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Appendix 1: Glossary	
Acronym	Expansion
AAP	American Academy of Pediatrics
ARRA	American Recovery and Reinvestment Act
ASQ-3	Ages & Stages Questionnaires®, Third Edition
ASQ-SE	Ages & Stages Questionnaires®: Social-Emotional
BAS	Business Administration Scale
CA CSEFEL	California Collaborative on the Social and Emotional Foundations for Early Learning
CAEL QIS	California Early Learning Quality Improvement System
Cal-SAFE	California School Age Families Education
CALPADS	California Longitudinal Pupil Achievement Data System
CARES	First 5 Comprehensive Approaches to Raising Education Standards
CARES Plus	First 5 Comprehensive Approaches to Raising Education Standards Plus
CCDF	Child Care and Development Fund
CCFS	WestEd Center for Children and Family Studies
CCHP	California Childcare Health Program
CCIP	Child Care Initiative Project
CDD	California Department of Education Child Development Division
CDE	California Department of Education
CDMIS	Child Development Management Information System
CDPH	California Department of Public Health
CHDP	Child Health and Disability Prevention
CHVP	California Home Visiting Program
CIBC	California Inclusion and Behavior Consultation Network
CPIN	California Preschool Instructional Network
CSSC	California Statewide Screening Collaborative
CSU	California State University
CTC	California Commission on Teacher Credentialing
DR	Desired Results
DRDP	Desired Results Developmental Profile
DRDP-IT	Desired Results Developmental Profile - Infant/Toddler
DRDP-PS	Desired Results Developmental Profile - Preschool
DRDP-SR	Desired Results Developmental Profile - School Readiness
ECCS	Early Childhood Comprehensive Systems
ECE	Early Childhood Education
ECERS	Early Childhood Environment Rating Scale
ECMHP	First 5 Early Childhood Mental Health Project
EHS	Early Head Start
ELQIS	Early Learning Quality Improvement System
EPSDT	Early and Periodic Screening, Diagnosis, and Treatment
ERS	Environment Rating Scale
FCC	Family Child Care

FCCH	Family Child Care Home
FCCIB	Family Child Care at Its Best
HMG	Help Me Grow
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IHEs	Institutions of Higher Education
IMIL	I am Moving, I am Learning
ITSCs	Infant/Toddler Specialist Coordinators
LEA	Local Education Agency
MCAH	Maternal, Child and Adolescent Health
MOU	Memorandum of Understanding
PAS	Program Administration Scale
PEL	Preschool English Learners
PITC	Program for Infant/Toddler Care
PITC PARS	The Program for Infant/Toddler Care Program Assessment Rating Scale
PLF	Preschool Learning Foundations
PoP	First 5 Power of Preschool
QRIS	Quality Rating and Improvement System
RLC	Regional Leadership Consortia
RTT-ELC	Race to the Top-Early Learning Challenge
SAC	State Advisory Council
SPI	Superintendent of Public Instruction
SQL	Structured Query Language
SR	School Readiness
TANF	Temporary Assistance for Needy Families
TCHK	Team California for Health Kids
TK	Transitional Kindergarten
UC BEAR Center	University of California, Berkeley Evaluation and Assessment Research Center
UCSF	University of California, San Francisco
WIC	The Special Supplemental Nutrition Program for Women, Infants, and Children

Appendix 2: Key Documents Referenced in the Narrative		
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First 5 California Power of Preschool Requirements - 2005	
Target Population	Universal in API 1-5 attendance areas
Diversity	Serve diverse populations, including children with disabilities/special needs and English language learners
Age	4 year olds have priority but may serve 3 year olds
Parent Fees	None
Screening	Periodic health/developmental screenings
Length of Day	Preschool equivalent to 3 hours/day
Curriculum and Articulation	Preschool content and performance standards and curriculum articulated with Kindergarten through third grade standards
Teacher/Provider: child ratio	3:24 or 2:20 with appropriate teacher qualifications
Group size	Sufficient size to prepare children for Kindergarten classroom experiences
Food	Nutritious meals and snacks using USDA Child & Adult Care Food Program standards
Transition Support	For children entering preschool and preschoolers entering Kindergarten
Teacher/Provider Qualifications	See Attachment A1
Additional Teacher/Provider Requirement	Staff will participate in professional development to educate children with varied language and cultures, and children with disabilities and other special needs
Environmental Rating Scales	Entry level: ECERS 4.0, obtained by averaging the indicators For programs continuing from PoP Demonstration only: within 24 months, score of 5, obtained by averaging the indicators
Principles on Equity	County commission and partners' commitment to First 5 California Principles on Equity
Evaluation	See Attachment B
Budget	Submit one-year budget projections in support of quality enhancement
Families	Implement family outreach and involvement
Connections	Connect with wrap around child care and other family supports as needed

PoP Quality/Reimbursement Reference Chart

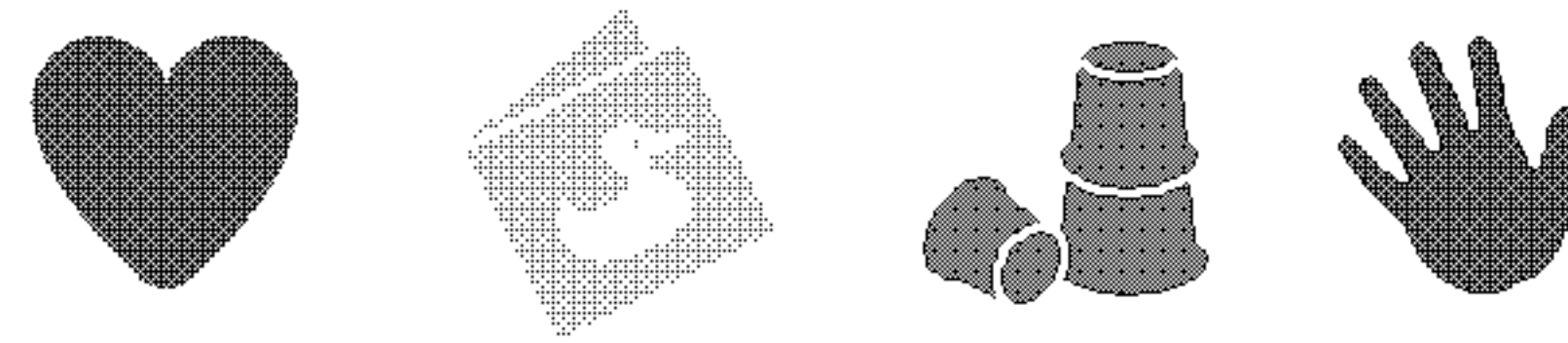
First 5 CCFC will provide reimbursements on a per-child basis, as often as semi-annually, based on the PFA Quality Criteria listed below. This reference outlines: 1) PFA quality levels for use in categorizing local reimbursement levels and determining PFA Demonstration Project number of spaces and 2) PFA reimbursement available from First 5 CCFC for both new and improved preschool spaces for use in First 5 CCFC budget development.

First 5 CCFC	PFA Quality Criteria *	New PFA Space (Annual Per Child Reimbursement Rate)	Improved PFA Space (Annual Per Child Reimbursement Rate)
Entry Level to PFA Quality Criteria (Title 5 Requirements)	Master Teacher: 24 units of college-level work in early childhood education (ECE), including designated core courses and 16 general education units**	\$800	\$250
	Assistant Teacher: 6 units of college-level work in ECE		
	Pre-K spaces must meet PFA Quality Criteria 1-5 to start, and need to have an ERS of 5 or better within the time period for which First 5 CCFC funding is first requested (e.g., 6 or 12 months).		
Advancing Level to PFA Quality Criteria	Master Teacher: 60 units of college-level work (or AA) with 24 units of college-level work in ECE, including designated core courses and 16 general education units**	\$1000	\$300
	Assistant Teacher: 12 units of college level work in ECE (recommend 30 units of college-level work)		
	Pre-K spaces must meet PFA Quality Criteria 1-5 to start, and need to have an ERS of 5 or better within the time period for which First 5 CCFC funding is first requested (e.g., 6 or 12 months).		
PFA Level of Quality Criteria	Master Teacher: BA plus 24 ECE units (including core**), or ECE or Multiple Subject teaching credential, or Child Development Permit Matrix Program Director	\$1200	\$350
	Assistant Teacher: Associate’s degree (or equivalent coursework in BA program) with appropriate ECE credits (recommend 24 units)		
	Pre-K spaces must meet PFA Quality Criteria 1-5 to start, and need to have an ERS of 5 or better within the time period for which First 5 CCFC funding is first requested (e.g., 6 or 12 months).		

* First 5 CCFC will consider PFA quality levels developed by First 5 County Commissions that closely approximate the PFA quality levels described.

** Core courses and general education units are defined in the Child Development Permit Matrix: <http://www.childdevelopment.org/images/matrix.pdf>.

**California Infant/Toddler
Learning & Development Foundations
Introduction**



Introduction

The *California Infant/Toddler Learning and Development Foundations* represents part of the California Department of Education's (CDE's) comprehensive effort to strengthen young children's learning and development through high-quality early care and education. The foundations describe competencies infants and toddlers typically attain during the birth-to-three-year period. In order to make developmental progress, young children need appropriate nurturing. Both supportive home environments and high-quality early care and education programs can facilitate children's attainment of the competencies specified in the foundations by providing safe environments and an emotionally secure base for active, playful exploration and experimentation.

During the infant/toddler years, all children depend on responsive, secure relationships to develop and learn. As stated in the CDE's *Infant/Toddler Learning and Development Program Guidelines* (2007), high-quality programs offer infants and toddlers primary relationships in small groups. Such programs provide personalized care that reflects consideration for individual differences among children. Programs also develop partnerships with children's families to connect

children's experiences at home with their experiences in the infant/toddler program. These partnerships with families are the cornerstone of culturally sensitive care. Connections with children's early cultural and linguistic experiences are critically important for their social-emotional well-being, the development of their identity, and learning. In addition, children may have a special need that requires particular accommodations and adaptations. To serve all children, infant/toddler programs must work to provide appropriate conditions for each child and individually assist each child's movement along a pathway of healthy learning and development.

Over 20 states have either developed infant/toddler standards documents or are in the process of doing so. Many of them have sought to align infant/toddler standards with preschool learning standards. Because both infant/toddler and preschool foundations in California cover a broad range of learning and development domains, the term *foundations* is used rather than *standards*. This term was selected to convey that learning across all developmental domains builds young children's readiness for school. In essence, the foundations pertain to young children's current and long-term develop-

mental progress. This focus is consonant with the position of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) on early learning standards. As the position statement sets forth, “Early childhood is a distinct period of life that has value in itself as well as creating the foundations for later years” (NAEYC and NAECS/SDE position statement 2002, 3).

In California, priority has been placed on aligning the infant/toddler learning and development foundations with the preschool learning foundations in four major domains:

- Social-emotional development
- Language development
- Cognitive development
- Perceptual and motor development

The domains represent crucial areas of early learning and development that contribute to young children’s readiness for school (National Research Council and Institute of Medicine 2000; NAEYC and NAESC/SDE 2002). The foundations present key concepts in each domain and provide an overview of development in that domain. Young children can be considered from the perspective of one domain, such as social-emotional development or language development. Yet, when taking an in-depth look at a single domain, one needs to keep in mind that learning, for young children, is usually an integrated experience. For example, an infant may make a cognitive discovery about cause-and-effect while making the connection that a cry leads to a comforting response from an adult.

The foundations developed for each of these domains are based on research and evidence from practice. Suggestions of expert practitioners and examples illustrate the foundations. The purpose is to promote understanding of early learning and development and guide efforts to support the development and well-being of infants and toddlers.

Overview of the Foundations

The foundations for each of the four domains are listed in this section.

Social-Emotional Development

Domain. The social-emotional development domain covers the following foundations:

- *Interactions with Adults:* The child’s developing ability to respond to social cues from adults and engage in back-and-forth social exchanges with adults
- *Relationships with Adults:* The child’s development of close relationships with adults who provide consistent nurturance
- *Interactions with Peers:* The child’s developing ability to respond to social overtures from peers, engage in back-and-forth interaction with other children, and, ultimately, to engage in cooperative play with other children.
- *Relationships with Peers:* The child’s development of relationships with certain peers through interactions over time
- *Identity of Self in Relation to Others:* The child’s developing concept of self as an individual who

operates within social relationships

- *Recognition of Ability:* The child's developing understanding of the ability to take action to influence the immediate social and physical environments
- *Expression of Emotion:* The child's developing ability to communicate various emotions through facial expressions, movements, gestures, sounds, or words
- *Empathy:* The child's developing ability to share in the emotional experiences of others
- *Emotion Regulation:* The child's developing ability to manage or regulate emotional responses with and without assistance from adults
- *Impulse Control:* The child's developing capacity to wait for needs to be met, to inhibit behavior, and to act according to social expectations, including safety rules
- *Social Understanding:* The child's developing understanding of the responses, communication, emotional expressions, and actions of other people

The many competencies covered by the social-emotional development foundations underscore the prominence of this domain during the first three years of life. The emotional security that infants seek to develop with others and their ability to interact effectively with both adults and other children support their learning and development in all domains.

Language Development Domain.

The language development foundations cover the following competencies:

- *Receptive Language:* The child's developing ability to understand words and increasingly complex utterances
- *Expressive Language:* The child's developing ability to produce the sounds of language, and speak with an increasingly expansive vocabulary and use increasingly complex utterances
- *Communication Skills and Knowledge:* The child's developing ability to communicate nonverbally and verbally
- *Interest in Print:* The child's developing interest in engaging with print in books and in the environment

Many early childhood experts consider language development to be one of the greatest accomplishments in the first three years of life. There are many specific milestones and dimensions of language development, such as phonology and syntax. As to practice, the four foundations provide a level of detail that is accessible to families and infant care teachers seeking to enhance children's early language development and communication.

Cognitive Development Domain.

The following foundations make up the cognitive development domain:

- *Cause-and-Effect:* The child's developing understanding that one event or action brings about another
- *Spatial Relationships:* The child's developing understanding of how things move and fit in space

- *Problem Solving:* The child's developing ability to engage in a purposeful effort to reach a goal or to determine how something works
- *Imitation:* The child's developing capacity to mirror, repeat, and practice the actions of others, either immediately or at a later time
- *Memory:* The child's developing ability to store and later retrieve information.
- *Number Sense:* The child's developing understanding of number or quantity
- *Classification:* The child's developing ability to group, sort, categorize, and form expectations based on the attributes of objects and people
- *Symbolic Play:* The child's developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas
- *Attention Maintenance:* The child's developing ability to attend to people and things while interacting with others or exploring the environment and play materials
- *Understanding of Personal Care Routines:* The child's developing ability to understand personal care routines and participate in them

As the above list suggests, the foundations for the cognitive development domain cover a broad range of knowledge and skills. For infants and toddlers, these various competencies are interwoven and develop together. As children move out of the birth-to-three period, some of the cognitive compe-

tencies become differentiated and can be aligned with traditional preschool content domains such as mathematics and science. In effect, infants' and toddlers' playful exploration and experimentation in the cognitive domain represent an early manifestation of mathematical and scientific reasoning and problem solving.

Perceptual and Motor Development Domain. Infants' and toddlers' perceptual and motor competencies are receiving increasing attention in research and practice. The perceptual and motor development foundations are defined as follows:

- *Perceptual Development:* The child's developing ability to become aware of the immediate social and physical environments through the senses
- *Gross Motor:* The child's developing ability to move and coordinate large muscles
- *Fine Motor:* The child's developing ability to move and coordinate small muscles

Infant/toddler programs can foster children's perceptual and motor learning and development through environments that offer safe and appropriate physical challenges.

Organization of the Foundations

The publication begins with a chapter that focuses on the first four months of life. Separate foundations in each domain were not written for the first four months because every aspect of early development relates to all domains simultaneously. Although development during the first four months is undifferentiated, it has a

profound influence on subsequent development in every domain. The chapter on the early months highlights the inborn behaviors that enable children to orient toward adults and begin to communicate needs. At the same time, the chapter describes how, right from the beginning of life, children are “active participants in their own development, reflecting the intrinsic human drive to explore and master one’s environment” (National Research Council and Institute of Medicine 2000, 1).

For each of the 28 foundations, a description is specified at three points of development: at around eight months of age, at around 18 months of age, and at around 36 months of age. In addition, behaviors are listed that lead to the level of competency described for each of those three age levels. The behaviors leading up to an age level reflect the ongoing change that occurs during each age period. At around eight months of age, 18 months of age, and 36 months of age, children move to a different way of functioning and have different developmental needs. For most foundations, the change from one age level (from eight months to 18 months or from 18 months old to 36 months) is quite pronounced. The foundations are designed to give a general sense of development at these three points along the developmental continuum. The subtleties of individual children’s developmental progress at any given time are presented in the CDE’s Desired Results Developmental Profile (DRDP) (2005). This teacher observation tool for infants and toddlers shows five or six developmental levels spanning the birth-to-three age range for outcomes that will be aligned to the foundations. When alignment of the

DRDP to the infant/toddler foundations is complete, the DRDP will provide additional detail about the developmental progression of a foundation.

For each foundation at each of the three age levels, broad information on infant development summarizes children’s competencies. Together, the three descriptions define the developmental progression of a foundation. Underneath each description are examples of possible ways that children may demonstrate a foundation in a particular age range. The diversity of examples gives a sense of the variation among infants and toddlers. A foundation for a particular child should be considered on the basis of how the child functions in different contexts—at home, in child care, and in the community. An individual child may not function like any of the examples listed under a foundation, yet she may already be able to demonstrate the level of competency described by that foundation. The examples suggest the varieties of contexts in which children may show competencies reflected in the foundations. Infant care teachers often think of alternative examples when they reflect on how a particular foundation applies to the young children in their care.

Guiding Principles

Several guiding principles influenced the creation of the infant/toddler learning and development foundations. These principles stem from both developmental theory and research and from best practice in the infant/toddler care field.

1. The family and its culture and language play a central role in early learning and development.

2. Infancy is a unique stage of life that is important in its own right. Development in infancy can be described by three age periods—birth to eight months, eight months to 18 months, and 18 months to 36 months. Each age period is distinct, although there is often overlap from one to the next.
3. Infants and toddlers are competent yet vulnerable at every stage of development. Nurturing relationships provide the foundation for emotional security and optimal learning and development.
4. Emotions drive early learning. Infants and toddlers are active, curious learners who are internally driven to interact with social and physical environments. Infants and toddlers learn in a holistic way rather than one domain at a time.
5. Early development includes both quantitative and qualitative change. With quantitative shifts, the infant extends or adds competencies to similar existing competencies. With qualitative shifts, the infant combines new knowledge and abilities with existing knowledge and abilities to function in a different and more complex way.
6. Early development reflects an interplay of differentiation and integration. For example, young infants typically use their mouths to explore all objects to learn about them (less differentiated behavior), whereas older children mainly use their mouth to taste or explore different kinds of food

(more differentiated behavior).

An example of integration is that older children may be able to engage in several behaviors such as talking, walking, and carrying an object simultaneously (more integrated behavior), whereas younger children may need to focus all of their energies on doing one behavior at a time (less integrated behavior).

Those principles apply to the foundations, curriculum planning, and assessment practices aligned to the foundations.

Universal Design for Learning

These foundations support infant/toddler programs in the effort to foster the learning and development of all young children in California, including children with disabilities or other special needs. In some cases, infants and toddlers with disabilities or other special needs will reveal their developmental progress in alternative ways. It is important to provide opportunities for children to follow different pathways to learning. Therefore, the infant/toddler learning and development foundations incorporate a concept known as universal design for learning.

Developed by the Center for Applied Special Technology (CAST), universal design for learning is based on the realization that children learn in different ways. In today's diverse infant/toddler programs, making the environment, play materials, activities, and experiences accessible to all children is critical to successful learning. Universal design is not a single approach that will accommodate everyone; rather, it refers to providing multiple approaches to learning in order to meet the needs

of diverse learners. Universal design provides for multiple means of representation, multiple means of engagement, and multiple means of expression (CAST 2007). “Multiple means of representation” refers to providing information in a variety of ways so the learning needs of all children are met. “Multiple means of expression” refers to allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling. “Multiple means of engagement” refers to providing choices within the setting or program that facilitate learning by building on children’s interests.

The examples in the infant/toddler learning and development foundations have been worded to portray multiple means of representation, expression, and engagement. A variety of examples are provided for each foundation, and inclusive words are used to describe children’s behavior. For example, rather than stating “The child looks at an object” or “The child listens to a person,” the more inclusive wording of “A child attends to an object” or “The child attends to a person” is used.

When reading each foundation, an infant care teacher needs to consider the means by which a child with a disability or other special need might best acquire information and act competently. To best meet a child’s needs, a parent and an early intervention specialist or related service provider are vitally important resources.

The Foundations and Infant/Toddler Care and Education in California

The CDE’s learning and development foundations are at the center of California’s infant/toddler learning

and development system. The foundations describe how children develop and what they learn and are designed to illuminate the competencies that infants and toddlers need for later success. Together the components of the infant/toddler learning and development system provide information and resources to help early childhood professionals support infants, toddlers, and their families.

- In the *Infant/Toddler Learning and Development Program Guidelines* there are recommendations for setting up environments, providing infants a secure base for learning and exploration, selecting appropriate materials, and planning and implementing learning opportunities.
- The Infant/Toddler Desired Results Developmental Profile (described earlier in this chapter) is an observational assessment instrument that allows teachers to document individual children’s developmental progress.
- The infant/toddler curriculum framework will provide general guidance on the kinds of environments and interactions that support learning and development.
- The Program for Infant/Toddler Care is a comprehensive approach to professional development that provides infant/toddler professionals with opportunities to become informed about the infant/toddler learning and development foundations and other components of California’s infant/toddler system.

As a unifying element of California’s infant/toddler learning and develop-

ment system, the foundations offer a common language for infant/toddler program directors, teachers, and families to reflect on children's developmental progress and plan experiences that support children's learning and development during the first three years of life.

