 and ongoing |
|---|---|

| Quality Improvement Element 4: Effective Teacher-Child Interactions: CLASS | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent CLASS assessment by reliable observer and maintain minimum scores of:<br>PRE-K CLASS scores: Emotional Support - 5; Classroom Organization – 5, Instructional Support –3.<br>Toodler CLASS scores: Emotional & Behavioral Support - 5; Engaged Support for Learning - 3.5 |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

The program is currently awaiting an independent CLASS observer to evaluate the classroom environments to determine an improvement plan. Once the program is evaluated staff will meet to construct a plan of action for any improvements needed.

| **Element 4 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 5: Ratios and Group Size (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 4 | **points** | **Goal** | (Center's Only) Site will maintain a Ratio: Group Size of:<br>Infant/Toddler: 3:12 or 2:8<br>Toddler: 2:10<br>Preschool: 3:24 or 2:20 |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

Due to our budget constraints we will remain at a 4, however due to the daily actual enrollment and parent volunteers we often operate at lower ratio than Title 22 licensing expectations.

| **Element 5 Target Goal Date (MM/DD/YYYY):** | Aug-15 |
|---|---|

| Quality Improvement Element 6: Program Environment Rating Scale(s) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 2 | **points** | **Goal** | Site will work in partnership with agency assigned with coordination and scheduling of independent ERS assessment, and maintain subscales averaged overall score level of 5.0. |
| **Target Element Score:** | 4 | **points** | | |

**Narrative:**

We are currently awaiting an ECERS assessment by an independent observer. Once we receive the program findings, we will develop a plan and conduct staff meetings/trainings in order to improve the quality of our program.

Staff will continue to self assess the program using the ECERS tool annually. Additionally, the staff will continue to rotate materials and equipment in the environment, provide training opportunities for staff to ensure positive child/teacher interactions, and provide space and equipment for personal care of staff.

| **Element 6 Target Goal Date (MM/DD/YYYY):** | TBD upon the availability of the assessor. |
|---|---|

| Quality Improvement Element 7: Director Qualifications (Centers Only) | | | | |
|---|---|---|---|---|
| **Current Element Score:** | 3 | **points** | **Goal** | Site will ensure that the on-site Director/Site Supervisor has an Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision OR maintains a Site Supervisor Permit AND 21 hours PD annually. |
| **Target Element Score:** | 3 | **points** | | |

