

Transforming California's Birth Through Five System

State of California Preschool Development Grant Birth Through Five Renewal Application – File One

PROJECT SUMMARY

Transforming California's Birth Through Five System | California Health and Human Services Agency

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California (CA) is on the verge of historic early childhood systems transformation to improve and connect systems and expand access to quality services for CA's 3 million children aged birth through five years (B–5), 58% of whom are income-eligible for state-subsidized services. CA seeks to create a future where the state's children B–5, their families, and their communities thrive through an effective and impactful early learning and care (ELC) mixed delivery system that is efficiently connected to a range of child, family, and program supports. Legislative leaders and Governor Newsom prioritized this work by increasing the state's early childhood budget by \$2.3 Billion last year. The Preschool Development Grant – Renewal (PDG-R) funds will further CA's work towards this vision. To realize this future, CA will develop a Master Plan for ELC to build on the initial PDG B–5 Strategic Plan (SP) and deliver financing recommendations toward high-quality ELC and well-supported families. While building a system of support for all children and families, CA will prioritize supports for children farthest from opportunity, including underserved children (children not receiving services despite their eligibility), vulnerable children (children in need of special care, support, or protection because of age, disability, or various risk factors), and children and families living in rural areas.

CA will use PGD-R funds to build state and local cross-system capacity and streamline governance to improve system efficiency. CA will: 1) engage in ongoing assessment and planning; 2) seek continuous stakeholder feedback; 3) develop integrated data systems with unique identifiers to support a state longitudinal data system; and 4) align and redesign quality standards, professional learning systems, and monitoring processes. The PDG-R funds will also support efforts to train state agency staff on critical issues, including trauma-informed care (TIC) and implicit bias, and will allow the state to pilot cross-systems innovations. CA will also build parental knowledge, elevate parent voices, and strengthen parent connections to ELC and other supportive services (e.g. Individuals with Disabilities Education Act [IDEA] services, and mental health supports). CA will expand use of the Parent Café model to build the Strengthening Families (SF) Protective Factors, address trauma, and support the use of early identification screens to connect children to services. CA will make progress towards transforming its ELC workforce by developing professional development (PD) content, expanding coaching certification and virtual coaching, and building capacity to implement competency-based assessments, moving CA towards a unified system for ELC PD that employs consistent standards and offers the workforce aligned, stackable, competency based, credit-bearing PD. CA will also expand and improve its ELC quality improvement system (QIS) by reviewing and redesigning its quality investments and quality assurance system. To address equity, CA will provide subgrants to support the Tribal Child Care Association of California's (TCCAC) QIS, and to local consortia to increase the supply and quality of ELC, especially in rural areas. Expanded training

will improve transitions from ELC to early grades and support children experiencing trauma (from homelessness, disasters, or other adverse experiences).

CA made significant progress in planning for system transformation with initial PDG B-5 funding. The PDG-R will allow the state to build on this progress, pilot innovative strategies, and develop an ecosystem that invests in young children and their families as the bedrock of a strong cradle-to-career system of support to assure the health and prosperity of Californians for generations.

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EXPECTED OUTCOMES

CA seeks to create a future where the state’s children B–5 and their families and communities thrive through an effective and impactful ELC mixed delivery system that is efficiently connected to a range of child, family, and program supports.¹ CA will use PGD-R to support children, families, and the early childhood workforce by increasing the supply and quality of ELC opportunities; building parental knowledge, elevating parent voices, and strengthening parent connections to ELC and other supportive services; and developing a unified system for workforce PD that employs consistent standards and offers the workforce aligned, stackable, competency-based, credit-bearing PD. CA will also build state and local cross-system capacity and streamline governance to improve system efficiency, develop cross-agency data systems, align and redesign quality standards, PD systems, and monitoring processes. The table below details the expected outcomes, which align to the Logic Model. These outcomes will be achieved under the direction of a strong cross-agency governance, and through the support of expert state PDG-R implementation staff.

<p>Long Term Systems Outcomes: CA ELC systems meet the needs of children and families. Increased alignment and efficiencies across CA’s B–5 ELC mixed-delivery system. Strengthened network of family support systems. Reduced duplication of effort and governance inefficiencies, and better information sharing.</p>
<p>Action Area: <i>Build cross-system capacity and streamline governance at the state and local level (Activities: 1, 2, 3, 4, 5, 6, bonus points A, B, C)</i></p>
<p>Detailed knowledge of child, family, and provider needs, across health, mental health, family support, and ELC providers. Master Plan for ELC drives political will for meaningful policy changes. Improved system leadership and coordination; improved decision making informed by data. Increased information sharing with families and streamlined eligibility processes. Improved state agency capacity and efficiency of diverse ELC program implementation. Improved parental and teacher understanding of promising transition practices. Cross-system child, family, and provider data tied to unique identifiers.</p>

¹ CA’s Mission and Vision for ELC from Mixed-Delivery ELC System SP.

<p>Long Term Systems Outcomes: CA ELC systems meet the needs of children and families. Increased alignment and efficiencies across CA’s B–5 ELC mixed-delivery system. Strengthened network of family support systems. Reduced duplication of effort and governance inefficiencies, and better information sharing.</p>
<p>Action Area: <i>Build parental knowledge, elevate parental voices, and strengthen parent connections (Activities: 3, 5, bonus point B)</i></p>
<p>Improved parental knowledge of child development & how to strengthen protective factors. Higher rates of early identification of child development issues. Greater parental leadership and advocacy.</p>
<p>Action Area: <i>Transform the ELC workforce (Activities: 3, 4, 5, bonus point A)</i></p>
<p>Increased rates of participation in PD and quality improvement activities. More efficient and expanded reach of credentialing and career advancement pathways. CA workforce skills better aligned to state standards.</p>
<p>Action Area: <i>Align Quality Standards, Systems, and Supports (Activities: 5, bonus point C)</i></p>
<p>Increased efficacy of the QIS, with greater focus on equity. Increased quality of tribal child care programs (locally determined indicators). Increased licensed ELC capacity. Improved Family, Friend, and Neighbor (FFN) and Family Child Care (FCC) quality. Improved workforce capacity to service children with or at risk of developmental delays. Expanded pool of providers trained to support children with challenging behaviors and/or experiencing trauma.</p>

APPROACH

ACTIVITY 1 – PDG B–5 STATEWIDE NEEDS ASSESSMENT

1. Status of CA’s Statewide B–5 Needs Assessment:

CA completed a statewide B–5 Needs Assessment (NA) as part of its Initial Preschool Development Grant (PDG-I) in October 2019.² The American Institutes for Research (AIR) developed the NA in partnership with the CA Department of Education (CDE), the PDG-I Core Team (CT), and the PDG State Stewardship Team (SST). The table below provides the status and key findings from CA’s NA for each Funding Opportunity Announcement (FOA) requirement.

² A list of stakeholders that participated in PDG-I is included in Activity 6.C.

FOA requirement for NA	Status and Findings
Defining key terms	Included in NA. The SST and the PDG-I CT reached consensus on five key terms: 1) quality ELC ³ , 2) availability of ELC, 3) underserved children, 4) vulnerable children, and 5) children in rural areas
Describing the populations of children who are vulnerable or underserved, and children in rural areas	Included in NA. CA is home to approximately 2.4 million children under five, 58% of whom are income-eligible for state-subsidized ELC (live in households earning less than 85% of state median income). Children who are considered vulnerable include those in protective services, those experiencing homelessness (~7.5% of children <5), those with disabilities (~4% of children <5), dual language learners (DLLs) (~60% of children 0-8), and children with working parents and who need care during nontraditional hours (~10% of families). In 36 of CA’s 58 counties, more than 10% of children <5 live in deep poverty (<50% of the Federal Poverty Level). ~32% of children <5 live in rural areas.
Identifying the current quality and availability of early childhood care and education, including availability for vulnerable or underserved children and children in rural areas	Included in NA. CA has invested significant resources to improve the quality of ELC programs, including establishing a quality rating and improvement system (QRIS); increasing the reimbursement for infant/toddler (I/T) programs; balancing protective staff-child ratios with well-compensated, well-qualified teachers; and implementing an innovative approach to addressing trauma and challenging behaviors among preschoolers. However, even licensed programs struggle to adequately compensate teachers who have earned degrees, and a large number of children are in informal arrangements about whose quality little is known. Large disparities in access to ELC services remain, including: 1) unavailability of slots; 2) programs that do not meet parent needs; 3) barriers that keep families from enrolling; or 4) lack of parent interest in or knowledge of the programs. Disparities are seen by ethnicity, race, age, disability status, and family needs.
Identifying, to the extent practicable, the unduplicated number of children being served in existing programs and the unduplicated number of children awaiting service in such programs	Included in NA. Limited information is available on the unduplicated number of children served (See data gaps below). During 2016-17, 32,763 children received combination funding (Head Start and state). In 2019, 19 of CA’s 58 counties currently operate Centralized Eligibility Lists (CELs): ~3% of all children under 5 in 18 of these counties were on a CEL waiting list. AIR fielded an ELC provider survey to refine the current estimated unduplicated count and unmet need as an addendum to the NA. Results will be available in December 2019.

³ ELC is used throughout this application to refer to the range of early childhood development and child care programs in CA’s mixed-delivery system

FOA requirement for NA	Status and Findings
Identifying gaps in data or research about the quality and availability of programming and supports. Describing the gaps in data or research that are most important to fill	Included in NA. Gaps in data or research include: 1) lack of detailed and comprehensive information about the ELC workforce; 2) inability to link individual ELC data to K–12 data, social service data, and state public health records; and 3) lack of a longitudinal database. CA needs a system to assign unique identifiers to children at birth (or first use of a public service) and follow them into elementary school.
Describing the state's current measurable indicators of progress that align with the state's vision and desired outcomes	Included in NA. CA can use available data to track measurable indicators, including the proportions of: 1) children, by age cohort, who are eligible for subsidized child care but not enrolled in a publicly supported ELC program; 2) preschool-age children (3- and 4-year-olds) participating in a licensed ELC program; 3) children, by age cohort, living in a “child care desert”; and 4) children, by age cohort, enrolled in a Tier 4 or 5 Quality Counts California (QCC)-rated program. ⁴
Describing key concerns or issues related to ECE facilities	Included in NA. There are a number of issues related to early childhood education (ECE) facilities, including: 1) a decline in the number of facilities in CA; 2) multiple barriers to expansion of facilities; 3) lack of an ongoing dedicated funding source for facilities; and 4) lack of technical assistance (TA) for facilities development.
Analyzing and describing the barriers to the funding and provision of high-quality ECE services and supports, and identify opportunities for more efficient use of resources	Included in NA. Barriers to funding and providing high-quality ECE services/supports include: 1) insufficient funding to provide quality services to the families who need help to afford ELC in a high-cost state; 2) lack of funding to train, recruit, and retain an adequate number of teachers and staff to meet the desired workforce standards; 3) and lack of a centralized website to apply for subsidized care. The PDG SP identifies opportunities for more efficient uses of resources.
Describing transition supports and gaps that affect how children move between ECE programs and school entry	Included in NA. CA is supporting transitions through joint planning time for Pre-K and Kindergarten teachers and by developing resources. Challenges include misalignment of ELC program and early elementary school expectations and curricula, and disparate enrollment patterns leading children to matriculate to schools in different districts than their ELC.

During the PDG-R, CA will build its capacity to conduct and share NA data in an ongoing manner. To do this, CA will strengthen data systems to collect more accurate and integrated data on programs, providers, and families (Activity 6.1). CA will also conduct regular updates to the

⁴ QCC is CA’s statewide system of locally-implemented QRIS. QCC helps to connect families to high-quality ELC programs and ensures that children have quality early learning experiences in their communities through local consortia. It also provides resources and support to ELC providers to improve quality.

NA to ensure decision makers at the state and local level have current information. CA will update the NA with publicly available data every year and will conduct more comprehensive NA updates every five years, beginning in 2021, to include the most recent Census or American Community Survey data. The NA data will include: 1) socio-demographic characteristics; 2) ELC eligibility, enrollment, and access; and 3) health and safety risk factors. CA will also establish a user-friendly web-based data Dashboard to share the NA data. The table below outlines specific steps that CA will take to update the NA.

Updating CA NA Strategies and Activities	Month
State hires limited-term NA staff to conduct data analysis, perform data visualization, and manage information technology (IT) project	1-3
NA staff conduct landscape analysis of existing data and data that will become available through planned data systems, and identify which data to include annually versus 5-year updates	3-12
NA staff administer Request for Funding Proposal for external contractor to design/develop NA Dashboard and promote data literacy	6-12
NA staff and contractor provide data literacy trainings to state and local leaders	13-36
NA staff and contractor develop/implement NA Dashboard	13-36
NA staff collect, analyze, and graphically display available data	13-36

2. Process for Completing NA:

To complete the PDG-I NA, AIR used a mixed-methods approach including: 1) gathering and analyzing relevant extant data; 2) conducting interviews with state and local ELC leaders; 3) reviewing prior state and local NAs and other publicly available reports; 4) administering a survey of Local Child Care Planning Councils (LPCs), which must conduct an assessment of ELC needs in their county no fewer than once every five years;⁵ and 5) administering a provider survey to gather data on estimated counts of children served by ELC providers (Activity 1.3). During PDG-I, AIR also worked with LPC’s to build LPC capacity to conduct and share local NAs.

⁵ California Education Code § 8499.5(b)(1)

3. Information Collection Process for the NA:

The table below describes extensive stakeholder engagement activities that informed the NA.

Method	Focus & Stakeholders Engaged
Meetings with PDG teams	The PDG-I CT and SST provided direction on the progress and scope of the NA, including insight on existing reports, data methodology, and data collection, and helped finalize key terms and indicators of progress. The SST disseminated provider surveys and participated in a focus group.
Interviews	AIR conducted 44 phone interviews with stakeholders, including 30 local-level representatives and 14 state, regional, and tribal representatives from QCC Consortia, Head Start, Early Education Migrant Program, Migrant Education Program, TCCAC, CA County Superintendents' Educational Services Association, Parent Voices, and the PDG SST.
LPC Survey	AIR administered a survey of all 58 LPC coordinators in CA to obtain county-level data for local NAs and local sources.
Provider Survey	AIR administered a survey to 1,605 providers to gather data on estimated counts of unduplicated children served, unmet need, program site characteristics, funding patterns, facilities, ELC workforce, and activities to support access.

ACTIVITY 2 – PDG B–5 STATEWIDE SP

1. Development & Implementation of a SP:

CA completed its *Mixed-Delivery* ELC System SP in October 2019 as part of the PDG-I process.

The table below describes how the SP addresses the FOA Section IV.2 requirements.

FOA Requirement for SP	CA SP Component
Stakeholder identification and engagement	The SP includes a list of stakeholder groups that were involved in the planning process and recommendations for engaging stakeholders in SP implementation.
Plan to establish ECE B–5 system	The SP is structured around three key areas of focus: quality, access, and funding. Each area includes goals, objectives, strategies, and actions sequenced in 3 phases over a 10-year period to establish a comprehensive ECE B–5 system.
Partnerships, collaborations, coordination, and quality improvement activities to leverage policy alignments, program quality, and service delivery	The SP strategies and actions include recommended partnerships, collaborations, coordination, and quality improvement activities. This work will be further developed through CA's Master Plan for Early Learning and Care (MPELC) (Activities 5 and 6).

FOA Requirement for SP	CA SP Component
Improving transitions of children from infant-toddler programs to preschool programs to elementary schools	The SP includes an objective – with corresponding strategies, activities, and progress measures – to improve transitions between ELC programs and elementary schools, ensuring children and families are well supported and have positive experiences (Activity 5, Bonus Point C).
Improved coordination and collaboration among ECE programs	The SP includes strategies and actions to strengthen coordination and collaboration among ECE programs, including a strategy to improve coordination across all parts of the birth to school age system to maximize support for young children. The MPELC will consider technical and administrative shifts necessary to improve coordination and collaboration (Activities 5 and 6).
Framework for increasing participation in high-quality ECE programs, services, and settings	The SP includes the following goal: <i>All families with young children have access to quality and affordable ELC options within their community that meet the needs of children and parents.</i> The related objectives, strategies, and actions provide a framework for increasing participation in high-quality ELC programs (Activities 3 and 5).
Current federal, state, and local statutory requirements and identifies any potential barriers or roadblocks to future coordination.	The NA includes an analysis of funding, governance, policy, and regulatory barriers. The SP includes strategies to align program standards and data systems to improve coordination (Activities 5 and 6).
How the state will use indicator data to assess progress, assess key desired outcomes, inform cost and resource efficiency, and support continuous quality improvement.	The SP includes progress monitoring measures for each focus area (quality, access, and funding). The newly established Early Childhood Policy Council (ECPC) will also be used to monitor progress, as will the PDG-R Program Performance Evaluation (PPE).
How the state will involve the SAC in implementation of SP	CA’s State Advisory Council (SAC) was in transition when the SP was finalized. CA’s 2019–20 Budget established an ECPC which will perform duties previously under the purview of the SAC. The ECPC will advise state leadership on matters related to the ELC system including planning, implementation, and assessment of the PDG SP and MPELC.