Professional development is another key component in fostering infant/toddler learning and development. Professionals now have opportunities to become informed: through the infant/toddler learning and development foundations, the CDE's *Infant/Toddler Learning and Development Program Guidelines*, the CDE's Desired Results Developmental Profile (DRDP), and the

Program for Infant/Toddler Care (the comprehensive approach to training collaboratively developed by the CDE and WestEd). The foundations can become a unifying element for both preservice and in-service professional development efforts. For infant/toddler programs, directors and teachers can use the foundations as a basis to reflect on children's developmental progress and to plan experiences that support children's learning and development from birth to three years. The foundations are designed to provide infant care teachers with knowledge of the competencies necessary during the first three years of a child's life and later on in preschool and school.

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California Preschool Learning Foundations, Volume 1

Introduction



Introduction

The preschool learning foundations are a critical step in the California Department of Education's efforts to strengthen preschool education and school readiness and to close the achievement gap in California. They describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool. In other words, the foundations describe what all young children typically learn with appropriate support.

The support young children need to attain the competencies varies from child to child. Many children learn simply by participating in high-quality preschool programs. Such programs offer children environments and experiences that encourage active, playful exploration and experimentation. With play as an integral part of the curriculum, high-quality programs include purposeful teaching to help children gain knowledge and skills. In addition, many children in California's preschools benefit from specific support in learning English. Other children may have a special need that requires particular accommodations and adaptations. To serve all children, preschool

programs must work to provide appropriate conditions for learning and individually assist each child to move along a pathway of healthy learning and development.

All 50 states either have developed preschool standards documents or are in the process of doing so. Many of them have sought to align early learning standards with their kindergarten content standards. In most cases these alignment efforts have focused on academic content areas, such as English-language arts or mathematics. In California priority has been placed on aligning expectations for preschool learning with the state's kindergarten academic content standards and complementing the content areas with attention to social-emotional development and English-language development. Like the learning in such domains as language and literacy and mathematics, the concepts in social-emotional development and English-language development also contribute significantly to young children's readiness for school (*From Neurons to Neighborhoods 2000; Eager to Learn 2000; Early Learning Standards 2002*). Because the focus on preschool learning in California includes the full range

of domains, the term “foundations” is used rather than “standards.” This term is intended to convey that learning in every domain affects young children’s readiness for school.

The preschool learning foundations presented in this document cover the following domains:

- Social-Emotional Development
- Language and Literacy
- English-Language Development (for English learners)
- Mathematics

Together, these domains represent crucial areas of learning and development for young children. The foundations within a particular domain provide a thorough overview of development in that domain. Preschool children can be considered from the perspective of one domain, such as language and literacy or social-emotional development. Yet, when taking an in-depth look at one domain, one needs to keep in mind that, for young children, learning is usually an integrated experience. For example, a young child may be concentrating on mathematical reasoning, but at the same time, there may be linguistic aspects of the experience.

The foundations written for each of these domains are based on research and evidence and are enhanced with expert practitioners’ suggestions and examples. Their purpose is to promote understanding of preschool children’s learning and to guide instructional practice. It is anticipated that teachers, administrators, parents, and policymakers will use the foundations as a springboard to augment efforts to enable all young children to acquire the competencies that will prepare them for success in school.

Overview of the Foundations

The strands for each of the domains discussed previously are listed in this section.

Social-Emotional Development Domain. The social-emotional development domain consists of the following three strands:

1. *Self*, which includes self-awareness and self-regulation, social and emotional understanding, empathy and caring, and initiative in learning
2. *Social Interaction*, which focuses on interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility
3. *Relationships*, which addresses attachments to parents, close relationships with teachers and caregivers, and friendships

The competencies covered by the social-emotional development foundations underscore the multiple ways in which young children’s development in this domain influences their ability to adapt successfully to preschool and, later on, in school.

Language and Literacy Domain. The language and literacy foundations address a wide range of specific competencies that preschool children will need support to learn. These foundations focus on the following three strands:

1. *Listening and Speaking*, which includes language use and conventions, vocabulary, and grammar
2. *Reading*, which covers concepts about print, phonological awareness, alphabets and word/print

recognition, comprehension and analysis of age-appropriate text, and literacy interest and response

3. *Writing*, which focuses on writing strategies, including the emergent use of writing and writing-like behaviors

The foundations that were written for this domain reflect the field's growing interest in and understanding of the knowledge and skills that foster children's language and literacy learning during the preschool years.

English-Language Development Domain. The English-language development foundations are specifically designed for children entering preschool with a home language other than English. Some English learners will begin preschool already having had some experience with English. For other English learners, preschool will offer them their first meaningful exposure to English. No matter how much background English learners have with English before they enter preschool, they will be on a path of acquiring a second language. As the English-language development foundations indicate, the learning task for English learners is sequential and multifaceted. English learners will need support in developing knowledge and skills in the following four strands:

1. *Listening*, which includes understanding words, requests and directions, and basic and advanced concepts
2. *Speaking*, which focuses on using English to communicate needs, expand vocabulary, become skillful at engaging in conversations, use increasingly complex grammatical constructions when speaking, understand grammar,

ask questions, use social conventions, and tell personal stories

3. *Reading*, which covers appreciating and enjoying reading, understanding book reading, understanding print conventions, demonstrating awareness that print conveys meaning, developing awareness and recognition of letters, demonstrating phonological awareness, and manipulating sounds, such as rhyming
4. *Writing*, which includes understanding the communicative function of writing and engaging in simple writing and writing-like behaviors

Unlike the three other sets of foundations, in which the foundations are linked to age, the English-language development foundations are defined by three levels of development—Beginning, Middle, and Later. Depending on their prior experience with using their home language and English to communicate with others, preschool English learners will go through these levels at different paces. Once children reach the Later level, they will still need support to continue acquiring English and to apply their developing linguistic abilities in every domain.

Mathematics Domain. Young children's development of mathematics knowledge and skills is receiving increasing attention in research and practice. The mathematics foundations cover the following five strands:

1. *Number Sense*, which includes understanding of counting, number relationships, and operations
2. *Algebra and Functions (Classification and Patterning)*, which focuses on sorting and classifying objects

and recognizing and understanding simple, repeating patterns

3. *Measurement*, which includes comparison and ordering
4. *Geometry*, which focuses on properties of objects (shape, size, position) and the relation of objects in space
5. *Mathematical Reasoning*, which addresses how young children use mathematical thinking to solve everyday problems

Preschool programs can promote young children’s learning in this domain by encouraging children to explore and manipulate materials that engage them in mathematical thinking and by introducing teacher-guided learning activities that focus on mathematical concepts.

Organization of the Foundations

In the main body of this document, each strand is broken out into one or more substrands, and the foundations are organized under the substrands. Foundations are presented for children at around 48 months of age and at around 60 months of age. In some cases the difference between the foundations for 48 months and 60 months is more pronounced than for the other foundations. Even so, the foundations focus on 48 and 60 months of age because they correspond to the end of the first and second years of preschool. Of course, teachers need to know where each child is on a continuum of learning throughout the child’s time in preschool. The Desired Results Developmental Profile-Revised (DRDP-R) is a teacher observation tool that is being aligned with the foundations.

The DRDP-R gives teachers a means to observe children’s learning along a continuum of four developmental levels.

Finally, the examples listed under each foundation give a range of possible ways in which children can demonstrate a foundation. The examples suggest different kinds of contexts in which children may show the competencies reflected in the foundations. Examples highlight that children are learning while they are engaging in imaginative play, exploring the environment and materials, making discoveries, being inventive, or interacting with teachers or other adults. Although often illustrative of the diversity of young children’s learning experiences, the examples listed under a foundation are not exhaustive. In fact, teachers often observe other ways in which young children demonstrate a foundation.

Note: The Appendix, “The Foundations,” contains a listing of the foundations in each domain, without examples.

Universal Design for Learning

The California preschool learning foundations are guides to support preschool programs in their efforts to foster the learning and development of all young children in California, including children who have disabilities. In some cases, children with disabilities will need to use alternate methods for demonstrating their development. It is important to provide opportunities to follow different pathways to learning in the preschool foundations in order to make them helpful for all of California’s children. To that end, the California preschool learning founda-

tions incorporate a concept known as universal design for learning.

Developed by the Center for Applied Special Technology (CAST), universal design for learning is based on the realization that children learn in different ways (CAST 2007). In today's diverse preschool settings and programs, the use of a curriculum accessible to all learners is critical to successful early learning. Universal design for learning is not a single approach that will accommodate everyone; rather, it refers to providing multiple approaches to learning in order to meet the needs of diverse learners. Universal design provides for multiple means of representation, multiple means of engagement, and multiple means of expression (CAST 2007). Multiple means of representation refers to providing information in a variety of ways so the learning needs of all of the children are met. Multiple means of expression refers to allowing children to use alternative methods to demonstrate what they know or what they are feeling. Multiple means of engagement refers to providing choices for activities within the setting or program that facilitate learning by building on children's interests.

The examples given in the preschool learning foundations have been worded in such a way as to incorporate multiple means of receiving and expressing. This has been accomplished by the inclusion of a variety of examples for each foundation and the use of words that are inclusive rather than exclusive, as follows:

- The terms “communicates” and “responds” are often used rather than the term “says.” “Communicates” and “responds” are

inclusive of any language and any form of communication, including speaking, sign language, finger spelling, pictures, electronic communication devices, eye-pointing, gesturing, and so forth.

- The terms “identifies” and “indicates or points to” are often used to represent multiple means of indicating objects, people, or events in the environment. Examples include, among other means of indicating, the use of gestures, eye-pointing, nodding, or responding “yes” or “no” when another points to or touches an object.

Teachers should read each foundation and the accompanying examples, then consider the means by which a child with a disability might best acquire information and demonstrate competence in these areas. A child's special education teacher, parents, or related service provider may be contacted for consultation and suggestions.

The Foundations and Preschool Learning in California

The foundations are at the heart of the CDE's approach to promoting preschool learning. Teachers use best practices, curricular strategies, and instructional techniques that assist children in learning the knowledge and skills described in the preschool learning foundations. The “how to's” of teaching young children include setting up environments, supporting children's self-initiated play, selecting appropriate materials, and planning and implementing teacher-guided learning activities. Two major considerations underlie the “how to's” of

teaching. First, teachers can effectively foster early learning by thoughtfully considering the preschool learning foundations as they plan environments and activities. And second, during every step in the planning for young children's learning, teachers have an opportunity to tap into the prominent role of play. Teachers can best support young children both by encouraging the rich learning that occurs in children's self-initiated play and by introducing purposeful instructional activities that playfully engage preschoolers in learning.

Professional development is a key component in fostering preschool learning. The foundations can become a unifying element for both preservice and in-service professional development. Preschool program directors and teachers can use the foundations to facilitate curriculum planning and implementation. At the center of the CDE's evolving system for supporting young children during the preschool years, the foundations are designed to help teachers be intentional and focus their efforts on the knowledge and

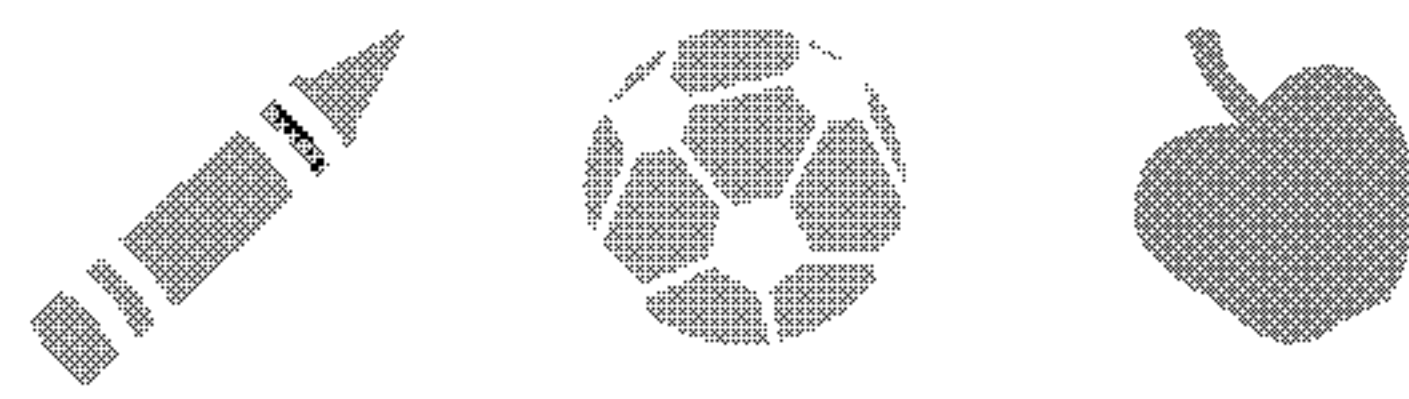
skills that all young children need to acquire for success in preschool and, later on, in school.

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California Preschool Learning Foundations, Volume 2

Introduction



Introduction

The preschool learning foundations are a critical step in the California Department of Education's (CDE's) efforts to strengthen preschool education and close the school-readiness gap in California, thereby narrowing the achievement gap during the K–12 school years. The foundations describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool. In other words, the foundations are destination points of learning that, with appropriate support, children move toward and often reach during the preschool years.

The foundations are designed to promote understanding of young children's development of knowledge and skills and to help with considering appropriate ways to support children's learning. In essence, the foundations serve as a cornerstone for educating practitioners about children's learning and development. The foundations are designed to be used in combination with other sources of information: formal educational course work on early learning and development, information on individual differences, including those related to disabilities, knowledge about the contribution of cultural and

linguistic experiences to early development, and English-language development, including the CDE's resource guide *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* (2009), insights from children's families, and the practical experiences of preschool teachers and program directors.

The support needed to attain the competencies varies from child to child. Many children learn simply by participating in high-quality preschool programs. Such programs offer children environments and experiences that encourage active playful exploration and experimentation. With play as an integral part of the curriculum, high-quality programs include purposeful teaching to help children gain knowledge and skills.

With regard to the visual and performing arts, physical development, and health foundations in this volume, children can demonstrate their knowledge and skills using any language or, for most of the foundations, through nonverbal means. Many children effectively apply their often more-advanced ability in their home language to understand, for example, art, music, drama, and dance concepts; movement concepts; and health concepts. Other children may have a disability

or special need that requires particular adaptations.¹ To serve all children, preschool programs must work to provide appropriate conditions for learning and assist each child to move along a pathway of learning and healthy development.

All 50 states have either developed preschool standards or are in the process of doing so. Many states have aligned early learning standards with their kindergarten content standards. In most cases, those alignment efforts have focused on academic content areas, such as English–language arts or mathematics. In California, priority has been placed on aligning expectations for preschool learning with the state’s kindergarten academic content standards and on complementing those content areas with attention to social-emotional development and English-language development. Like the learning in such domains as language and literacy and mathematics, the concepts in social-emotional development and English-language development also contribute significantly to young children’s readiness for school (*From Neurons to Neighborhoods* 2000; *Eager to Learn* 2000; *Early Learning Standards* 2002). Because the focus on preschool learning in California includes the full range of developmental domains, the term *foundations* is used rather than *standards*. This term is intended to convey that learning in every domain affects young children’s readiness for school.

Content of This Volume

The preschool learning foundations presented in this volume cover the following domains:

- Visual and Performing Arts
- Physical Development
- Health

Those domains represent crucial areas of learning and development for young children. The foundations within a particular domain provide a thorough overview of development in that domain. Preschool children’s knowledge and skills can be considered from the perspective of one domain, such as physical development or visual and performing arts. Yet when taking an in-depth look at one domain, one needs to keep in mind that learning is an integrated experience for young children. For example, a young child may concentrate on a performing art, such as dance, but the experience also pertains to learning in the cognitive, social, linguistic, physical, and health domains. The relationships between learning domains are particularly apparent with physical development and visual and performing arts. Indeed, many of the same movement concepts and skills appear in the foundations of both domains.

The foundations written for each of the domains are based on research and evidence and are enhanced with expert practitioners’ suggestions and examples. The purpose of the foundations is to promote understanding of preschool children’s learning and to guide instructional practice. It is anticipated that teachers, administrators, parents, and policymakers will use the foundations as a springboard to prepare all young children for success in school.

Visual and Performing Arts Domain

The foundations for visual and performing arts address a wide range of competencies that preschool children

¹Adaptations should be coordinated with the child’s family and any specialist working with the child.

will need support to learn. The foundations focus on the following four strands:

- *Visual Art*, which includes noticing, responding to, and engaging in visual art; developing skills; and creating, inventing, and expressing through visual art
- *Music*, which covers noticing, responding to, and engaging in music; developing skills; and creating, inventing, and expressing through music
- *Drama*, which focuses on noticing, responding to, and engaging in drama; and developing skills to create, invent, and express through drama
- *Dance*, which centers on noticing, responding to, and engaging in dance; developing skills; and creating, inventing, and expressing through dance

The foundations written for this domain reflect the many ways in which young children experience the joys of learning, creativity, self-expression, and playful exploration. The arts provide varied and meaningful opportunities for children to engage in integrated learning experiences that contribute to their development in all domains.

Physical Development Domain

The physical development domain consists of the following three strands:

- *Fundamental Movement Skills*, which include balance, locomotor skills, and manipulative skills
- *Perceptual–Motor Skills and Movement Concepts*, which focus on body awareness, spatial awareness, and directional awareness
- *Active Physical Play*, which addresses active participation,

cardiovascular endurance, muscular strength, muscular endurance, and flexibility

The competencies covered by the physical development domain center on what preschool children do much of the day. This area of development describes many avenues for young children’s play, engagement with others, exploration, and learning.

Health Domain

Young children’s development of health knowledge, attitudes, habits, and behaviors is receiving increasing attention in research and practice. The health foundations are divided into the following three strands:

- *Health Habits*, which cover basic hygiene, oral health, knowledge of wellness, and sun safety
- *Safety*, which focuses on injury prevention
- *Nutrition*, which addresses nutrition knowledge, nutrition choices, and the self-regulation of eating

Preschool programs can promote young children’s learning in this domain by giving young children opportunities to observe and participate in health-related practices and interactions. Children learn health-related routines and habits when caring adults convey the importance of those routines through modeling and encouragement.

Organization of the Foundations

Each strand of a domain consists of substrands, and the foundations are organized under the substrands. Foundations are presented for children at around 48 months of age and at around 60 months of age. In some cases the difference between the foun-

dations at 48 months and 60 months is more pronounced than for the other foundations. Even so, the foundations focus on 48 and 60 months of age because they correspond to the end of the first and second years of preschool. In all cases, the foundation at around 60 months of age builds on the corresponding foundation at around 48 months of age. In other words, for each foundation the age levels are two points on a continuum of learning. Of course, teachers need to know where each child is on a continuum of learning throughout the child's time in preschool.

The Desired Results Developmental Profile, Preschool (DRDP PS), which is currently being aligned to the foundations, gives teachers a means to observe children's learning along a continuum of four developmental levels (Exploring, Developing, Building, and Integrating). On the continuum, children at the Exploring level start to become familiar with a new knowledge area and, in a basic way, try out skills they are starting to learn. At the next level, Developing, children begin to demonstrate basic mastery in a knowledge and skill area. At the Building level, children refine and expand their knowledge and skills in an area of learning. At the Integrating level, they connect the knowledge and skills they have mastered in one area with those in other areas. The Desired Results Developmental Profile *access* provides a means to observe the knowledge and skills of preschool children with disabilities whose development is best described within a range from birth to five years.

The examples listed under each foundation suggest a range of possible ways in which children can demonstrate the competency addressed by a founda-

tion. The examples illustrate the different contexts in which children may show the competencies reflected in the foundations. Examples highlight that children learn while they engage in imaginative play, explore the environment and materials, make discoveries, are inventive, or interact with peers, teachers, or other adults. Many examples include children using language to express themselves. Nevertheless, children can demonstrate learning in these domains in any language. For instance, children who are English learners will often be creative, inventive, or expressive through drama and singing in their home language. Although often illustrative of the diversity of young children's learning experiences, the examples listed under a foundation are not exhaustive. In fact, teachers often observe other ways in which young children demonstrate the competency addressed by a foundation.

The Appendix, "The Foundations," contains a summary list of the foundations in each domain without examples.

Universal Design for Learning

The California preschool learning foundations are guides to support preschool programs in their efforts to foster the learning and development of all young children in California, including children who have disabilities. It is important to provide opportunities to follow different pathways to learning in the preschool foundations in order to make them helpful for all of California's children. To that end, the California preschool learning foundations incorporate a concept known as *universal design* for learning.

The Center for Applied Special Technology (CAST) developed the principles

of universal design for learning based on the understanding that children learn in different ways (CAST 2007). In today's diverse preschool settings and programs, the use of a curriculum accessible to all learners is critical to successful early learning. Universal design for learning is not a single approach that will accommodate everyone; rather, it refers to providing multiple approaches to learning in order to meet the needs of diverse learners. Universal design provides for multiple means of representation, multiple means of engagement, and multiple means of expression (CAST 2007). *Multiple means of representation* refers to providing information in a variety of ways so the learning needs of all of the children are met. *Multiple means of expression* refers to allowing children to use alternative methods to demonstrate what they know or what they are feeling. *Multiple means of engagement* refers to providing choices for activities in the setting or program that facilitate learning by building on children's interests.

The examples given in the preschool learning foundations have been worded to depict the many ways in which children receive information and express themselves.

- When consistent with the content being illustrated, the terms *communicates* and *responds* are used in examples rather than "says." "Communicates" and "responds" are inclusive of any language and any form of communication, including speaking, sign language, pictures, electronic communication devices, eye-pointing, gesturing, and so forth.
- The terms "identifies" and "indicates" or "points to" are used to

represent multiple means of indicating objects, people, or events in the environment. Examples include the use of gestures, eye-pointing, nodding, or responding *yes* or *no* when another person points to or touches an object.

When reading each foundation and the accompanying examples, teachers can consider the means by which a child with a disability might best acquire information and demonstrate competence in those areas. It is essential to include a child's special education teacher, parents, or related service provider when environments, curriculum, and adaptations are being planned. In addressing the individual needs of children, early childhood educators need to consider the enormous variation in children's growth and development across all developmental domains.