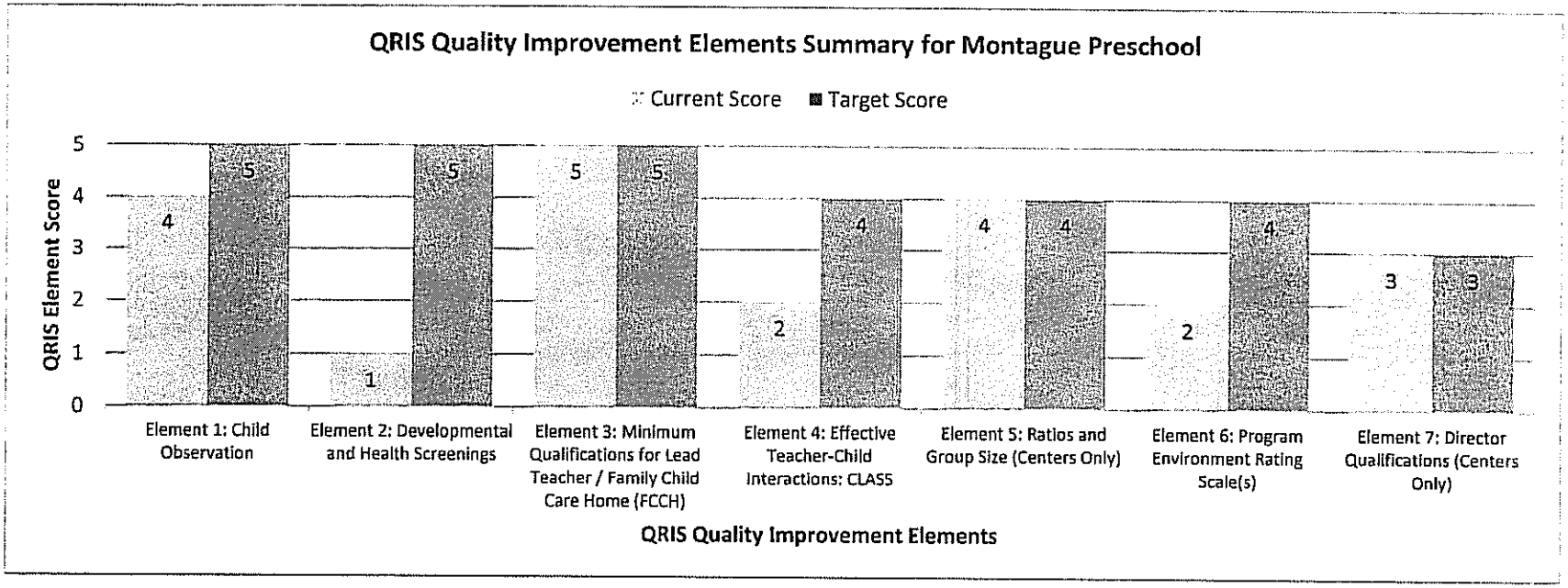
**Narrative:**

The Site Director plans on maintaining current Child Development permit and education level however, she will continue to develop her skills through attending wokshops and trainings.

| **Element 7 Target Goal Date (MM/DD/YYYY):** | Ongoing |
|---|---|

## QRIS Quality Improvement Elements Summary for Montague Preschool

| QRIS Elements | Current Score | Target Score |
|---|---|---|
| Element 1: Child Observation | 4 | 5 |
| Element 2: Developmental and Health Screenings | 1 | 5 |
| Element 3: Minimum Qualifications for Lead Teacher / Family Child Care Home (FCCH) | 5 | 5 |
| Element 4: Effective Teacher-Child Interactions: CLASS | 2 | 4 |
| Element 5: Ratios and Group Size (Centers Only) | 4 | 4 |
| Element 6: Program Environment Rating Scale(s) | 2 | 4 |
| Element 7: Director Qualifications (Centers Only) | 3 | 3 |
| **Site QRIS Total Score** | **21** | **30** |




| | |
|---|---|
| **Target Total Score:** | **30** |
| **Target Site Tier Rating:** | **4** |

Nancy Morin-Roman
Name

Signature

6/19/2015
Date

EXHIBIT C

AGENCY LETTERHEAD HERE

# INVOICE TEMPLATE

**Invoice Date:**

**Bill To:** FIRST 5 Santa Clara County
Attn: Chief Financial Officer
4000 Moorpark Ave, Ste 200
San Jose, CA 95117

**Contract #:**

**Payee Name:**

**Payee Mailing Address:**

**Payee Contact:** **Payee Phone:**

| Description of Service | | Amount |
|---|---|---|
| | | |
| | CSPP QRIS Block Grant Award | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | Invoice Total: | |

**Authorized Signature**

_____ _____

**{Name and Title of Authorized Representative}** **Date**

EXHIBIT C

# NAME of CSPP Contractor

| E-MAIL SIGNED HARDCOPY & EXCEL VERSION TO THE LEA | Semi-Annual Reporting Form (From LEA to CDE) | | |
|---|---|---|---|
| Categories of Spending | Amount spent in the first reporting period | Amount spent in the second reporting period | Total amount spent (Columns B+ C) |
| **1000 Certified Salaries** | | | |
| Increase in salaries | $ - | $ - | $ - |
| Release Time/Substitutes | $ - | $ - | $ - |
| Paid Pre-Service Day(s) | $ - | $ - | $ - |
| Professional Development/coursework reimbursement | $ - | $ - | $ - |
| Additional staff to reduce adult: child ratios | $ - | $ - | $ - |
| Additional staff to cover time for PLC/completing ASQs or other assessments | $ - | $ - | $ - |
| Other: | $ - | $ - | $ - |
| **Subtotal** | **$ -** | **$ -** | **$ -** |
| **2000 Classified Salaries** | | | |
| Paid Pre-Service Day(s) | $ - | $ - | $ - |
| Other: | $ - | $ - | $ - |
| **Subtotal** | **$ -** | **$ -** | **$ -** |
| **3000 Benefits** | | | |
| Other: | $ - | $ - | $ - |
| **Subtotal** | **$ -** | **$ -** | **$ -** |
| **4000 Supplies** | | | |
| Other: | $ - | $ - | $ - |
| **Subtotal** | **$ -** | **$ -** | **$ -** |
| **5000 Travel/Equipment/Contractual** | | | |
| Travel | $ - | $ - | $ - |
| Equipment | $ - | $ - | $ - |
| Workshop conference/registration fee | $ - | $ - | $ - |
| Incentives/Teacher stipends | $ - | $ - | $ - |
| Contracted/Purchased Professional Development Services | $ - | $ - | $ - |
| Other: | $ - | $ - | $ - |
| **Subtotal** | **$ -** | **$ -** | **$ -** |
| **Other Spending Categories not mentioned (please specify):** | | | |
| Non-reimburseable bonuses | $ - | $ - | $ - |
| **Grand Total** | **Total Grant Award Amount Spent in this Quarter =** | | **$ -** |