CA’s 2019–20 budget includes \$5 million to develop the MPELC, which will serve as an update and expansion of the PDG-I SP. Inspired by CA’s landmark Master Plan for Higher Education of 1960, the MPELC will be a “long-term SP to provide a roadmap to comprehensive, quality, and affordable child care and preschool for children from birth through age twelve, with

particular focus on early childhood.”⁶ The MPELC will complement and advance current PDG work through in-depth research, further engagement of stakeholders, and development of plans that will explicitly build on the PDG SP and NA and inform PDG-R. The MPELC and PDG share a common vision to create a robust and productive mixed-delivery system that addresses children and families with the greatest need as a means to support the current and future success of the state as a whole. The MPELC development team will be announced in November 2019 and will inform PDG-R efforts by ensuring the results of studies and research completed for the plan are shared with PDG-R stakeholders and ensuring the PDG-R articulates with the MPELC as it is drafted. The new ECPC will make recommendations to the Legislature and Administration on the implementation of the MPELC and will coordinate with the PDG CT and SST to monitor implementation. The MPELC will serve as the next iteration of the PDG SP; WestEd will serve on the development team and will ensure articulation with PDG-I and PDG-R.

SP Development and Implementation Strategies and Activities	Month
MPELC development team develops MPELC (building on recommendations from the SP)	1-10
State implements PDG SP through PDG-R implementation, MPELC development and implementation, and other investments in CA’s ELC system (Activity 2.4)	1-36
ECPC, SST, and CT monitor SP implementation progress, the development and implementation of the MPELC, and evolving state context, and make course corrections as needed	1-36

⁶ California State Budget 2019–20 Budget Summary

2. Learnings from PDG-I & Implications for Future Activities: CA’s learnings from PDG-

I have directly informed the PDG-R proposal. CA has achieved milestones across the five activity areas of PDG-I, creating systems-change momentum and laying the foundation for PDG-R:

Key Learnings	Implication for Future Activities
<i>Activity 1: Develop NA</i>	<i>Results</i>
CA needs a plan for more equitable distribution of resources across the ELC system, including its contract process and flexibility and capacity to meet the needs of families in different regions and contexts. CA also needs a state-level NA dashboard to standardize information for local NA and to increase access to information by policy makers and stakeholders (Activity 1.1).	The MPELC will allow CA to redesign its distribution of state-subsidized child care funds to focus on increasing slots and building capacity based on need. PDG-R will include development of early childhood data systems, including unique identifiers. Ongoing NAs (Activity 1.1), are critical to effective and efficient systems administration. CA also will use PDG-R to develop and launch a NA dashboard.
<i>Activity 2: Create SP</i>	<i>Results</i>
Strategies and actions across quality, access, and funding are interdependent and must be meaningfully sequenced. Improvement may require policy changes and 7–10 years of strategic investment.	The MPELC will develop a long-term financing and administrative strategy to achieve a comprehensive, equitable mixed-delivery system, and identify options for policymakers.
<i>Activity 3: Maximize Parental Choice and Knowledge</i>	<i>Results</i>
Innovative local projects (e.g. Parent Cafés) enable more families to meaningfully support their children’s healthy learning and development. The formation of the PDG Parent Committee and its meaningful engagement to inform SP and other PDG efforts have been invaluable.	CA has created an ECPC Parent Advisory Committee (PAC). The PAC will continue parent engagement efforts started in PDG-I. CA’s virtual Parent Consortia will engage a broader and more diverse group of parents. CA will study dosage and approaches to parent engagement/ family support such as Parent Cafés and SF training to align with QCC and scale.
<i>Activity 4: Share Best Practices Among ELC Providers</i>	<i>Results</i>
To equitably enhance the quality of ELC services and the PD of the workforce, investments must focus on scalability and accessibility.	CA will continue its efforts to create stackable credentials to strengthen the state’s PD and preparation system. The MPELC will address options for higher compensation.
<i>Activity 5: Improve Overall Quality</i>	<i>Results</i>

Key Learnings	Implication for Future Activities
To increase equitable access to high-quality ELC services and supports throughout the state, targeted capacity building and stakeholder engagement is critical.	CA will involve key stakeholders through the ECPC and its committees, the TCCAC, and the SST, to ensure support for tribal and rural/isolated communities to increase access to quality ELC. CA will address access and quality concurrently to best meet the needs of all children and families. CA has made progress and will continue to expand access to quality improvement supports for FCCs and FFN care providers.

CA also learned the value of and need for a strong project management team. The PDG-I implementation relied on project management support from state agency staff and WestEd. This was critical for executing contracts, engaging stakeholders, and implementing all activities. CA will increase these supports with PDG-R funding (see Budget Justification).

3. Inclusion, Incorporation, & Alignment of Comprehensive Support Services:

CA’s PDG-I application and SP articulated a vision for the state’s ELC system that emphasizes the role of comprehensive support services for children and families: “Children B–5, their families, and communities will thrive through an effective and impactful ELC mixed-delivery system that is efficiently connected to additional child, family, and program supports.” Several PDG-I projects laid the groundwork for aligning CA’s subsidized ELC services with support services, including: 1) engaging families through Parent Cafés, implemented by trained local Resource and Referral (R&R) agencies, to enhance parents’ understanding of their roles in children’s development (Activity 3.1); 2) expanding SF training-of-trainer (ToT) modules and communities of practice with R&Rs, Alternative Payment Programs, and QCC staff to promote widespread training and utilization of the SF Protective Factors Framework among service providers; 3) enhancing supports for the Emergency Child Care Bridge for Foster Families program by creating and disseminating resources on best practices in TIC and expanding TIC

ToT opportunities to R&R agency staff and other professionals supporting ELC programs that serve foster children. Additionally, through the SST, state agencies responsible for providing other types of early childhood services, such as Early Start (IDEA part C), library services, nutrition services, and the CA Home Visiting (HV) Program, have been actively engaged in the PDG-I activities. The SST has enhanced member understanding of the intersection of early childhood, workforce development, and data collection efforts and needs for coordination and alignment to improve services for children and families.

4. Changes to Spending, Funding Alignment, Efficiencies, and Funding Streams: CA has made significant progress in aligning funding and creating efficiencies through PDG-I and Race to the Top-Early Learning Challenge (RTT-ELC), and the state's collaborative Transforming the Workforce for Children Birth through Eight (TWB8) implementation effort. The PDG-R funding will be a catalyst for further aligning the system to increase efficiencies.

CA's locally driven QRIS system began in 2011 with RTT-ELC funds. When RTT-ELC funding expired, QRIS leaders consolidated efforts into QCC with funding from the CDE QRIS Block Grants and First 5 California's (F5CA) Improve and Maximize Programs so All Children Thrive (IMPACT) initiative and expanded statewide. New investments in QCC have been recently announced (F5CA IMPACT 2020) that take steps towards greater alignment by supporting quality in settings that have been less engaged in QCC to date, including FCCs and FFNs. IMPACT 2020 will operate for three fiscal years and serve as a transitional period for F5CA and First 5 county commissions as the state's role in quality improvement and workforce support grows, and the MPELC is developed. CA is also in the midst of a thorough examination of its Child Care and Development Fund (CCDF) Quality spending through technical assistance from the National Center on Early Childhood Quality Assurance and the BUILD Initiative,

which will make recommendations on how to better align funding streams to support the state's goals for the ELC system and the CCDF State Plan. CA also uses the state's TWB8 implementation plan to advance and align workforce efforts and investments. The PDG-R funds will provide a critical bridge towards greater efficiencies of workforce investment and policy articulation (through TWB8) and will be aligned to the governor's investments.

CA's 2019–20 budget includes \$2.3 billion in new early childhood investments including investments that align with recommendations from CA's SP. The SP recommends the development of a cost model and fiscal framework to outline options to support the funding and revenue necessary to build an equitable, comprehensive ELC system, which the MPELC will develop in the coming year (Activity 6.B.2). The SP also recommends funding-neutral strategies to create efficiencies and eliminate barriers that impede access, including streamlining contracting processes and applications for services and aligning eligibility requirements. CA will address these recommendations in the MPELC, the PDG-R funded quality assurance redesign project (Activity 5), and efforts to address CA's ELC system governance to create greater alignment and coordination (Activity 6.B.2 and 6.C.1).

CA's designation of CA Health and Human Services (CHHS) as the lead state entity for PDG-R further reflects the state's commitment to align systems and create greater efficiencies. The CHHS oversees more than a dozen departments that are responsible for the care and education of children B–5 and their families, including the Departments of Social Services (CDSS), Developmental Services (CDDS), Child Support Services, Public Health (CDPH), and Rehabilitation. The agency and its departments also work closely with the CDE on a wide array of ELC initiatives. The breadth of the CHHS' reach has enabled it to work closely with a wide range of partners, including statewide organizations, educators, providers, and community

leaders. Additionally, the CHHS is the lead agency for the MPELC and the ECPC, and is thus best suited to manage CA's PDG-R grant to ensure the work is connected.

ACTIVITY 3 – PARENT & FAMILY KNOWLEDGE, CHOICE, AND ENGAGEMENT

1. Activities to Learn From, Inform, & Engage Families & Empower Family Choice:

CA recognizes that families are their children's first and most important teachers and that culture and home language are assets to be honored. CA's SP includes strategies to learn from families, inform families about existing resources and services, improve family choice, and engage families as leaders. CA will leverage and improve existing family support infrastructure. The CDE contracts with 57 child care R&R agencies in 69 locations. In 2018–19, the state's R&Rs responded to more than 208,583 requests for ELC referrals and 553,371 requests for information about accessing quality ELC.⁷

CA is working to enhance parental choice by providing families with information about the location, availability, accessibility, quality, and characteristics of programs to meet unique needs (e.g. DLLs, children with disabilities, etc.) (SP Quality P1-1.6). In the SP process, parents identified gaps and inconsistencies in the information they receive. CA will address these through My Child Care Plan: a parent portal, designed in partnership with families, that provides mobile, user-friendly, consumer education and empowers family choice. CA will build on PDG-I work and further develop My Child Care Plan to include all components required by recent legislation and align with other state data system efforts (Activity 3.2, Activity 6.A.1).⁸ My Child Care Plan will launch in July 2020.

⁷ CA Family Resource Centers, Parent Training and Information Centers, and CA Family Empowerment Centers empower, inform, support, and connect families to resources and information and help families of children with disabilities navigate the complex system of early intervention and special education.

⁸ AB 2960 authorized the development of a multi-lingual parent portal with program and eligibility information, online eligibility determination, and links to R&Rs and subsidy providers for assistance selecting care, access to placement on waiting lists, and a call center if mobile tools are insufficient.

With PDG-I funding, CA established Parent Cafés as a two-generational approach to provide parents with information to support responsive parent-child relationships and build knowledge of developmental milestones. The Child Care Resource Center (CCRC) created 11 Hubs that each coordinated 4–6 local R&Rs to conduct 112 Parent Cafés.⁹ Using the Center for Disease Control and Prevention’s (CDC) “Learn the Signs, Act Early” (Act Early), Parent Cafés made families more aware of developmental milestones and protective factors. CA will use PDG-R funds to expand Parent Cafés and create a robust and engaged parent network.

Purpose of Parent Café Expansion
<p>Learn from parents about what kind of information they need. Better inform and connect families to existing resources, services, and programs; empower family choice; and engage families in their young children’s ELC. Better inform and connect parents to other community hubs and services, such as R&Rs, libraries, QCC Consortia, housing, food, training or employment programs, income support, and health and mental health (Activity 3.2). Elicit and respond to families’ concerns about their child’s development, improve their knowledge of developmental milestones, inform them about IDEA services, and connect them to resources and high-quality inclusive ELC programs (Activity 3.1 and 3.3). Improve family engagement and leadership (Activity 3.4). Support smooth transitions and alignment of services across ELC and the early elementary grades (see Bonus Point C).</p>

During PDG-R, CA will expand the model to provide an additional 140 Parent Cafés. Content will include: 1) Zero to Three Growing Brain training materials on I/T development; 2) American Psychological Association Antiviolence Curricula to promote positive social emotional development; and 3) the Act Early and Milestone Tracker App, a screener that improves identification of delays and promotes developmental monitoring, to promote awareness of developmental milestones. The Parent Cafés will target specific populations based on PDG-I NA results (e.g. families with English as a second language, parents with children with disabilities, rural families, tribal families, etc.) and will connect families with additional services

⁹ See Organizational Capacity Section for a description of CCRC. Hubs were strategically chosen to create dialogue between COEs and R&R systems.

(e.g. Help Me Grow [HMG]). The Parent Cafés will also support families to understand trauma and develop strategies to address the impact of traumatic experiences on children, parents, and families. CA will translate Parent Café and associated curricula to facilitate equitable family access. The Parent Cafés will collect rich information about family needs, availability of services, and areas where services are either not available or not meeting family needs. The R&R Hubs will also engage with QCC Consortia to support parent engagement and expand to include partnerships with libraries to engage and connect families and share resources. CA will evaluate Parent Cafés to understand parent participation (dosage) impacts on efficacy and examine the impact of strategies to use Parent Cafés as bi-directional vehicles for information sharing and for connecting parents to services and the community (Activity 3.3).¹⁰

The CCRC will build on the success of the Parent Café model to convene groups of HV, FCC, and FFN providers to build their capacity to support protective factors and utilize the curricula while providing care or during home visits. These new Early Childhood Cafés (EC Cafés) will support information sharing and integration of new knowledge, create connections among providers, and expand the use of Act Early (SP Access P2-2.1). Based on feedback solicited through EC Cafés, online PD content will be developed for the professional learning system (PLS) (Activity 4.2) to expand access for HV, FCC, and FFN providers throughout the state. Online community of practice and peer learning functions on the platform will also be informed by the Café experience to foster connections across CA. The feedback from the Parent and EC Cafés will be essential to assessing the extent to which services meet family needs.

The CCRC will also work with the CA County Superintendents Educational Services Association, R&Rs, QCC Consortia, and libraries to support efforts to share information and

¹⁰ This information will be valuable to myriad communities implementing Parent Cafés in CA and in other states.

resources and further identify challenges and opportunities to strengthen transitions in the ELC system to better support children’s development, family engagement, and community connection (See Bonus Point C).

Parent and Early Childhood Cafés Strategies and Activities	Month
CCRC supports 11 R&R Hubs to convene at least 140 Parent Cafés in 50 communities, prioritizing target populations ¹¹	1-36
CCRC expands the Parent Café materials to include: Zero to Three’s Growing Brain, American Psychological Association Antiviolence Curricula, and Act Early and its Milestone Tracker App	3-8
CCRC translates Parent Café into additional languages using the results of the NA to identify the linguistic and community needs; work with tribes and the TCCAC to ensure Parent Café and Act Early materials are culturally and linguistically appropriate to Tribal communities (Activity 5)	3-18
CCRC designs EC Café model to increase HV, FCC, and FFN implementation of best practices in I/T, social-emotional and child development, and screening	4-10
CCRC, R&R Hubs, and community partners strengthen coordination and family engagement (Act Early ambassadors, QCC Consortia, libraries, HMG programs)	4-36
State work with CCRC, 11 R&R Hubs, and QCC Consortia to embed model within QCC QRIS and expand trainings as family engagement components	10-36
CCRC and R&R Hubs with libraries and QCC consortia expand and deliver EC Café model to 50 HV, FFC, FFN providers; gather feedback to inform local and state service delivery	10-36
CCRC and the Hubs document the feedback from families, local and state partners on available services; use to strengthen local and state B–5 systems and services	10-36
CCRC and WestEd integrate Parent and EC Café curriculum content with resources being developed and the QCC Professional Learning Platform (Activity 4)	12-36
PDG Evaluator evaluates the impact of Parent Cafés to learn about the impact based on participation and to understand successful practices for using Parent Cafés for bi-direction information flow between parents and systems and community connections	7-36

2. Partnerships to ensure families are informed & connected to services:

In the 2019–20 budget, CA leadership took considerable action to bolster family economic well-being, including expanding paid family leave, ELC services, the Earned Income Tax Credit, affordable housing supports, and free community college. CA is also administering screenings

¹¹Targeted populations may include parents who speak a language other than English, families experiencing trauma (e.g. receiving preventative and protective child welfare services, experiencing homelessness, or following a disaster), tribal families, families of children with disabilities, and families identified as “most vulnerable” in the NA

for Adverse Childhood Experiences (ACEs) and expanding HV services. The PDG-R funding will ensure families (including DLLs, children with disabilities, tribal children, and children experiencing trauma including disasters or homelessness) are aware of and able to access critical services across multiple programs through the expanded My Child Care Plan navigation system (Activity 3.1).

Building from the work in Activity 3.1, and 6.A.2, a PDG-R-funded data team will support collaboration between the CDSS, the CDDS, and the CDE to connect ELC program and eligibility information to CDSS's unified eligibility and referral verification hub. The hub determines eligibility and facilitates transitions between different stages of CA Work Opportunity and Responsibility to Kids (CalWORKs) and child care subsidies. As the hub is expanded, it will streamline eligibility and connect parents to services across the B–5 system (beginning with CalFresh, CalWORKs, and Medi-Cal health benefits, and moving into other systems and programs over time) (Bonus Point A). The CA PDG-R data team will ensure ELC eligibility and data integration, following the required steps in the state's multi-year Project Approval Lifecycle (PAL) Framework (Activity 6.A.2). By the end of the PDG-R, families will have easier access to services across the B–5 continuum and more user-friendly tools with which to select quality ELC programs that meet their needs (SP Quality P1–4.1, Access P2–1.1, 1.2).¹² This work will address data gaps identified in the PDG-I NA related to child, program, and system-level data, and will enable CA to improve targeting of services and supports based on family needs. PDG-R will also support a state staff equity consultant position to ensure family supports are equitably available to and address the needs of all families, including rural, tribal (in partnership with TCCAC), DLL, and families experiencing trauma in partnership with local

¹² For more information see Bonus Point A.

QCC Consortia (Activity 5).