For example, a child with physical disabilities and visual impairments may understand many of the movement concepts without being able to demonstrate them in the same way as other children. Although the child may show delays in one area of development, this tendency does not necessarily indicate delays in cognitive development as well as other areas of development. The distinction is important to keep in mind because if an early childhood educator expects a child who cannot see or physically move to demonstrate a level of understanding, the child's cognitive abilities may be underestimated because the child cannot consistently and broadly show the expected level. Even with the appropriate specialized instruction, materials, and adaptations, the child may still show cognitive delays. The preschool years are a time of critical cognitive

growth and concept development, and one cannot assume that this development will still occur in children with disabilities when a sensory or motor disability is present. It is essential that teachers collaborate with family members and special educators to ensure that all children having disabilities are provided with effective preschool experiences and appropriate educational services and supports.

The Foundations and Preschool Learning in California

The foundations are at the heart of the CDE's approach to promoting preschool learning. Teachers use best practices, curricular strategies, and instructional techniques that assist children in learning the knowledge and skills described in the preschool learning foundations. The "how-tos" of teaching young children include setting up environments, supporting children's self-initiated play, selecting appropriate materials, and planning and implementing teacher-guided learning activities.

Two major considerations underlie the "how-tos" of teaching. First, teachers can effectively foster early learning by thoughtfully considering the preschool learning foundations as they plan environments and activities. And second, during every step in the planning for young children's learning, teachers have an opportunity to tap into the prominent role of play. Teachers can best support young children by both encouraging the rich learning that occurs in children's self-initiated play and by introducing purposeful instructional activities that playfully engage preschoolers in learning.

Professional development is a key component of early care and educa-

tion in fostering preschool learning. The foundations can become a unifying element for both preservice and in-service professional development. Preschool program directors and teachers can use the foundations to facilitate curriculum planning and implementation. At the center of the CDE's evolving system for supporting young children during the preschool years, the foundations are designed to help teachers be intentional and focus their efforts on the knowledge and skills that all young children need to acquire for success in preschool and early elementary school—and throughout life.

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Desired Results Developmental Profile – School Readiness

List of Measures

DRDP-SR[®] Rating Record

Child: _____

Teacher: _____

School: _____

If English <u>IS</u> the only language spoken in the child's home, Complete measures 5-29	If English <u>IS NOT</u> the only language spoken in the child's home, Complete measures 1-29
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Record the child's level of mastery by marking (x) for each measure.

English Language Development (ELD)	School Readiness Measure		English is the only language spoken in child's home:	Mark the developmental level the child has mastered				
				Practicing	Expanding	Developing	Building	Integrating
1	ELD 1: Comprehension of English (receptive)							
2	ELD 2: Self expression in English (expressive English)							
3	ELD 3: Understanding and response to English literacy activities							
4	ELD 4: Symbol, letter, and print knowledge in English							
Self and Social Development (SSD)	School Readiness Measure			Mark the developmental level the child has mastered				Unable to rate
				Developing	Building	Integrating	Applying	
	5	SSD 1: Identity of Self						
	6	SSD 2: Relationships with familiar adults						
	7	SSD 3: Relationships with familiar peers						
	8	SSD 4: Social and emotional understanding						
9	SSD 5: Conflict Negotiation							
10	SSD 6: Shared use of space and materials							
Self Regulation (REG)	11	REG 1: Developing self control of behavior and feelings						
	12	REG 2: Engagement and Persistence						
	13	REG 3: Responsible conduct						
	14	REG 4: Curiosity						
Language and Literacy (LLD)	15	LLD 1: Language and Comprehension						
	16	LLD 2: Follows increasingly complex instructions						
	17	LLD 3: Expression of self through language						
	18	LLD 4: Language in conversation						
	19	LLD 5: Comprehension and analysis of appropriate text						
	20	LLD 6: Letter and word knowledge						
	21	LLD 7: Phonological Awareness						
	22	LLD 8: Emergent Writing						
Math (MATH)	23	MATH 1: Number sense of quantity and counting						
	24	MATH 2: Number sense of math operations						
	25	MATH 3: Measurement						
	26	MATH 4: Shapes						
	27	MATH 5: Patterning						
	28	MATH 6: Problem Solving						
	29	MATH 7: Classification						



CA CSEFEL (California Collaborative on the Social-Emotional Foundations for Early Learning)

RATIONALE FOR FOCUSING ON SOCIAL-EMOTIONAL DEVELOPMENT

Over the past decade, educators and psychologists have brought increasing attention to the prevalence of challenging behaviors in young children. Much of the impetus for this attention derived from findings of the 2005 National Prekindergarten Study (NPS), a comprehensive data collection effort across each of the nation's 52 state-funded prekindergarten programs. Data collected from almost 4000 randomly selected teachers indicated that 10.4 percent of prekindergarten teachers reported at least one expulsion in their classes in the past 12 months. Further, preschool children were 3.2 times more likely to be expelled from public school programs than students in K-12 programs (Gilliam, 2005).

Other prevalence studies confirm the significance of the problem. According to Campbell (1995), 10-15% of young children have mild to moderate behavior problems and higher rates are expected in children who live in poverty (Qi & Kaiser, 2003). Webster-Stratton (2000) reported that between 7 and 25% of preschool-age children met the criteria for oppositional defiant disorder and 22% girls and 39% boys enrolled in Head Start scored in the clinical range for both internalizing and externalizing problem behaviors (Kaiser, Cai, Hancock & Foster, 2002). It is not surprising, then, that Alkon (2003) found that preschool teachers identified children's challenging behaviors as their biggest concern. A recent survey of over 500 early childhood educators found that their highest-rated training need was addressing challenging behavior (Hemmeter, Corso & Cheatham, 2006).

There is ample evidence that challenging behaviors are stable over time and have long-term consequences. Several researchers have demonstrated that children with significant behavior

problems in early childhood are more likely to be rejected by their peers, to abuse drugs, be clinically depressed, become juvenile delinquents, drop out of school, and be identified as having an emotional/behavioral disorder during adolescence (Campbell, 1994; Forness, Ramey et al, 1998; Walker, Colvin and Ramsey, 1995). According to Webster-Stratton (2000), the developmental pathway toward serious conduct disorder or antisocial behavior is established in the preschool period. Indeed, early appearing behavior problems in preschool children are the single best predictor of delinquency in adolescence, gang membership, and adult incarceration (Dishion, French, & Patterson, 1995).

Given the prevalence of challenging behaviors in young children, and the long term impact of these behaviors including lower academic achievement and later conduct disorders, there is a clear need for the development of comprehensive, research-based intervention efforts to manage young children's challenging behaviors and to prevent the emergence of problem behaviors (Gilliam & Shabar, 2006; Joseph & Strain, 2003; Raver, 2002.) One such effort is PBS, or Positive Behavior Support, a system-wide approach for reducing challenging behaviors.

The PBS approach includes three levels of promotion, prevention, and intervention to meet the needs of all children within a school or program setting (Carr et al., 2002; Horne, Sugai, Todd, & Lewis-Palmer, 2005). At the first level of promotion, all children are provided with a safe and predictable environment with a focus on building positive relationships and introducing clearly defined behavioral expectations. (Fox, Dunlap, Hemmeter, Joseph & Strain, 2003). The secondary level of prevention involves small-group targeted interventions for children who exhibit some deficits in social skills and/or challenging behaviors. (Hawken & Horner, 2003). The third level of support includes individualized interventions for children who do not respond to other preventive efforts and who continue to exhibit severe and/or chronic challenging behavior. These interventions are based on the analysis of the function of behavior. This approach has been shown to be effective with children identified as high need including children with disabilities and other special needs.

In 2003 the Office of Head Start and the Child Care Bureau funded the **Center on the Social and Emotional Foundations for Early Learning (National CSEFEL)** to promote the social

emotional development and school readiness of young children age birth to five and to disseminate research and evidence-based practices to early childhood programs across the country. The *Teaching Pyramid* approach is a systematic framework developed by CSEFEL that incorporates Early Childhood Positive Behavior Support (EC-PBS) through promoting social-emotional development, providing support for children's appropriate behavior, preventing challenging behavior, and addressing problematic behavior (Fox, Carta et al, 2009; Fox, Dunlap et al, 2003; Hemmeter, Fox, Jacks & Broyles, 2007). The elements of the Teaching Pyramid are described in more detail at the Technical Assistance Center on Social Emotional Intervention (TACSEI) www.challengingbehavior.org web site, a partner project funded by the U.S Department of Education, Office of Special Education Programs.

CA CSEFEL TEACHING PYRAMID EXPANSION

The success of the California partnership with the National CSEFEL is built on the foundation of the State Leadership Team, co-chaired by a representative from the Child Development Division of the California Department of Education and the MAP to Inclusion and Belonging Project Director. The California Collaborative for the Social and Emotional Foundations for Early Learning (CA CSEFEL), made up of representatives from the diverse array of state agencies and funded projects serving children birth to five, has met monthly for the past two years and had made the commitment to continue to meet and work toward capacity building after the partnership ends in September 2011.

Accomplishments of CA CSEFEL began with the introduction of the Teaching Pyramid approach created by the national CSEFEL to nearly 1000 participants in nine day-long "Essential CSEFEL" trainings in locations throughout California in the fall of 2009. Since then California has held four national six-day Training of Trainer events with a total of 625 people trained (409 in Preschool and 216 in Infant Toddler); built a cadre of 341 coaches (who received training at the time of the ToT); and provided two, two-day trainings to faculty of institutions of high education for a total of 97 attendees. In addition, three mentor sites, that had received National CSEFEL Teaching Pyramid training prior to the national partnership, were identified and agreed to share data with the national CSEFEL partnership. Through a survey, CA CSEFEL has

identified more than 100 local programs that are implementing the CSEFEL Pyramid Approach in various ways. There have also been state discussions about how CSEFEL fits into quality rating systems as the Pyramid Approach correlates with the Environmental Rating System as well as the Classroom Assessment Scoring System (CLASS tool).

A tiered system of implementation sites has been defined to help local programs assess their level of implementation need for further training or support. Advanced trainings on building capacity, geared toward implementing sites, were conducted in the form of Leadership Summits in Northern, Central, and Southern California. These trainings, with total attendance of 120 people, included a visit to a classroom implementing the Pyramid approach. Ongoing support for trainers, coaches, and implementation sites is provided through an online Community of Practice created by MAP to answer questions, post resources, and encourage dialogue for the various groups working to apply the Pyramid Model. Plans for sustaining CA CSEFEL in the coming years have been agreed upon by the State Leadership Team.

Current Membership of the State Leadership Team

- Vanderbilt University - Department of Special Education
- Georgetown University - Center for Child and Human Development
- California Department of Education - Child Development Division
- California Department of Education - Special Education Division
- WestEd Center for Child & Family Studies
- WestEd Center for Prevention and Early Intervention
- California Community Colleges - Child Development and Foster & Kinship Care Education
- California Department of Mental Health
- First 5 California
- California Child Care Resource & Referral Network
- Center for Excellence in Child Development, Center for Human Services, UC Davis Extension
- SEEDS Project, Sacramento County Office of Education
- California Head Start Association
- California Head Start Collaboration Office

- California Head Start Training & Technical Center
- California Department of Public Health - Center for Family Health Maternal, Child and Adolescent Health Program, California Home Visiting Program
- California Department of Social Services - Children and Family Services Division
- California Department of Social Services - Community Care Licensing Division
- Department of Developmental Services - Early Start State Services
- San Joaquin County SELPA

Desired Results Developmental Profile - Preschool

Introduction

The Desired Results Developmental Profile® – Preschool (DRDP-PS®) assessment instrument is one of three instruments developed by the California Department of Education, Child Development Division (CDE/CDD). The instruments represent the centerpiece of the Desired Results system.

I. Overview of the Desired Results System

The Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age who are enrolled in early care and education programs or before- and after-school programs, and their families. The CDE's Special Education Division has developed an accessibility instrument, known as DR *access*, for use with preschool children.

Desired Results are defined as conditions of well-being for children and their families. Each Desired Result defines an overall outcome. The DR system was developed based on the following six Desired Results:

Desired Results for Children

DR 1: Children are personally and socially competent.

DR 2: Children are effective learners.

DR 3: Children show physical and motor competence.

DR 4: Children are safe and healthy.

Desired Results for Families

DR 5: Families support their child's learning and development.

DR 6: Families achieve their goals.

The DR system implemented by the CDE is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

The DRDP® is aligned to the foundations and kindergarten content standards in three ways. First, the DRDP® measures are organized by the foundation domains. Second, each measure is based on the same continuum of development as the corresponding foundation or standard. Third, the DRDP® is grounded in the same research and child development literature as the foundations and standards. The DRDP® is an assessment that documents the level of development on a continuum separately for each individual child. In contrast, a foundation or standard identifies the specific

competency, knowledge, or skill associated with a level of development on the same continuum or learning pathway all children typically move along with appropriate support. A teacher can use the DRDP® to identify the level of development of each child and to plan curriculum to support individual children's learning. A teacher can use the foundations as a guideline to understand the overall direction of all children's learning in the program. A teacher may also use the foundations for general planning to support learning and development.

II. Introduction to the DRDP-PS® (2010)

The DRDP-PS® is designed for teachers to observe, document, and reflect on the learning, development, and progress of all children in an early care and education program. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

The DR system consists of three DRDP® assessment instruments. The age periods are infant/toddler (birth to 36 months), preschool (three years to kindergarten entry), and school-age (kindergarten through 12 years). Each assessment instrument links to and overlaps with the instrument preceding or following its age period, and together the instruments support a continuous measurement of learning and development from birth through age 12. This linkage between the assessment instruments is strengthened by the left-to-right representation of levels of development from earlier to later within each instrument.

The three DRDP® assessment instruments were developed for all children. A universal design review was completed to ensure that descriptions of observable behaviors are inclusive of all children. Effective July 1, 2010, all children, those with IEPs and those without IEPs, are to be assessed by their preschool teachers in CDD-funded programs by using the DRDP-PS® (2010) assessment instrument. Local special education staff are responsible for initiating and completing an assessment of each child with an IEP. Until further notice, special education staff have been directed by the Special Education Division (SED) to use the DRDP *access* instrument for preschool children with IEPs. The one exception is preschool children with IEPs who had been assessed using the DRDP-R prior to September 1, 2009. This will mean a child with an IEP will have two different assessment instruments used during the program year. However, a common comprehensive assessment of all of the children in a classroom using the DRDP-PS® (2010) provides the preschool teacher with data to inform curriculum planning for the class and to meet individual needs. Preschool teachers are to collaborate with the special education staff regarding



their observations and documentation for the DRDP-PS[®] (2010) to inform the assessment ratings of the DR *access* or the DRDP-R. Likewise, special education staff are to collaborate with preschool teachers to assist with planning to meet the needs of the child with an IEP in the class. Sharing a copy of each completed assessment and associated reports will assist in this process. In order to facilitate this collaboration between special educators and preschool teachers, the Child Development Division and Special Education Division are developing a crosswalk between the DRDP-PS[®] (2010) and the DRDP *access* instruments. This crosswalk will give special education educators and preschool teachers the ability to share their observations so each provider can use this information to inform the assessments.

The three DRDP[®] assessment instruments are available through <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and at <http://www.wested.org/desiredresults/training/index.htm>.

The Special Education Division's alternative version of the DRDP, known as DR *access*, has an expanded range of measures for assessing preschool-age children with disabilities. DR *access* is available at <http://www.draccess.org>.

The other components of the DR system are:

- ▶ **Ongoing Program Self Evaluation Tool (OPSET).** The OPSET was developed to promote high-quality programs and the achievement of the Desired Results. The OPSET addresses family and community involvement; governance and administration; funding; standards, assessment, and accountability; staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/CDD program staff.
- ▶ **Desired Results Parent Survey.** The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. The Parent Survey is available at <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and <http://www.wested.org/desiredresults/training/index.htm>.
- ▶ **The Environment Rating Scales.** The four Environment Rating Scales (ERS) are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, language

use, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/CDD program staff. Additional information on the ERS is available at <http://www.fpg.unc.edu/~ecers/>.

The development of the three DRDP[®] assessment instruments involved the participation of practitioners, program administrators, and experts from the fields of assessment, program evaluation, child development, special education, and K-12 education. Contributions were also made by experts in each of the content areas, as well as experts and practitioners for each of the following age groups: infant and toddler, preschool, and school age.

Extensive studies of the DRDP[®] assessment instruments have been conducted over the years of instrument development and refinement. These studies have established the validity and reliability of the DRDP[®] instruments. An assessment instrument is considered valid if there is evidence that it actually measures what it is designed to measure. For the DRDP[®] instruments, this evidence begins with the researchers whose contributions ensured the wording of the descriptors and of the examples is based on the science of early development. The input of practitioners helped to ground the wording based on their years of knowledge and experience with children at these age levels. The evidence of validity also comes from the contributions of the teachers using the DRDP[®] instruments in research studies. Teachers shared their understandings to help make the wording clearer and to better reflect what children actually do in early care and education programs. Additional evidence of validity comes from the data analyses conducted by the assessment experts. The analyses demonstrate that DRDP[®] measures work together consistently, according to the intended assessment design, and that DRDP[®] results are consistent with the results obtained from other assessment instruments that measure the same aspects of child development.

The reliability of an assessment constitutes further evidence for validity. An assessment instrument is considered reliable if different observers rate the same child at the same developmental level for each item or measure and arrive at the same results. For actual use in any real-world situation, a high level of agreement between observers indicates the instrument is reliable. Perfect agreement between observers, however, is not required. In the DRDP[®] studies, the level of agreement between observers documented for the DRDP[®] measures consistently met and exceeded accepted standards for reliability.



III. Structure and Components of the DRDP-PS® (2010)

The six components of each DRDP-PS® (2010) measure are highlighted in the sample measure below:

Domain	Measure	Definition	Developmental level	Preschool																												
Developmental Domain: SSD — Self and social development																																
Measure 1: Identity of self																																
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<table border="1"> <thead> <tr> <th>Exploring</th> <th>Developing</th> <th>Building</th> <th>Integrating</th> </tr> </thead> <tbody> <tr> <td>Shows recognition of self as individual, recognizing own name and names of familiar people</td> <td>Describes self or others based on obvious physical characteristics</td> <td>Describes self and others in terms of preferences</td> <td>Accurately compares self to others and displays a growing awareness of own thoughts and feelings</td> </tr> <tr> <td colspan="4">Descriptor for this level</td> </tr> <tr> <td colspan="4">Examples</td> </tr> <tr> <td> <ul style="list-style-type: none"> Communicates own name to someone else, "I am Margo." Gestures with excitement when own name is used in gesture song. Points to peer and communicates his name, "That is TeShawn." Refers to adult by name or special gesture. Refers to things as "mine" or "Daddy's." </td> <td> <ul style="list-style-type: none"> "My hair is red!" "I'm big!" Communicates, "I am four," or shows four fingers to indicate age. "I am! has long hair." </td> <td> <ul style="list-style-type: none"> "I like red hair." "David likes crackers." "I like to jump rope." "I like the play dough. It is nice and warm." "Cameraa ah...ays likes to wear her rain boots." </td> <td> <ul style="list-style-type: none"> "My hair is red, but she has brown hair." "I like to eat peanut butter. My mommy likes cheese." Noticing a friend's shoes, communicates, "We both have sandals on today!" "My daddy took us to the beach. I got in the water, but my sister didn't." Communicates, "I can ski, but my baby sister can't." </td> </tr> <tr> <td colspan="4">Examples of behavior at this level</td> </tr> <tr> <td colspan="4"> <ul style="list-style-type: none"> I do that when I was Communicates, "I'm more happy than Jackie." </td> </tr> </tbody> </table>					Exploring	Developing	Building	Integrating	Shows recognition of self as individual, recognizing own name and names of familiar people	Describes self or others based on obvious physical characteristics	Describes self and others in terms of preferences	Accurately compares self to others and displays a growing awareness of own thoughts and feelings	Descriptor for this level				Examples				<ul style="list-style-type: none"> Communicates own name to someone else, "I am Margo." Gestures with excitement when own name is used in gesture song. Points to peer and communicates his name, "That is TeShawn." Refers to adult by name or special gesture. Refers to things as "mine" or "Daddy's." 	<ul style="list-style-type: none"> "My hair is red!" "I'm big!" Communicates, "I am four," or shows four fingers to indicate age. "I am! has long hair." 	<ul style="list-style-type: none"> "I like red hair." "David likes crackers." "I like to jump rope." "I like the play dough. It is nice and warm." "Cameraa ah...ays likes to wear her rain boots." 	<ul style="list-style-type: none"> "My hair is red, but she has brown hair." "I like to eat peanut butter. My mommy likes cheese." Noticing a friend's shoes, communicates, "We both have sandals on today!" "My daddy took us to the beach. I got in the water, but my sister didn't." Communicates, "I can ski, but my baby sister can't." 	Examples of behavior at this level				<ul style="list-style-type: none"> I do that when I was Communicates, "I'm more happy than Jackie." 			
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Measure 1		Identity of self		SSD 1 (of 12)																												

▶ A **measure** focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-PS® (2010). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.

▶ The **definition** of a measure specifies the aspect of development that is being observed.