**CERTIFICATION-** ***I hereby certify that, to the best of my knowledge and belief, the information in this report is accurate and complete.***

| | |
|---|---|
| Signature of CSPP Contractor<br>(Original signature only) | Date |
| Name and Title (Please Print) : | |
| Fiscal Contact Name and Title | Date |

**CALIFORNIA DEPARTMENT OF EDUCATION**
**ATTENDANCE AND FISCAL REPORT FOR**
**CALIFORNIA STATE PRESCHOOL PROGRAMS**
CDFS 8501 Pg. 1 of 4 (06/14)

**Please read instructions before completing report.**

| *REPORTING PERIOD* | | *CONTRACT NUMBER* |
|---|---|---|
| MONTH ENDING | YEAR | |
| | | *COUNTY* / *VENDOR CODE* |

**Mail completed report to:**

CALIFORNIA DEPARTMENT OF EDUCATION
**Child Development Fiscal Services**
1430 N Street, Suite 2213
Sacramento, CA 95814-5901

| FULL NAME OF CONTRACTOR | | | FISCAL ANALYST | | |
|---|---|---|---|---|---|
| **SECTION I – CERTIFIED CHILDREN DAYS OF ENROLLMENT** | **COLUMN A** CUMULATIVE PRIOR PERIOD (Col. C Prior Report) | **COLUMN B** CURRENT PERIOD | **COLUMN C** CUMULATIVE FISCAL YEAR (Col. A + Col. B) | **COLUMN D** ADJUST-MENT FACTOR | **COLUMN E** ADJUSTED DAYS OF ENROLLMENT (Col. C x Col. D) *(Do not round)* |
| *Three and Four Year Olds* Full-time-plus | | | | 1.18 | |
| Full-time | | | | 1.00 | |
| Three-quarters-time | | | | 0.75 | |
| One-half-time | | | | 0.6172 | |
| *Exceptional Needs* Full-time-plus | | | | 1.416 | |
| Full-time | | | | 1.20 | |
| Three-quarters-time | | | | 0.90 | |
| One-half-time | | | | 0.6172 | |
| *Limited and Non-English Proficient* Full-time-plus | | | | 1.298 | |
| Full-time | | | | 1.10 | |
| Three-quarters-time | | | | 0.825 | |
| One-half-time | | | | 0.6172 | |
| *At Risk of Abuse or Neglect* Full-time-plus | | | | 1.298 | |
| Full-time | | | | 1.10 | |
| Three-quarters-time | | | | 0.825 | |
| One-half-time | | | | 0.6172 | |
| *Severely Disabled* Full-time-plus | | | | 1.77 | |
| Full-time | | | | 1.50 | |
| Three-quarters-time | | | | 1.125 | |
| One-half-time | | | | 0.6172 | |
| **TOTAL DAYS OF ENROLLMENT** | | | | | |
| **DAYS OF OPERATION** | | | | | |
| **DAYS OF ATTENDANCE** | | | | | |

SAMPLE

☐ **NO NONCERTIFIED CHILDREN** Check this box and continue to Section III if no noncertified children are enrolled in the program.

**CALIFORNIA DEPARTMENT OF EDUCATION**
**ATTENDANCE AND FISCAL REPORT FOR**
**CALIFORNIA STATE PRESCHOOL PROGRAMS**
CDFS 8501 Pg. 2 of 4 (06/14)

**Please read instructions before completing report.**

| *REPORTING PERIOD* | | *CONTRACT NUMBER* |
|---|---|---|
| MONTH ENDING | YEAR | |
| | | *COUNTY* / *VENDOR CODE* |

Note: Section II – Information for noncertified children must be submitted as a part of this report. If you do not serve noncertified children, check the box on page 1 and omit this page.