Parent Portal Development and Data integration Strategies and Activities	Month
Stakeholder workgroups develop recommendations for My Child Care Plan	1-6
PDG-R data team expands and articulates My Child Care Plan and other data system efforts to provide families with user-friendly consumer education on quality ELC	8-24
PDG-R data team integrates ELC data and information into the CDSS verification hub to streamline eligibility determination and access to services for families	3-24
PDG-R data team and state agency staff develop communications and messaging strategies to increase family awareness of My Child Care Plan & the verification hub	12-30

PDG-R funds will also build internal state staff capacity by strengthening the competencies needed to develop comprehensive, inclusive, and responsive programs and policies. CA’s first Surgeon General, Dr. Nadine Burke-Harris, has prioritized identification of ACEs and implementation of early interventions that can improve outcomes for children with ACEs. To strengthen state agency staff’s ability to develop initiatives and programs responsive to these screenings, partner with families, and inform and connect families to services they need, PDG-R funds will build cross-system capacity via cross-trainings as part of the PLS (SP Access P1- 4.3, 7.3; Activity 4.2).

Build State Agency Cross-System Capacity Strategies and Activities	Month
State identifies agencies that serve families/children B–5, and opportunities for cross training to support family-focused policy-making and service delivery	2-12
State and WestEd develop cross-sector staff training plan (inclusive of shared goals and measures) to ensure state agency staff have the knowledge they need to connect families to resources and apply a consistent trauma-informed lens	2-12
The Center for Early Childhood Professional Development Innovation (CPDI) at WestEd develops training materials and content (Activity 4.2)	18-24
Under the direction of the Surgeon General, CPDI, and Community Based Organizations (CBOs) conduct training on implicit bias, TIC, the pyramid model, addressing ACEs, and early mental health for state staff working in departments that support home visiting, ELC, family support services, children with disabilities, foster care, etc. (CDE, CDDS, CDSS, DHCS, DPH, and F5CA Dept. of Rehabilitation, and State Libraries)	6-34
Under the direction of the Surgeon General, the state, CPDI, and CBOs implement cross-sector staff training plan (building on training in months 2–24) so they are able to take a more family-focused approach to their work	24-36

3. Addressing concerns & ensuring families are informed about IDEA services, resources, & inclusive ELC programs:

CA will address family concerns by using the Act Early screener and Milestone Tracker App at Parent and EC Cafés, and connecting parents with concerns about their child’s development (or awareness of an existing disability or delay) to resources through R&Rs and the R&R Hub support model and to HMG and/or Family Resource and Family Empowerment Centers (Activity 3.1). The CCRC and Hub partners will summarize and review Parent Café feedback quarterly, will develop local and state plans for addressing the concerns and better meeting the needs of young children with disabilities and their families, and inform ways in which services, funding, and supports can be more effectively deployed at local and state levels. Through PDG-R, CA leaders will actively identify and mitigate developmental risk through infant and early childhood mental health (IECMH) consultation (Bonus Point B). This consultation will also be available to Parent Café groups to help families develop strategies to support young children with early mental health needs and challenging behaviors and to better connect them to services and resource.

Parents will also inform the design of My Child Care Plan to ensure it responds to diverse family needs through participation in Parent Cafés (Activity 3.1, 3.2). Feedback from families will inform the development of short resources in multiple languages to address family concerns, such as short videos on what parents should do if they suspect a developmental delay, what to look for when selecting quality ELC, or how to access ELC subsidies (Activity 4.3). Resources will include a focus on IDEA, accessing developmental screenings and assessment, what inclusive ELC programs provide and how to find them, and support groups for families with young children with disabilities. CA will also explore providing access to free resources (e.g.

Vroom) that reinforce positive parenting practices in user-friendly ways. The selection of these tools will be informed by user-centered design and information gathered from the virtual Parent Consortia (Activity 3.4). These investments will leverage Parent Cafés to ensure families have access to responsive information on topics they care about in formats they desire.

Addressing Needs and Informing Parents Strategies and Activities	Month
CCRC and Hubs gather feedback from Parent and EC Cafés on where screening, assessment, services for children with disabilities, and transitions from Part C to Part B need to be improved; CCRC and Hubs document feedback and review quarterly to inform improvements in local and state systems for children with disabilities	6-36
CPDI uses feedback from families to, 1) develop new, user-friendly, and engaging resources in multiple languages on issues related to screening, assessment, inclusive ELC settings, and Part C and B services (Activity 4.3); 2) ensure resources that meet the needs of families with children with disabilities are made available through My Child Care Plan (Activity 3.1); and 3) develop resources that will directly support families to address child and family trauma	18-36

PDG-R funding will also increase licensed care capacity, particularly in rural areas, and increase the quality of care by supporting QCC Consortia to use the Child Care Initiative Project (CCIP). In the CCIP model, local R&R staff recruit FCC and FFN providers, support them in navigating the licensing process, provide training to meet CCDF health and safety requirements, and improve the quality of newly licensed home-based programs. QCC Consortia will also develop plans to align support for FCC and FFN providers and HVs that create connections to ACEs screenings and early mental health services and supports. This will increase families' access to resources and high- quality inclusive early learning programs (See Activity 5).

4. Family engagement & leadership:

Families are active partners in CA's ELC system, and PDG-R will expand the role of families in designing and providing feedback within the system. CA's 2019-2020 budget established the ECPC to provide recommendations to the legislature and administration on state ELC policy. The ECPC includes parents, providers, and administrative agencies from the state's system of ELC; it also includes a PAC with nine appointed members (two will also sit on the ECPC). The

PAC will carry on the work begun by the PDG-I parent council, including providing meaningful input on design and implementation of PDG-R activities to improve programs and services, interpret data, set goals, and build on SP efforts.

CA will also create bi-directional pathways to engage parents from existing local parent councils and from Parent Cafés, through a Parent Consortium with representation across geographic regions (urban, suburban, rural, etc.). Specific attention will also be paid to engaging linguistically diverse groups of parents, ESL parents, parents who are experiencing trauma including homelessness and disasters, and others. The Parent Consortium will be convened virtually, with in-person attendance options at community spaces (e.g. libraries, R&Rs, and QCC Consortia) and will gather feedback on the B-5 system, inform system reform efforts to meet family needs, and provide input and feedback to the ECPC PAC. The Parent Consortium will serve as a peer-to-peer network to develop parents’ leadership and advocacy skills, and connect parent leaders and advocates across the state.¹³ CA’s equity consultant will work with tribes to support parental participation and will support full engagement of linguistically diverse groups of parents, DLL parents, and parents experiencing trauma.

Parent Consortium Strategies and Activities	Month
CCRC and 11 Hubs identify parents from existing local parent councils and Parent Cafés to participate in a virtual Parent Consortium to advise on PDG, inform the ECPC, and share input on information-sharing and resource needs (Activity 3.3)	4-8
State equity consultant and CCRC work with TCCAC to identify and support a mechanism for TCCAC and tribal participation/consortium development for CA tribes	4-12
State, CCRC, and R&Rs convene virtual and in-person Parent Consortium meetings	9-36
Parent Consortium makes recommendations about improving R&Rs’ responsiveness to community needs; provides critical information about how they use resources and what resources they need (SP Access P1-5.3); and informs the development of resources, and resource sharing efforts to support system-building efforts (Activities 3.1, 3.3, 4.3)	9-36
Evaluator leads PDG Evaluation Parent Cafés evaluation (Activity 3.1)	12-36

¹³ Thus, will build a two-way flow of information related to policy and program implementation.

ACTIVITY 4 – BEST PRACTICES & PD FOR THE WORKFORCE

1. PD and best practice activities:

Systematically supporting and building the skills of the workforce was a specific priority in the PDG-I, the PDG SP, and the upcoming MPELC (Activity 2.1). In the 2019-20 budget, the state invested \$195M over five years in one-time funding toward ELC PD. CA currently funds numerous PD initiatives for ELC professionals, including: improving the quality of I/T care (Program for Infant and Toddler Care [PITC]), child assessment and individualizing care (Desired Results Developmental Profile [DRDP]), social emotional development (CA Collaborative on Social and Emotional Foundations for Early Learning [CSEFL]), preschoolers (CA Preschool Instructional Network [CPIN]), supply building, and Trauma-Informed Care (TIC). EarlyEdU at the University of Washington (UW) is developing an online curriculum for CA faculty to support them in implementing a practice-embedded model. CA funds diverse delivery models, including ToT, face-to-face, and blended models through R&Rs, Institutions of Higher Education (IHEs), and QCC Consortia.

There are significant limitations to CA's current PD system, which were highlighted in the PDG-I NA: the state does not have a standard B-5 teaching credential; professional requirements vary by program type and funding source; educational requirements vary from a high school diploma to an associate's or bachelor's degree, even when serving children of similar age and need; the workforce struggles with the transition from licensing requirements to college credits and from some college credits to degree attainment; there are significant limitations on articulation of college courses; and there is uneven integration of practice-based content and peer feedback throughout all PD.

Through PDG-I, CA piloted an innovative blended professional learning system (PLS),

served 3,000 B–5 educators with competency-based PD in English and Spanish, and trained 63 instructors and 100 communities of practice (COP) facilitators to implement the PLS. CA transformed one of its most important PD tools, the PITC Trainer Institute, into an innovative hybrid model to more efficiently certify professionals. CA widely disseminated resources on best practices in TIC to professionals supporting ELC programs serving children in foster care. CA also conducted a listening tour of local leaders and practitioners across the mixed-delivery system about what is needed in an effective PLS. CA is elevating skills and improving practices, resulting in a more qualified, skilled ELC workforce.

To strengthen PD throughout the state, CA’s SP identified the following priorities: unify professional standards across settings and programs (SP Quality P1-3.1), update and implement the CA ECE Career Lattice, and expand PD through investment in QCC workforce development (SP Quality P1-3.2). PDG-R efforts will build on these investments and align PD standards across all publicly funded programs and QCC Consortia (Activity 5). This is an essential step towards a tiered reimbursement system and will elevate workforce skills, increase wages, and increase workforce retention. CA will also establish the CPDI in partnership with WestEd. CPDI will develop and deliver extensive new cross-sector aligned, stackable, competency-based, credit-bearing content; construct coaching infrastructure; and support related systems (e.g. PD registry). CPDI will increase the availability of qualified providers, particularly rural, and offer extensive new PD (Activity 4.2, 4.3).

2. Improving training and experience of B–5 ELC providers:

The PDG-I PLS pilot demonstrated high demand for competency-based, job-embedded online training, and identified gaps in current PD offerings to meet the needs of a diverse workforce. Through PDG-R, CPDI will: develop 225 clock hours/15 college credits that will aggregate to

create stackable credentials (Activity 4.3); develop a unified PLS to manage, organize, and deploy the new stackable credential content and college credits (SP Quality P1-3.1, P2-3.3); improve existing PD projects funded through CCDF, including the CA Early Childhood Online (CECO), and integrate into the PLS; and develop a training plan model. The 225 hours of new PD opportunities for the B–5 workforce will include topics identified through the NA including evidence-based approaches to supporting interactions, effective instruction, inclusion, serving high need populations (e.g. tribal children, children experiencing trauma (e.g. homelessness, disasters, or in foster care), DLLs, and I/T, TIC, child assessment, supporting successful transitions, and the CA Early Learning Foundations and Frameworks standards (See Activity 4.3 for order and structure) (SP Quality P1-3.2). Because of the NA, SP, and successful PDG-I PLS pilot, CA invested \$3M of CCDF funds to create TIC and implicit bias content for the PLS. CA will pilot the new PLS and extensive new content with 5,000 diverse professionals and connect with local QCC Consortia as they implement Workforce Pathway Plan (WPP) grants (\$195M 2019-20 budget investment). An advisory board will inform the PLS and content design to ensure it meets B–5 workforce needs.

Expanding Access to Competency-Based PD through PLS Strategies and Activities	Month
CPDI expands and transforms CECO and other CCDF quality-funded PD projects to develop online platform; explore public-private partnership possibilities	3-36
CPDI designs model for virtual training plan with stakeholder input	3-9
CPDI and state develop a diverse advisory board including representatives from the SST, ELC providers, community-based organizations, training organizations, and IHEs	2-7
CPDI pilots training plan model and refines model based on stakeholder input	10-15
CPDI develops and deploys new online content in priority content areas	10-36
CPDI serves up to 5,000 professionals; gathers feedback, refines design as needed	18-36
CPDI utilizes training plan statewide that helps professionals achieve career goals and meet monitoring and QRIS standards	13-36
PDG evaluator analyzes PD impact across modes (online, face to face, blended, ToT)	12-30
CPDI develops plan for expanded learning opportunities, including how to maximize existing investments and direct new investments to meet workforce needs	30-36

In 2018-2019, CDE, F5CA, WestEd, stakeholders, and two national leaders on ELC coaching certification, UW and the University of Florida, developed a coaching certification rubric. CDE recently allocated \$1.9M in CCDF quality funding for online practice-based coaching resources including PD on the coaching competencies in each of the areas of the rubric, virtual coaching capacity, and a library of best practices (SP Quality P1-2.1, 3.4). Through PDG-R, CA will support online coaching certification for 300 coaches and award specialized badges for I/T care (PITC), supporting DLLs, TIC, inclusive practice, responsive interactions and instructional strategies, and/or child assessment/DRDP (Activity 4.1). CA will also pilot virtual practice-based coaching to 1,000 professionals, with approaches to address limited internet capacity in rural communities, and explore the development of an online directory of coaches to match coaching expertise to needs. Finally, CA will make 3,000 hours of online coaching PD and culturally responsive COPs available to new coaches, prioritizing those in tribal and rural communities. The coaching certification and resources will be incorporated into the PLS so that coaches can support PD of the workforce in a unified way.

Coaching Strategies and Activities	Month
CPDI beta tests online coaching certification platform; refine as needed	4-7
CPDI and partners design badges for coaching certification; test online coaching; explore creation of virtual directory of coaches; integrate with Registry, if feasible	4-12
CPDI supports certification of at least 300 early childhood coaches	9-36
CPDI implements and refines badges to identify targeted coaching expertise	13-24
CPDI, if feasible, designs and implement virtual catalog of coaches	13-36
CPDI and partners implement online practice-based coaching to serve at least 1,000 practitioners, refining model based on user feedback and impacts on program quality	13-36
CPDI delivers 3,000 hours of online coaching training; measures impact	18-36
CPDI awards badges to coaches with targeted expertise	24-36

3. Credentials, certifications, and coursework across PD/higher education:

Responding to a lack of access to career pathways and college credits identified in the NA, and in coordination with the MPELC, CA will take key steps toward creating credentials, certificates, and content that align PD through higher education.

PDG-R funds will support the CA Commission on Teacher Credentialing (CTC) to develop a competency-based performance assessment system for ELC educators to strengthen capacity to offer well designed, clinically-based preparation for the ELC workforce, and serve as a formative assessment tool with the existing workforce to guide PD. This work will inform the MPELC and well-position the state to implement workforce preparation systems-change.

Through PDG-R, CA will assess PD-related licensing, monitoring, and QCC requirements and create alignment and consistency across the mixed-delivery system, enabling more efficient and effective use of PD investments (See Activity 5). CA will also develop requirements for content that will count toward stackable credentials, which will enable CA to build from local best practices throughout the state, ensure statewide coverage, and inform more targeted PD investments moving forward to facilitate career advancement of the workforce. Through the CPDI (Activity 4.2), CA will develop a rich array of content that can be delivered through stackable micro-credentials, certifications, and eventually an associate's or transfer degree. The content will be available in multiple languages and incorporate competency/skill-based course content with practice feedback loops created through video mentorship. IHEs will provide credit-bearing courses as they are developed, and CPDI and CBO partners will use feedback to strengthen the learning design and implementation of coursework (SP Quality P3-3.4).

Content Developed by CPDI and CBO Partners
<p>The following content will be developed and rolled out incrementally:</p> <p>Six credit hours that meet CA Child Development Permit requirements.</p> <p>Introductory and advanced courses on core content needed to reach the Teacher Permit level of the Matrix and implement ELC in CA (e.g. aligned to Foundations and Frameworks, QCC/QRIS, child assessment/DRDP, licensing).</p> <p>36 credit hours of stackable micro-credentials (9 credit hours each) on TIC and early mental health (including ACES), DLLs, supporting children with disabilities and inclusive practices, and I/T.</p> <p>8 Curriculum Alignment Project (CAP) courses (24 credit hours).</p> <p>Other general education requirements to complete 2-year degrees that are eligible for transfer into 4-year programs.</p>

Credentials, Certificates, and Coursework Strategies and Activities	Month
CPDI develops and launches a pilot of IHEs to design ELC workforce development pathways that supports movement up the CA ECE Career Lattice	3-12
CTC hires staff to develop assessment tool and support accreditation pilot activities (Bonus Point A)	2-7
CTC develops ECE Performance Assessment that can be used to strengthen preparation and development of the ELC workforce consistent with the MPELC	7-36
CPDI and IHEs design competency-based content, aligned to build skills/career paths of workforce. Work with QCC to link into WPP and support individual PD plans	10-36
IHEs train online faculty in a virtual, practice-based approach and enroll first cohort	14-18
CPDI and IHEs start offering ECE classes, using feedback to inform ongoing design and delivery; enroll ongoing cohorts of ECE learners	18-36
CPDI and IHEs enroll ongoing cohorts of ECE learners, work with QCC Consortia to connect them with sites	13-36

CA’s PD Registry has validated the records of over 70,000 professionals in four years. The system has technological limitations and relies on labor-intensive reviews; transcript verification; and data cleaning, entry, and management. CA aims to improve cost-efficiency; empower the workforce to control its own data; and better integrate the Registry with QCC, licensing, the child care subsidy system, IHEs, local governments, and the California Child Care Resource and Referral Network (CCR&RN). To create a state-of-the-art system that can be scaled cost-effectively, CA will evaluate the current system and other innovative models and explore the feasibility of creating the nation’s first Blockchain Registry for the ELC workforce. Blockchain provides tamper-proof security, gives both providers and employers control over PD and

credentialing data, and enables efficient scaling of a more secure registry, eliminating much of the labor and expense required by traditional registries.