▶ The **developmental levels** for each measure represent a developmental continuum. Each level specifies a point along the developmental continuum. In the DRDP-PS® (2010), measures have four developmental levels. The developmental levels in the DRDP-PS® (2010) are defined as follows:

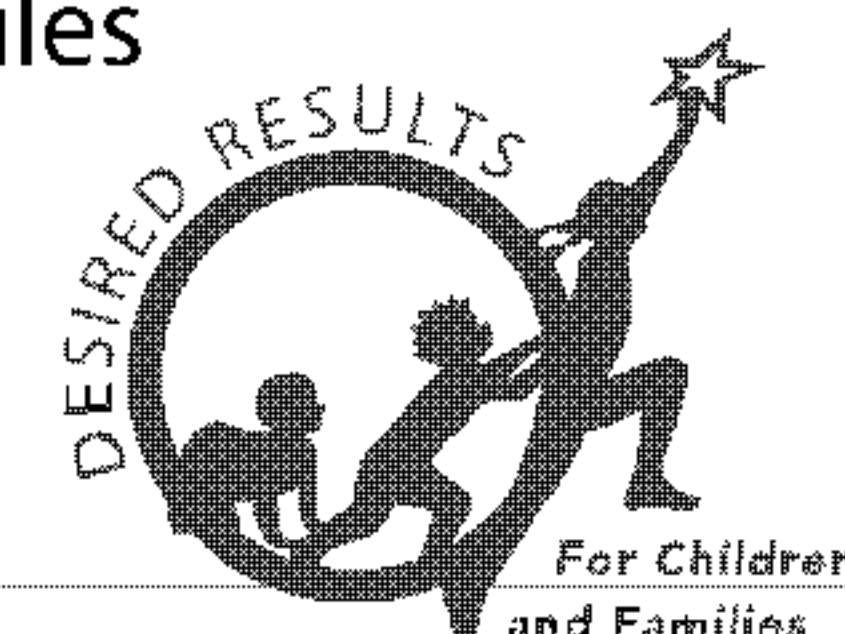
▶ **Exploring:** Children at this level show awareness of the feelings and physical differences of self and others; engage in play; use language to describe self, others, events, and stories; enjoy interacting with familiar adults; engage with and respond to literacy activities; recognize symbols, shapes, and patterns; make basic movements with confidence; cooperate in completing routines; and follow guidance from adults about rules and routines.

▶ **Developing:** Children at this level engage in play and communicate about play with peers; initiate cooperative activities with adults; show increasing knowledge of print; use familiar strategies to solve problems; know some letters and numbers; sort and count small quantities of objects; copy patterns; use movement skills in a variety of settings and tasks; and begin to complete routines and follow rules on their own.

▶ **Building:** Children at this level express their feelings and acknowledge the feelings of others; engage in play that is increasingly complex and cooperative; develop close friendships; relate to adults to share experiences and get information; understand and use language to refer to real and imaginary experiences and for social purposes; show increasing understanding of stories and books; write some letters to communicate meaning; use a variety of strategies to learn about objects and solve problems; count, sort, and order objects; use complex movement skills in play and activities; independently complete simple routines; and apply rules in a variety of situations.

▶ A **domain** represents a crucial area of learning and development for young children. There are seven domains in the DRDP-PS® (2010):

- ▶ Self and Social Development (SSD)
- ▶ Language and Literacy Development (LLD)
- ▶ English Language Development (ELD)
- ▶ Cognitive Development (COG)
- ▶ Mathematical Development (MATH)
- ▶ Physical Development (PD)
- ▶ Health (HLTH)



- ▶ **Integrating:** Children at this level are able to communicate the “how” and “why” of actions and events. They consider the needs and feelings of others and propose activities and solutions that work for themselves and others; cooperate with adults and peers to plan activities and solve problems; understand and use language to explain, predict, compare, or summarize real and imaginary events and activities and for complex social purposes; know most letters; show understanding of text; show awareness that sounds make up language; solve simple subtraction and addition problems; coordinate multiple movements with balance, strength, or control; and communicate why practices and rules are important.

- ▶ Each developmental level has a **descriptor** that describes observable child behaviors associated with that developmental level.
- ▶ Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.



Desired Results Developmental Profile – Infant/Toddler

Introduction

The Desired Results Developmental Profile® – Infant/Toddler (DRDP-IT®) assessment instrument is one of three instruments developed by the California Department of Education, Child Development Division (CDE/CDD). The instruments represent the centerpiece of the Desired Results system.

I. Overview of the Desired Results System

The Desired Results (DR) system is designed to improve the quality of programs and services provided to all children, birth through 12 years of age who are enrolled in early care and education programs or before- and after-school programs, and their families. The CDE's Special Education Division has developed an accessibility instrument, known as DR *access*, with an expanded range of measures for use with preschool children.

Desired Results are defined as conditions of well-being for children and their families. Each Desired Result defines an overall outcome. The DR system was developed based on the following six Desired Results:

Desired Results for Children

DR 1: Children are personally and socially competent.

DR 2: Children are effective learners.

DR 3: Children show physical and motor competence.

DR 4: Children are safe and healthy.

Desired Results for Families

DR 5: Families support their child's learning and development.

DR 6: Families achieve their goals.

The DR system implemented by the CDE is a comprehensive approach that facilitates the achievement of the Desired Results identified for children and families. California is one of the very few states in the nation that has developed its own system designed specifically for measuring child progress toward desired outcomes. The system is aligned to both the state's learning and development foundations for early care and education programs and the content standards for kindergarten.

The DRDP® is aligned to the foundations and kindergarten content standards in three ways. First, the DRDP® measures are organized by the foundation domains. Second, each measure is based on the same continuum of development as the corresponding foundation or standard. Third, the DRDP® is grounded in the same research and child development literature as the foundations and standards. The DRDP® is an assessment that documents the level of development on a continuum separately for each individual child. In contrast, a foundation or standard identifies the specific competency,

knowledge, or skill associated with a level of development on the same continuum or learning pathway all children typically move along with appropriate support. A teacher can use the DRDP® to identify the level of development of each child and to plan curriculum to support individual children's learning. A teacher can use the foundations as a guideline to understand the overall direction of all children's learning in the program. A teacher may also use the foundations for general planning to support learning and development.

II. Introduction to the DRDP-IT® (2010)

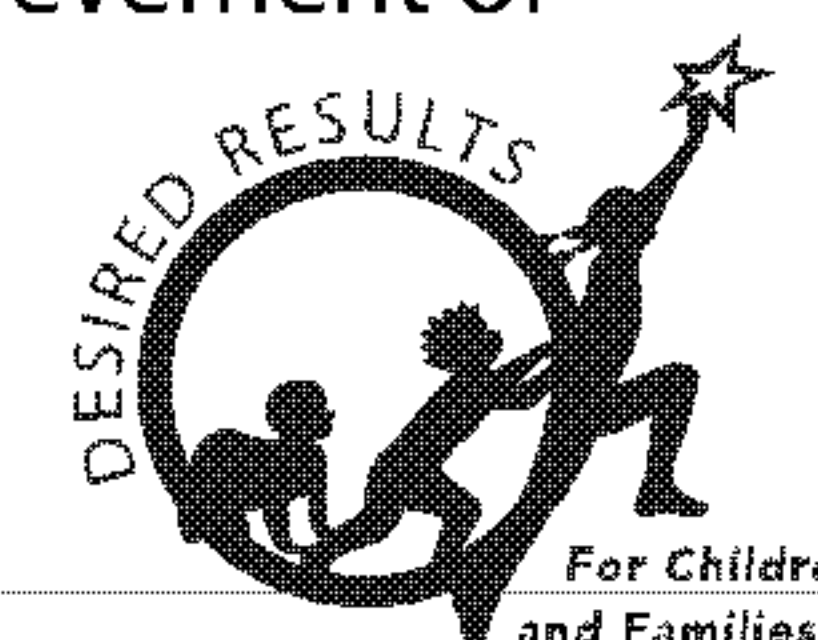
The DRDP-IT® is designed for teachers to observe, document, and reflect on the learning, development, and progress of all infants and toddlers in an early care and education program. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement.

The DR system consists of three DRDP® assessment instruments. The age periods are infant/toddler (birth to 36 months), preschool (three years to kindergarten entry), and school-age (kindergarten through 12 years). Each assessment instrument links to and overlaps with the instrument preceding or following its age period, and together the instruments support a continuous measurement of learning and development from birth through age 12. This linkage between the assessment instruments is strengthened by the left-to-right representation of levels of development from earlier to later within each instrument.

The three DRDP® assessment instruments were developed for all children. A universal design review was completed to ensure that descriptions of observable behaviors are inclusive of all children. For children with individualized family service plans (IFSPs), teachers should collaborate with the Regional Center service providers to obtain input when completing the DRDP® assessment instrument and information about accommodations when planning curriculum. The three DRDP® assessment instruments are available through <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and at <http://www.wested.org/desiredresults/training/index.htm>.

The other components of the DR system are:

- ▶ **Ongoing Program Self Evaluation Tool (OPSET).** The OPSET was developed to promote high-quality programs and the achievement of the Desired Results. The OPSET addresses family and community involvement; governance and administration; funding; standards, assessment, and accountability;



staffing and professional growth; opportunity and equal educational access; and approaches to teaching and learning. Program quality is assessed annually through the required self-evaluation and the reviews conducted by CDE/CDD program staff.

- ▶ **Desired Results Parent Survey.** The Parent Survey is designed to assist programs in gathering information from families about (1) the family members' satisfaction with their child's program and how it supports the child's learning and development; and (2) family members' perceptions of their progress toward reaching the two Desired Results identified for families. The Parent Survey is available at <http://www.cde.ca.gov/sp/cd/ci/DRDPforms.asp> and http://www.wested.org/desired_results/training/index.htm.
- ▶ **The Environment Rating Scales.** The four Environment Rating Scales (ERS) are used to measure the quality of the program environment (e.g., child-teacher interactions, children's interactions and activities, language use, health and safety practices, space, and materials). The ERS are required instruments for yearly program self-evaluation and used for the reviews conducted by CDE/CDD program staff. Additional information on the ERS is available at <http://www.fpg.unc.edu/~ecers/>.

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Extensive studies of the DRDP® assessment instruments have been conducted over the years of instrument development and refinement. These studies have established the validity and reliability of the DRDP® instruments. An assessment instrument is considered valid if there is evidence that it actually measures what it is designed to measure. For the DRDP® instruments, this evidence begins with the researchers whose contributions ensured that the wording of the descriptors and of the examples is based on the science of early development. The input of practitioners helped to ground the wording based on their years of knowledge and experience with children at these age levels. The evidence of validity also comes from the contributions of the teachers using the DRDP® instruments in research studies. Teachers shared their understandings to help make the wording clearer and to better reflect what children actually do in early care and education programs. Additional evidence of validity comes from the data analyses conducted by the assessment experts. The analyses demonstrate

that DRDP® measures work together consistently, according to the intended assessment design, and that DRDP® results are consistent with the results obtained from other assessment instruments that measure the same aspects of child development.

The reliability of an assessment instrument constitutes further evidence of validity. An assessment instrument is considered reliable if different observers rate the same child at the same developmental level for each item or measure and arrive at the same results. For actual use in any real-world situation, a high level of agreement between observers indicates the instrument is reliable. Perfect agreement between observers, however, is not required. In the DRDP® studies, the level of agreement between observers documented for the DRDP® measures consistently met and exceeded accepted standards for reliability.

III. Structure and Components of the DRDP-IT® (2010)

The six components of each DRDP-IT® (2010) measure are highlighted in the sample measure below:

Domain	Measure	Definition	Developmental level	
Developmental Domain: SSD – Self and social development	Measure 1: Identity of self in relation to others	Definition: Child shows awareness that self is distinct from and also connected to others	Infant/Toddler	
1. Mark the developmental level the child has mastered.				
Responding with Reflexes <input type="radio"/> Communicates needs and attends with reflexes to teacher Examples ▶ Cries. ▶ Moves head, arms, or legs. ▶ Makes sounds. ▶ Attends to teacher during feeding. ▶ Quiets to listen to teacher during caregiving routine. ▶ Turns head toward teacher during caregiving routine.	Expanding Responses <input type="radio"/> Uses senses to explore self and others Examples ▶ Examines own hand or foot by looking at it or mouthing it. ▶ Attends to other people's faces or voices for long periods of time. ▶ Makes eye contact. ▶ Touches teacher's hair when it is within reach.	Acting with Purpose <input type="radio"/> Recognizes self, familiar people, and familiar things Examples ▶ Pays attention when own name is called. ▶ Attends to familiar people or things when named. ▶ Maintains contact with familiar person. ▶ Holds familiar object, such as blanket, for comfort or security. ▶ Recognizes reflection of self in mirror. ▶ Hesitates around unfamiliar people.	Discovering Ideas <input type="radio"/> Communicates own name and names of familiar people and things Examples ▶ Communicates, "Mama," "Daddy," or "Blankie." ▶ Refers to teacher by name or a special gesture. ▶ Points to peer and says his or her name. ▶ Points at picture of self and says name. ▶ Pats doll and says, "Baby Mimi" (the child's name is Mimi).	Developing Ideas <input type="radio"/> Expresses ideas about self and his or her connection to other people and things Examples ▶ Uses family roles, such as, "Brother," "Baby sister," "Mommy" or "Daddy" in pretend play. ▶ Scribbles and then communicates that it is a picture of self. ▶ Communicates details about family or social experiences. ▶ While playing in the kitchen area, pretends to prepare food the way it is done in own home.
Descriptor for this level Examples of behavior at this level				
2. Record evidence for this rating here. ▶				
3. Mark here if child is emerging to the next level. <input type="checkbox"/>				
4. If you are unable to rate this measure, explain here. ▶				
Measure 1		Identity of self in relation to others		
		SSD 1 (of 13)		



- ▶ A **domain** represents a crucial area of learning and development for young children. There are five domains in the DRDP-IT[®] (2010):
 - ▷ Self and Social Development (SSD)
 - ▷ Language and Literacy Development (LLD)
 - ▷ Cognitive Development (COG)
 - ▷ Motor and Perceptual Development (MPD)
 - ▷ Health (HLTH)
- ▶ A **measure** focuses on a specific competency. A child's observed behavior is assessed along a continuum of developmental levels. Measures are the individual observational items on the DRDP-IT[®] (2010). Several measures make up a domain, with each measure covering one of the aspects of development included in that domain.
- ▶ The **definition** of a measure specifies the aspect of development being observed.
- ▶ The **developmental levels** for each measure represent a developmental continuum. Each level specifies a point along the developmental continuum. In the DRDP-IT[®] (2010), most measures have five developmental levels. Some measures in the LLD domain and all in the MPD domain have six developmental levels. The developmental levels in the DRDP-IT[®] (2010) are defined as follows:
 - ▷ **Responding with Reflexes (In the MPD domain, this level is called Moving with Reflexes).** Children at this level respond with basic responses such as the Moro Reflex, turning the head, looking in their immediate visual field, and cooing.
 - ▷ **Expanding Responses (In the MPD domain, this level is called Combining Simple Movements).** Over time, as infants interact with infant care teachers and objects in the immediate physical environment and gain some rudimentary motor control, they move to the next level on the continuum. They add new responses to their basic responses. For example, they start to make new sounds, gain control over head movements, reach for objects, and smile in response to a pleasurable experience.
 - ▷ **Acting with Purpose (In the MPD domain, this level is called Coordinating Simple Movements).** Infants at this level begin to organize responses to accomplish goals, solve problems, strengthen

their sense of emotional security, communicate, explore the environment, coordinate simple actions with others' actions, grasp objects, coordinate arms and legs to move on the stomach or all fours, and attend to the routine actions of others.

- ▷ **Discovering Ideas (In the MPD domain, this level is called Exploring Complex Movements).** Children at this level explore and express simple concepts about self, others, and things; maintain attention for increasingly extended periods of time; begin to stand; pick up and move objects; begin both to engage in cooperative interaction, such as playing a simple game, and to follow guidance from others.
 - ▷ **Developing Ideas (In the MPD domain, this level is called Making Complex Movements).** Children at this level anticipate situations by preparing self and taking action in advance; use increasingly complex language to describe self, others, routines, and events; engage in simple play around a common idea; initiate and follow through actions; respond to increasingly complex requests; rely on past adult guidance; engage in interactions to share thoughts, feelings, and experiences to solve problems and to make plans; balance on two feet; and begin to use hands to manipulate objects.
 - ▷ **Connecting Ideas (In the MPD domain, this level is called Expanding Complex Movements).** Children at this level combine words, phrases, or actions to express themselves, play, and solve problems; follow increasingly complex sequences of actions such as the meaning of simple stories; communicate about future events; move easily on two feet; and coordinate manipulation of objects with one hand.
- ▶ Each developmental level has a **descriptor** that describes observable child behaviors associated with that developmental level.
 - ▶ Each descriptor is illustrated with several **examples** of behaviors that are consistent with that developmental level. An example is one of many possible ways a child might demonstrate a particular developmental level. It is anticipated that teachers will identify other examples as they complete their observations.



**Comparison between California Codes of Regulations
Title 22 (Licensing) and Title 5 (Education) Program Requirements for Centers**

All staff and volunteers must be fingerprinted.

All centers are licensed and subject to health and safety standards and inspection.

Staff to Child Ratios Requirements	Title 22 Centers	Title 5 CDE-Contracted Providers
Infants	<i>(birth to 24 months old)</i> 1:4 teacher-child ratio or 1 supervising teacher and 2 aides for 12 infants	<i>(birth to 18 months old)</i> 1:3 adult-child ratio, 1:18 teacher-child ratio
Toddlers	<i>(18 months to 30 months old)</i> 1:6 teacher-child ratio or 1 teacher and 1 aide for 12 toddlers	<i>(18 months to 36 months old)</i> 1:4 adult-child ratio, 1:16 teacher-child ratio.
Preschoolers	<i>(24 months to enrollment in kindergarten)</i> 1:12 teacher-child ratio; 1 teacher and 1 aide for 15 children	<i>(36 months to enrollment in kindergarten)</i> 1:8 adult-child ratio, 1:24 teacher child ratio.
School-Age Children	<i>(children enrolled in kindergarten through 13 years old)</i> 1:14 teacher-child ratio or 1 teacher and 1 aide for 28 children	<i>(children enrolled in kindergarten through 13 years old)</i> 1:14 adult-child ratio, 1:28 teacher-child ratio
Mixed Aged	Ratio requirement of youngest child in group	
Staff Qualifications	Title 22 Centers	Title 5 CDE-Contracted Providers
Director	12 units in ECE/CD + 3 units in administration or staff relations; or AA with emphasis in ECE/CD; or higher	Children's Center Supervision Permit or a Child Development Program Director Permit. <i>To qualify for the permits: BA with 24 units of ECE/CD, + 6 units in administration and 2 units of adult supervision.</i>
Teacher	12 units in ECE/CD; or Child Development Associate (CDA) Credential; or higher	Child Development Teacher Permit; or higher. <i>To qualify for permit: 24 units of ECE/CD + 16 GE units.</i>
Associate Teacher	NA	Child Development Associate Teacher Permit. <i>To qualify for permit: 12 units in ECE/CD or a CDA Credential.</i>
Assistant Teacher	NA	Child Development Assistant Teacher Permit. <i>To qualify for permit: 6 units of ECE/CD.</i>
Aide	18 years old	18 years old
Other Requirements	Title 22 Centers	Title 5 CDE-Contracted Providers
	<ul style="list-style-type: none"> • Fire clearance/emergency plan • Minimum nutrition requirements for meals and snacks • TB test clearance for all staff • Presence of an adult with CPR and first aid training at all times • Inspection by DSS for health and safety • Record keeping/informing parents of their rights • Annual licensing fee 	<ul style="list-style-type: none"> • Fire clearance/emergency plan • Minimum nutrition requirements for meals and snacks • TB test clearance for all staff • Presence of an adult with CPR and first aid training at all times • Inspection by DSS for health and safety • Record keeping/informing parents of their rights • Annual licensing fee • Semi-annual child assessment • Annual program assessment

ECE = Early Childhood Education; CD = Child Development; GE = General Education

**California Code of Regulations
Title 22 (Licensing) Requirements for Family Child Care Homes (FCCHs)**

Staff to Child Ratios Requirements	Small FCCHs	Large FCCHs (Group Homes)
Ratios	1:4 infants including own children under 10 years old OR 1:6 children, no more than 3 of whom are infants, including own children under 10 years old OR 1:8 if all conditions met: 1. At least 1 child is enrolled and attending kindergarten or elementary* and a second child is at least 6 years old, 2. No more than 2 infants are cared for when caring for more than 6 children, 3. Licensee notifies all parents, and 4. Licensee obtains written consent from property owner.	2:12 if no more than 4 infants including licensee's and attendant's children under 10 years old OR 2:14 if all conditions met: 1. At least 1 child is enrolled and attending kindergarten or elementary and a second child is at least 6 years old, 2. No more than 3 infants are cared for when caring for more than 12 children, 3. Licensee notifies all parents, and 4. Licensee obtains written consent from property owner.
Home	Fire Clearance and Health & Safety Inspection	
Owner	Criminal Records and child abuse record clearance	
Aide or others	All adults in the home who have contact with the children must be fingerprinted and pass criminal and child abuse checks	
Training	Presence of an adult at all times with 15 hours of health and safety training to include pediatric CPR and pediatric first aid.	
Payment	Annual licensing fees	

Family Child Care Home (FCCH) Ratios Restated

Small FCCHs (1 caregiver)			Large FCCHs (2 caregivers)		
Minimum Number of School-Age Children	Maximum Number of Infants/Toddlers	Total Number of Children Allowed	Minimum Number of School-Age Children	Maximum Number of Infants/Toddlers	Total Number of Children Allowed
0	4	4			
0	3	6	0	4	12
2	2	8	2	3	14

Dream BIG

Executive
Summary

for our
youngest
children

California Early Learning
Quality Improvement System
Advisory Committee

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FINAL REPORT EXECUTIVE SUMMARY

Background

What Is a Quality Rating and Improvement System?

A Quality Rating and Improvement System (QRIS) is a set of ratings graduated by level of quality and used to assess early learning and care programs. Objective ratings help families identify quality programs, guide providers in making improvements, and give policymakers a basis for designing technical assistance. A comprehensive QRIS provides workforce development, financial incentives, and other supports to improve quality. The California Early Learning Quality Improvement System Advisory Committee has proposed a QRIS; through this work, California joins more than 40 states that have adopted, or are developing, these systems. California is a leader in designing a QRIS that purposefully links improvements in program quality with child outcomes, including school readiness.