SAMPLE

| FULL NAME OF CONTRACTOR | | | FISCAL ANALYST | | |
|---|---|---|---|---|---|
| **SECTION II – NONCERTIFIED CHILDREN** Report all children who are not certified but are served at the same site(s) as certified children. Complete this section according to the instructions given for Section I. **DAYS OF ENROLLMENT** | **COLUMN A** CUMULATIVE PRIOR PERIOD (Col. C Prior Report) | **COLUMN B** CURRENT PERIOD | **COLUMN C** CUMULATIVE FISCAL YEAR (Col. A + Col. B) | **COLUMN D** ADJUST-MENT FACTOR | **COLUMN E** ADJUSTED DAYS OF ENROLLMENT (Col. C x Col. D) *(Do not round)* |
| *Three and Four Year Olds* Full-time-plus | | | | 1.18 | |
| Full-time | | | | 1.00 | |
| Three-quarters-time | | | | 0.75 | |
| One-half-time | | | | 0.6172 | |
| *Exceptional Needs* Full-time-plus | | | | 1.416 | |
| Full-time | | | | 1.20 | |
| Three-quarters-time | | | | 0.90 | |
| One-half-time | | | | 0.6172 | |
| *Limited and Non-English Proficient* Full-time plus | | | | 1.298 | |
| Full-time | | | | 1.10 | |
| Three-quarters-time | | | | 0.825 | |
| One-half-time | | | | 0.6172 | |
| *At Risk of Abuse or Neglect* Full-time-plus | | | | 1.298 | |
| Full-time | | | | 1.10 | |
| Three-quarters-time | | | | 0.825 | |
| One-half-time | | | | 0.6172 | |
| *Severely Disabled* Full-time-plus | | | | 1.77 | |
| Full-time | | | | 1.50 | |
| Three-quarters-time | | | | 1.125 | |
| One-half-time | | | | 0.6172 | |
| **TOTAL DAYS OF ENROLLMENT** | | | | | |

EXHIBIT C

**CALIFORNIA DEPARTMENT OF EDUCATION**
**ATTENDANCE AND FISCAL REPORT FOR CALIFORNIA STATE PRESCHOOL PROGRAMS**
CDFS 8501 Pg. 3 of 4 (06/14)

**Please read instructions before completing report.**

| *REPORTING PERIOD* | | *CONTRACT NUMBER* |
|---|---|---|
| MONTH ENDING | YEAR | |
| | | *COUNTY* / *VENDOR CODE* |

| FULL NAME OF CONTRACTOR | FISCAL ANALYST |
|---|---|
| | |

| **SECTION III – REVENUE** *(See instructions)* | **COLUMN A** CUMULATIVE PRIOR PERIOD (Col. C Prior Report) | **COLUMN B** CURRENT PERIOD | **COLUMN C** CUMULATIVE FISCAL YEAR (Col. A + Col. B) |
|---|---|---|---|
| RESTRICTED INCOME | | | |
| Child Nutrition Programs | | | |
| County Maintenance of Effort (EC Section 8279) | | | |
| Other: | | | |
| **SUBTOTAL** | $ | $ | $ |
| Transfer From Reserve | | | |
| | | | |
| Family Fees for Certified Children | | | |
| | | | |
| Int. Earned on Apportionment Pmts. | | | |
| | | | |
| UNRESTRICTED INCOME | | | |
| Fees for Noncertified Children | | | |
| Head Start | | | |
| Other: | | | |
| **TOTAL REVENUE** | $ | $ | $ |

| **SECTION IV – REIMBURSABLE EXPENSES** *(See instructions)* | | | |
|---|---|---|---|
| 1000 Certificated Salaries | | | |
| 2000 Classified Salaries | | | |
| 3000 Employee Benefits | | | |
| 4000 Books and Supplies | | | |
| 5000 Services and Other Operating Expenses | | | |
| 6100/6200 Other Approved Capital Outlay | | | |
| 6400 New Equipment *(program-related)* | | | |
| 6500 Equipment Replacement *(program-related)* | | | |
| Depreciation or Use Allowance | | | |
| Start-Up Expenses *(service level exemption)* | | | |
| Budget Impasse Credit | | | |
| Indirect Costs (Rate:_____%; include in Admin Cost) | | | |
| NONREIMBURSABLE (STATE USE ONLY) | | | |
| **TOTAL REIMBURSABLE EXPENSES** | $ | $ | $ |
| TOTAL ADMINISTRATIVE COST *(included in Section IV above)* | | | |

COMMENTS: If necessary, attach an additional sheet to explain information contained in this report.

CERTIFICATION—***I hereby certify that, to the best of my knowledge and belief, the information in this report is accurate and complete.***

| Signature of Contractor Designee *(Original signature only)* | E-mail Address | Telephone ( ) Ext. | Date |
|---|---|---|---|
| Designee Name & Title (Please Print): | | | |
| Contractor Fiscal Contact Name & Title | E-mail Address | Telephone ( ) Ext. | Date |

☐ **NO SUPPLEMENTAL REVENUE**

SAMPLE

EXHIBIT C

**CALIFORNIA DEPARTMENT OF EDUCATION**
**ATTENDANCE AND FISCAL REPORT FOR CALIFORNIA STATE PRESCHOOL PROGRAMS**
CDFS 8501 Pg. 4 of 4 (06/14)