Registry Strategies and Activities	Month
State completes PAL for registry, including technical review of existing registry and alternatives; develops procurement strategy	1-18
State selects vendor(s) to build a secure prototype registry with appropriate permissions to view, create, and manage records	18-24
CPDI and local partners create 2-4 pilots (geographically based, based on role (e.g. FCC & tribal communities), import records into system, provide training & support	24-30
CPDI and vendor(s) evaluate results from the pilot and use data to inform rollout	24-30
CPDI and state agency staff develop statewide implementation plan	28-32
Vendor(s) import existing records from the current registry and utilize a ToT model to teach and support users at all levels of the system to use the new registry	30-36

4. Increasing availability of qualified providers:

CA will employ the strategies described in Activity 4.1 to dramatically increase the availability of qualified providers, including using innovative technology to expand access to stackable credentials, college credits and degrees; reaching underserved populations across the state, especially in rural areas through virtual coaching and access to PD content; and developing a more efficient PD Registry. CA will address geographic and access inequities, paying particular attention to outreach, access, and implementation in rural and tribal areas and tracking uptake and attrition to ensure full representation, particularly of vulnerable populations (SP Quality P1-3.4).

CA will engage with stakeholder groups including local R&Rs, COEs, IHEs, First 5 county commissions and others to incentivize well-qualified early educators to serve rural and tribal communities. The MPELC will include funding strategies to address the disparities in workforce quality and retention. QCC expansion efforts (Activity 5) will prioritize rural providers and revise the equity-based funding formula to account for rural needs. Early Childhood Cafés

(Activity 3.1) for FCCs, FFNs, and HVs and additional early mental health consultation and training in targeted communities (Bonus Point B) will upskill the current workforce.

ACTIVITY 5 – QUALITY & SERVICE INTEGRATION; ACCESS & NEW PROGRAMS

As a recipient of the first-round Race to the Top – Early Learning Challenge (RTT–ELC), CA has long been a leader in measuring quality and improving ELC programs. Despite substantial work in this area, CA’s PDG-I NA identified gaps and inefficiencies in the administration of the state’s QIS, QCC. To address these gaps, PDG–R funding will create a more coherent and comprehensive system to support quality improvement across all settings in CA’s mixed-delivery system.

PDG-I enabled CA to engage national experts at BUILD to work with state staff in developing a plan for streamlining QCC implementation and management and adopting best practices to focus CA’s CCDF quality investments. BUILD conducted extensive stakeholder engagement through provider surveys, focus groups, and interviews, which raised concerns about the fragmentation of the ELC system in CA and its related equity and effectiveness. Recently, CDE made changes to its existing process for participating in quality improvement activities under QRIS and the broader QCC framework to better engage underrepresented programs, including FCCs and FFN, those serving children with disabilities, and those engaged in the Emergency Child Care Bridge for Foster Families. The CDE also revised the QCC framework to eliminate the rating requirement, easing the burden of participation. CA has already seen an increase in participation rates. However, state-identified inequities and incoherence persist. The PDG-I NA found that only 9% of FCCs are participating in QCC, with county differences ranging from none to more than a third of FCCs. For CA to fully address issues related to efficiency and equity across its system, CA will utilize PDG-R to shape QCC management by

clearly defining state, regional, and local roles for improved consistency and alignment of QCC and QRIS statewide (SP Quality P1-2.2).

CA also recently worked with the National Center on Early Childhood Quality Assurance to analyze its existing quality investments (e.g. CCDF and QCC) and determine options for maximizing the impact of CA's investments and identifying potential areas for reinvestment. The analysis found a disconnect between CA's stated quality improvement goals and its quality investment approach: half of CA's 26 Quality Initiative (QI) contracts support traditional PD workshops and trainings that are not directly linked to state or federal requirements and do not clearly align or well-connect with the state's QRIS matrix.

CA will redesign its quality system by aligning its quality standards across ELC programs and settings; establishing stronger quality assurance protocols; and streamlining its quality systems components, infrastructure, and investments. Through this, CA will achieve a unified vision of quality and integrated service system focused on comprehensive and targeted services to improve outcomes for low-income and disadvantaged children; children with disabilities; children living in rural and isolated areas; and children experiencing trauma stemming from homelessness, disasters, or foster care, other adverse experiences. CA will use PDG-R funds to launch an interagency and stakeholder workgroup (Workgroup) to effectively and efficiently implement this redesign (SP Quality P3-1.2).

The Workgroup will develop a unifying framework to define, unify, and align program standards across all of the state's ELC programs, supporting the actionable quality improvement plan being developed under the MPELC. The framework will be an extension to the MPELC, requiring support from the MPELC development team and any corresponding studies and research, and will identify and prioritize revisions to statutes and regulations to operationalize a

unified definition of quality across CA's ELC system (SP Quality P1-1.1). Aligned program standards will set the stage for the QCC redesign described below, including revisions to the QRIS Matrix and updates to the program standards for direct-contract subsidized ELC programs (Title 5). The Workgroup will also provide recommended revisions to CA's monitoring protocols to better focus monitoring on elements of quality that are comprehensive and targeted to improve outcomes for low-income and disadvantaged children, including health and safety, child development, and responsive adult interactions. Staff across agencies will undergo a process of aligning monitoring protocols and identifying effective and efficient monitoring processes and tools with input from the Workgroup (Activity 6.B.1). Staff will also develop a multi-year competitive process that utilizes aligned standards and monitoring protocols to create transparencies around what prompts targeted state support and, ultimately, competition.

CA will also begin implementation of BUILD's recommendation for system coordination. The Workgroup will articulate new roles and responsibilities within the QCC system at the state, regional hub, and local consortia levels. Collectively, all these changes will lay the foundation for incentivizing quality through CA's reimbursement system, support more equitable quality investments in rural communities, and increase participation of FCC and FFN providers serving low-income and disadvantaged children, especially those living in rural areas, those with variable and non-traditional hour work schedules, and I/T who typically rely on these providers for care, in the QCC system.

CA will use PDG-R funds to build on regional and local QCC infrastructure to ensure appropriate integration of all QIs into the overall quality framework (SP Quality P1-2.1). This will require several steps to be supported by PDG-R, including deeper cost modeling to develop a sustainable and scalable QRIS matrix designed for CA's mixed-delivery system, capacity

building to provide competency-based, credit bearing PD content through the Professional Learning System (PLS) (Activity 4.2, 4.3), and revising monitoring protocols (Activity 6.B.1). CA will use ongoing NA data to shape QCC infrastructure investments and establish funding priorities, ensuring a unified quality vision and better ELC service integration across CA.

Quality and Service Integration Strategies and Activities	Month
State develops and hires a Quality and Monitoring Process Redesign (Activity 6) state position to support the redesigns, align and coordinate with MPELC, and revise QCC infrastructure investments as needed	1-6
State launches interagency workgroup for ELC QI and include agencies that oversee programs in the state’s mixed delivery ELC system, quality contractors, ELC program representatives, and developmental experts and neuroscientists	1-6
Workgroup analyzes ELC program standards for Title 5, Title 22, State Preschool, and Head Start to identify areas of overlap and conflict and ensure IDEA requirements, such as universal design, are incorporated across all environments	1-12
Workgroup develops framework for aligned quality standards and monitoring protocols (Activity 6.B.1) across the ELC mixed-delivery system	1-12
Workgroup analyzes existing quality improvement investments and identify areas for reinvestment, using data collected during the PDG-I	1-12
Workgroup develops actionable QI plan that identifies and prioritizes revisions to regulation and education code to align quality standards and monitoring protocols	6-18
Workgroup develop a process for moving the state’s current annual application and contracting system to a multi-year competitive process	6-18
MPELC development team conducts cost modeling to develop a QRIS matrix aligned to quality standards framework that ensures CA's QRIS is scalable and sustainable across the state's mixed-delivery system	13-24
State competitively rebids and/or redesigns selected QI contracts to establish clear goals and deliverables in accordance with quality framework and QRIS matrix	13-36
State implements revisions to regulatory and education codes to finalize framework	19-36

Subgrants (Option 2) CA proposes two subgrant opportunities to indirectly improve the quality and capacity of local programs through the enhancement of ELC systems components and infrastructure in need of improvement.¹⁴ CA will utilize subgrants to address the needs of children and families eligible for, but not serviced by, ELC programs, and improve the quality of care in settings serving low-income and disadvantaged children living in rural and isolated areas,

¹⁴ CA will only pursue option 2 for subgranting PDG-R funds

children experiencing trauma stemming from homelessness, disasters, or other adverse experiences and I/T across the state, and support smooth transitions of these children from ELC programs to the Transitional Kindergarten (TK)-12 system.¹⁵

For the **first subgrant**, CA will build upon its partnership with the TCCAC through BUILD's Project Health Opportunity and Equity (HOPE) grant, funded by the Robert Wood Johnson Foundation, to address historical trauma and inequities facing tribal communities, and continue to develop a shared vision for supporting high-quality ELC services for tribal families and their children. There are 109 federally recognized tribes in CA, and tribal CCDF dollars support approximately 20,514 Native children. Of the 109, 33 receive Tribal-CCDF funding and grantees provide services to 79 tribes.

PDG-I supported TCCAC's QCC launch of an institute to develop and support ELC leaders in tribal communities. TCCAC is utilizing these funds to create mentoring and fellowship opportunities and provide training and technical assistance (T&TA) to tribal leaders on issues in ELC through a Peer Learning and Leadership Network (PLLN). TCCAC is working with tribal administrators to identify needs and priorities of tribes across CA and develop recommendations for creating equitable and culturally relevant system-wide change.

PDG-R funds will enhance the ongoing state and tribal partnership by supporting a state staff position to serve as an equity consultant and work, in part, with TCCAC as a tribal liaison to represent tribal interests and enhance coordination at the state level. PDG-R will also fund TCCAC to hire a dedicated, full-time staff to accelerate the work to improve the tribal QIS. PDG-R will also allow the TCCAC to support expansion of high-quality programs in identified tribal communities (primarily rural and isolated), including for low-income tribal families, that

¹⁵ TK is the first year of a two-year kindergarten program, administered by CDE and available to children who are four years of age but will turn five between September 2 and December 2 (inclusive).

will serve as models for expanding access to high quality, culturally appropriate ELC across the state. To achieve this expansion, the TCCAC will enhance infrastructure for improving the overall quality of tribal ELC programs through state/tribal partnerships, including revisions to their tribal QIS to maximize equitable, culturally relevant parental choice, provide access to high-quality ELC, and support providers’ use of TIC. TCCAC will outreach to local education agencies (LEAs) through “culture brokers” to collaborate on aligning systems for improving transitions from tribal ELC programs to school districts.¹⁶ TCCAC will support the revision of Parent Café materials and curricula to ensure cultural relevance and will expand the Parent Café model to support tribal parents and connect them to resources and services (Activity 3.1). These activities will be supported by the tribal QCC’s allocation of funds for the QCC high-need community expansion and improvement project described below. CA anticipates making a single award to the TCCAC to support this project, with the potential to improve the quality of care across the tribal ELC system for up to 660 children under age five via the 34 Tribal CCDF Lead Agencies, and increase its capacity to serve additional children by bringing on new ELC providers in tribal communities. **SMART Objective:** As sovereign nations, CA's tribes will develop SMART objectives, with the support of TCCAC and the equity consultant. CA anticipates the award will enable a 10% expansion of the tribal ELC system, resulting in services for an additional 50 children under age five.

Project HOPE Expansion Strategies and Activities	Month
State develops and hires an Equity and Quality Process Redesign state position to support equity for all underserved children, including tribal children by updating state resources and funding mechanisms for broader equity responsiveness, including tribes, and supporting outreach to under-represented communities, including Tribal Councils and to TCCAC, around state ELC services and supports while also contributing to the quality process redesign	1-6

¹⁶ Cultural brokering is the act of bridging, linking, or mediating between groups or persons of different cultural backgrounds for the purpose of reducing conflict or producing change (Jezewski, 1990).

Project HOPE Expansion Strategies and Activities	Month
TCCAC hires a full-time tribal program staff to lead the QCC work and support the TCCAC leadership board members	3-6
State Equity Consultant develops and implements outreach and training to educate state colleagues on effective communication and partnership with tribes and overall cultural awareness and responsiveness, including implicit bias	3-36
State Equity Consultant and TCCAC staff develop a plan, in collaboration with tribal leaders, for creating T&TA to improve the quality of interactions in tribal child care programs, including screening for ACEs and utilizing TIC, and to revise Parent Café materials (Activity 3.1) and curricula to ensure cultural relevance	6-18
State Equity Consultant and TCCAC staff co-convene TCCAC and partner state agencies to share current work, opportunities, and priorities, create ongoing systems building and feedback for collaborative efforts, launch the Parent Café model for tribal communities, and work together to mitigate policies and practices that impede opportunities for effective partnership and sufficient funding for tribal programs	12-36

For the **second subgrant**, CA will expand local QCC Consortia allocations to enable consortia to build ELC and HV capacity and quality for high-need populations as determined by community need. Consortia will ensure smooth transitions from ELC to TK–12 and address the needs of children and families eligible for but not serviced by existing programs, including infants and toddlers, children in rural communities, and/or children experiencing significant trauma (ex: homelessness, foster care, disasters, etc.). Additionally, interested QCC Consortia will have opportunities to receive funds to strengthen family engagement in up to three ways: (1) Community partnerships with Parent Cafés; (2) Community partnerships with libraries to broaden family engagement and also create innovative training for FFN and/or FCC providers; and (3) Partner with LEAs to support ELC transitions to kindergarten (Bonus Point C).

The PDG-I NA estimated that 784,557 children under age five live in rural areas in CA, representing 32% of the state’s young child population. These children often lack access to services for which they are eligible, and those that receive subsidy vouchers for ELC typically rely on FCCs or FFN care. Rural areas often lack the population density to support centers or large FCCs, making support for HV, small FCC, and FFN providers particularly meaningful for improving access and quality of care for these children. In CA, only 12% of infants and toddlers

(I/Ts) are in licensed care settings, making investments in FFN providers and supporting licensing key expanding access and quality of I/T care.

The PDG-I NA also conservatively estimated that 7.5% of CA’s children experience homelessness, which causes or exacerbates challenges such as mental health issues, poor physical health, substance abuse, and domestic violence. One meta-analysis found that 10% to 26% of preschool children experiencing homelessness had mental health problems requiring clinical evaluation.¹⁷ However, families experiencing homelessness often lack access to support services to help them identify and utilize programs for which they are eligible. Some ELC programs have staff dedicated to serving families experiencing homelessness under the McKinney-Vento Homeless Assistance Act, yet many others rely on local R&Rs to connect families with services. Moreover, CA has suffered from major fires for the past four years leading to whole communities in trauma as well as additional loss of ELC. Finally, CA’s NA states, “transitions can be particularly difficult for some children, particularly for DLLs, who experience the additional challenge of understanding multiple languages, and for children with special needs, for whom routines may be particularly important.”

The PDG-R will allow CA to support expansion of local QCC Consortia to meet the needs of their communities in these priority issue areas. To more effectively expand I/T care and support low-income and disadvantaged children and families, especially those living in rural and isolated communities and/or experiencing trauma stemming from homelessness, disasters, or other sources, QCC Consortia will develop a plan that clearly articulates support for FCC and FFN providers and HVs, and that creates connections to ACEs screenings, early childhood mental health consultants, and supports. First, local QCC Consortia, along with their R&R members,

¹⁷ Bassuk, DeCandia, Beach, & Berman, 2014.

will co-develop plans to embed CA's existing Child Care Initiative Project (CCIP) as a foundational component to their local QCC, and utilize CCIP to build licensed care capacity and increase the quality of care available in their communities, with a prioritization for rural communities. In the CCIP model, local R&R staff recruit FCC and FFN providers, support them in navigating the licensing process, provide training to meet CCDF health and safety requirements, and improve the quality of newly licensed home-based programs. Through innovative partnerships with libraries, QCC Consortia can use QCC funds for models such as "stay and play" for families and providers as well as using librarians as trainers in areas such as language and literacy. Consortia will also strengthen connections with CDSS' CalWORKs HV program by supporting HV staff for cross-training in their PD opportunities and will provide targeted support to HV, FCC, and FFN providers.

In the Plan, Consortia who identify children and families experiencing homelessness in their communities will propose partnerships with other organizations in the community, such as LEAs and Head Start (HS) providers, to connect children and families experiencing homelessness with the ELC programs for which they are eligible. As part of CA's Every Student Succeeds Act (ESSA) state plan, CA's Homeless Education Posters and County Office of Education (COE) LEA liaison contact information are distributed to all Head Start, Early Head Start, and Regional/Family Resource Centers on an annual basis. The QCC Consortia plans will include how they will utilize this information to connect R&Rs to staff supporting children and families experiencing homelessness through other agencies, including LEAs and Head Start, and make appropriate referrals to ELC programs.

The QCC will increase the capacity of staff in ELC settings to offer effective and responsive learning environments for children with disabilities, challenging behaviors, and those who have

experienced trauma by providing them with training on relevant topics, including ACEs and TIC, supporting children with disabilities, implementing universal design, and expanding access to social-emotional pyramid training and also connecting programs to more intensive supports through the CA Inclusion and Behavior Consultation (CIBC) Network, which deploys EMHCs to the sites (Activities 3.3, 4.2 and Bonus Point B).