Why Develop a QRIS? To Improve Outcomes for Children, Including Reducing the Achievement Gap

The good news is that high-quality early learning and care programs with effective educators can improve children's readiness and school success, with higher test scores, better attendance, less grade retention, and long-term benefits in school completion and lifetime earnings. California

urgently needs to: 1) develop a quality rating and improvement system that builds on our effective programs; and 2) redesign the health and safety monitoring system for programs serving more than one million children ages birth to five annually.

- Only quality early learning and care programs that use research-based, developmentally appropriate practices achieve positive results. Poor-quality programs exacerbate the school readiness gap; they may be unsafe, unhealthy, and cause harm to our youngest children (National Institute of Child Health and Human Development, 2002; Shonkoff & Phillips, 2000).
- More than half of our third graders do not meet state educational standards in language. The roots of the achievement gap start with differences in vocabulary development, an important indicator for school readiness, apparent as early as 16 months of age (Karoly & Cannon, 2007).
- By reducing grade retention and dropouts, use of special education and welfare, and involvement in crime, quality early learning and care programs are estimated to save from \$4 to \$17 for every dollar invested (Reynolds et al., 2007; Schweinhart, 2004; Karoly & Bigelow, 2005). While the benefits are less dramatic for children from more advantaged backgrounds, attending a quality preschool program is associated with higher achievement in elementary school for children in all income groups (Gormley et al., 2005).

What Are the Key Policy Opportunities?

Address concerns in health, safety, and quality review processes and phase in appropriate oversight for the early learning and care system.

To improve standards and frequency of reviews, streamline resources, and link programs to technical assistance and other quality improvement incentives, possible consolidation of current licensing and program reviews with QRIS should be considered. According to the Legislative Analyst's Office (LAO, 2007), no statewide system measures the quality of early learning and care programs, and even the basic licensing system has out-of-date standards and one of the lowest inspection rates in the country. California has several early learning and care "systems" with great variability in standards, multiple review processes, and far too little oversight.

The state has three early learning and care "systems" – Title 22 licensed facilities, Title 5 state-contracted child development programs, and the federally administered Head Start, as well as a publicly funded "non-system" of license-exempt care.

- Only Title 5 and Head Start have standards that are designed to promote child development and school readiness, and both have a significant percentage of teaching staff with early childhood education degrees.
- Three different agencies are responsible for Title 22, Title 5, and Head Start reviews; and no one reviews license-exempt care settings.
- With the exception of Head Start, currently none of these systems is rated with sufficient frequency by trained, objective reviewers to ensure that standards are met.

Provide objective ratings of programs for families and policymakers by establishing unified statewide quality standards.

Families need help in assessing the quality of early learning and care programs. According to studies, parents valued high-quality care, but they rated centers nearly twice as high as did trained assessors on such key elements as health, safety, and staff-child interaction (Helburn, 1995). A RAND study involving onsite observations of 251 centers serving preschool-age children in California found problems ranging from alarming deficits in basic health and safety to shortfalls in teaching and learning (Karoly et al., 2008). These findings highlight a need for objective ratings on the quality of early learning, as well as the health and safety of settings where young children spend up to 11 hours a day. Parents need this information about the impact on their child's learning, health, and well-being to make wise choices on behalf of their children and to support improvements through consumer pressure. Policymakers need the information to hold programs accountable and invest in effective quality improvement efforts. The LAO recommended making QRIS and licensing information widely available through Web access (LAO, 2007).

Pilot a quality review system and design incentives to support quality improvement.

Both financial and non-financial incentives are needed to support the implementation of California's QRIS. A non-financial incentive would be marketing the program's quality tier to promote program enrollment. An example of a financial incentive would be providing higher funding rates for higher quality programs. California would need to revise current reimbursement rates for publicly subsidized programs because they provide what might be called a reverse tiered reimbursement system. Higher rates are paid to voucher programs that are expected to meet only minimal standards, or in some cases are not required to meet any standards at all, while state-contracted programs are held to much higher standards but receive lower reimbursement rates.

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Strengthen the links between early educator professional development and effective teaching to improve child outcomes.

While there is broad agreement that understanding child development and engaging in effective teaching and responsive care are central to quality early learning and care programs that improve child outcomes, most early educators lack sufficient professional development and academic training in child development to deliver such programs. Researchers indicate that early childhood education needs to be more focused on the desired child outcomes, and that degree-bearing courses need to include more observation of early educators in the classroom and more time for feedback on their effectiveness as early educators (Pianta et al., 2009). California needs to build on innovative projects and commit to statewide access to an articulated pathway through higher education based on early childhood educator competencies; research- and data-driven professional development practices, policies, and resource allocations that link effective teaching and learning relationships to child outcomes; and equitable compensation and environments.

Establish a statewide evaluation and research system to determine the impact of early learning and care programs on child outcomes.

California currently has no way to track the impact of the more than 57,600 licensed settings for children ages birth to five on the children's school readiness and their kindergarten through grade twelve achievement. Establishing a unique child identifier for children enrolled in early learning and care programs would enable the state to establish research and evaluation systems that connect improvements in program quality, including more effective teaching relationships, and child outcomes. Integrated research and evaluation systems can improve the accountability and transparency of our early education policies and investments.

Proposed Design of a Quality Rating Structure

- The proposed quality rating structure:
 - » Establishes a five-tier block system that assesses five quality elements: ratios and group size; teaching and learning; family involvement; staff education and training; and program leadership. Within each tier for each element, a program must meet all the standards before it can advance to the higher tier.
 - » Sets cohesive quality standards for all programs that will be connected to child outcomes through research, a data system, and a commitment to continuous quality improvement.
 - » Integrates competence in supporting the success of children from diverse ethnic groups, with multiple languages, and with disabilities and other special needs.
- Under the QRIS, a program or provider would meet the basic licensing standards, among other requirements, to obtain the entry-level rating. To advance to the mid-level rating, a program or provider would meet standards similar to the more stringent Title 5 state-contract standards for early childhood programs; and, at the top level, a program or provider would meet requirements

that incorporate nationally recommended quality standards, such as the National Association for the Education of Young Children standards.

- The proposed QRIS includes objective ratings using standardized assessment tools to help families identify quality programs, guide programs in making improvements, and give policymakers a basis for designing technical assistance and other quality improvement initiatives.
- The QRIS will inform families and public policy through the following elements that have been shown to support quality improvement and child outcomes:
 - » Standardized assessments to measure the quality of teaching and learning
 - » Higher ratings for programs and providers that actively engage and partner with families
 - » Higher ratings for well-qualified early educators and directors trained in early childhood education, including ongoing professional development
 - » Higher ratings for education plans, sufficient staffing, and small group size

How the QRIS Will Work: Pilot Projects, Oversight, and Ratings

California's QRIS statewide implementation will be pilot tested and then phased in over five or more years. A three-year pilot will be launched that includes sufficient time for prior planning and evaluation. Voluntary local implementation efforts will be supported and encouraged through technical assistance (TA) and other resources. Participation in the QRIS will be initially voluntary with appropriate funding and incentives provided through a variety of partnerships. After piloting, the QRIS can then be required for publicly funded programs, and eventually required for all licensed early learning and care programs. The proposed QRIS will:

- Pilot test a rating process every two to three years involving Environment Rating Scales and, at higher tiers, measure teacher-child interactions for preschoolers with the Classroom Assessment Scoring System and for infants/toddlers with the Program Assessment Rating Scale.
- Explore options for a combination of local and state oversight, with QRIS reviews done at the county or regional level and the California Department of Education providing oversight and assurance of consistency.

Proposed Systems to Support Quality Improvement

Voluntary Technical Assistance to Help Programs Improve

It is proposed that every early learning and care program, upon entry into the QRIS, be offered a voluntary "quality improvement plan" that is based on the program's rating and explains the

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rating, establishes a collaborative relationship for TA, including direction on how to improve, and builds a learning community that fosters continuous program improvement. This plan would include TA that:

- Focuses on informing programs about the QRIS, helping programs to move up to higher tiers, and sustaining higher tiers
- Is voluntary, builds on local-state-national expertise and delivery systems, and uses a client-driven, data-based coaching model as well as other strategies
- Builds on California's early learning resources,

including the *California Preschool Learning Foundations*, the *California Infant/Toddler Learning & Development Foundations*, the *California Preschool Curriculum Framework*, and child assessment tools that provide research-based, effective practices and that link to kindergarten and elementary education

Workforce Development to Promote Effective Teachers

It is proposed that California's early learning and care workforce and professional development system incorporate the progress of current quality improvement projects and accelerate state-wide accessibility, accountability, and coherence through the following steps:

- By 2012, *Early Childhood Educator Competencies*, which include the *Foundations* and *Frameworks*, will be developed into a common and comprehensive course of study that is reflected in courses for Associate and Bachelor degrees and delivered statewide.
- Using the statewide common and comprehensive course of study based on the *Competencies*:
 - » By 2013, all California community colleges that offer early learning and care programs incorporate the "core eight" classes and additional courses to reflect designated lower division *Early Childhood Educator Competencies* into their degree programs.

- » By 2014, all California State University, University of California, and private higher education institutions that offer early childhood education programs align these courses to a common and comprehensive course of study across the two and four-year degree system.
- By 2015, a clear and accessible system of demonstrating the *Early Childhood Educator Competencies* equivalency for courses will be developed and publicized. This includes courses taken from out-of-state, foreign, and non-regionally accredited institutions, as well as competencies developed through professional practice.

Strategies to Encourage Family Involvement

California's QRIS includes family involvement as an essential element to establish opportunities for families to become involved in their children's early learning and care, to strengthen their impact as their child's first teacher, and to partner with early educators and programs. As a national leader in QRIS family engagement efforts, California needs to provide broad outreach and communication to families, as well as to programs, early educators, and the public.

Data Systems to Track Progress

An important first step in developing a QRIS data information system will be to develop a unique child identifier based on birth certificate numbers and to assess the information needs and current data collection processes for young children, early educators, and programs.

Financial Model and Other Resources

A financial model and other resources for future funding require the following:

- The development of the funding model aligned with the quality rating structure for early learning and care programs that serve children from birth to five years of age. Additional work on this and other issues, includes:
 - » Cost analysis using the Office of Child Care's National Child Care Information and Technical Assistance Center cost calculator and other methods
 - » Further study on effective financial and non-financial incentives
- A pilot phase to test the feasibility and value of a collaborative approach involving partnerships with local entities to increase the resources available for the QRIS
- Incorporation of existing funding streams to the maximum extent possible in both the pilot test phase and statewide build-out of a QRIS. Further work will be needed to prepare California to access all possible funding streams.

Next Steps for Quality Improvement Through the QRIS

The federal government recently issued policy directions that support California's QRIS, including stronger health and safety standards for early learning and care settings, expanded implementation of a statewide QRIS, increased effective professional development for early educators, and strengthened program integrity. California is well positioned for additional resources as the California State Advisory Council on Early Childhood Education and Care (Early Learning Advisory Council—ELAC) assumes responsibility for implementing a QRIS. Success depends on our public leaders' commitment and our dedication to garnering the public will necessary to champion the phased implementation and continuous improvement of a QRIS to ensure optimal early learning outcomes for all California children.

You can find this report at the California Department of Education (Senate Bill 1629 Advisory Committee- Child Development Resources page) at <http://www.cde.ca.gov/sp/cd/re/sb1629committee.asp>.

CAEL QRIS Block System: Tiers and Elements

Quality Elements	Tier 1		Tier 2		Tier 3			Tier 4			Tier 5		
	Ratio	Group Size	Ratio	Group Size	Ratio	Group Size		Ratio	Group Size		Ratio	Group Size	
Infant (Center)	4:1	12	4:1	12	3:1 4:1	or	12 8	3:1 4:1	or	12 8	3:1	9	
Toddler (Center): Ratio varies; depends on definition of toddler & whether toddlers are grouped with infants.	4:1	12	6:1	12	4:1	12		4:1	12		4:1	12	
	Toddler is defined as 12-24 months, and it is assumed that toddlers are included with infants.		Toddler is defined as 18-30 months and; a ratio of 6:1 is required.		Toddler is defined as 18-36 months.			Toddler is defined as 18-36 months.			Toddler is defined as 18-36 months.		
Preschool (Center)	12:1	24	12:1	24	8:1 10:1	or	24 20	8:1 10:1	or	24 20	8:1 10:1	or	24 20
Family Child Care Homes	The Advisory Committee approved using current Title 22 licensing criteria as Ratio and Group Size Criteria.												
Teaching and Learning													
a. Environment Rating Scale(s) – ECERS-R, ITERS-R, FCCERS-R	Facilitated self-assessment. Includes a one-on-one facilitated training after self-assessment completed. No requirement for score level.		Facilitated peer assessment. Includes a one-on-one facilitated training after peer-assessment completed. No requirement for score level.		Independent assessment. All subscales completed and averaged to meet overall score level of 4.0. Self- assessment with CLASS (pre-k) or PARS (infant/toddler) to measure teacher/child interactions in alternate rating periods.			Independent assessment. All subscales completed and averaged to meet overall score level of 5.0. Plus CLASS (pre-k) or PARS (infant/toddler) to measure teacher/child interactions in alternate rating periods.			Independent assessment. All subscales completed and averaged to meet overall score level of 6.0. Plus CLASS (pre-k) or PARS (infant/toddler) to measure teacher/child interactions in alternate rating periods.		
b. Alignment with Early Learning Foundations and Frameworks	Awareness. Have a copy of and receive orientation on <i>Foundations</i> and <i>Frameworks</i> . Education Plan: Program has philosophy statement.		Exploring integrating the Foundations and Frameworks. Education Plan: A developmentally, culturally, linguistically appropriate (DCLA) curriculum.		Developing competency in integrating Foundations and Frameworks. Education Plan: Social, emotional, cognitive, and physical domains in lesson plans linked to DCLA child assessments. Professional development plan for <i>Foundations</i> and <i>Frameworks</i> .			Building competency in integrating Foundations and Frameworks. Education Plan: Social, emotional, cognitive, and physical domains in lesson plans linked to DCLA child assessments. Professional development plan for <i>Foundations</i> and <i>Frameworks</i> .			Fully integrating Foundations and Frameworks Education Plan: Include all domains of learning in an integrated fashion in lesson plans linked to DCLA child assessment. Professional development plan for <i>Foundations</i> and <i>Frameworks</i> .		

Refer to Appendix E for more information about the quality elements and tiers.

continued on next page >>>

Quality Elements	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
Family Involvement					
Family Involvement: Environment Rating Subscale (“Parents & Staff”) (ECERS-R, ITERS-R, FCCERS-R)	Communicate with Parents a. ERS: Facilitated self-assessment. b. If subscale item is less than 3, an improvement plan is developed. c. Title 22 Center requirements. d. Comparable Title 22 FCCH requirements.	Educate Parents and Receive Information a. ERS: Facilitated peer-assessment. b. If subscale item is less than 3, an improvement plan is developed. c. Topics offered in support of subscale. Provisions for parents, indicators for family information and/or education may include topics such as how children learn at home and in early learning and care; developmental levels and brain development; physical activities and nutrition.	Involve Parents a. ERS independent assessment. b. ERS average score of 4; when subscale item is less than 4, a quality improvement plan will be developed. c. Provider has a written transition plan that is activated when a child moves into another child care setting or into kindergarten.	Engage Parents a. ERS independent assessment. b. ERS average score of 5; when subscale item is less than 5, a quality improvement plan will be developed.	Partner and Advocate with Parents a. ERS independent assessment b. ERS average score of 6; when subscale item is less than 6, a quality improvement plan will be developed.
Staff Education and Training					
Education	Center: 12 units of ECE FCCH: 15 hours of health and safety	Center: 24 units of ECE (core 8) FCCH: 12 units of ECE (core 8)	24 units of ECE (core 8) and 16 units of General Education (same as Title 5 and current Child Development Teacher permit).	Associate’s degree in ECE OR 60 degree-applicable units, including 24 units of ECE OR associate’s degree in any field plus 24 units of ECE (similar to a Master Teacher in Title 5 Programs or new (October 2011) Head Start requirements.	Bachelor’s degree in ECE (or closely related field) with 48+ units of ECE OR master’s degree in ECE.
Experience	Title 22 teacher with 6 months experience	One year of experience	Two years of experience	Two years of experience	Two years of experience
Professional Development	21 hours per year	21 hours per year	21 hours per year	21 hours per year	21 hours per year
Program Leadership					
Program Leadership	12 units core ECE (early childhood education, child development, family/consumer studies, or related field), 3 units administration, 4 years experience. Introduction to PAS or BAS.	24 units core ECE, 16 units General Education, 3 units administration, 1 year management or supervisory experience. Self-study with PAS or BAS.	Associate’s degree with 24 units core ECE, 6 units administration, 2 units supervision 2 years management or supervisory experience. Continuous improvement through a PAS or BAS action plan.	Bachelor’s degree with 24 units core ECE, 15 units management, 3 years management or supervisory experience. Continuous improvement, through a PAS or BAS action plan.	Master’s degree with 30 units core ECE including specialized courses, 21 units management, or Administrative Credential. Continuous improvement through a PAS or BAS action plan.

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California State Screening Collaborative - Membership

- First 5 California
- WestEd Center for Prevention & Early Intervention (CPEI)
- Advancement Project
- The Arc of California
- California Health and Human Services Agency, Department. of Alcohol & Drug Programs
- First 5 Alameda County
- California Department of Managed Health Care
- American Academy of Pediatrics, California District
- California Department of Education, Head Start State Collaboration Office
- California of Education, Child Development Division California Department of Education, Special Education Division
- California Department of Public Health, Maternal Child & Adolescent Health Division
- California Association of Health Plans
- UC Davis, Department of Human Development
- MIND Institute, Center for Excellence in Developmental Disabilities (CEDD)
- California Department of Public Health MCAH Program Policy Development
- UCLA Center for Healthier Children, Families and Communities
- California Health and Human Services Agency, CA Dept of Alcohol & Drug Prevention
- First 5 Association
- California Department of Mental Health
- Children and Families Commission of Orange County
- Lucile Packard Children's Hospital
- California Department of Developmental Services, Early Start Division
- California Department of Health Care Services, Children's Medical Services
- California Department of Health Care Services, Child Health and Disability Prevention Program
- California Department of Public Health, MediCal Managed Care
- California Department of Public Health, Refugee Health Section
- Managed Risk Medical Insurance Board Benefits and Quality Monitoring Division
- California Department of Social Services, Foster Care Support Services Bureau
- California Department of Social Services, Child Protection & Family Support Branch
- University of California Extension, The Center for Human Services, Research Center for Family-focused Practice
- Center for Families, Children & the Courts
- ACF - Region IX, Head Start State-Based Training & Technical Assistance Office
- American Academy of Pediatrics
- California Child Welfare Co-Investment Partnership
- Kaiser Permanente – Northern California
- Academy of Family Physicians

**Preschool English Learners:
Principles and Practices to Promote
Language, Literacy, and Learning
Introduction**

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Introduction to the Resource Guide

Tucked away in one of the many multicultural communities in California is a state-funded child development program. There are 15 children in the class from Spanish-speaking, English-speaking, Vietnamese-speaking, Chinese-speaking, Farsi-speaking, and Russian-speaking homes. Many of the children have grown up together in this early care and education setting from the time they were infants. The lead teacher is bilingual in English and Farsi. Two assistants are bilingual in English and Spanish. There are also some roving staff members who are bilingual in Vietnamese and English and some who are bilingual in Chinese and English.

Chapter 1

Introduction to the Resource Guide

Engaged in a variety of activities, the children participate in small-group and whole-class instruction, individual projects, and adult-child interactions. Student needs, learning goals, and forms of assistance for each child are some of the factors the teacher has considered in planning the day's activities. The children use their home language and English to learn and to communicate in social interactions. The director and teacher explain that program planning has not been easy but that the ongoing attention to the children's language and literacy development in both their home language and English has been a key factor in the children's progressing in all areas of development as they move on to the class for four-year-olds in the following year.

What You Will Find in This Guide

This guide is designed to help the reader understand the preschool English learner more fully. Each chapter provides important information about the development, abilities, and everyday experiences of the preschool English learner that is based on current and rigorously conducted research. The preschool English learner is (1) a child whose first language is other than English and as a result is learning English as a second language; or (2) a child who is developing two or more languages, one of which may be English. During the preschool years from birth through five years of age, most children are still acquiring the basic knowledge of their home language, even when that language is English. The purpose of this guide is to enrich the reader's understanding of the language and literacy development of young English learners.

The primary audience for this guide is preschool teachers. The term *teacher* includes preschool classroom teachers, child development center teachers, and child care providers. Most of the information applies to family child care providers working with preschool English learners. This guide should be a starting point for you, the reader, to expand on what you already know about preschool children and gain insights into the unique strengths and needs of preschool English learners.

Core Beliefs

The following list of core beliefs should be considered as information is being presented in this guide. These beliefs stem from research and reflect an understanding of the challenges of educating preschool-age children, particularly English learners. Careful consideration of the beliefs will help preschool teachers focus on each child's experiences and circumstances as that child begins the journey toward the acquisition of academic English. Familiarity with these beliefs will also help teachers implement the information, principles, and practices presented in this guide. It is important to recognize that these beliefs are not mutually exclusive and that, in most instances, they overlap.

- *Understanding the English learner requires gathering as much information as possible about the child and his or her family and community.* Children grow and learn in the contexts of family, school, and community that often influence one another dynamically and interactively. Preschool educators can learn much from their observations of children's experiences in the multiple contexts of childhood (Bronfenbrenner 1979; Harrison and others 1990).
- *There is an important relationship between language, culture, and learning.* As children grow older, they become more proficient in the use of language, more culturally knowledgeable, and more competent in learning. Language allows children to learn more about their family's culture and the world. At the same time culture provides children with a lens that influences how they experience the world and how they learn (Gutierrez and Rogoff 2003; Vasquez, Pease-Alvarez, and Shannon 1994).
- *Language is a tool for learning.* Children's language is an essential tool enabling them to learn about the world around them. Home language and English are tools children use to learn everything from the cultural practices within the home to the academic content of the classroom (Gutierrez and Rogoff 2003).
- *There are multiple paths to childhood bilingualism.* Just as children's everyday experiences may differ from one another, children may follow different paths to developing more than one language. There is not a single best path to bilingualism. This diversity in achieving bilingualism reflects overall development whereby children may develop specific abilities at different times and at different rates (Hakuta 1986).