**Please read instructions before completing report.**

| *REPORTING PERIOD* | | *CONTRACT NUMBER* |
|---|---|---|
| MONTH ENDING | YEAR | |
| | | *COUNTY* / *VENDOR CODE* |

| FULL NAME OF CONTRACTOR | FISCAL ANALYST |
|---|---|
| | |

| **SECTION V – SUPPLEMENTAL REVENUE (See instructions)** | **COLUMN A** CUMULATIVE PRIOR PERIOD (Col. C Prior Report) | **COLUMN B** CURRENT PERIOD | **COLUMN C** CUMULATIVE FISCAL YEAR (Col. A + Col. B) |
|---|---|---|---|
| Enhancement Funding | | | |
| Other: | | | |
| | | | |
| **TOTAL SUPPLEMENTAL REVENUE** | $ | $ | $ |

| **SECTION VI – SUPPLEMENTAL EXPENSES** | | | |
|---|---|---|---|
| 1000 Certificated Salaries | | | |
| 2000 Classified Salaries | | | |
| 3000 Employee Benefits | | | |
| 4000 Books and Supplies | | | |
| 5000 Services and Other Operating Expenses | | | |
| 6000 Equipment/Capital Outlay | | | |
| Depreciation or Use Allowance | | | |
| Indirect Costs | | | |
| NONREIMBURSABLE EXPENSES<br>6100-6500 Nonreimbursable Capital Outlay | | | |
| Other: | | | |
| **TOTAL SUPPLEMENTAL EXPENSES** | $ | $ | $ |

SAMPLE

COMMENTS: If necessary, attach an additional sheet to further explain information contained in this report.

CERTIFICATION—***I hereby certify that, to the best of my knowledge and belief, the information in this report is accurate and complete.***

| Signature of Contractor Designee *(Original signature only)* | E-mail Address | Telephone ( ) Ext. | Date |
|---|---|---|---|
| Designee Name & Title (Please Print): | | | |
| Contractor Fiscal Contact Name & Title | E-mail Address | Telephone ( ) Ext. | Date |

**Principles on Equity**
**ADVISORY COMMITTEE ON DIVERSITY**
**CALIFORNIA CHILDREN & FAMILIES COMMISSION**
**(Approved by the State Commission on October 18, 2001)**

Recognizing significant gaps and disparities in the provision of services for children and their families and as observed in educational, health and other outcomes, the State Commissioners adopted a resolution in November, 1999, demonstrating its commitment and leadership towards taking proactive steps to ensure that California children and their families from diverse populations, including children with disabilities and other special needs, are an integral part of the planning and implementation of Proposition 10. By the following summer (July 2000), the State Commissioners had established the Advisory Committee on Diversity to serve as their policy advisors on issues related to diversity and equity. For Prop 10, diversity has been defined to be inclusive of children prenatal to five years of age, regardless of immigration status, who:

- Are from different ethnic, linguistic, cultural, socio-economic, religious, geographical and/or other historically or currently under-served communities; or
- Have disabilities and other special needs.

The Advisory Committee on Diversity is responsible for advising the State Commission in fulfilling its mission to adopt policies and practices that equitably provide California's children (prenatal to 5) from diverse backgrounds and abilities with accessible, family-friendly, culturally competent, quality early childhood services and programs designed to help them reach their full potential and prepare them for positive educational and life experiences. To achieve this vision, it is critical that parents and other caregivers of children from diverse backgrounds and with diverse abilities have meaningful roles in the planning, delivery and evaluation of Prop 10 initiatives. When historically marginalized groups have a voice in shaping the systems that affect the lives of their children, we can expect cutting-edge and powerful changes. The Advisory Committee on Diversity is confident that only through this increased level of involvement and system improvements will equity be achieved.

The Advisory Committee on Diversity determined at its second meeting (November 2000) that its work must begin with the development of Equity Principles, which were originally referred to as Diversity Principles. The State Commission is the primary audience for these Equity Principles; the principles will be used to guide their policy work and funding decisions. Additionally, the Equity Principles are intended for use by the CCFC staff and contractors. Although the Principles are not mandates, they can serve as guidelines to ensure that the programs and services established and supported by Prop 10 funds are both culturally and linguistically competent and inclusive in serving children with disabilities and other special needs.

The Committee also developed these Equity Principles with the local audience in mind and in response to the County Commissions' requests for support in this area. The Advisory Committee on Diversity feels strongly that the Equity Principles will be beneficial to the children and families served through local programs funded by the County Commissioners.