As a core component of family engagement, the QCC Consortia will partner with the R&R Parent Cafés (Activity 3.1) to connect them with the QCC efforts and create two-way communication around access to quality ELC. QCC Consortia can also partner with libraries and/or address transitions between ELC and TK/K. Interested QCC Consortia can pilot efforts to leverage the model established by the work of the Office of Head Start, Los Angeles COE, and the Collaboration Office as part of the Occupation Health & Safety Transition Summit Demonstration Project, to enhance and support successful transitions for all children and their families from preschool to TK/K (Bonus Point C).

CA currently funds 44 local QCC Consortia, including the tribal consortia, covering the entire state. Consortia will develop QCC Expansion & Improvement Plans to address the enhanced priorities described above. Using PDG-R, CA will provide grant awards using an equity-based formula that accounts for the proportion of high-need children in communities served by each Consortia, and an enhanced base for addressing rural community needs. CA will also develop and hire a state equity consultant staff position to build capacity around equity and cultural responsiveness (See Project Hope Expansion for timeline). The equity consultant will support QCC plans to provide targeted services to vulnerable and underserved children and will update state resources, including RFAs to support equity and inclusion throughout the system.

SMART Objectives: CA anticipates that these awards will support a 25% expansion of FCC and FFN participation in QCC statewide (2,991 providers serving 24,819 children in 2018-2019), an additional 750 sites serving up to 6,750 additional children. Further, CA anticipates that QCC Consortia will support improved services for at least 10% of all children experiencing homelessness (an estimated 17,000 children per year) and one-quarter of all children transitioning from ELC to TK–12, (an estimated 50,000 children per year).

QCC Expansion and Improvement Subgrants Strategies and Activities	Month
State develops a QCC Priority Expansion & Improvement RFA	1-7
QCC Consortia develop and submit plans to expand access to and quality of HV, FCC, and FFN care and providers are equipped with the tools they need to utilize TIC. Consortia may also expand to three additional areas by partnering with Cafes and/or with libraries and also support successful transitions from ELC to K. Consortia will focus on providers in rural communities and providers of I/T care, connect children and families living in communities experiencing significant trauma, including those experiencing homelessness, in foster care, or coping with disasters	7-8
State establishes and adopts a funding formula for QCC allocations that includes an enhanced base for addressing rural community needs and provides enhancements if the QCC Consortia adds on the Parent Cafés, libraries, and/or transition work	3-7
State awards funds and staff provide TA to refine local consortia plans to best meet the needs of their communities and effectively and efficiently expand access and improve the quality of ELC programs	8-10
State expands the CIBC contract to increase its ability to serve more ELC sites and address early mental health needs after disasters	6-36
QCC Consortia implement plans and provide or link to T&TA including information on best practices in business and fiscal operations, supports for nurturing and responsive interactions and enriching learning, trainings to meet all CCDF health and safety and child development topic requirements, social-emotional Center on the Social and Emotional Foundations for Early Learning (CSEFEL) pyramid model, understanding ACEs and its screening, and TIC and early childhood mental health consultation (Activity 4.2)	10-36

The number of CA’s subawards ensures that all parts of the state can access these quality improvement funds and uses an equity approach to make awards. The length of the proposed subgrant period will allow local consortia to build upon IMPACT 2020 work (Activity 2.4, Project Sustainability Plan) while also providing funding continuity as CA makes changes to its quality systems (Activity 5).

ACTIVITY 6: CONTINUOUS IMPROVEMENT, MEANINGFUL GOVERNANCE, & STAKEHOLDER ENGAGEMENT – DATA INTEGRATION, MANAGEMENT, & DATA USE

1. Status of Data Collection, Management, and Use:

CA is poised to develop an integrated data system to provide information to improve the state’s ELC mixed delivery system and strengthen the B–5 system as a whole. The table below describes the current status of required aspects of data collection, management, and use.

FOA Requirements	Status
Progress developing an integrated data system	In planning process. CA is currently planning for Early Childhood Integrated Data System (ECIDS) with PDG-I funds and will continue through PDG-R. CA is in its first phase of developing a State Longitudinal Data System (SLDS) for Cradle-to-College by linking K–12 and higher education data. ECIDS will eventually connect to CA’s SLDS.
Data collected from Child Care; IDEA Part B, section 619; IDEA Part C; Home Visiting State Pre-K; Head Start and Early Head Start; Public Primary Education K-3; Other programs for ECIDS	In planning process. Representatives from the agencies that administer these data participated in an interagency planning meeting in October 2019 to learn about ECIDS, develop an initial draft vision and use cases, and inform ECIDS planning efforts. These agencies are also represented on the PDG SST (See 6.C).
Degree to which current data systems are in place and link across programs; Plans to enhance systems to inform policy or practice	In planning process CA plans to launch the state required PAL for revamping the CDE Child Development Management Information System (CDMIS) and developing an ECIDS to actively inform areas of need and impact. (Activity 6.A.2)

FOA Requirements	Status
<p>The degree to which the state or local communities collect and use data across programs; list of primary decision makers using the data.</p>	<p>In planning process. CA has robust local data collection, management, and use capabilities, but limited ability to integrate data at the state level. The Workforce Registry has over 70,000 enrolled ELC professionals. Local QCC Common Data Elements data files (CDEF) provide the state with information on changes in enrollment in QCC and progress toward quality goals. CDEF includes data on QCC tier ratings, element scores such as staff qualifications and CLASS scores, and breakdowns by region, locale (rural/suburban/urban), and setting type, including tribal sites and FCC. Through PDG, data from the QCC Professional Learning System (PLS) will enable the state to track the number and spread of teachers across ELC settings who have received PD and identify areas where additional support for high-quality teaching is needed. The DRDP Online data system provides data on children’s learning and school readiness at the site, county, and state levels, but is limited to subsidized programs. PDG funds will be used to integrate DRDP with multiple other data sources through the ECIDS to enable the state to tie program and teacher quality to child outcomes, as described in the logic model. Local decision makers using CDEF and DRDP data include center directors, FCC providers, state preschool program administrators and classroom teachers, County Offices of Education, local First 5 Commissions. State decision makers using these data include the Early Learning and Care (ELCD) and Special Education Divisions of CDE and F5CA.</p>
<p>Assessing and increasing data literacy</p>	<p>Envisioned. The PDG SP (PDG SP Quality P1-4.1) calls for the development of a plan for an ECIDS to “Interface and support locally managed systems for tracking services, children, and families” while transitioning to a statewide ECIDS. This acknowledges CA’s current reality: due to its immense size and diversity, the state has historically taken a decentralized, locally-driven approach to data management for children and families. Training related to data literacy has largely fallen to regional and local collaboratives and ELC organizations such as R&R’s. Increasing state and local capacity for data management and use must go hand-in-hand with the development of a more complete statewide data infrastructure. PDG-R is a key lever for updating this strategy and embracing state-level leadership and management of child-related data and its use to guide state decision making. State support for local data literacy and use has been largely focused on required QCC and CCDF, and on DRDP data. As CA builds the ECIDS, the state will expand its direct support for local program and data managers through data navigators and TA personnel (both state staff and consultants) who will ensure that local and regional leaders have both the guidance and the skills they need to serve as trusted data partners for the state (Activity 1.1).</p>

FOA Requirements	Status
Data governance and data sharing	In planning process. CDE is in early stages of working with SRI International consultants to craft an inter-agency data governance framework that will be vetted with other state agency partners as the framework takes shape. CDE and the CDSS are finalizing a data sharing agreement for CalWORKs Outcomes and Accountability Review and have an existing agreement regarding sharing between CDE ELCD and CDSS Community Care Licensing Division (CCLD). During PDG-R, expert consultants will advise agency leaders on how to strengthen protections and assurances as data sharing agreements are executed across multiple agencies and programs such as Head Start, MediCal, school districts and others as part of the ECIDS.
Unique identifiers	Envisioned. CA will revamp the CDMIS and assign unique identifiers (UID) to children, families, and providers (Activity 6.A.3).
Status or plans for distinct, unduplicated count of children participating in ELC programs	In planning process. CA’s planned updates to CDMIS will include creation of a unique identifier for children, families, and settings (schools; programs; FCCs; FFN) that will facilitate a distinct unduplicated count of children served by CDE programs. The planned ECIDS will further support a distinct unduplicated count of children across programs in CA.

2. Current data systems & capability or intent to link information across programs:

CA lacks a comprehensive early childhood data system. CA’s main data system for subsidized ELC, CDE’s CDMIS, collects the CCDF 801 data but lacks UID for children, providers, and settings. Data collection is siloed at the state level or left to local communities, making it impossible to accurately determine the qualifications and characteristics of the ELC workforce, where children B–5 receive ELC, how many children attend each type of program and/or are enrolled in more than one program. State leaders are committed to updating the state’s data infrastructure to provide information about the children, families, and teachers as demonstrated by the inclusion of a “Cradle-to-Career” SLDS in CA’s 2019-20 budget. CA is taking action to link data such as child care subsidies; IDEA Part B, section 619; IDEA Part C; Home Visiting; State Pre-K; Head Start and Early Head Start; Public K-3 Education; and other programs such as TANF, WIC, Medicaid, SNAP, Healthy Start, etc. To establish the “cradle” portion of the SLDS,

CA will strengthen CDMIS and develop an ECIDS.

With PDG-R funds, CA will launch the state required PAL for creating a new CDMIS to collect required CCDF 801 data, with an updated user interface and Unique Identifiers (Activity 6.A.3). PAL is divided into four stages: 1) Business Analysis, 2) Alternative Analysis, 3) Solicitation Analysis, and 4) Solution Analysis. Each stage consists of a set of prescribed activities to develop deliverables used as the inputs for the next stage. Stages are separated by a series of “go/no go” decision points. Simultaneously, CA will develop an ECIDS to actively inform areas of need and impact, and to facilitate interagency coordination (SP Quality P1-4.1). The state is currently pursuing its ECIDS vision on several fronts. CA’s PDG-I SP includes strategies to develop and implement an ECIDS to improve the management and delivery of early childhood services, and to support data driven decision making across agencies and levels of government (SP Quality P.1-4.1). Through PDG-I, CA has collected information from a variety of state and local level stakeholders including parents and two formal workgroups, about their needs related to the design and development of an ECIDS. Funded through PDG-I, Santa Clara County Office (SCCOE) of Education is working to refine options, recommendations, and designs for ECIDS and a framework for an inter-agency data governing body. SCCOE is also convening an ECIDS Workgroup to gather stakeholder input around the purpose and vision for ECIDS, desired outcomes, state and local roles, data governance and data sharing parameters and other issues critical to the development of an ECIDS. Through short-term philanthropic support, a team of ELC data experts from SRI International reviewed documents, interviewed informants, studied examples of effective ECIDS models, and facilitated a cross-agency team to inform initial planning for the CA ECIDS. An initial cross-agency planning meeting was held in October 2019 with representatives from CDE, CDDS, CDSS, CDPH, CHHS, and the Governor’s

Office. SRI will prepare a final report by December 2019.

The table below describes CA’s plans for strengthening ECIDs during PDG-R.

ECIDS Development Strategies and Activities	Month
State establishes MOUs between state agencies to facilitate data sharing to support research, analysis, and decision making (SP Quality P.1-4.3) and data protection	3-18
State conducts PAL for ECIDS, beginning with an analysis and plan with options for creating a statewide data system that allows for horizontal and longitudinal data alignment for analysis and reporting (SP Quality P.1-4.1)	3-24
State initiates PAL for QRIS data system, Workforce Registry (Activity 4.3), and Consumer Education/Parent Portal (Activity 3.1)	3-24
State implements plan for statewide data system	18-36
State identifies how leaders and agencies will use data to inform policies and programs (SP Quality P.2-4.2)	18-36
State provides PD and TA to build capacity of providers to collect, manage, and use data (SP Quality P.2-4.3 and 4.4)	12-36

3. Distinct, unduplicated count of children participating in ELC programs:

CA created the CDMIS to collect federally required data about families served with child care service funds and data about ELCD’s programs and services for policy and programming decisions. The annual reports included in CDMIS are developed by counting children once during the fiscal year, and only provide a probabilistically accurate representation of the total unduplicated number of children served during the year. With PDG-R funds, CA will create a new CDMIS that will assign unique identifiers (UID) to children, families, and providers. The UID will enable CA to conduct a distinct, unduplicated count of children participating in ELC programs which will be a critical first step towards establishing ECIDS and eventually linking to CA’s planned Cradle-to-Career SLDS. As stated in CA’s SP, “a data system built around accurate child data secured through a UID alongside family, program, and workforce information would support data-informed decisions at all levels of the system to maximize impact of investments.”

CDMIS Development Strategies and Activities	Month
State develops and releases a funding mechanism to procure external consultant expertise	3-12
State and contracted ELC data systems expert conduct PAL for CDMIS	TBD dependent on PAL
State develop RFP for CDMIS design and development; contractor design and develop CDMIS	TBD dependent on PAL

MONITORING, EVALUATION, & CONTINUOUS IMPROVEMENT

1. Tools and methods to promote accountability across CA’s mixed delivery system:

CA will promote accountability across its mixed delivery ELC system by aligning quality standards across agencies and program types. Following this alignment, relevant agencies will modify contracting processes to increase accountability of ELC providers at the local level. State staff will participate in the quality standards interagency and stakeholder workgroup (Workgroup) (described in Activity 5) to align quality standards around the elements that matter most for child outcomes. As part of this effort, state agencies will modify their monitoring and contracting processes based on the agreed-upon quality standards as well as updating regulations and code. This process will enhance CDE’s current system of quality assurance and support to ensure greater accountability by restructuring CA’s current annual application system for contractors providing subsidized ELC and other ELC services as a multi-year competitive process. The Workgroup will develop recommendations to align monitoring timelines to a multi-year competitive application process and align monitoring protocols based on streamlined, shared quality standards (Activity 5). The Workgroup will develop recommendations to focus on four key areas: Eligibility and Need, Health and Safety, Program Quality and Integrity, and Fiscal Compliance. PDG-R funds will support a state staff position to coordinate implementation of the streamlined monitoring protocols and processes across relevant state agencies. Through aligned quality standards, streamlined monitoring protocols, and a multi-year competitive

process for selecting providers, CA will significantly enhance accountability throughout its ECE system, while achieving greater efficiency across agencies.

2. Areas of fragmentation and/or overlap and how CA plans to address them: CA's mixed-delivery system includes an array of ELC programs with oversight dispersed across multiple agencies and levels of governance. These programs were established with different purposes and different funding streams, resulting in a complex “patchwork of programs” that can be challenging to understand.¹⁸ While CA's PDG-I NA emphasizes the value of the state's mixed delivery systems for meeting parents' needs, it also identifies the fragmentation of the system as a key barrier to the most efficient use of available funds.

State-level administration of ELC programs in CA is divided between CDE, overseen by an elected Superintendent of Public Instruction (SSPI), and CDSS, a department of CHHS who's Secretary is appointed by the governor. Other state agencies with authority over related services include the CA Department of Developmental Services, the CDPH, and First 5 CA. Local administration of the state's mixed delivery system is equally complex: institutions including county welfare agencies, school districts, county offices of education, county departments of health, Special Education Local Plan Areas, and First 5 county commissions each also play a role in providing ELC services. CA's PDG-I NA identifies four primary types of publicly supported ELC programs subject to oversight by multiple agencies. 1) Title 5 direct-contract programs administered by the CDE and supported by state and CCDF funds; 2) Federally administered HS and EHS programs; 3) State and CCDF subsidized voucher programs available in both licensed and license-exempt settings and provided through the CalWORKs program or the Alternative

¹⁸ Melnick, H., Tinubu Ali, T. Gardner, M., Maier, A., & Wechsler, M. (2017). Understanding California's early care and education system. Palo Alto, CA: Learning Policy Institute.

Payment Program (APP);¹⁹ and 4) CDE's TK.²⁰

CA has made progress in addressing fragmentation and will build upon that progress to integrate state quality supports and investments. During PDG-I, CA took initial steps to improve segments of its governance model and reorganized CDE-ELCD to provide integrated monitoring and quality improvement supports through five regionally-focused offices. CA also completed a comprehensive review of the CCDF-funded quality projects and its QCC system. Through PDG-R, CA will streamline quality investments and unify state, regional, and local quality and monitoring systems to more effectively respond to program, provider, child, and family needs. This work will be informed by a set of recommendations for addressing fragmentation within QCC provided by BUILD under PDG-I.

CA will further address this fragmentation through the MPELC. The authorizing legislation for the MPELC requires it include recommendations to “simplify the subsidized childcare system, bring greater cohesion and stability to the system, identify barriers to providing and receiving care, and increase access to childcare subsidies.”²¹ The MPELC will also “systematically and with urgency identify a financing and administration strategy that will result in a dramatic increase in a high-quality early care and learning system robust enough to serve children from all income levels.”²² CA is further addressing fragmentation by designating CHHS as the lead for PDG-R. This will support overall state efforts to address overlap and create a more cohesive mixed-delivery system. As the Governor's umbrella agency over wide array of departments (including many SST representatives) and programs (including the MPELC and

¹⁹ The CDSS administers CalWORKs Stage 1 while CDE administers CalWORKs Stages 2 and 3. The APP serves low-income families who are not or no longer enrolled in CalWORKs to the extent that funding is available.

²⁰ All of these programs exclusively serve low-income children with the exception of TK, which is available for all children who meet the age requirement regardless of family income.

²¹ Senate Bill 75, Chapter 51, Section 1, 8207

²² CHHS Agency RFP # 33563: MPELC

ECPC), CHHS is best positioned to facilitate collaboration and coordination across programs, services, and funding streams that address ELC in CA. Through PDG-R and the MPELC, CA will undertake a significant restructuring of its state-level ELC governance in order to resolve fragmentation, increase coherence, and achieve operational and financial efficiencies. (See Section 6.C.1 for additional details).