- *Language development and learning are shaped by children's experiences.* Children acquire skills and strategies and ways of doing things from the people around them as the children carry out everyday tasks and activities. They learn the appropriate use of language and literacy from experts (adults and other competent children) in their communities.
- *Second-language acquisition is a complex process.* Children take different paths, go through certain stages at different rates, and use various strategies in acquiring more than one language.
- *Acquiring oral language fluency in English differs from acquiring academic English, the formal language of the school.* Children use English within different contexts for different purposes. As a result children may use different varieties of English in the home, in the classroom, and on the playground. Academic English used in formal schooling may take longer to acquire than English used with other children in social circumstances, such as on the playground.
- *Being able to communicate in more than one language empowers children in a multicultural society.* Bilingualism is a valuable skill that allows children to use more than one language to experience the world and learn about it (Valdés 2003).

Principles and Practices: Children as Active Learners

In addition to the core beliefs that provide a foundation for this guide, a series of principles and practices is introduced throughout to promote language development, literacy, and learning among preschool English learners, including English learners with disabilities or other special needs. The use of the information, principles, and practices described will increase opportunities for growth and learning among English learners. These opportunities are vital to promoting the children's success in school and in life.

Throughout the guide the expansion of the English learner's acquisition of learning practices and abilities is emphasized. Achieving academic success in school includes developing a knowledge and mastery of formal schooling practices in addition to building on one's home or community language practices. All children can have high levels of achievement if provided with a rich, challenging curriculum and appropriate forms of assistance. When implemented, the information contained in this resource guide will help preschool English learners reach their fullest potential.

The core beliefs introduced earlier in this chapter are extended to principles and practices that incorporate the wide range of ways in which children can participate in numerous activities in their homes, schools, and communities. As with all other children, the development of English learners depends on a number of factors and influences that exist within those settings. For English learners in particular, such factors and influences would include the status given to their home language, the extent to which their communities and school programs embrace bilingualism, and the supports available to continue developing their first language as they develop fluency in English.

Children use a wide range of skills, strategies, and behaviors daily to develop linguistic, academic, and social competencies that facilitate the children's emerging ability to participate in the activities of their families, schools, neighborhoods, and communities. Variation among these contexts leads to variation in the language, literacy, and learning tools that children acquire and bring to the preschool context. The more preschool teachers know about how children learn, the better prepared the teachers will be to develop rich learning contexts. As preschool educators continue through this guide, they should think of children as active learners who draw on their previous knowledge and experiences to make sense of their world.

Summary of the Guide by Chapter

A central goal of this resource guide is to emphasize the importance of understanding the dynamic forces that shape development and learning among preschool English learners. In this chapter a set of core beliefs has been presented for consideration in implementing the principles and practices introduced throughout the guide. An overall theme that runs through these core beliefs is that developing a fuller understanding of the English learner is an important first step in thinking about and creating effective learning contexts that maximize children's language and literacy learning. A summary of the central points of each of the remaining chapters in the guide is presented as follows:

- *Chapter Two* describes English learners in California and discusses the crucial role that family members play in the language and literacy development of English learners. The ways in which home, school, and community contexts influence language development and literacy practices are also explained.

- *Chapter Three* continues to explore the various factors that often affect language development and literacy among English learners. Among those factors are the literacy skills children bring from their home language and the kinds of literacy practices in which they participate.
- *Chapter Four* describes the various paths to bilingualism, and *Chapter Five* provides an overview of how second-language acquisition occurs. The role that language plays in the process of learning is emphasized. Children acquire and use language as a tool to participate with others in their everyday activities across many contexts.
- *Chapter Six* presents the concept of code switching, by which a child can move back and forth between two or more languages. The chapter once again highlights the finding that children's language and literacy development is influenced by factors within the child's family, school, and community.
- *Chapter Seven* discusses working with English learners who have disabilities or other special needs, although most of the strategies suggested in other chapters can also be effective with this population. The reverse is also true; that is, many of the strategies for children with disabilities or other special needs are effective with English learners and preschoolers in general.
- *Chapter Eight* presents a set of recommended literacy practices for English learners. Because, like all other children, English learners have a range of interests and are motivated to participate in many different kinds of learning activities, they should be assigned literacy activities that allow them to learn about many different topics across a number of contexts. Being able to read influences a child's ability to write and vice versa, and literacy activities that allow young children to take on roles as both emergent readers and writers increase literacy development significantly.

Continued Professional Development

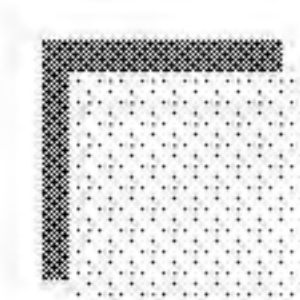
Although this guide provides an up-to-date, comprehensive discussion of preschool English learners, information on this topic is continually expanding and changing. Books have been written on the topics covered in each of the chapters. The guide provides references, resources, and thought-provoking questions to support continued professional development and a foundation for building on current

(b)(6)

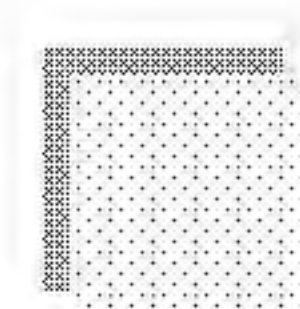
knowledge. To understand and serve the preschool English learner more fully, teachers should engage in intensive professional development, including coaching and mentoring.

Key to the Resource Guide

Throughout this guide various categories are used to present information in a different yet accessible manner. Each category has a different purpose and is represented by the following icons:



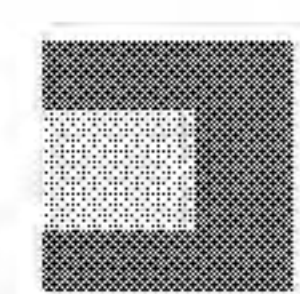
Research Highlights. Current research related to key topics being presented and discussed. One or more references for additional information are provided.



Principles and Practices. Instructional strategies teachers can implement in their classrooms and with families to educate the preschool English learner more effectively. Each principle provides the rationale for the practices that follow.



Voices from the Preschool Classroom. Voices of teachers, children, and families that exemplify the concept or idea being discussed.



Research to Practice. Examples of curriculum and instructional practices derived directly from research.

Chapter 1

Introduction to the Resource Guide

Ask Yourself

1. Do I look at each of my students as an individual who brings competencies to the learning situation or as a member of a group or category, such as English learners?
2. Am I familiar with how our program applies proven approaches on first- and second-language development and learning?

Additional References

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Starting Points for Educators of Culturally and Linguistically Diverse Children 3 to 8 (video training series). Program 1: "I Don't Know Where to Start" (2002), Program 2: "Getting Your Message Across" (2002), and Program 3: "Bringing Language Alive!" (2003). Beaverton, Ore.: Educational Productions. <http://www.edpro.com>

Note: See pages 129–42 for a list of works cited in this publication.

California Early Childhood Educator Competencies

Introduction

Introduction

Over the past several decades, research has clearly demonstrated the importance of early care and education. Studies have shown that early intervention contributes to young children’s cognitive development, language development, social–emotional development, general well-being, and long-range success. High-quality early childhood services not only benefit the children and families served, but also have far-reaching economic benefits for society as a whole (Heckman and Masterov 2004). Equally compelling as research on early intervention is brain-development research. Neuroscientists and developmental psychologists have concluded that responsive, predictable relationships are essential for healthy brain development (Thompson 2008). A focus on the quality of relationships permeates high-quality early care and education services. Every relationship matters—between the early childhood educators and children, between children and their peers, and between early childhood educators and family members. Although experts agree about the potential benefits of high-quality early care and education, many young children do not have access to such services. In order for all young children and their families to have access, there needs to be a coherent system with skillful, knowledgeable educators who are deeply committed to their profession.

Research confirms that the impact of early childhood experiences in general, and relationships in particular, is complemented by the efforts of countless, dedicated early childhood educators who have been building a profession without the support of a coherent system of preparation. Their work has led to a vision of best practices. Effective early childhood educators have shown

that meeting the developmental needs of young children and their families requires a comprehensive approach. Above all, because emotionally secure relationships foster learning, early childhood educators are most effective when they establish nurturing relationships with young children and positively guide children’s development. This work can be emotionally challenging yet personally meaningful, because early childhood educators know they can make a positive difference in the lives of young children and their families. However, the positive impact made by many early childhood educators often goes unnoticed, and many of these educators lack the professional preparation necessary to make a difference.

The vital relationships between early childhood educators and young children are formed in the daily routines and activities of infant/toddler and preschool settings. The competencies needed to support, plan, and guide children’s early learning and development are crucial. Early childhood educators who work directly with young children are doing the most important work of their profession. The early childhood education field’s strength stems from the many professionals who dedicate their life’s work to directly serving young children and their families. The significant work is augmented by many others who have prepared themselves to contribute to the profession of early childhood education.

Aiming to bring attention to the important contributions of early childhood educators, and to promote the continuing growth of the profession, the California Department of Education/

Child Development Division (CDE/CDD) and First 5 California collaborated to develop the *California Early Childhood Educator (ECE) Competencies*. The competencies stemmed from earlier work supported by First 5 California and the David and Lucile Packard Foundation. That study on early childhood educator competencies was conducted by the Center for the Study of Child Care Employment, Institute for Research on Labor and Employment, at the University of California, Berkeley. The resulting report, *Early Childhood Educator Competencies: A Literature Review of Current Best Practices, and a Public Input Process on Next Steps for California*, gives an overview of ECE competencies created by other states and summarizes input from the early care and education field in California (Center for the Study of Child Care Employment 2008, hereafter identified as the Research Report [2008]).

The ECE competencies presented herein are grounded in the CDE's California Early Learning and Development System. At the center of this system are the California Preschool Learning Foundations and the Infant/Toddler Learning and Development Foundations. The foundations identify and describe the knowledge and skills that young children typically develop when provided with developmentally, culturally, and linguistically appropriate learning experiences. Other components of the early learning and development system include the preschool and infant/toddler curriculum frameworks, the Desired Results assessment system, program guidelines, and professional development, all of which are aligned with the learning and development foundations.

As an integral part of the early learning and development system, the ECE competencies are aligned with the system's other components. For example, the knowledge of child development and learning specified in the competencies reflects the content of the preschool learning and the infant/toddler learning and development foundations. Similarly, the practices described in the Learning Environments and Curriculum competency area are consistent with strategies presented in the preschool and infant/

toddler curriculum frameworks. And the Observation, Screening, Assessment, and Documentation competency area parallels content in the curriculum frameworks, the Desired Results assessment system, and the program guidelines.

Purpose

The ECE competencies serve several interrelated purposes. First, they provide coherent structure and content for efforts to foster the professional development of California's early childhood workforce. Second, they inform the course of study that early childhood educators follow as they pursue study in institutions of higher education. Third, they provide guidance in the definition of ECE credentials and certifications. And fourth, they give comprehensive descriptions of the knowledge, skills, and dispositions that early childhood educators need to support young children's learning and development across program types.

Intended Audience

This document focuses on early care and education for children from birth through age five. The term "early childhood educator" includes everyone responsible for the care and education of young children.* Examples include teachers, family child care providers, assistant teachers, program directors, education coordinators, and curriculum specialists.† This document was developed for early childhood educators and for people who are responsible for ECE professional development—such as higher-education faculty, training organizations and consultants, and human resources departments of large agencies that provide early care and education services.

*In this document, "young children" refers specifically to children from birth through age five.

†An early childhood educator often has multiple roles. For example, a family child care provider may be a teacher and program director.

Context for Developing ECE Competencies in California

In California, there is growing recognition of the need to systematically improve the quality of early care and education. The CDE has invested in the creation of an early learning and development system, the Legislature has initiated an effort to establish a quality rating improvement system, higher education is aligning undergraduate curriculum in early care and education, and several organizations and networks are conducting statewide training, combined with incentives for education and retention. These educational and professional-development efforts draw from the same research base and share an overall vision of quality. But all of the efforts are hampered by the complexity and fragmented nature of California's current early care and education system. Lynn Karoly and others (2007) note that the current system

- has few regulations;
- lacks a clear accountability system that defines expectations for quality and outcomes;
- does not provide financial incentives for achieving higher quality;
- makes it difficult for providers to use all funds available to them;
- lacks a well-designed, coordinated plan to prepare early childhood educators;
- is difficult for families to navigate, for policymakers and the public to understand, and for providers to administer.

In a related report issued by the RAND Corporation, Karoly (2009) recommends that California take the following actions:

- Ensure that high-quality programs are available for the children who need them most.
- Measure and monitor quality, and provide higher reimbursements to providers who achieve higher quality.
- Create a well-designed, coordinated plan to prepare early childhood educators.
- Advance toward a more efficient, more coordinated system.

The ECE competencies represent a step in creating a well-designed, coordinated plan to prepare early childhood educators. Through the work of expert advisers, and with input from ECE professionals and stakeholders in early care and education, the resulting competencies specify a common reference point for institutions, organizations, and networks involved in the preparation and professional development of California's early childhood educators.

ECE Competencies for Teaching and Caregiving

The work of early childhood educators requires simultaneous attention to teaching and caregiving. At all times, early childhood educators have to be intentional in meeting young children's needs for nurturance. From birth through age five, children develop a basic sense of emotional security, form relationships, and learn social skills. Young children, particularly infants and toddlers, also depend on early childhood educators for physical care. Children's physical survival depends on attentive nurturance. The responsiveness of early childhood educators to the social, emotional, and physical needs of young children has a profound influence on the children's development and learning.

Being intentional in supporting young children's learning is just as important as caring for young children. An effective early childhood educator must be knowledgeable about child development, skillful at observing and assessing learning, and intentional in planning experiences and environments that support children's exploration, play, and learning. Every aspect of early care and education programs for young children affects learning. Intentional early childhood educators are mindful about the daily schedule, the materials available to children, adaptations that individual children may need, indoor and outdoor play environments, and the engagement of families in supporting children's learning.

The CDE publication *Infant/Toddler Learning and Development Program Guidelines* (2006) highlights how teaching and caring often occur together:

Every moment in which an adult provides care to a young infant is a moment rich with learning. Above all, young infants learn how people respond to their communication and behavior. For example, when an adult responds to a young infant who is crying because of hunger, the infant not only experiences the satisfaction of being fed but also learns that his crying will bring a response from an adult. (p. 5)

In recognition of the knowledge and skills necessary to engage in teaching and caring, the competencies describe both of these aspects of early childhood educators' work.

Relationship of the Competencies to Other ECE Resources

The ECE competencies were designed to align with significant initiatives and resources in the early care and education field, such as the CDE's early learning foundations, curriculum frameworks, and Desired Results resources: Desired Results Developmental Profile (DRDP) and Desired Results for Children and Families—Parent Survey. Additionally, the competencies are aligned with the Early Childhood Environment Rating Scale—Revised (ECERS-R), the Infant/Toddler Environment Rating Scale—Revised (ITERS-R), and the Family Child Care Environment Rating Scale—Revised (FCCERS-R), each of which was informed by research and policy. Likewise, the competencies reflect an effort to maintain consistency with the California Community Colleges' Early Childhood Curriculum Alignment Project (CAP), California State University Baccalaureate Pathways in Early Care and Education (BPECE), and the Classroom Assessment and Scoring System (CLASS). In essence, the alignment process focused first on the consistency of the competencies with the early learning and development system, and other important resources. The concepts and practices from all of the resources described in this

section were integrated into the Performance Areas, Topics, and Competency Contexts of the ECE competencies.

Relationship of the Competencies to Other Professional Standards

In developing the ECE competencies, the CDE/CDD and First 5 California carefully reviewed California's K–12 professional teaching standards (California Commission on Teacher Credentialing 2009), the National Association for the Education of Young Children (NAEYC) accreditation standards (NAEYC 2007), the California Infant–Family and Early Childhood Mental Health Training Guidelines, and the Early Start Personnel Project materials to ensure the ECE competencies were consistent with state and national standards. In addition, although they are distinct from a code of ethics, the ECE competencies involve ethical considerations. Being a competent early childhood educator requires an understanding of ethical conduct and a disposition to act ethically. Because the NAEYC code of ethics (NAEYC 2005) is the most common ethical code in the early care and education field, it is referred to explicitly in this document. The concept of ethics is embedded throughout the competency areas—particularly in Professionalism, Leadership in Early Childhood Education, and Administration and Supervision.

The Development of the ECE Competencies

Expert Advisory Panel

The CDE/CDD and First 5 California selected WestEd to coordinate the development of the ECE competencies. Work began with the selection of a panel of expert advisers who initiated and guided the two-year development process. The panel consisted of professionals from institutions of higher education, the California Commission on Teaching Credentialing, and ZERO TO THREE. The panel also included leaders of the CAP and the BPECE. Collectively, the panelists possessed expertise in essential content areas, particularly social–emotional development, language and literacy

development, early childhood second-language acquisition, cultural diversity, education of young children with disabilities or other special needs, family engagement, leadership and professionalism, and developmentally appropriate practice for children from birth through age five. Listed in alphabetical order, the expert panel members were:

Nancy Brown, Statewide Director of Curriculum Alignment Project, Retired Early Childhood Education Faculty, Cabrillo College

Rhonda Brown, Commission on Teacher Credentialing

Joya Chavarin, Career Advocate, BANANAS, WestEd

Deborah Chen, Professor, Department of Special Education, California State University, Northridge

Darlene Jackson, Associate Dean of Human Development and Child Development Centers, Sierra College

Marianne Jones, Professor, Department of Child, Family, and Consumer Sciences, California State University, Fresno

Claire Knox, Chair and Professor, Child Development, California State University, Humboldt

Florence Nelson, Senior Policy Analyst, ZERO TO THREE Western Office

James Rodriguez, Associate Professor, Child and Adolescent Studies, California State University, Fullerton

Marcy Whitebook, Director, Center for the Study of Child Care Employment, University of California, Berkeley

The panel worked closely with the CDE/CDD and First 5 California by participating in four in-person workgroup meetings (two each year) during the project. Several teleconferences were held with the entire group, and subgroup committees also held in-person meetings and teleconferences related to specific competency areas.

One of the panel's first steps was to develop a preliminary outline of the competencies document, which was then used to draft sample competencies. The outline became a foundation for

subsequent project work. Panel members worked on content and revised it several times. The expert panel also formed subgroups, each with the responsibility of developing a specific competency area. Experts and practitioners in the field continually refined the competencies by gathering feedback and input through stakeholder meetings, focus groups, and a public Web site.

Stakeholder and Focus Group Process

Preliminary drafts of competency areas were first presented to members of the early care and education field at a stakeholder meeting in February 2009. Stakeholders were also asked to provide feedback on several pivotal questions, including the following:

- How should the competency areas be organized? (For example, by performance areas?)
- What types of content should be represented in the competencies? (For example, knowledge, skills, and dispositions?)
- What competency areas should be included in the document?
- How many competency contexts should be defined?
- How should the competency contexts be identified and defined?

The February 2009 stakeholder meeting included representatives from statewide early childhood organizations, community college faculty and instructors, program directors, trainers, infant/toddler and preschool teachers, Head Start education coordinators and other staff, and early interventionists. Feedback from the meeting was shared with the CDE/CDD, First 5 California, and the panel of expert advisers; it was used to prepare draft competencies for broader input from the public. In November 2009, a draft of the complete ECE competencies was presented to key statewide organizations in a subsequent one-day stakeholder meeting.

During the period when the first stakeholder meeting was held, and through an initial set of five focus groups, early education

professionals and organizations throughout California had the opportunity to provide input to help develop the competencies. The focus groups allowed the CDE/CDD, First 5 California, and the expert advisory panel to receive input from the intended audience for the competencies—practitioners and those who are responsible for their professional development. The first focus-group sessions centered on the preliminary outline, sample competencies, and key questions. Five subsequent focus groups, convened during the second year of the project, provided input from the field on the draft competencies. Each focus group included representatives from targeted, statewide early childhood professional organizations, preschool practitioners, program directors, resource and referral agencies, community colleges, and other local representatives.

After the draft competencies were revised—based on feedback from the second stakeholder meeting, the second set of focus groups, and a universal-design review—the CDE/CDD posted an updated draft on its Web site to solicit commentary from the public. All feedback was analyzed and considered for inclusion in the final document.

Competency Areas

At the outset of the project, the CDE/CDE, First 5 California, the WestEd project team, and the expert advisory panel considered the competency areas used in the Research Report (2008). These competency areas, which were developed after a review of areas defined by other states, were:

1. Child Development and Learning
2. Child Observation and Assessment
3. Learning Environments and Curriculum
4. Positive Interaction and Guidance
5. Family and Community
6. Health, Safety, and Nutrition
7. Professionalism, Professional Development, and Leadership
8. Administration and Management

The Research Report (2008) concluded that California had an opportunity to break new ground by developing competency areas in culture, diversity, and equity; dual-language development; and special needs and inclusion. It was clear that the early care and education field in California wanted to focus on these additional areas. The Research Report (2008) summarized the field’s perspective in this way:

Finally, we overwhelmingly heard, in the online survey and at our series of public input meetings, that the development of revised and expanded ECE competencies was a major opportunity for California to take national leadership in highlighting the central importance of educator competency in the areas of cultural diversity, dual language learning, and the care and education of children with special needs. While we have learned a great deal from reviewing the work of other states, and are confident that much of it is readily adaptable to California, we consistently heard that no other state or organization has addressed the above questions in a way that adequately reflects the diverse needs of California’s children and families. The state’s ECE field is eager to be of service in articulating standards for early educators in terms of culture, dual language learning, and special needs, in a way that has not been done before. (p. 81)

Thus, the preliminary list of competency areas included three new areas. After analyzing input from stakeholders and focus groups, the advisory group recommended an expansion of the 11 areas into 12 by splitting the area of Professionalism, Professional Development, and Leadership into two separate competency areas: Professionalism and Leadership in Early Childhood Education. In addition, a decision was reached to embed professional development in all of the competency areas. Finally, various groups suggested revised names for some competency areas. Below is the resulting list of 12 competency areas presented in this document:

1. Child Development and Learning
2. Culture, Diversity, and Equity

3. Relationships, Interactions, and Guidance
4. Family and Community Engagement
5. Dual-Language Development
6. Observation, Screening, Assessment, and Documentation
7. Special Needs and Inclusion
8. Learning Environments and Curriculum
9. Health, Safety, and Nutrition
10. Leadership in Early Childhood Education
11. Professionalism
12. Administration and Supervision

Of course, these competency areas have overlapping content. Rather than presenting specific content in only one competency area, this document—where appropriate—allows for overlap in content between competency areas. For example, the area of Learning Environments and Curriculum includes some content that also appears in Observation, Screening, Assessment, and Documentation. Likewise, content in Administration and Supervision overlaps with Leadership in Early Childhood Education, and content in Culture, Diversity, and Equity overlaps with Dual-Language Development and Family and Community Engagement.