The Advisory Committee on Diversity firmly believes that through assuring improved programs and access for children and their families from diverse backgrounds and with diverse abilities, the services for all children in California will be better served. We offer these Principles to assist the

State Commission in fulfilling its commitment to all children and hope that others throughout California will also adopt them. There are four major components to the Diversity Principles:

1. Inclusive Governance and Participation
2. Access to Services
3. Legislative and Regulatory Mandates
4. Results-based Accountability

The Advisory Committee approved the Equity Principles on June 29, 2001. It is anticipated that the Committee will periodically review and update the Principles.

## Inclusive Governance and Participation

Prop 10 recognizes that children develop within the context of their families and communities, and as such, it is essential that Prop 10 programs secure and obtain meaningful participation and input of the families and other caregivers of children from diverse backgrounds and with diverse abilities throughout all program development and implementation phases. Prop 10 programs should:

- Use culturally- and linguistically-appropriate outreach strategies, as well as approaches effective in reaching parents of children with disabilities and other special needs and parents who themselves may have disabilities;
- Assure that all diverse groups, particularly those who have been traditionally underrepresented
- Use community organizations, both formal and informal networks, and other communication vehicles that have been effective in reaching out to and serving diverse groups;
- Promote and support the development of emerging parent and community leaders; and
- Assure that families representing diverse groups participate equitably in the planning, delivery and evaluation of initiatives, which includes the grant criteria process, advisory groups and other committees.

## Access to Services

To assure that children from diverse backgrounds and with diverse abilities have access to high quality and culturally competent early care and education/development opportunities as a critical means for achieving equity, Prop 10 funded programs should:

- Set measurable goals and objectives for increasing access and achieving equity;
- Use culturally and linguistically relevant methods of communication and community outreach, which include engaging, respected community persons to promote messages;
- Assure that programs provide access to information, resources and support regarding their child's development, including strengths and needs for all families;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze disaggregated community demographic data

(ethnicity, disabilities, language, age, socio-economic status, literacy levels, underinsured/uninsured rates, etc.). Use these assessment and data to establish priority-desired results and to design program that will remove disparities and attain desired results;

- Provide information and support through culturally and linguistically responsive service providers and service providers who are knowledgeable about children with disabilities and other special needs and their families;
- Promote collaboration across disciplines, service delivery systems and communities. This includes implementation of a coordinated service delivery approach to young children, especially children with disabilities and other special needs and their families who are often served by a variety of agencies, programs, and service providers;
- Develop print, audio-visual, and electronic materials that are culturally and linguistically relevant for all communities served, are written at appropriate literacy levels, and are available for specialized populations (e.g., Braille, closed captioning);
- Schedule services in accordance with family needs and situations (work schedules, time of the year, language, transportation, etc.);
- Support programs that are individualized to address the cultural and linguistic diversity, as well as the range of ability levels and behavioral and learning styles that are representative of California's children and families;
- Ensure availability of adapted and specialized services and supports as needed to assure full participation for all children and their families. Individualization of services and supports for all families are critical to actively support a child's learning experiences in natural environments to the maximum extent appropriate;
- Demonstrate awareness of, and referrals to, services, resources and other supports available for children with disabilities and other special needs and their families;
- Demonstrate a commitment to promote a workforce that has skills, knowledge of, and reflective of the children and families being served, and a workforce that is knowledgeable about and supportive of children with disabilities and other special needs and their families;
- Demonstrate that staff who work with or on behalf of children and their families display a positive attitude about working with children with disabilities and special needs as well as children from culturally and linguistically diverse backgrounds; and
- Promote policies to assure training and technical assistance necessary to improve knowledge, attitudes and skills of all involved with the Commission and build their capacity to work within culturally and linguistically diverse communities, and serve as well as to work more effectively in serving the range of abilities, behavioral and learning styles that are representative of California's children.

## Legislative and regulatory mandates

Agencies must adhere to all legislative, regulatory and accreditation mandates pertinent to the provision of services to children from diverse backgrounds and with diverse abilities. Prop 10 programs should:

- Embrace the spirit of the law;
- Demonstrate leadership in assuring that all staff receive training, are knowledgeable about pertinent legislative and legal mandates and have the skills and resources necessary to implement required modifications or enhancements to services or facilities;
- Inform parents of their rights and responsibilities as well as those of their children;
- Offer its services to all children and their families regardless of immigration status (California Children and Families Commission Resolution –June 24, 1999); and
- Be held accountable for their compliance with key laws and other related mandates, for example:

    - Title VI of the Civil Rights Act of 1964: requires linguistic access via qualified interpreters and translated materials at no cost to the individual;
    - Americans with Disabilities Act 1990 (ADA): prohibits discrimination on the basis of disability and promotes equal access, building modifications, hiring practices for persons with disabilities;
    - Language Access Laws i.e., Dymally-Alatorre Bilingual Services Act (CA); imposes direct obligations state/local governmental agencies to provide appropriate translation services for languages spoken by 5% or more of population served;
    - Individuals with Disabilities Education Act (IDEA) establishes special education and coordinated, family centered service delivery systems for children with disabilities from birth through age 5 through several programs e.g., California's Early Start Program, California Department of Education's Preschool Special Education Program; and
    - Executive Order 13166: issued on August 11, 2000 to provide meaningful access to Limited English Proficient (LEP) individuals to federally assisted and federally conducted programs and activities.

## Results-based Accountability

Prop 10 programs will have well defined and meaningful outcomes that benefit children from diverse backgrounds and with diverse abilities and thus should:

- Commit to attaining their stated program outcomes realizing that their results are crucial to ongoing sustainability and advocacy;
- Allocate sufficient resources to support accountability and evaluation activities;
- Use program planners, evaluators and other experts who are knowledgeable about children's differing abilities, and who are culturally competent in regards to the population(s) served in developing effective assessment and evaluation tools and methods;
- Conduct assessments that include assets, challenges, and gaps in communities and systems, as well as analyze community demographics

(ethnicity, disabilities, language, age, socio-economic status, etc.);

- Assess regularly its inclusive governance process and provide updates on the extent of the family involvement and engagement throughout all phases of program development (planning, implementation and evaluation);
- Use culturally and linguistically appropriate questions, instruments and other research methods to collect relevant data from the populations and communities served;
- Include questions on disabilities and other related issues in surveys and other evaluation and research tools/instruments;
- Collect and report disaggregated data (e.g., ethnicity, disabilities, language, age, socioeconomic status, etc.) describing children and families served and the achievement of access, equity and desired child/family results;
- Recognize that accountability and results are crucial to ongoing advocacy and sustainability; and
- Disseminate best practices and promising practices for the benefit of all children and their service providers throughout California.

FIRST 5 Santa Clara County
2015 – 2018 Strategic Plan

FIRST 5 Santa Clara County 2015 – 2018 Strategic Plan is available at the following address:

http://www.first5kids.org/strategicplan

## CALIFORNIA RACE TO THE TOP – EARLY LEARNING CHALLENGE (RTT–ELC)
## QUALITY CONTINUUM FRAMEWORK –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 (minimum twice a year) and results used to inform curriculum planning | ☐ Program uses DRDP 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:<br>1. Annually<br>OR<br>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<br>**AND**<br>☐ 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<br>**AND**<br>☐ 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<br>**AND**<br>☐ Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate<br>**AND**<br>☐ 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<br>☐ FCCH: 12 units of ECE/CD OR Associate Teacher Permit | ☐ 24 units of ECE/CD + 16 units of General Education **OR** Teacher Permit<br>**AND**<br>☐ 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<br>**AND**<br>☐ 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<br>**AND**<br>☐ 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:<br>**Pre-K**<br>▪ Emotional Support - 5<br>▪ Instructional Support –3 | ☐ Independent assessment with CLASS with minimum CLASS scores:<br>**Pre-K**<br>▪ Emotional Support – 5.5<br>▪ Instructional Support – 3.5<br>▪ Classroom Organization – 5.5 |

[1] Approved assessments are: Creative Curriculum GOLD, Early Learning Scale by National Institute of Early Education Research (NIEER), and Brigance Inventory of Early Development III.

[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 points that can be earned toward assigning a tier rating (see Total Point Range).