3. Approach and Timeline for PPE Plan:

CA will select a third-party evaluator to design, manage, and complete the PPE and provide objective findings and recommendations. The PPE plan (described in the PPE Plan section below), will be reviewed with the selected evaluator to identify and implement necessary updates and enhancements. Following any such changes, the evaluator will begin implementing the PPE plan. The table below outlines the PPE timeline and evaluator activities.

PPE Plan Strategies and Activities	Timeline
<i>Evaluation Design and Project Management</i>	<i>Month</i>
Identify baseline data needed to inform PDG-R activities, develop data collection and management systems for accessible use and reporting of data	1-3
Review evaluation questions and aims with PDG CT	1-3
Finalize evaluation design based on early PDG-R activity progress	3-6
At least semi-annually, review evaluation status including any relevant findings and recommendations with CT and other relevant stakeholders	6-36
<i>Cross-System Capacity</i>	<i>Month</i>
Conduct post-training participant survey and data system process monitoring	2-24
Conducts survey and metric analysis of cross-training monitoring and results; data system usage analysis – frequency/reach, user experience	18-36
<i>Parental Knowledge, Voice, and Connections – Parent Café and My Child Care Plan</i>	<i>Month</i>
Collect and organize Parent Café baseline data	7-9
Monitors Parent Café progress – participation, survey, persistence data	9-36
Collect and organizes Early Childhood Café baseline data	12-18
Monitor Early Childhood Café progress – participation, survey, persistence data	18-36
Compile My Child Care Plan user feedback – use analysis, survey, focus groups	8-24
<i>Transforming Workforce</i>	<i>Month</i>
Workforce registry pilot – participation, survey, focus groups to assess relevance, usefulness, quality, impact	24-30

PPE Plan Strategies and Activities	Timeline
Monitor progress of Professional Learning System platform, related courses, coaches and innovative higher education pathways to expand workforce – participation, survey, persistence data, focus groups, degree/credential outcomes	18-30
<i>Quality System Capacity</i>	<i>Month</i>
Monitor quality system redesign process and impact – surveys of field, level of participation by types of providers, quality metrics	12-36
Assess progress to address need and increase capacity in high-need areas (tribal communities, FFN, homeless, FCC, mental health) – coordinate data collection and analysis with state and local NA, ECIDS development	12-36

MEANINGFUL GOVERNANCE & STAKEHOLDER ENGAGEMENT

1. Governance structure and decision-making path:

CA’s ELC system is governed by many agencies, leading to fragmentation and inefficiencies (Activity 6.B.2). Since the PDG-I application, CA has experienced significant governance changes including the election of a new SSPI and Governor. Governor Newsom is a champion for early childhood issues and his budget proposal was the first ever to include a separate section dedicated to early childhood. CA’s new Administration also established new state leadership positions for ELC as described below.

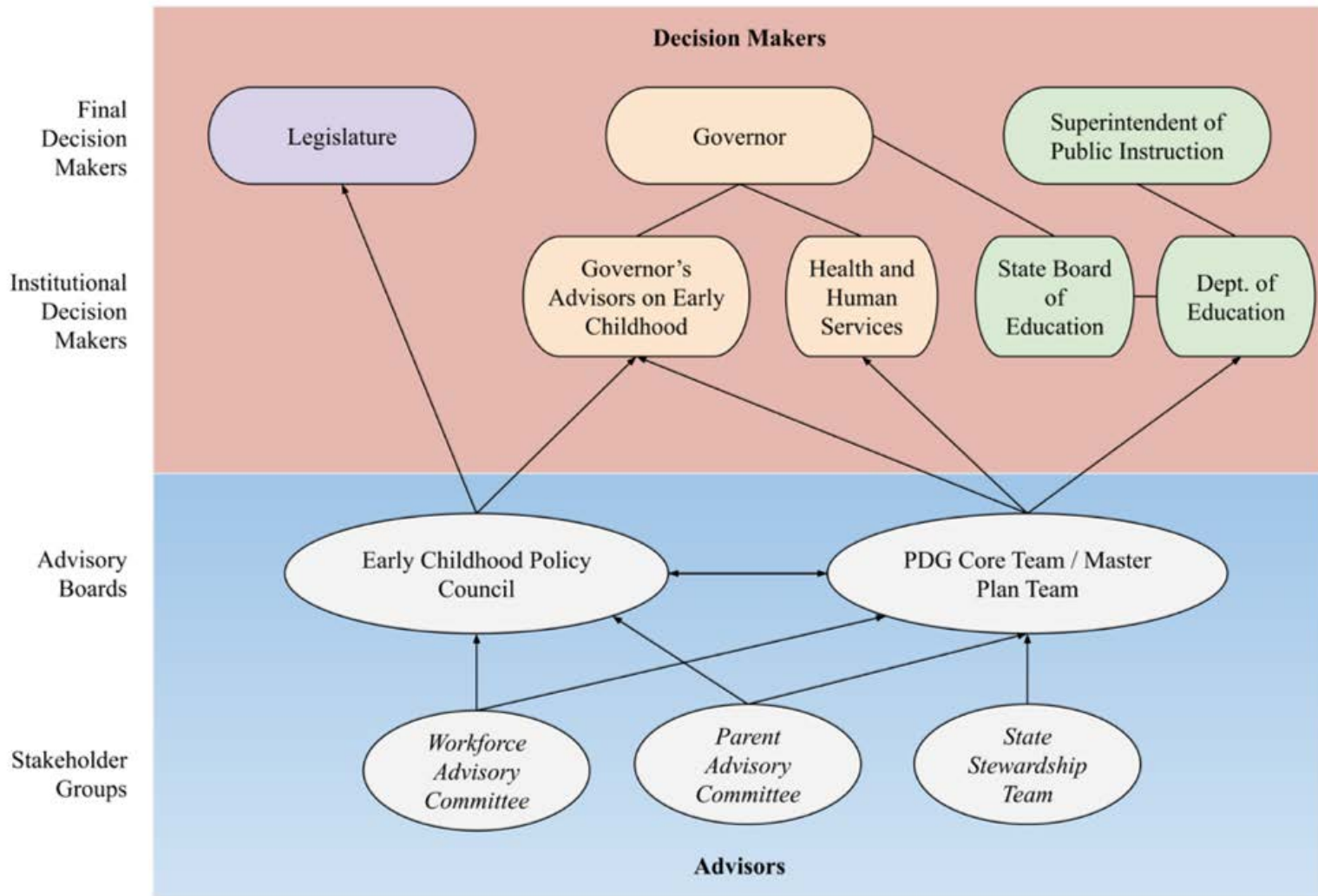
New ELC Leadership in CA
<p>Governor Newsom established three new positions within his administration: Giannina Pérez, an early childhood policy expert, advocate, and strategist, was appointed Senior Policy Advisor for Early Childhood in the Office of the Governor, marking the first time a CA Governor has had a position in his office focused on early childhood. Kris Perry, a national leader in early childhood advocacy, policy, and program implementation was appointed as Deputy Secretary of CHHS for Early Childhood Development and Senior Advisor to the Governor on Implementation of Early Childhood Development Initiatives.</p> <p>Dr. Nadine Burke Harris, a national leader in pediatric medicine dedicated to understanding the link between ACE and toxic stress in children, was appointed as CA’s first-ever Surgeon General.</p>
<p>SSPI Thurmond appointed: Sarah Neville-Morgan a state leader in ELC to Deputy Superintendent of Public Instruction over the Opportunities for All Branch, includes five divisions: ELC, After School, English Learners, Nutrition Services, and Special Education.</p>

The Senior Policy Advisor, Deputy Secretary, and Deputy Superintendent are members of the PDG CT, along with the CDSS Director. Together they represent the state agencies and

offices with primary authority over CA's ELC system and serve as the governing body for CA's PDG, with input from the PDG SST (Activity 6.C.2).

Additionally, CA's 2019-20 Budget created a 27-member ECPC to advise the Governor, the Legislature, and the SSPI on all aspects of the state's ELC system, including the MPELC and PDG SP. Members will be appointed by the Governor, Speaker of the Assembly, Senate Committee on Rules, and SSPI. The ECPC will maintain two standing committees: the PAC and the Workforce Advisory Committee (WAC). The ECPC will perform duties previously under the purview of the SAC on ELC. The figure below depicts CA's current decision-making path.

MEANINGFUL GOVERNANCE MAP:
California's decision making path, who serves in an advisory capacity, and who are decision-makers



Through the MPELC and related PDG-R activities, CA will take on the more complex work of comprehensive ELC governance reforms to reduce fragmentation, unify quality, and ensure equity in programs and services across the geographically and demographically diverse state. Specifically, the PDG CT will develop a detailed plan to modify CA’s current governance structure to align authority and oversight of ELC programs and services and create a single, unified system that coordinates ELC with home visiting, health and mental health services, nutrition, special education, and developmental screening to ensure CA’s investments support the whole child and family. The PDG CT will explore governance models that create alignment and equity across services with a singular focus on ensuring better outcomes for CA’s children and their families. The table below outlines the goals and steps towards this governance reform.

Governance Goals	Steps
<p>Coordinate and connect programs across existing governance structures. Align and improve coherence of program administration including program eligibility, quality standards, data collection, and outcome measures as described in Activity 5. Achieve a sustainable scale and scope capable of expanding the reach of programs and services to children who are eligible for but not currently serviced by existing programs. Allocate resources through effective and efficient investments. Implement accountability measures that improve the quality and equity of ELC provided in diverse settings across CA.</p>	<p>Hire a Director with expertise in state and federal programs and funding streams to develop high-level policy related to PDG-R and governance, and create connections to the MPELC. Hire an Administrator to assist the Director and manage the planning, development, and administration of PDG-R and related personnel. Determine cross-agency early childhood goals, shared indicators, and processes for data sharing. Coordinate with MPELC development team to incorporate their research findings. Determine areas where effective and efficient alignment require coordination across multiple state agencies and identifying existing processes that are duplicative or inefficient. Outline a clear strategy for structural improvements to ELC governance administration in CA to address identified issues, including potentially consolidating programs and services, or creating a new department focused on supporting a comprehensive early childhood system.</p>

By the end of PDG-R, CA will have a dramatically more efficient, responsive, and coordinated B–5 system that will respond to the whole child, address trauma, and provide two-

generation supports to meet the needs of diverse children and their families.

2. Stakeholder Involvement:

CA’s PDG-R application builds on the findings of the PDG-I SP and NA, which were developed in collaboration with stakeholders and experts across CA (see table below for those involved in the development of the SP and NA).

Stakeholder Engagement and Involvement in PDG-I SP and NA
<p>PDG-I NA: Between May and July 2019, AIR staff conducted a total of 44 phone interviews with representatives of Local Childcare Planning Councils (LPCs) and R&R agencies from sampled counties and state-, regional-, and local-level agency leaders, association representatives, and researchers. At the county level, AIR interviewed 30 local-level representatives drawn from a sample of counties based on key attributes (Activity 1.3).</p> <p>PDG-I SP: The following stakeholder groups were involved in the development of the PDG-SP: PDG CT, SAC, State Interagency Coordinating Council on Early Intervention, PDG Parent Committee, and SST. CA also convened expert workgroups, CDE input sessions, and regional and virtual input sessions. Regional and virtual input sessions included parents (46), child care providers (71), Advocates (66), Administrators, (82), and others (20).</p>

The CT and SST will continue to play a key role in the assessment, planning, and implementation of activities in PDG-R (see table below for membership).

PDG-I and PDG-R CT and SST²³
PDG CT
<p>Giannina Pérez, Senior Policy Advisor for Early Childhood in the Office of the Governor. Kris Perry, Deputy Secretary of CHHS for Early Childhood Development and Senior Advisor to the Governor on Implementation of Early Childhood Development Initiatives, and F5CA ex-officio Commission Member. Kim Johnson, Director, CDSS. Sarah Neville Morgan, Deputy Superintendent, CDE Opportunities for All Branch.</p>
PDG SST

²³ In some cases, the individual participating has changed from PDG-I to PDG-R. An (*) indicates organizations that are new to the SST for PDG-R. This table presents the likely participants in the PDG-R CT and SST.

PDG-I and PDG-R CT and SST²³

Alex Fernandez, acting CalFresh Chief, CDSS.
Carolyn Brooks, Principal Member, Early Learning with Families Initiative, CA State Library.
Dennis Petrie, Deputy Director, Workforce Services Branch, Employment Development Dept.*
Erin Gabel, Deputy Director, External and Governmental Affairs, First 5 CA.
Gregory M. Riggs, Deputy Director, Policy, Accountability and Compliance Branch, Employment Development Department Dept.*
Jillianne Leufgen, Manager, Workforce and Economic Development Division, CA Community Colleges Chancellor's Office.
Joe Xavier, Director, CA Dept. of Rehabilitation.*
Joel Reynolds, Chief, Policy and Planning, Women, Infants and Children Division, Center for Family Health.*
Judy Delgado, American Indian Education Consultant, Improvement and Accountability.*
Kim Frinzell, Director, CDE Nutrition Services Division.
Kim Hough, Child Development Consultant, CDE ELCD.
Kristin Wright, Director, CDE Special Education Division.
Laila Fahimuddin, Policy Consultant, State Board of Education.
Leanne Wheeler, Programs Consultant, CDE Improvement and Accountability Division.*
Mary Sandy, Executive Director, CA CTC Credentialing.
Matt Roberts, Dean of Field Operations, Workforce and Economic Development Division, CA Community Colleges Chancellor's Office.
Natasha Nicolai, Chief, CalWORKs and Family Resilience, Family Engagement and Empowerment Division, CDSS.
Richard Weinert, Deputy Director, Codes and Standards, CA Dept. of Housing and Community Development.*
Shanice Orum, Program Administrator, Community Care Licensing Division, Child Care Licensing Program, CDSS.
Sharon DeRego, Manager, Monitoring and Family Services Branch, CA Dept. of Developmental Services.
Stephanie Myers, Director, CDE CA Head Start State Collaboration Office.
Stephen Propheter, Director, CDE ELCD.
Thea Perrino, Chief, Program Quality Section, CA HV Program, CDPH.
Veronica Aguila, Director, CDE English Learner Support Division.
Zachary Olmstead, Deputy Director, Housing Policy Development, CA Dept. of Housing and Community Development.*

Other stakeholders will be regularly engaged including: the ECPC and its committees, the SSPIs' ELC Stakeholder Groups, Early Education Migrant program and Migrant Education Program, bilingual coordinators, TCCAC, CA County Superintendents' Educational Services

Association, First 5 County Commissions, parent organizations, providers, QCC Consortia and Regional Hubs, CDE Quality Projects, LPCs, R&Rs, LEAs; and Head Start CA.²⁴

BONUS POINTS

COORDINATED APPLICATION, ELIGIBILITY, & ENROLLMENT

CA's 2018-2019 state budget funded CDSS to explore, strategize and create a roadmap for a statewide verification hub. The hub will coordinate eligibility and enrollment across programs that the agency oversees, including CA's voucher program for Stage 1 and Stage 2 of CalWORKs. In CA's 2019-2020 budget, additional funding was granted for staff to initiate building the hub. The initial rollout includes all departments within CHHS. The hub will streamline verifications for all state-administered services by modernizing verification and enrollment process for children and families, while preserving privacy and security. It will connect eligibility systems with real time data through a user-centered solution. Early efforts have focused on integrating verification and enrollment for public benefits supporting child health and development, mental health and family economic mobility including CalFresh, CalWORKs, and Medi-Cal.

CA proposes to leverage the CDSS's effort to build ELC verification services into this hub. With PDG-R funds, CA will ensure that data infrastructure development is articulated with CDSS efforts to develop the verification hub (Activity 3.2, 6.A.1). The PAC of the ECPC will be consulted in this work so its design reflects the experience and needs of families. Development and use of the CDSS verification hub will improve R&Rs' ability to connect parents with all public benefits supporting child health and development, mental health, early learning, and family economic mobility (See timeline in Activity 3.2).

²⁴ For additional information on PDG-R implementation partners, see Organizational Capacity.

Additionally, CA will update CDMIS to include unique identifiers (Activity 6.C.3).

INFANT/TODDLER EMPHASIS

CA's commitment to quality I/T care spans nearly 30 years, demonstrated by the co-ownership of the PITC by the CDE and WestEd, the state's investment in PITC redesign using PDG-I funding and CCDF quality funds, and the state's recent increase of the I/T adjustment factor for contracted subsidized care from 1.7 to 2.44. To expand its commitment, CA will focus on activities that result in improved I/T care by better training providers to identify and mitigate developmental risk including infant and early childhood mental health consultation and integrating two-generation trauma-informed approaches that support the parent-I/T relationship, and expanded I/T care and staffing for FCCs.

1. Increasing provider capacity to identify and mitigate developmental risk, including infant and early childhood mental health consultation: CA will expand infant and early childhood mental health (IECMH) consultation to ELC programs to ensure providers are better trained to support I/T wellbeing. Under CA's Surgeon General, the state invested \$50M to implement trainings for health care providers to screen for ACEs. PDG-R funds will amplify the impact of ACEs screenings by ensuring that providers have the skills they need to provide early intervention in areas where large percentages of children have high ACE scores. Specifically, PDG-R will expand CA's contract with the CIBC to increase access to consultant help to develop strategies to support I/Ts with early mental health needs and challenging behaviors.

2. Two-generation trauma-informed approaches to support parent-I/T relationships: CA **will** expand Parent Cafés; launch Early Childhood Cafés for home visitors, FCCs, and FFNs; and plan for and launch cross-training for state agency staff on ACEs, TIC, CSEFEL, and implicit bias (See Activity 3.2 for timeline).