Several sections make up each of the competency areas. The organization of each competency area evolved through the process of defining and revising the preliminary outline. The sections are:

- **Competency Area.** A competency area organizes knowledge, skills, and dispositions that collectively define an essential component of effective, high-quality early care and education practice.
- **Introduction.** The introduction provides a brief overview of the competency area.
- **Key Concepts.** The key concepts are based on theory, research, and practice around which the content of a competency area is organized.

- **Dispositions.** The dispositions focus on the attitudes, values, approaches to learning, and motivational factors that contribute to an individual’s overall development in a competency area.
- **Performance Areas.** The performance areas organize the knowledge and skills within a competency area into a small number of sub-areas or topics.
- **Topics.** The topics identify specific knowledge and skills within a performance area.
- **Competency Contexts.** Four interrelated spheres of responsibility describe knowledge, skills, actions, and scope of responsibility for each topic within a performance area. The competency contexts are: Supporting Early Learning and Development; Planning and Guiding Early Learning and Development; Creating and Maintaining Program Policies and Practices; and Advancing the Early Childhood Profession.

The content of each section was first developed by subgroups of the expert advisory panel, in collaboration with the CDE/CDD, First 5 California, and WestEd. Much of the preliminary content was revised substantially based on stakeholder and focus-group input, and on universal-design review.

Competency Contexts

A key consideration in writing the competencies was the structure and definition of the contexts. Input from the early childhood education field clearly indicated that four contexts were preferred. Less clear, however, was whether the contexts should be labeled or simply designated by numbers. A careful analysis of the input led to the decision to designate the contexts by descriptive labels. Subsequently, a rubric was formulated to distinguish the competency contexts from one another.

Several considerations factored into the definition of the rubric. Similar to the input gathered from public meetings in the Research Report (2008), input from stakeholders and focus groups indicated

that many people in the early childhood education field preferred competency contexts defined by a combination of career focus, job category, education, and experience. The expert advisory panel suggested that actions such as assisting, evaluating, and

supervising should be used to define the contexts. A related approach was used to describe the functions of one's role and the scope of responsibility for each context. These considerations resulted in the definitions that appear in the following table.

Rubric That Defines Competency Contexts

Supporting Early Learning and Development	Planning and Guiding Early Learning and Development	Creating and Maintaining Program Policies and Practices	Advancing the Early Childhood Profession
An early childhood educator who supports early learning and development experiences possesses and applies fundamental knowledge, usually in the immediate context of the group or classroom.	An early childhood educator who plans and guides early learning and development experiences possesses and applies broad knowledge, usually in the immediate context of the group or classroom.	An early childhood educator who creates and maintains program policies and practices possesses and applies deep knowledge, usually in the broad context of a program or site, and supervises program staff.	An early childhood educator who advances the early childhood profession models data-informed decision making that often has an impact on policy and practice across programs, or in the early care and education field.
<p>The Supporting contexts generally involve an assistive role, but they also may include initiative or decision making in straightforward situations or in the immediate group-care or classroom setting. For example:</p> <ul style="list-style-type: none"> • Is familiar with program philosophy or policies and with basic implications for practice • Implements basic procedures and thinks of ways to make them developmentally appropriate and individually meaningful for children, as appropriate 	<p>The Planning and Guiding contexts generally involve decision making that impacts the immediate group-care or classroom setting, and they contribute to decisions that influence the broader program or site. For example:</p> <ul style="list-style-type: none"> • Explains policies to children, classroom staff, or families; adapts policies or practice to meet individual needs, as appropriate • Initiates interactions with families or engages in two-way communication about most aspects of a child's learning and development • Anticipates the needs of children, families, or classroom staff 	<p>The Creating and Maintaining contexts generally involve decision making, problem solving, and support of the culture or community of a program or site. For example:</p> <ul style="list-style-type: none"> • Interprets and evaluates the effectiveness of policies • Develops policies and practices to engage families • Determines program elements (e.g., curriculum) and services, in collaboration with program staff and families as appropriate • Resolves questions or concerns from program staff; anticipates challenges impacting the program 	<p>The Advancing contexts generally involve these actions: initiating, proposing, recommending, or negotiating policies; acting as an advocate for children, families, and early educators within the larger community; and contributing to knowledge and practice in the early care and education field. For example:</p> <ul style="list-style-type: none"> • Initiates or justifies policies or decisions and applies them to early care and education settings and practice • Collaborates with families and community leaders to identify and address barriers to family engagement in early education settings and in the community

Rubric That Defines Competency Contexts *(continued)*

Supporting Early Learning and Development	Planning and Guiding Early Learning and Development	Creating and Maintaining Program Policies and Practices	Advancing the Early Childhood Profession
<ul style="list-style-type: none"> • Responds to families or shares stories about the child’s day in a manner consistent with program philosophy • Responds to or initiates interactions with children in a manner consistent with program philosophy • Refers questions or concerns to appropriate staff • Understands basic developmental theory and rationale that underlie the program’s policies and practices • Contributes ideas as a team member 	<ul style="list-style-type: none"> • Addresses questions or concerns from classroom staff; refers complex issues to appropriate program staff • Understands complex developmental constructs and rationale for practice • Guides the team in planning and decision making, gathering information from classroom staff and inviting participation from families as appropriate 	<ul style="list-style-type: none"> • Uses current research to inform practice • Analyzes program scope, quality, and effectiveness • Collaborates with staff and families on program planning and decision making • Builds relationships among program staff, fosters a positive work environment, and supervises program staff 	<ul style="list-style-type: none"> • Anticipates or addresses problems based on current trends • Synthesizes scientific research and analyzes its applicability to early education settings and practice • Addresses issues affecting families and the early care and education field, such as affordability, accessibility, and quality of services • Builds support for ECE programs in the larger community • Addresses issues affecting ECE professionals, workforce development, and workforce compensation

There are two ways to look at competency contexts. On one hand, the contexts illustrate the range of possible situations in which early childhood educators apply areas of knowledge, skills, and dispositions. One can see how the different contexts relate to each other within each competency area. On the other hand, one can see the breadth of competencies that early childhood educators acquire to become effective in each context. This view shows all the competencies that relate to each context. Both views—of competency areas and competency contexts—are presented in this publication.

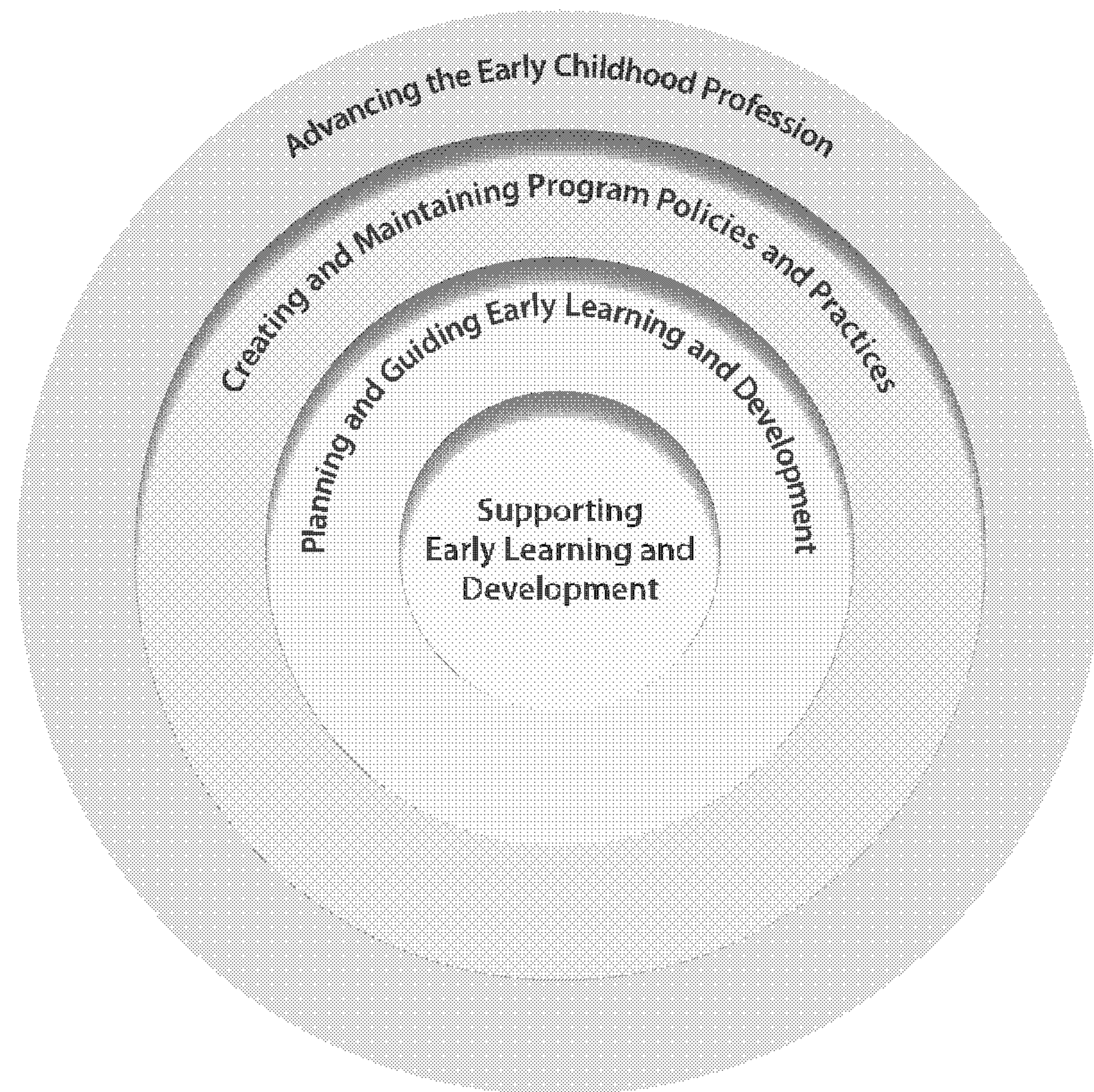
Focus 1: Competency Areas

The focus on competency areas places the competency contexts side by side within each competency area. This focus highlights two aspects of the relationship between competency areas

and competency contexts. First, within each competency area, competency contexts with a wide scope of responsibility build on the contexts with a more narrow scope of responsibility. For example, an individual who is competent at planning and guiding early learning and development experiences in one competency area is also capable of carrying out all of the actions and responsibilities necessary to support early learning and development experiences in that area. And second, an individual may demonstrate different competencies in different competency contexts. For example, an early childhood educator who competently creates and maintains policies and practices that pertain to children’s health, safety, and nutrition may also be a leader who effectively advances the early childhood profession in another competency area, such as Dual-Language Development.

In general, looking at the competency contexts in each competency area gives guidance to early childhood educators who are interested in expanding their scope of responsibility through education. This view of competency areas and contexts defines multiple ways that an early childhood educator can engage in professional development. The four contexts (see figure A below) show how the knowledge and skills in each competency area start from the core of supporting early learning

Figure A. Competency Contexts



and development experiences, widen to planning and guiding early learning and development experiences, then to creating and maintaining program policies, and further expand to advancing the early childhood profession.

Focus 2: Competency Contexts

The focus on competency contexts brings together the knowledge and skills from all 12 competency areas that uniquely pertain to each context. (The dispositions are not listed again, because the same ones apply to all four contexts.) For each context, Focus 2 shows—competency area by competency area—the full range of knowledge and skills needed to engage in certain kinds of work effectively. This focus is especially useful to early childhood educators whose role mostly corresponds to a specific context. For example, an early childhood educator may competently create and maintain program policies and practices for many years—perhaps for most of his or her career. Continuing education would allow that person to broaden and deepen knowledge and skills. Such professional development would enhance the person’s overall competency, but it would not necessarily lead to that person assuming a role and scope of responsibility that correspond to a different context.

A Resource for the Preparation and Continuing Development of Early Childhood Educators

Because the ECE competencies reflect input and guidance from leaders, program directors, and teachers throughout California, this document offers a resource to the early care and education field that can be used in various ways. The higher-education community will use the competencies as a reference for aligning college-level courses and creating articulation between two- and four-year educational programs. Organizations that offer in-service training in centers, and training for family child care providers,

will use the competencies to guide the range of training content. The competencies also offer a framework that will guide the development of an early childhood credential and early childhood certifications. Likewise, the vision of care and education that the competencies present will contribute to a comprehensive definition of quality. In specifying the knowledge, skills, and dispositions that contribute to high-quality early childhood education, the competencies support the effort to develop and implement a quality rating improvement system in California. Finally, individuals who are interested in early care and education, or who already work as early childhood educators, will look to the competencies for ideas about the type of education and professional development to pursue.

In every use of these competencies, there is an opportunity to promote the early childhood profession. As the Professionalism competency area makes clear, to belong to a professional community means to be committed to ongoing learning; being a competent early childhood educator involves the continual building of one's knowledge, skills, and dispositions, and contributing to the professional growth of other members of the community. Early childhood educators throughout California will add the competencies to the increasing number of aligned resources that support individual growth and development of the profession. With a unified vision emphasizing the importance of early childhood educators, the profession will move toward the goal of providing effective services and fostering the best outcomes for all young children and their families.

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California Department of Education Child Development Division

QUALITY IMPROVEMENT ACTIVITIES *Listed in alphabetical order*

AB 212: Child Care Salary and Retention Incentive Program **

Funds are provided to Child Care and Local Development Planning Councils (LPCs) for child care staff retention activities to retain qualified staffs who work directly with children in state-subsidized, center-based programs. The LPCs develop countywide plans in accordance with approved guidelines and submit these plans to the CDD for review and approval. The funds are intended to supplement, not supplant, existing efforts and investments to retain qualified child care staff at the local level.

Beginning Together: Inclusion of Infants and Toddlers with Disabilities

The Beginning Together project ensures that information about children with special needs is incorporated and appropriate inclusive practices are promoted in the training and technical assistance provided by certified trainers for the Program for Infant Toddler Care (PITC). Beginning Together is designed to move inclusive experiences for young children with disabilities or other special needs and their families from theory into practice. This is accomplished through a training-of-trainers institute, a seminar for community colleges, regional technical assistance activities, support to institute graduates, and support of inclusive practices in other *PITC* activities, including a *Beginning Together* advanced technical assistance institute. The various institutes and academies offered continue to build a cadre of qualified trainers who are available to assist local child care providers in complying with the requirements of the Americans with Disabilities Act by creating inclusive environments.

The PITC infant/toddler specialists and coordinators receive technical assistance to support them in creating linkages with early interventionists and infant/toddler child care programs at the local level. Twelve to fifteen outreach sessions will be conducted throughout the State each year to bring together PITC trainers, infant/toddler staff, family child care providers, early interventionists, and other professionals working with children with disabilities and other exceptional needs and their families to discuss strategies for local coordination of services. The PITC demonstration programs will also receive training and technical assistance.

California Early Childhood Mentor Program ***

Mentor activities are provided at approximately 103 community college campuses to support experienced teachers or directors and encourage them to remain in the field of early childhood education. Financial compensation and other benefits are provided to child care and development teachers and directors who are selected as mentors. Mentor applicants must complete a self-assessment of their classroom, and their program director must agree to conditions of their participation. Candidates for Director Mentor undergo a two-day training session and agree to attend subsequent Director Mentor seminars. A local selection committee convened by the community college chooses mentor teachers and directors. The average stipend per classroom mentor is estimated to be approximately \$1,800 per year. More than 2,250 early childhood education students and director protégés will be provided with alternative placements for practicum experiences while offering additional salary compensation to more than 600 mentor teachers and directors.

California Preschool Instructional Network ***

The California Preschool Instructional Network (CPIN) provides statewide professional development, technical assistance, and support to California's preschool program administrators and teachers to improve the quality of California preschool programs for all children, including children with disabilities and those who are learning English. Services are provided through the 11 regions of the California County Superintendents Educational Services Association. Each region has an Early Childhood Education (ECE) lead who is responsible for establishing and maintaining the local network of pre-kindergarten administrators/teachers/leaders who meet at least five times during each school year. The CPIN provides leadership and consistent messages of instructional support in the CPIN content areas, including, but not limited to, the *California Preschool Learning Foundations* and *California Preschool*

Curriculum Framework domains of social-emotional development, language and literacy, English-language development, mathematics, visual and performing arts, physical development, health, history/social science, and science, the *Preschool English Learners (PEL) Guide*, and other CDE/CDD initiatives and publications. On-site technical assistance will be provided to preschool programs located in districts with an Academic Performance Index of deciles one to three.

Child Care Initiative Project

Funds are used by the local resource and referral agencies to implement a five-stage child care supply-building process. This process includes assessing local supply and demand, recruiting potential licensed family child care providers, providing training in providing quality care and how to manage a small business effectively, providing technical assistance on licensing procedures, and providing ongoing support to help providers stay in operation.

Child Care Initiative Project with an Infant/Toddler Focus ***

Funds maintain the Child Care Initiative Project to increase the supply of infant/toddler family child care providers throughout the state by the recruitment, training, and initial support of family child care providers serving infants and toddlers. This effort will focus in local areas of each county with the greatest unmet need for infant/toddler care.

Child Development Teacher/Supervisor Grant Program

The California Student Aid Commission administers this program and provides assistance through grants for college course work leading to the attainment of a Child Development Permit at the teacher, master teacher, supervisor, or program director levels. Participants in this program are selected on the basis of their demonstrated financial need and academic achievement. They must commit to working one full year in a licensed child care center for every year they receive a grant.

Child Development Training Consortium ***

Financial and technical assistance is provided to students to access college-level child development coursework to raise the quality of care in early care and education settings throughout California. This training creates a pool of qualified staff for child care and development programs and addresses issues of access related to training, career ladder access for providers, staff retention, content flexibility, and cost effectiveness, while reaching out at the local level to assist in the recruitment and preparation of underrepresented groups. Participants, currently employed in a child care and development program, earn college units in child development and general education as required to attain the Child Development Permit. Students may attend regularly scheduled core curriculum classes. Classes may be offered at off-campus locations so that working students may have greater access.

Desired Results System for Children and Families

Funds are being used to continue development of an assessment instrument to measure the progress on the identified desired results for children and families who are receiving state-and federally-subsidized child care and development services through state-contracted center-based or family child care home education networks. With the use of the Desired Results Developmental Profile (DRDP), the system will be a resource and provide an instrument for staff and families to monitor the progress of their children and to continually improve their programs. The DRDP has been revised as part of a large-scale validation study while being aligned with the *Preschool Learning Foundations and the Infant/Toddler Learning and Development Foundations*. The Desired Results system also includes a Desired Results Family (Parent) Survey and the Harms Environment Rating Scales to measure program quality. In addition, a computer-based application of the DRDP, know as DRDPtech, is being developed for use by local program staff.

Desired Results Field Training

Regional trainings on the Desired Results system will be provided to new program directors and newly funded agencies. This project will also include further development of the system, including DRDP (2010) training materials and activities, training videos, online classes, CD ROMs, and other support materials.

English Learners Support ***

In 2007, the California Department of Education released a resource guide titled *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning* and its companion DVD *A World Full of Language*. Statewide training on this resource guide has been provided by the California Preschool Instructional Network (CPIN) regions. Santa Clara County Office of Education (SCCOE) has been contracted to develop extended training module for Preschool English Learners with Disabilities or Other Special Needs. This project will provide Training of Trainers to CPIN leads who will train teachers, aides, administrators, and family members in their regional areas. The SCCOE will also develop, in Spanish, Vietnamese, Cantonese, Tagalog, Korean, and Hmong, an audio tape of common phrases and names used in the preschool setting. The purpose of the audio tape is to provide preschool staff a resource to support enhanced communication with English learners and their families.

Evaluation of Quality Improvement Projects

Evaluation activities focus on a selection of Quality Improvement activities in each contract cycle. The current cycle funds a study that will document access and utilization of services by family child care providers and will focus on QICB projects that provide training or support services such as Child Care Initiative Project (CCIP), Child Development Training Consortium (CDTC), the California Early Childhood Mentor Program (CECMP), Family Child Care at Its Best, and the Program for Infant/Toddler Care (PITC). This will report which programs are serving these two groups, what services are provided, gaps and overlaps of services, and make recommendations for improvement.

Exempt Provider Training

Funds have been allocated to expand the existing training and capacity-building Child Care Initiative Project (CCIP) for licensed providers. This Exempt Care Outreach and Training Project will support increased quality of care provided for children in unlicensed informal child care settings. Local R&R agencies train participants using culturally appropriate training techniques for diverse populations. The core curriculum developed by the California Child Care and Resource and Referral Network will utilize the adapted *Prekindergarten Learning and Development Guidelines* for family child care providers and exempt care providers.