| ELEMENT | BLOCK (Common Tier 1) Licensed In Good Standing | 2 POINTS | 3 POINTS | 4 POINTS | 5 POINTS |
|---|---|---|---|---|---|
| | | | | ▪ Classroom Organization – 5<br>**Toddler**<br>▪ Emotional & Behavioral Support – 5<br>▪ Engaged Support for Learning – 3.5<br>**Infant**<br>▪ Responsive Caregiving (RC) – 5.0 | **Toddler**<br>▪ Emotional & Behavioral Support – 5.5<br>▪ Engaged Support for Learning – 4<br>**Infant**<br>▪ Responsive Caregiving (RC) – 5.5 |
| **CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership** | | | | | |
| **5. Ratios and Group Size** (Centers Only beyond licensing regulations) | ☐ Center: Title 22 Regulations<br>**Infant** Ratio of 1:4<br>**Toddler Option** Ratio of 1:6<br>**Preschool** Ratio of 1:12<br>☐ FCCH: Title 22 Regulations<br>*(excluded from point values in ratio and group size)* | ☐ Center - Ratio: Group Size<br><br>**Infant/Toddler** – 4:16<br>**Toddler** – 3:18<br>**Preschool** – 3:36 | ☐ Center - Ratio: Group Size<br><br>**Infant/Toddler**– 3:12<br>**Toddler** – 2:12<br>**Preschool**– 2:24 | ☐ Center - Ratio: Group Size<br><br>**Infant/Toddler** – 3:12 or 2:8<br>**Toddler** – 2:10<br>**Preschool** – 3:24 or 2:20 | ☐ Center - Ratio: Group Size<br><br>**Infant/Toddler** – 3:9 or better<br>**Toddler** – 3:12 or better<br>**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 | ☐ Assessment on the whole tool. Results used to inform the program's Quality Improvement Plan | ☐ 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<br>OR<br>Current National Accreditation approved by the California Department of Education |
| **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<br><br>**OR** Master Teacher Permit | ☐ Associate's degree with 24 units ECE/CD +/with 6 units management/ administration and 2 units supervision<br>**OR** Site Supervisor Permit<br>**AND**<br>☐ 21 hours PD annually | ☐ Bachelor's degree with 24 units ECE/CD +/with 8 units management/ administration<br>**OR** Program Director Permit<br>**AND**<br>☐ 21 hours PD annually | ☐ Master's degree with 30 units ECE/CD including specialized courses +/with 8 units management/ administration,<br>**OR** Administrative Credential<br>**AND**<br>☐ 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**<br>7 Elements for 35 points | **Blocked** (No Point Value) – Must Meet All Elements | **Point Range**<br>8 to 19 | **Point Range**<br>20 to 25 | **Point Range**<br>26 to 31 | **Point Range**<br>32 and above |
| **FCCHs**<br>5 Elements for 25 points | **Blocked** (No Point Value) – Must Meet All Elements | **Point Range**<br>6 to 13 | **Point Range**<br>14 to 17 | **Point Range**<br>18 to 21 | **Point Range**<br>22 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 California Department of Education, February 2014 Updated May 28, 2015; Effective July 1, 2015

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

## CORE TOOLS & RESOURCES[1]

| CORE I: CHILD DEVELOPMENT & SCHOOL READINESS | |
|---|---|
| **School Readiness** | |
| Goal (Pathway) | All children receive individualized instruction and support for optimal learning and development informed by child observation and assessment data. |
| Related Element(s) | CORE I.1 Child Observation and Assessment |
| RTT-ELC Core Tool(s) & Resources | • CA Foundations and Frameworks: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp<br>• Preschool English Learner Guide: http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf<br>• Desired Results Developmental Profile Assessment (DRDP) Tools: http://desiredresults.us/index.htm<br>• National Data Quality Campaign's Framework: http://www.dataqualitycampaign.org/<br>• 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<br>• CA Foundations and Frameworks - Social-Emotional Development: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp<br>• 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<br>• Infant/Toddler Program Guidelines: http://www.cde.ca.gov/sp/cd/re/documents/itguidelines.pdf<br>• CA Infant/Toddler Foundations and Frameworks-Perceptual/ Motor: http://www.cde.ca.gov/sp/cd/re/cddpublications.asp<br>• 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/<br>• 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** |

[1] *This document accompanies the Hybrid Matrix as part of the Quality Continuum Framework. These are the tools and resources listed in the Federal application that the Consortia are required to include in their Quality Improvement plan. Data will be gathered regarding how these tools and resources are used by the Consortia. Optional companion tools will also be developed, including the Enhanced Pathways Continuum, Pathways Implementation Guide, and Additional Pathways Tools and Resources.*

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

## CORE TOOLS & RESOURCES

| | |
|---|---|
| **Professional Development** | |
| Goal (Pathway) | Teachers are life-long learners. |
| Related Element(s) | Core II.3 Minimum Qualifications and Core II.4 Effective Teacher-Child Interactions |
| RTT-ELC Core Tool(s) & Resources | • Common Core 8[2]: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm<br>• Early Childhood Educator (ECE) Competencies: http://www.cde.ca.gov/sp/cd/re/ececomps.asp<br>• ECE Competencies Self-Assessment Tool: http://ececompsat.org/<br>• 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):<br>o Infant-Toddler Environment Rating Scale (ITERS),<br>o Early Childhood Environment Rating Scale (ECERS),<br>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/<br>• Program Administration Scale (Centers) – (PAS): http://mccormickcenter.nl.edu/program-evaluation/program-administration-scale-pas/<br>OR<br>• 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 |



[2] Recommended