3. Expand I/T care and staffing: CA’s subgrants to QCC Consortia will embed CA’s existing Child Care Initiative Project (CCIP) as a foundational component to their local QCC, and utilize CCIP to build licensed care capacity in communities, prioritizing rural communities. In the CCIP model, R&R staff recruit FCC and FFN providers, support them in navigating the licensing process, provide training to meet CCDF health and safety requirements, and improve the quality of newly licensed home-based programs (timeline in Activity 5).

I/T Strategies and Activities	Month
State agency staff identify communities to expand IECMH consultation and training	3-6
CIBC Network delivers additional trainings in target communities	7-36
WestEd redesigns CSEFEL modules for online platform to increase accessibility	4-12
WestEd launches and then provides access to CSEFEL modules and link to QCC workforce pathways and site Quality Improvement Plans	13-36

COLLABORATIVE TRANSITION & ALIGNMENT FROM BIRTH TO THE EARLY GRADES

CA will improve transitions and alignment across ELC programs and TK, kindergarten, and early elementary grades (Identified in the PDG-I NA and SP as a key priority). Research shows that for both children and families, the transition from preschool to kindergarten can present unexpected challenges in everyday routines, causing stress and uncertainty for children: a smooth and successful transition sometimes hinges on the transition practices a program implements.²⁵ To address this, CA will create a Transition Framework guide that will include input and shared resources from local early learning providers and elementary schools. This framework will include a template with activities, a compendium of resources, curriculum, and communications to be shared with parents, staff, and providers. The framework will be created collaboratively with PDG-R quality staff, the Head Start Collaboration Office, and local Head Start and other providers. WestEd PDG project management staff will also provide support as

²⁵ Gelfer & McCarthy, 1994; Maxwell & Eller, 1994.

needed.

The QCC Consortia, will improve community partnerships by working with school districts to share the Transition Framework guide and work with local partners (ex: school liaisons, homeless education liaisons, etc.) to create a bridge between ELC and TK/K to best support families (Activity 5). QCC Consortia may propose their own approach to supporting transitions and alignment from birth to the early elementary grades, which may include efforts to expand parent knowledge about the options and transition process and/or provide PD to early educators, teachers, and principals to address the needs of children to successfully transition from preschool to TK (SP Access P1-5.2). Indicators to assess progress in this work will be developed locally and will be part of the ongoing evaluation plan.

Additionally, the CCRC will work with Superintendents and County Offices of Education to identify challenges/opportunities to strengthen transitions. Findings will be shared with QCC Consortia and R&Rs to improve collaboration. It will also be used to 1) inform broader systems-building and information sharing efforts to create alignment of services for children and families across ELC settings and into the early grades, and 2) to support ongoing collaboration between ELC, TK, K, and the early grades professionals. R&Rs will also be supported to use the Transition Framework guide to cultivate smooth transitions for children. Parent Cafés will be used to inform parents of transition considerations and practices, and R&Rs will participate in communities of practice to improve transitions, cultivate staff capacity for smoothing transitions, and share information with the state to inform future system-building and alignment efforts (Activity 3.1).

Finally, PDG-R funds will support overall alignment of the ELC and K–12 system by funding the CTC to conduct pilot work that would inform a potential IHE accreditation system

for early educator preparation in CA. This will be an important step to align preparation of the ECE and early elementary workforce (Activity 4.3).

Transitions Strategies & Activities	Month
PDG-R Quality staff, Head Start Collaboration Office, local program providers, and WestEd project management staff develop Transition Framework Guide	2-9
QCC Consortia and R&Rs collaborate around Transitions from ELC to the early grades, using the Transition Framework Guide and locally identified strategies	6-36
CTC pilots accreditation activities with IHEs offering preparation for the ECE Credential and Child Development Permit (see also Activity 4.3)	7-36

PROJECT TIMELINE & MILESTONES

The table below describes key milestones for each Activity and Bonus Point and page numbers where detailed timelines can be found for each Activity.

Activities, Timelines, and Milestones
Activity 1: NA
Timelines on Page: 7
<i>Milestones: Completed NA, limited-term NA staff hired, contractor engaged</i>
Activity 2: Strategic Plan
Timelines on Page: 10
<i>Milestones: Completed MPELC, updated and finalized statewide SP</i>
Activity 3: Maximizing Parent and Family Knowledge, Choice, and Engagement
Timelines on Pages: 17-18, 19-20, 21, 22-23
<i>Milestones: My Child Care Plan mobile application, cross-system training, expanded parent access to Parent and Early Childhood Cafés, ECPC PAC and Parent Consortium meetings</i>
Activity 4: Sharing Best Practices and PD for the ECE Workforce
Timelines on Pages: 25-26, 26-27, 28, 29
<i>Milestones: New content and professional learning system; expanded online coaching certification; piloted virtual coaching system; ECE competency-based Performance Assessments, accreditation system for IHEs preparing students for Child Development Permits</i>
Activity 5: Improving Overall Quality
Timelines on Pages: 33, 35-36, 40
<i>Milestones: Aligned quality standards, Tribal Child Care Alliance of CA quality system improvement, re-designed quality assurance and continuous improvement system</i>
Activity 6: Monitoring, Evaluation, and Data Use
Timelines on Pages: 44-45, 49
<i>Milestone: Data sharing MOU, Updated CDMIS, ECIDS, Completed PDG-R Evaluation</i>
Bonus Points
Timelines on Pages: 57, 59 (Also See Pages 17-18, 19, 35-36, 44-45)
<i>Milestone: Increased trainings, CSEFEL modules, Transition Framework</i>

ORGANIZATIONAL CAPACITY

The CHHS is CA's largest agency and oversees 12 departments and five offices that provide health care services, social services, mental health services, income assistance, and public health services to Californians. CHHS' total budget for 2019-20 is over \$163B.²⁶ Governor Newsom and the CA legislature recently expanded CHHS' authority and resources to support CA's ELC mixed-delivery system. As described in Activity 6.C.1, Governor Newsom created two new state leadership positions at CHHS that will guide and influence the ELC system: the CHHS Deputy Secretary for Early Childhood Development/Senior Advisor to the Governor on Implementation of Early Childhood Development Initiatives and the CA Surgeon General. CA's 2019-20 budget identifies CHHS as the administrator of two new CA initiatives that will transform and align CA's ELC system: the ECPC and the MPELC. CHHS was a member of CA's PDG-I CT and will convene the CT during PDG-R. The proposed PDG-R budget includes a dedicated team of CHHS staff to lead PDG-R implementation.

CHHS includes several departments that comprise CA's mixed-delivery system, including the CDSS, CDPH, CDDS, and Department of Health Care Services. These departments are all represented on the PDG SST (Activity 6.C.2). CDSS plays a particularly important role in CA's ELC system. Among other duties, CDSS provides policy direction and oversight of the CalWORKs program, including the oversight of subsidized child care and development services for CalWORKs recipients and other whole family approaches (e.g. home visiting).²⁷ CDSS is the administrator of the Community Care Licensing program which licenses child care centers and family child care homes. CDSS has also been a key partner in ELC systems discussions, including the former SAC on ELC, State Interagency Council on Early Intervention, QRIS,

²⁶ This figure includes state funds, federal funds, other non-governmental cost funds, and reimbursements for CHHS and all of its departments and offices.

²⁷ CalWORKs is CA's version of the federal Temporary Assistance for Needy Families program.

Transforming the Workforce for Children Birth to Age 8, State Leadership Team for Inclusive ELC Expansion, etc.

Core PDG-R partners are described in the table below. Each partner brings relevant experience and expertise with administration, development, implementation, management, and evaluation of programs similar to that offered under this announcement and possess the organizational capability to fulfill their roles effectively.

Partner	Organizational Capability
CDE	As CA’s state education agency, the CDE administers key ELC programs including the Federal Child Care and Development Fund and the CA State Preschool Program for approximately 135,844 children. Additionally, CDE provides support for TK, which served 88,934 children in 2017-18; houses the CA Head Start State Collaboration Office; and co-leads QCC with First 5 CA. CDE will serve on the PDG CT and SST.
CCRC	CCRC was established 43 years ago and has over 1,000 employees that work to provide support over 50,000 families in any given month. CCRC focuses on family well-being, equitable access to high-quality services and supports for all children, and integrated systems of support. CCRC was a critical and highly effective partner in PDG-I and will continue playing a key role in PDG-R projects. CCRC will assist in the development of local infrastructure to engage, empower, and inform parents; better connect families to resources and services (including IDEA services, early mental health supports, etc.); and help smooth transitions from ELC to TK, K, and the early elementary grades.
CTC	The CA CTC is an agency in the Executive Branch of CA State Government. Created in 1970, it is the oldest autonomous state standards board in the nation. The major purpose of the agency is to serve as a state standards board for educator preparation for the public schools of CA, the licensing and credentialing of professional educators in the State, the enforcement of professional practices of educators, and the accountability of credential holders in the state. The CTC grants various levels of Child Development Permits and has led recent efforts to examine ECE workforce standards as part of CA’s TWB8 efforts. With PDG-R funds, CTC will develop an ELC Performance Assessment and pilot accreditation activities to include IHE that prepare the ELC workforce in CA’s accreditation system. CTC will continue to serve on the SST.

Partner	Organizational Capability
TCCAC	Established in 2006, the TCCAC is an association of child care professionals specializing in working with Tribal families, children and communities. The association focuses on the needs of tribally regulated child care and education settings, both on and off tribal lands. TCCAC serves as an ongoing forum for communication, collaboration, and coordination among Tribes, and the state and other organizations to achieve excellent programs. CA has 109 federally recognized tribes and the TCCAC has the trust and cultural competence to engage with their sovereign nations in their ELC needs and implementation. TCCAC will play a critical role in strengthening the quality of tribal ELC programs (Activity 5 Subgrants).
WestEd	WestEd, a public Joint Powers Agency (JPA) created pursuant to Title 1, Div.7 Chapter 5 of the CA Government Code to support state governments' work toward "significant, fundamental improvements in education," is a leader in improving access to high-quality ECE. WestEd's track record with current and ongoing projects, delivery of high-quality trainings, and ability to collaborate with community-based partners in CA and nationwide demonstrate its ability to fulfill their roles in CA PDG-R efforts. WestEd's position in the consortium that will develop the MPELC, and experience providing project management and strategic planning support for PDG-I well-positions the agency to ensure the MPELC and PDG-R move forward in an articulated way.

These partners will be supported by a strong project management team of state agency and WestEd staff (see Budget Justification). This team will coordinate and create cohesions of PDG-R implementation efforts while also ensuring strong connections to the MPELC.

PROGRAM PERFORMANCE EVALUATION PLAN

The PPE will be structured around four key questions:

PPE Key Questions
To what degree do PDG and other related investments lead to <i>increased cross-system capacity (state and local level)</i> ?
To what degree do PDG and other related investments build parental knowledge, elevate parental voices, and strengthen parent connections?
To what degree do PDG and other related investments transform the workforce?
To what degree do PDG and other related investments build ELC quality system capacity?

The PDG SP objectives, strategies, and progress monitoring measures aim to achieve the plan's vision and goals as informed by the PDG NA. The PPE process will improve the work of state, regional, and local stakeholders affected by and responsible for PDG-R activities. The PPE provides attention and feedback to support accountability and commitment to achieving a high

return on the PDG-R investment. Data to inform the key questions will be coordinated with activities to update and use the NA and SP and develop the ECIDS. The table below describes how the PPE Plan will complete key tasks.

Key Task	Description
Utilize findings from the NA to identify, refine, and finalize the target or geographic areas identified in the SP that will benefit most from implementation of ELC and related services; include a refinement of the project logic model and identify associated process and cost indicators and outcomes	The PPE team will use the PDG NA, MPELC to identify target populations and geographic areas for service delivery and concerted focus. This will be an iterative process as state data systems are enhanced and will contribute to ongoing refinements to the logic model and project indicators. The initial plan for PDG-R activities, as informed by the PDG-NA and SP includes specific activities aimed at increasing the quantity and quality of 1) care for tribal communities, homeless families, I/T with specific attention to care deserts identified in the PDG-NA (e.g. rural, low-income urban communities); 2) inclusive practices and health and wellness throughout CA; 3) parent and provider engagement and information related to access and quality; 4) training, coaching, and new learning opportunities to expand and develop the ELC workforce inclusive of all provider types (Family Child Care, Family, Friend, and Neighbor; licensed exempt; center-based; school based; etc.).
Identify measurable short- and long-term child, family, and program/service implementation outcomes linked with proposed activities	This work was begun through development of the PDG-R logic model. Using the logic model and working with PDG partners and contractors PPE team will refine outcomes and process measures.
Identify and finalize indicators and metrics necessary to examine proposed process, cost, and program implementation reporting	The PPE team will create metrics to measure the logic model outputs and short-term outcomes. The NA and SP provide a starting set of progress monitoring indicators that align to short-term and long-term outcomes as identified in the logic model. Indicators will be complemented by measures focused on process and implementation related to the proposed PDG-R activities. This includes analysis and measurements of progress towards activity milestones and associated costs, participation levels, and feedback from those affected by PDG-R activities.

Key Task	Description
Identify existing data systems and data elements aligned with proposed metrics and gaps in data needs to facilitate the state’s ability to provide process and implementation reporting	The PPE will rely upon and contribute to data resources used in the NA and SP processes. Supplemental data regarding the process of implementation will also be collected (see process metrics above) through routine project tracking, stakeholder surveys, and focus groups. CA will increase the availability and quality of data as ECIDS is implemented. As such, the performance evaluation will build in new data resources over the course of the grant to aid in formative understanding of the data and its use and to improve the quality of the performance review process.
Identify new data sources to complement program and service data to address proposed implementation reporting and plan for the development of a new data system, if needed	Qualitative sources (focus groups, interviews, and other stakeholder feedback) will inform initial implementation assessment and enable the development of an outcome analysis process in the future (after the grant term). ECIDS implementation progress will increase the availability and quality of data and allow the PPE to build in new data resources to improve the PPE process.
Identify an appropriate methodological approach that includes a strategy for data collection, sampling, measurement, and analysis	The PPE will focus heavily on process measures in year one and shift to fully incorporate the outcome measures associated with the PPE questions and aims over time. The PPE will employ a quasi-quantitative, mixed-methods approach that utilizes quantitative and qualitative data to triangulate findings. Data will be collected and compared among parents and providers that a) participate in Parent or Early Childhood Cafés exclusively b) participate in Cafés and access PDG-R tools (e.g. My Child Care Plan, registry pilot, PDG-R supported courses), and c) matched pairs for parents in groups (a) and (b) with similar educational, demographic, and regional backgrounds. The PPE will assess cross-system capacity development through an annual survey of key leaders across system design and delivery. Feedback via surveys and focus groups will be collected and analyzed from a representative sample of providers participating in PDG-R developed content. The evaluator will work closely with training developers and providers to collect information and share formative results to improve learning opportunity design and use summative results to assess the impact and reach of the learning opportunities.
Work with TA providers to finalize implementation reporting plans	The evaluator will work closely with all project partners (managing agencies, subcontractors, TA providers) to convey the aims of PDG-R project work and ensure PPE metrics and indicators support continuous improvement of design and implementation. Close collaboration will ensure that information collected throughout the PDG-R activities is leveraged in the PPE to support consistency, efficiency, and accuracy of project reports and updates.

Key Task	Description
Identify how implementation data will be used to inform continuous learning and improvement efforts	The final PPE report will synthesize findings from the all activity areas (initial feedback from stakeholders, implementation data collected through the project management tracking system, analyses of existing administrative data, surveys, and focus groups) to make recommendations for areas of focus (geographical areas, groups of children, or other targets) for continuous improvement and coordination of services.

LOGIC MODEL

Vision: Children B–5, their families, and communities will thrive through an effective and impactful ELC mixed delivery system that is efficiently connected to additional child, family, and program supports. **Target Population:** Underserved Children and Vulnerable Children as defined in PDG NA. **Inputs:** PDG Funding/Activities, Cross-Sector Engagement, CA Leadership Priority, Current ELC Workforce, Engaged Stakeholders, QRIS **Drivers:** Updated NA, MPELC, ECPC, PAC, and WAC

Actions	Outputs	Short-Term Outcomes
<p><i>Build cross-system capacity and streamline governance (state and local level)</i> [Activities 1, 2, 3, 4, 5, 6 and bonus points]</p>	<p>Updated NA. MPELC. ECPC, PAC, WAC, PDG CT & PDG SST meetings and recommendations. Plan for expanding capabilities of ECIDS/My Child Care Plan. Articulated ELC data with CDSS. Verification Hub. State-agency staff cross-trained on ELC programs. Completed PPE Plan. Results of Transition from Preschool to TK/K project. Clear roles and responsibilities across agencies focused on efficiency and effectiveness of ELC implementation. Specifications and development plan for data systems.</p>	<p>Detailed knowledge of child, family, and provider needs, across Health, Mental Health, Family Support and ELC. MPELC drives political will for meaningful policy changes. Improved system leadership and coordination, improved policy decision making informed by data. Increased information sharing with families and streamlined eligibility processes. Improved state agency capacity and efficiency of diverse ELC program implementation. Improved parental and teacher understanding of promising transition practices. Cross-system child, family, and provider data tied to unique ID.</p>
<p><i>Build parental knowledge, elevate parental voices, and strengthen parent connections</i> [Activities 3, 5 and bonus point B]</p>	<p>Expanded participation in Parent Cafés and expanded use of Know the Signs Act Early Evaluation of Parent Cafés. Virtual Parent Consortium meetings and peer-to-peer leadership network participation.</p>	<p>Improved parental knowledge of child development and how to strengthen protective factors. Higher rates of early identification of child development issues. Greater parental leadership and advocacy.</p>

Actions	Outputs	Short-Term Outcomes
<p><i>Transform the workforce</i> [Activities 3, 5, 5 and bonus point A]</p>	<p>Innovative Professional Learning System Content. Expanded system of Coaching Certification Virtual Coaching. Consistent PD Standards Across Publicly Funded Programs. System of aligned, stackable, competency-based, credit-bearing training/PD. Competency-Based Standards integrated into ECE Permit System.</p>	<p>Increased rates of participation in PD and quality improvement activities. More efficient and greatly expanded reach of credentialing and career advancement pathways. CA workforce skills better aligned to state standards.</p>
<p><i>Build ELC quality system capacity</i> [Activity 5 and bonus point C]</p>	<p>Redesigned quality systems for quality improvement, quality assurance, and system equity. Support for the TCCAC to revise its QIS. Increased licensed capacity and support for FFNs and FCCs. Increased access to ELC programs for children experiencing homelessness. Expanded CA Inclusion and Behavior Consultation support.</p>	<p>Increased efficacy of the QIS, with greater focus on equity. Increased quality of tribal child care programs (locally determined). Increased licensed ELC capacity. Increased FFN and FCC quality. Improved workforce capacity to service children with or at risk of developmental delays. Expanded pool of providers trained to support children with challenging behaviors or experiencing trauma.</p>

Long Term System Outcome	Long Term Child Outcomes	Long Term Provider Outcomes
<p>CA ELC Systems meets the needs of all children, families, and providers. Increased alignment and efficiencies across CA's B-5 ELC mixed-delivery system. Strengthened network of family support systems.</p>	<p>Children are safe, seen and heard by child-serving systems. Children's needs shape services and systems on an ongoing basis. All children are provided with opportunities to learn, grow, and succeed. Reduced duplication of effort and governance inefficiencies, and better information sharing.</p>	<p>Providers demonstrate increased knowledge and skills to benefit children. Providers are adequately compensated and have opportunities to learn and grow in a fulfilling career. Providers demonstrate increase efficiency in supporting diverse populations.</p>

PROJECT SUSTAINABILITY PLAN

CA strengthened coalitions of state agencies through PDG-I by forming the CT and the SST (See Activity 6.C.2 for members), which will continue through PDG-R. The SST has deepened each member's understanding of their agency's roles and responsibilities and fostered a mutual commitment to improving the ELC system. As a result, cross-agency collaboration has markedly increased and forms the foundation for sustainability of PDG-R activities. CA's NA identifies program rules and requirements that may impede collaboration and effective financing across the ELC system. CA's PDG SP describes mechanisms for utilizing strategies that target and align funding into a single system of support to maximize its impact, including non-state resources such as local funding, philanthropy, and public-private partnerships. CA will advance SP strategies with MPELC research and targeted cost-modeling, and will build on the PDG NA and SP, to develop a new financing and administration strategy that supports a better aligned and more efficient ELC system by the end of the PDG-R grant period (See Activities 6.B.2 and 6.C.1). PDG-R funding will catalyze this transformation, building on the significant progress CA has made with previous initiatives including the PDG-I, and RTT-ELC which established CA's QRIS (QCC). Results from PDG-I and PDG-R will inform ongoing changes to QCC that will better support braiding and blending of funding. Moving forward, the ECPC and MPELC will be key instruments for determining what existing program requirements negatively impact collaboration and blending or braiding of funds. Moreover, the one-time investments in state staff capacity focus on time-limited projects that require dedicated staff to be successful in developing and launching projects or work but then move to current staff for implementation (e.g. PDG project management, data infrastructure and the PALs, the quality and monitoring system update process, and governance structure design).

CA will leverage \$2.3 billion in new state budget investments that establish the ECPC, develop the MPELC, increase access to ELC, reduce child poverty, support early childhood health and wellness, expand paid family leave, and support families to build assets through child savings accounts. CA will also leverage F5CA’s recent \$103 million investment in IMPACT 2020 to support local QCC Consortia efforts to improve ELC quality, with an emphasis on supporting quality in settings that have been less engaged in QCC to date, including FCCs and FFNs. The table below outlines how CA will sustain specific elements of the PDG-R.

Sustainability Plan
Activity 1: Proposed NA activities will result in an NA dashboard to facilitate future NA data sharing that will require minimal resources to sustain.
Activity 2: The SP will be updated through the MPELC process. The ECPC, funded through state General Funds, will monitor implementation of the MPELC.
Activity 3: Infrastructure for some key projects, including the parent information portal and ECPC PAC will be sustained with state funding. CA will build local capacity to implement ongoing Parent Cafés. Materials and resources developed will be available beyond PDG-R. After PDG-R, a fee-for-service model will support ongoing training and capacity building. Efforts to train cross-system state agency staff will build self-sustaining capacity.
Activity 4: CA will utilize CCDF quality funding to provide ongoing access to the Professional Learning System and help sustain coaching certification. CA will also explore partnerships with philanthropy to sustain proposed activities. The MPELC will address sustainability for the proposed assessment and accreditation efforts.
Activity 5: The quality system redesign effort will ensure state funds are used more effectively and efficiently to support quality ELC across CA. Project HOPE expansion activities will build self-sustaining cultural competencies into state systems/processes and improve tribal QCC Consortia capacity to provide ongoing support for quality, which will be sustained with state funds. QCC Consortia will develop plans and receive PDG-R subgrants to build ELC capacity and quality for vulnerable children in a sustainable way.
Activity 6: PDG-R funds will support required business processes for new IT projects that will be completed by the end of PDG-R. These projects will support data system development funded by the state after PDG-R. Proposed efforts to reduce fragmentation, strengthen governance, and engage stakeholders will result in coordinated systems that will be sustained through the MPELC and ECPC. Evaluation results will inform efforts beyond the grant period.
Bonus Point A: Verification hubs will result in more efficient use of resources and will be sustained with state funding.
Bonus Point B: Early childhood mental health is a major priority of the Surgeon General and CA will likely sustain supports for TIC. Additional training will be supported with CCDF funds as needed.
Bonus Point C: CA will create self-sustaining local capacity to support transitions.

DISSEMINATION PLAN

FOA Requirement	Description
Dissemination goals and objectives	Goal: Keep stakeholders well-apprised of and involved in the execution of PDG-R activities to maximize impact and support the sustainability of grant activities. Objectives: Develop a timeline for dissemination; identify target audiences for engagement; disseminate reports, products, and other grant project outputs to target audiences on a regular basis; review and evaluate the impact of dissemination activities and use results to inform necessary adjustments to dissemination plan.
Strategies to identify and engage with target audiences	Project management staff and contractors will review PDG-I dissemination efforts, the PDG NA and SP, and PDG-R approach to identify target audiences and determine appropriate engagement strategies. Proposed engagement strategies include: Updating the CA PDG website with information and updates related to all PDG-R activities. Disseminating PDG-R information and updates through existing listservs, including the PDG listserv (>250 emails), CHHS listservs, CDE ELCD Listserv (>6,000 emails), CDE Special Education listserv (>2,000 emails), and the CDE English Learner Support Division listserv (>2,000 emails), and other relevant listservs that SST members have permission to use. Disseminating information to parents and families through the proposed Parent Consortium, Parent Cafés, and the ECPC PAC. CA will ensure outreach in multiple languages and work with SST and other PDG-R partners to ensure dissemination efforts reach vulnerable families and the programs that serve them.
Allocation of sufficient staff time and budget for dissemination	The project management staff and contractor will be responsible for dissemination and the budget has been allocated accordingly.
A preliminary plan to evaluate the target audience information receipt and use	The contracted evaluator will review the extent to which target audiences have received project information and have used it as intended.
Dissemination timeline	The project management staff and contractor will work with the SST in months 3-6 to develop a timeline for dissemination.

PROJECT BUDGET & BUDGET JUSTIFICATION

Personnel: The budget request includes a total of \$1,071,660 in Personnel costs for Year One. The funded positions will be filled during the project period.

Position Title	Months	FTE	Salary	Cost
Director	12	1.0	\$167,160	\$167,160
Administrator	12	1.0	\$103,500	\$103,500
Education Programs Consultant	12	6.0	\$91,000	\$546,000

Position Title	Months	FTE	Salary	Cost
Information Technology Specialist	12	1.0	\$74,000	\$74,000
Associate Governmental Program Analyst	12	2.0	\$70,000	\$140,000
Office Technician	12	1.0	\$41,000	\$41,000

1.0 FTE Director will oversee PDG-R implementation under the direction of the Deputy Secretary for Early Childhood and will develop high-level policy related to PDG-R and governance, and create connections to the MPELC.

1.0 FTE Administrator will assist the Director and manage the planning, development, and administration of the PDG-R and related personnel.

6.0 FTE Education Programs Consultants (EPCs), including:

- 1.0 FTE EPC will support PDG-R project management.
- 1.0 FTE EPC will provide data collection, analysis, and project management for the NA activities (Activity 1)
- 1.0 FTE EPC to support Quality Process Redesign (Activity 5) and monitoring (Activity 6)
- 1.0 FTE EPC to focus on Equity and Quality Process Redesign (Activity 5). This EPC will build capacity around equity and cultural responsiveness throughout CA's quality efforts, support Q to target services to vulnerable and underserved children, and update state resources to support equity, represent tribal interests at the state level (Activities 3, 5).
- 2.0 FTE EPCs will complete the PAL Framework for the proposed integrated data systems (Activities 3, 6.A). Dedicating staff to the PAL process will ensure that the process is completed within the PDG-R grant period.

2.0 FTE Associate Governmental Program Analyst (AGPA), including:

- 1.0 FTE AGPA will provide analytical support for the PDG-R program, manage projects, and develop contracts and grants.
- 1.0 FTE AGPA will provide analytical support for the proposed Quality Process Redesign (Activity 5), monitoring activities (Activity 6), and proposed CPDI (Activity 4).

1.0 FTE Information Technology Specialist will support work with the Data Systems EPCs to complete the PAL process for data system development (Activity 3, 6).

1.0 FTE Office Technician will provide clerical support for professional staff responsible for administering the PDG-R program by editing documents, coordinating workgroups, facilitating travel, and providing general logistic and technical support.

Fringe Benefits: The budget request includes \$575,160 in Fringe Benefits for Year One based on \$1,071,660 in Personnel costs and an average fringe benefits rate of 53.67% of the salary total cost, which includes: Old-Age, Survivors, and Disability Insurance (OASDI) (6.2%), Medicare (1.45%), Health, Dental, and Vision Insurance (14.94%), and Retirement (31.08%). Actual benefits per individual vary.

Travel: The budget request includes a total of \$69,776 in Travel funding.

Trip	Travelers	Days	Cost/Traveler/Day	Trip Cost	Total Cost
DC for PDG grantee meeting	6	4	\$633.50	\$15,204	\$15,204
DC for TA and Training (x 2)	4	4	\$633.50	\$10,136	\$20,272
In-State Travel (x5)	4	2	\$470	\$3,760	\$18,800
In-State Travel (x 25)	4	1	\$155	\$620	\$15,500

All travel was calculated using CA’s travel reimbursement policy. The PDG-R budget includes travel expenses for three national trips to Washington DC to support staff capacity to utilize PDG funds effectively and learn from federal TA providers. For each four-day trip to Washington, DC, the cost per traveler per day of \$633.5 (airfare: \$1,250, lodging: \$300 per night for three nights, ground transportation: \$100 per day for two days, per Diem: \$46 per day for four days). Given CA’s large size, and the need to create stakeholder and partner connections throughout the state, the PDG-R Budget includes in-state travel. In-state travel includes six two-day trips with a daily cost per traveler of \$470 (airfare: \$475, lodging: \$150 per night for 1 night; ground transportation: \$100 per day per two days, per Diem: \$46 per day for two days) and 26 1-day trips with a daily cost per traveler of \$136 (ground transportation: \$100, per Diem: \$35).

Equipment: None.

Supplies: The budget request includes a total of \$90,222 in Supplies funding.

Category	Cost/FTE	FTE	Total Cost
General Expense: Includes office supplies, ergonomic equipment, modular furnishings, books, and materials.	\$5,000	12	\$60,000
Communications: Includes phone lines, webinars, teleconferences, and video conferences.	\$518.50	12	\$6,222
Information Technology: Includes laptops, desktop computers, monitors, adapters, software, headsets, etc.	\$2,000	12	\$24,000

Contractual: The budget includes a total of \$12,990,000 for Contractual expenses for Year One. With certain exceptions, CA state departments are prohibited from allowing an invitation for bid or contract to be released in a manner that limits bidding, directly or indirectly, to any one bidder (CA Public Contract Code [PPC], Section 10339). State agencies shall secure at least three competitive bids or proposals for each contract, unless otherwise stated in subsection (b) (PPC, Section 10340).²⁸ CA state departments are exempt from the aforementioned bidding process when contracting with other state agencies or joint powers according to the DGS via the SAM, Section 1233. DGS derives statutory authority to define this exemption per PCC, 10348. A number of contractors have already been identified and selected for key activities. The selection process was conducted in accordance with the regulations referenced above.

Contractor	Cost
<i>Joint Powers Agreements</i>	<i>Amount</i>
WestEd ²⁹	\$4,500,000
<i>Interagency Agreements</i>	<i>Amount</i>
CDSS	\$400,000
CA CTC	\$1,280,000
Department of Technology	\$300,000
<i>Subvention Contracts</i>	<i>Amount</i>
CCRC	\$1,800,000

²⁸ Further instructions on how requests for proposals are evaluated can be found in PPC, Section 10344.

²⁹ WestEd, a public Joint Powers Agency (JPA) was created pursuant to Title 1, Div.7 Chapter 5 of the CA Government Code to support state governments’ work toward “significant, fundamental improvements in education.”

Contractor	Cost
<i>Subgrants</i>	<i>Amount</i>
TCCAC	\$275,000
QCC Consortia	\$3,285,000

WestEd: The budget allocates a total of \$4,500,000 to WestEd in Year One. This will include:

- **Organizational Capacity and Management: \$750,000.** WestEd will increase CHHS’s organizational capacity to manage PDG-R activities, facilitate the SST and CT, and ensure linkages to the MPELC. WestEd will provide support with deliverables, federal reports, and subcontractor management.
- **The CPDI: \$3,250,000.** WestEd will establish the CPDI to:
 - Develop innovative professional learning system content, expand coaching certification and virtual coaching, and align PD standards across programs (Activity 4): \$2,800,000
 - Develop and implement cross training to strengthen state capacity to develop comprehensive, inclusive, and responsive programs and policies (Activity 3.2): \$450,000
- **CIBC: \$500,000.** WestEd’s CIBC will expand infant and early childhood mental health consultation to ECE programs (Bonus Point B).

CDSS: The budget allocates \$400,000 to CDSS in Year One for expansion of the Verification Hub to include ELC programs (Activity 3, Bonus Point A).

CTC: The budget allocates \$1,280,000 to the CTC in Year One to develop an ECE Performance Assessment as part of a competency-based preparation and PD system and pilot accreditation projects focused on IHEs preparing Child Development Permit candidates (Activity 4, Bonus Point C).

Department of Technology: The budget allocates \$300,000 to the Department of Technology in Year One for PALS support.

CCRC: The budget allocates \$1,800,000 to CCRC in Year One. CCRC will support R&R Hubs to expand Parent Cafés and convene a virtual Parent Consortium that will inform PDG and state advisory efforts and act as a peer-to-peer leadership network. CCRC will also support R&R Hubs, local R&Rs to: implement EC Cafés (for the workforce); utilize the Transition Framework guide and collaborate locally to improve ECE to early elementary transitions; and connect parents with services/resources (Activity 3, Bonus Point C).

TCCAC Subgrant: The budget allocates \$275,000 in Year One to TCCAC to expand Project Hope (Activity 5).

QCC Subgrants: The budget allocates \$3,285,000 in Year One for subgrants to expand local QCC Consortia allocations to enable consortia to build ELC and home-visiting capacity and quality in high-need communities to ensure smooth transitions from ELC to elementary school and address the needs of children and families that are eligible for but not serviced by existing programs.

In addition, a number of Year One project activities will require contracts with organizations that are not yet identified. These organizations will be selected through a competitive process, in accordance with the regulations referenced above.

Contractor	Cost
PPE	\$750,000

Contractor	Cost
Data Systems Expertise	\$400,000

PPE: The budget allocates 5% of the total grant, \$750,000, in Year One for a third-party evaluator to design, manage, and complete the PPE and provide objective findings and recommendations (See Activity 6.B.3 and PPE Section for detailed PPE plan).

Data Systems Expertise: The budget allocates \$400,000 in Year One for data systems expertise to support completion of the PAL framework and integrated data system development (Activity 3, 6.A).

Other: None

Indirect Charges: CHHS elects to charge a *de minimis* rate of 10% of modified total direct costs (MDTC). The MDTC of \$2,031,818 includes Personnel, Fringe Benefits, Travel, Equipment, Supplies, and the first \$25,000 of each contract. The indirect charges for Year One are \$203,182.

Commitment of Non-Federal Resources: CHHS will provide \$4,500,000 in in-kind non-federal resources in year one. This will include \$4,500,000 in CA General Fund resources for research, development, and project management services for the MPELC, administered by the Secretary of CHHS. CHHS will meet the match for each project period.

Budget by Activity:

Activity	Year One Request
Project Management and Coordination	\$1,789,087
Activity 1	\$147,501
Activity 2	\$0 (<i>funded through match</i>)
Activity 3	\$2,523,751
Activity 4	\$3,873,751
Activity 5	\$3,820,963
Activity 6	\$1,114,947
Bonus Point A	\$750,000
Bonus Point B	\$200,000
Bonus Point C	\$500,000
PPE	\$280,000