Facilities Renovation and Repair Grants ***

California *Education Code* § 8278 establishes the authority to allocate funds for one-time expenditures for activities that benefit children in subsidized child care and development programs. *Education Code* § 8278(b)(3) authorizes the use of these funds for deferred and major maintenance of existing facilities. Each fiscal year the Governor's Budget identifies the amount of funds available for distribution. The 2009 Budget Act authorized \$2.5 million for facilities renovations and repairs necessary to meet the health and safety standards and to comply with the federal American with Disabilities Act of 1990, and to purchase public or private nonprofit agencies currently under contract with CDD for center-based programs may apply for those funds.

Faculty Initiative Project ***

Essential content and competencies embodied in CDE/CDD publications and materials are integrated into early childhood education curriculum in the California Community College (CCC) and California State University (CSU) systems by fostering collaboration and building consensus among faculty members involved in core early childhood education and child development curriculum. Among publications and programs to be included in informational seminars are the *Preschool Learning Foundations*, *Preschool Curriculum Framework*, the *Pre-kindergarten Learning and Development Guidelines*, Desired Results Developmental Profiles-Revised (DRDP-R), and *Preschool English Learners Resource Guide*.

Family Child Care At Its Best Project ***

The *Family Child Care at Its Best* Project, administered by the Center for Human Services Training and Development at University of California, Davis, will provide training and quality improvement services to licensed family child care home providers throughout the state.

Health and Safety Training for Licensed and License-Exempt Providers

R&R agencies will receive funds through a contract to arrange for or provide reimbursement to licensed center-based staff, licensed family child care providers, and license-exempt family child care and in-home providers. Reimbursement is for costs associated with completing health and safety training, including pediatric cardiopulmonary resuscitation (CPR), pediatric first aid, prevention and control of communicable disease in child care settings, safe handling of food, nutrition, disaster preparedness and mitigation, and other health-and safety-related subjects. Trainers and curriculum content is reviewed and approved by the California Emergency Medical Services Authority.

Development of Infant/Toddler Guidelines, Foundations, and Curriculum Framework

The *Infant/Toddler Program Guidelines* were developed to provide further guidance to early childhood educators, early interventionists, and policymakers about best practices in the provision of services to children birth to three years of age. The "how to's" of infant care teaching include setting up environments, providing infants with a secure base for learning and exploration, selecting appropriate materials, and planning and implementing learning opportunities. The guidelines were published in 2006. A companion set of instructional DVDS was published in 2009 to assist programs in better understanding and implementing the guidelines.

The *Infant/Toddler Learning and Development Foundations* were developed to provide a comprehensive understanding of young children's learning and development during the first three years of life. The foundations describe "what" children learn and focus on four domains: social-emotional development, language development, cognitive development, and perceptual and motor development. A description at each of three age levels, 8, 18, and 36 months, presents broad developmental information that summarizes children's competencies. These are followed by examples that suggest possible ways that children can demonstrate a foundation in a specific age range and examples of behaviors leading up to the foundation. A separate section discusses the amazing advances, which may be difficult to identify, that occur during the first few months of life. The foundations were published in 2009. A companion set of instructional DVDS was also released in 2009 to assist programs in better understanding children's learning and development as they seek to provide developmentally appropriate and supportive care for children under three years of age.

The *Infant/Toddler Curriculum Framework* is being developed to provide more structure for infant care teachers for organizing interactions with infants and toddlers around their learning and development that takes in consideration the uniqueness of the infancy period. The framework will address the need to simultaneously address both the inherent vulnerability and competence of this period of life along with babies' holistic learning style. The document will emphasize the importance of planning curriculum based on teacher's observations of children's development and learning focus rather than relying on a more topic/content area or adult-driven curriculum. The framework will also present processes and principles to facilitate development and learning across four domains of development, social-emotional, language, intellectual, and perceptual and motor. The framework will be published in early 2011.

The guidelines, foundations, and curriculum framework emphasize the importance of programs partnering with families to connect children's experiences at home with their experiences in the infant/toddler setting. These partnerships with families are seen as the cornerstone for culturally sensitive care, which is critically important for children's social-emotional well-being and overall learning. All three publications are aligned with those developed for preschool children.

Inclusion and Behavior Consultation Network ***

Funds will be used for the Inclusion and Behavior Consultation Network to develop a comprehensive plan to support implementation of a system of inclusion and behavior consultants. Other activities include the development of an intake questionnaire and an on-site observation tool, the recruitment of a statewide cadre of consultants, and facilitation of regional Center on the Social and Emotional Foundations of Early Learning (CSEFEL) trainings.

These funds will provide consultation, on-site training, and technical assistance to programs and providers serving children with disabilities and special needs, including issue related to mental health and challenging behaviors. Traditionally there has been limited availability of assistance and resources, a lack of experience of the child care staff, so that many programs are not able to respond effectively with appropriate interventions, accommodations, and referrals. In response to requests for case-specific consultation, the project consultants will meet with child care staff to assess a child's current need, provide

guidance to maximize utilization of outside resources, formulate classroom plans, and work to support better understanding between parents and child care providers.

Infant/Toddler Resource Grants ***

Grants are made to infant/toddler providers who have a collaborative agreement with Early Head Start. Grants cover the cost of infant/toddler equipment, appropriate educational materials, minor renovation and repairs to meet health and safety requirements, and environmental changes to support small groups and continuity of care, primary caregiving, and following children's individual schedules.

License Enforcement for Child Care Programs

Funds will be used for licensing inspections by CDSS' Community Care Licensing Division (CCLD) of child day care facilities. The CCLD has responsibility for licensing child care facilities under authority of the California Health and Safety Code (§§ 1596.70, et seq.) and to enforce minimum standards contained in Title 22, Division 12, of the California Code of Regulations. The mission of the CCLD is to protect the health and safety of children in care. This project funds activities and licensing visits to maintain and increase the quality and availability of child care.

Local Child Care Planning Councils Grant (LPCs)

Child Care and Development Local Planning Councils (LPCs) are appointed by 58 local county boards of supervisors and county superintendents of schools to assess the needs for child care and development services. LPCs identify gaps in the supply and demand of all forms of care. Based on the information obtained through periodic need assessments, the LPCs establish priorities for the use of funds to address the identified needs of unserved and underserved populations within their county. These priorities typically specify the ages of children; family income of target populations, special education needs or circumstances of families, and the geographic areas of service. LPCs encourage public input in the development of local priorities and hold public hearings. LPCs prepare a comprehensive countywide child care plan which is designed to mobilize public and private resources to address identified needs. LPCs collaborate with subsidized and non-subsidized providers, Head Start agencies, county welfare departments, human service agencies, job training programs, employers, integrated child and family service councils, parent organizations, and other interested parties to foster partnerships designed to meet local child care needs.

Map to Inclusive Child Care ***

The Map to Inclusive Child Care Project (Map Project) began in state fiscal year 1998-99 with a federal technical assistance grant designed to support a statewide initiative to expand opportunities for inclusion of children with disabilities and other exceptional needs in child care settings. The current focus of the Map Project is to facilitate a collaborative effort among key stakeholders in California to expand opportunities for children with disabilities and other special needs in child care and development programs. The Map Project is committed to improving access to services and care for children and families, which includes support, education and training for providers and the families they serve. The stakeholders are drawn from policymakers, state agencies, program administrators, funders, service coordinating bodies, and other groups that have an impact on the inclusion of children with disabilities and other special needs and their families, child care providers and, the specialized service delivery system.

Major activities focus on the development of resources to support inclusive practice for the early care and education field, as well as out-of-school time providers of care. The resources include an extensive, searchable website with practical, relevant topics, as well as county specific resources and information. Additional training materials are constantly being added including articles, books, and downloadable PowerPoint™ presentations. Another feature is a list of agencies and organizations that offer training and technical assistance regarding inclusive practice. The Map Project continues to work with the stakeholder group to identify emerging issues that affect quality child care for children with disabilities.

Preschool Curriculum Framework, volume 3

A preschool curriculum framework is being developed for use by preschool programs. This framework will focus on the preschool foundations of history-social science and science.

Program for Infant/Toddler Caregivers (PITC)

The Program for Infant/Toddler Care (PITC) is a comprehensive multi-media training program for trainers of infant/toddler caregivers that is presented in four separate modules, for approximately 60 participants per module. The institutes cover the topics of social-emotional development, quality group care, cognitive and language development, and cultural and family issues. Participants usually include program administrators, college faculty, early interventionists, and other professionals who provide training for caregivers. Participants receive copies of all PITC curriculum guides, training manuals, and other print resource materials. They may purchase the videos at discounted prices during the training event. Participants who complete the modules and related course work receive certificates that recognize them as certified PITC trainers. Certified trainers who receive scholarships will be required to conduct a minimum of twenty-five hours of training in their local area during the following two years using the PITC materials. After completion of the local training requirement, these trainers are eligible to become trainers in the PITC Regional Support Network and receive compensation for providing training in accordance with the policies of that project. Certified trainers may also receive scholarships to attend an annual graduate conference that will focus on new and updated information relative to PITC content and training activities.

In addition to the intensive institutes for trainers that offer PITC certification, one of the four institutes each year may be designed as a special-focus institute for specific audiences to respond to emerging training needs. The purpose of the focused institutes will be to expand the impact of PITC on the quality of care for infants and toddlers throughout California. The primary target audience for the focused institutes will be program administrators; however, early childhood education college faculty and PITC trainers will also attend. These institutes also function as a source of continuing education for the core group of PITC trainers who provide training and technical assistance to local communities throughout California. The focused institutes will be held in different geographic regions each year to minimize travel for directors and trainers.

PITC Community College Demonstration Sites

Funds provide institutes and follow-up technical assistance to interested California community colleges to integrate the PITC philosophy and practices into their existing infant/toddler programs and into the infant/toddler courses. The five existing PITC demonstration programs will receive training and technical assistance as necessary for staff training, equipment, and materials to enhance and maintain the quality of the programs. Funds will also be allocated to support and maintain the best practices of the PITC philosophy including small groups, continuity of care, primary caregiving and following children's individual schedules.

PITC Regional Support Network ***

Funds maintain a Regional Support Network for provision of training and technical assistance activities at the local level, to improve the quality and increase the quantity of child care services for infants and toddlers. The primary components of this Network are outreach sessions, stipends for trainers, and regional training coordinators, which are described below.

Outreach Sessions

Approximately 15-30 outreach training sessions will be provided for existing planning groups to continue to support the implementation of their county infant/toddler capacity plan. Critical topics will usually include recent brain research and implications of these research findings for administrative policies; results of national studies of child care quality; and program practices and care-giving strategies that support optimal infant/toddler development.

The content and length of the specifically targeted sessions will be customized to meet the needs of the unique audiences including directors, teen parent groups, American Indian tribal groups, First 5/Children and Families county commissions, Local Child Care Planning Councils, and other planning agencies.

Training with an Infant/Toddler Focus and Incentives for Professional Growth

Community-based training and technical assistance and professional growth incentives will be provided to support staff working in infant/toddler center-based programs and to support family child care providers. The Regional Support Network will foster the retention of trainers who have

completed PITC trainer-of-trainer modules by employing certified trainers to deliver training and technical assistance services in local communities. Center-based programs, as well as small groups of family child care and license-exempt providers, may receive training and technical assistance through a maximum of three 60-hour training plans. Professional growth incentives may also be provided to participants who have completed at least 28 hours of training specified in a training plan. These incentives include cash stipends when the training is provided outside regular work hours, resource materials, or payment for college units.

These training activities will be evaluated each year using an on-site, pre-and-post review methodology. The first evaluations using this approach revealed statistically significant differences between pre-training and post-training overall ratings of quality. Family child care programs were rated lower than centers at the pre-training assessment and moved up in quality at the post-training assessment. The findings in both studies indicated that additional training and technical assistance would likely help centers and family child homes continue to improve the quality of their care. These evaluations show that the Stipend Program training and technical assistance resulted in significant improvements in quality. These results are consistent with findings reported in national studies of child care quality that indicate a strong connection between caregivers' participation in training and the quality of care they provide.

Regional Trainer/Coordinators

Regional Trainer/Coordinators (RTCs) will be provided to coordinate training and technical assistance in designated regions of California and to support PITC certified trainers in the provision of training at the local level. These RTCs will be responsible for coordinating the assignment of trainers to local training groups and allocating training resources, including incentives for professional growth; arranging regular meetings with trainers; coordinating outreach services to new and existing infant/toddler programs and local policy making groups; and coordinating PITC training at the community college PITC demonstration programs discussed below.

Resource and Referral Programs **

Funds support California's system of resource and referral (R&R) programs that are located in every county of the State. These funds support:

- Administering the TrustLine fingerprint screening Application process;
- Maintaining up-to-date databases that includes information about all licensed providers offering child care in each R&R program's service delivery area;
- Making referrals for child care services that best meet families' needs;
- Educating parents about the components of quality child care and disseminating consumer education materials;
- Developing, gathering, and reporting data from callers and child care providers to the CDE regarding the supply and demand for child care services within their local areas; and
- Carrying out other activities that support center-based, family child care and license-exempt or informal care providers, such as, recruiting and training child care providers and offering technical assistance to enhance child care provider skills.

Stipend for Permit ***

The Child Development Training Consortium helps potential teachers in child care and development programs to obtain a Child Development Permit by paying the cost of the application fees. Salaries of child care teaching staff are substantially less than those of workers with similar levels of education. Assistance with the cost of permits provides these staff with incentives to proceed with completing training related to child development that research has shown to increase the quality of care provided to children. Staff members also benefit from completing the additional coursework, because they are able to secure permanent positions as teachers. Implementation of this program continues in collaboration with the California Commission on Teacher Credentialing, which issues these permits.

Subsidized TrustLine Applicant Reimbursement

Funds will be used to continue the support of the TrustLine Registration process of state and federally subsidized license-exempt providers. *Health and Safety Code* § 1596.66(c) requires that "... if a fee is charged by the local resource and referral agency that takes a provider's fingerprints, the provider shall

be reimbursed for this charge by the State Department of Education, through the local child care resource and referral agency, from federal Child Care and Development Fund to the extent that those funds are available.”

Fees associated with the TrustLine process are paid for license exempt providers serving families who are eligible for subsidized child care or as participants in Stages 2 and 3 of the CalWORKs child care system.

Training and Stipends for School-Age Program Professionals

This activity focuses on school-age program professionals, supports the retention of trainers for the state-funded *Kid's Time* training of trainer's institutes, and provides community-based training to staff working in before-and after-school programs. Stipends support endorsed trainers who conduct local training sessions and provide on-site consultation for the enhancement of quality in school-age and after-school programs.

Training activities will include: developmentally appropriate practices for school-age programs, behavior management techniques, creating positive interpersonal environment, assessing children's interests, building partnerships with parents, strengthening links with the child's school, and encouraging community participation.

Training CalWORKs Recipients as Child Development Teachers: Child Development Careers (CDC)-WORKs!

Funds are used to train former and current CalWORKs recipients to become early care and education (ECE) teachers through a collaborative project of the Child Development Training Consortium and the California Early Childhood Mentor Program. This project is administered by the Foundation for California Community Colleges. CalWORKs recipients will be selected, enrolled full-time in community college course work with tutorial assistance, and assigned mentor teachers to supervise their field placements and provide support and assistance throughout the program. At the end of the first year of training, CalWORKs students will have completed 12 units of classroom instruction and work experience, and qualify for an Associate Teacher Permit on the Child Development Permit Matrix. The second year of training will include high-quality practicum experience and continued education for the student to complete 24 units in early childhood education and 16 units in general education. Each successful CalWORKs recipient will qualify for a Child Development Teacher Permit at the end of the two-year training period.

800-KIDS-793 Phone Line for Parents ***

A toll-free phone system, accessible to the public throughout the state of California, offers assistance to parents and child care providers in receiving child care and family resource information in their communities. An automated system, using caller zip code information, refers callers to name and number of the caller's local child care resource and referral agency and can also connect the caller to a live information specialist. This bilingual (Spanish and English) service system is an important component of the comprehensive consumer education campaign.

*** = Includes all or part federal American Recovery and Reinvestment Act (ARRA) funds

Appendix 3: Memoranda of Understanding (MOU) and Scopes of Work for Participating Agencies			
#	Title	Relevant Selection Criterion	Page
3a.	California Department of Developmental Services Memorandum of Understanding and Scope of Work	Section A Section B Section C	92
3b.	California Department of Education Memorandum of Understanding and Scope of Work <ul style="list-style-type: none"> • State-funded Preschool • CCDF • Title I of ESEA • Part B, Section 619 of IDEA • Head Start Collaboration Office 	Section A Section B Section C Section D Section E	97
3c.	California Department of Public Health Memorandum of Understanding and Scope of Work	Section A Section C	111
3d.	California Department of Social Services Memorandum of Understanding and Scope of Work	Section A Section B	116
3e.	California State Advisory Council Memorandum of Understanding and Scope of Work	Section A	120
3f.	California State Board of Education Memorandum of Understanding and Scope of Work	Section A	124
3g.	First 5 California	Section A Section B Section C Section D	128

PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between California Department of Education (“Lead Agency”) and California Department of Developmental Services (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved and sufficiently funded Race to the Top-Early Learning Challenge (“RTT-ELC”) grant project.

DEFINITIONS

For purposes of this MOU, the following definitions are applicable:

“State Plan” as used in this MOU is the plan detailed in the State’s RTT-ELC grant application, including the narrative, tables, budget information, MOU with Exhibit I, and appendices.

“State” as used in this MOU is the Lead Agency.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Has reviewed the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will work in coordination with the Lead Agency and provide a satisfactory Final Scope of Work to the Lead Agency only if the State’s RTT-ELC application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the applicable terms of the RTT-ELC grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate, when requested, in all meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products developed and lessons learned using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including information on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal laws, including all privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agency in implementing its tasks and activities described in the State's RTT-ELC grant application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback to the Participating State Agency on its status updates, interim reports, project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties below, in consultation with ED.

IV. DURATION

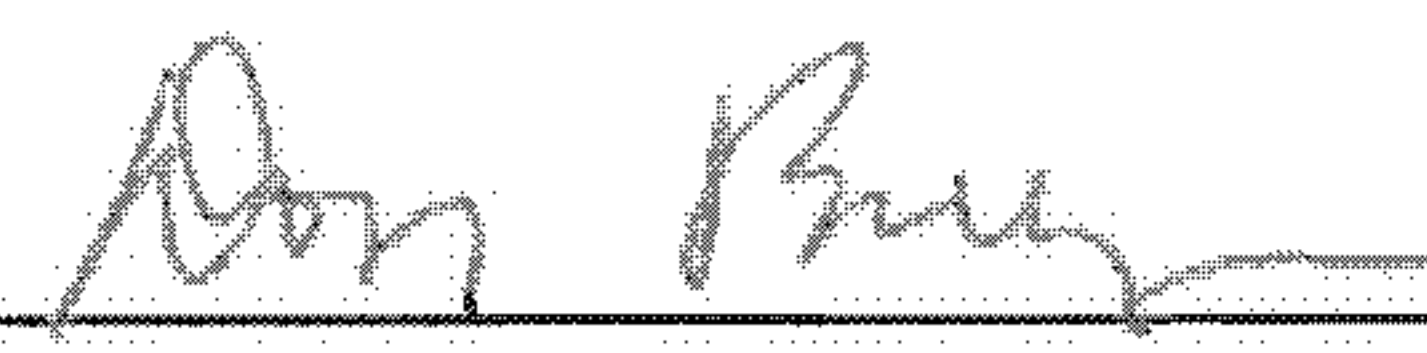
This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and only if a RTT-ELC grant is received by the State. It shall end upon the expiration of the RTT ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

	10/17/11
Signature	Date
Richard Zeiger	Chief deputy SSTI
Print Name	Title

Authorized Representative of Participating State Agency:

	10/18/11
Signature	Date
Don Braeger	Manager
Print Name	Title

Don Braeger

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK


The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>Department of Developmental Services (DDS)</i> 	<i>As state lead agency for Part C of IDEA, representative from DDS will sit on the RTT-ELC State Advisory Council</i>
	<ul style="list-style-type: none"> • <i>DDS</i> • <i>California Department of Education, Special Ed (CDE-SED)</i> • <i>State Interagency Coordinating Council (ICC) on Early Intervention</i> 	<i>Facilitate interagency coordination across early childhood initiatives</i> <ul style="list-style-type: none"> • <i>ICC representatives to serve in liaison role between the ICC under IDEA Part C and the RTT-ELC State Advisory as both are Governor appointed entities with advise and assist roles with the state</i> • <i>This activity will address coordination and collaboration issues and opportunities for the ICC and the EL Advisory Council</i>
(B)(1)	<ul style="list-style-type: none"> • <i>DDS</i> 	<i>Participate on the committee to define how the Quality Rating Continuum will apply to young children with developmental delays and disabilities</i>
	<ul style="list-style-type: none"> • <i>DDS</i> • <i>Regional Centers</i> 	<i>Support Early Start regional center managers and ESFRCs to participate on the Regional Leadership Consortia.</i>
	<ul style="list-style-type: none"> • <i>DDS</i> • <i>CDE-SED</i> • <i>ES WestEd CPEI</i> 	<i>Disseminate cross-walk and other TA tools to support the alignment of the IDEA Part C technical assistance and program improvement requirements with the Regional Leadership Consortia</i>
	<ul style="list-style-type: none"> • <i>DDS</i> • <i>CDE-SED</i> • <i>ESWestEd CPEI</i> • <i>Early Start Family Resource Centers (ESFRC)</i> • <i>Family Empowerment Centers</i> • <i>Parent Training and Information Centers</i> 	<i>Provide leadership in the delivery of, collaborative, intra-agency personnel development on effective strategies for family support and engagement utilizing established relationships and existing tools to promote parent/professional partnerships in support of a child’s healthy development</i>
(B)(2)	<ul style="list-style-type: none"> • <i>DDS</i> • <i>Regional centers</i> 	<i>Responsible for engaging the participation of Regional Centers in Regional Leadership Consortia activities at the local level</i>
(B)(3)	<ul style="list-style-type: none"> • <i>DDS</i> • <i>CDE-SED</i> 	<i>Serve as lead for an identification and training protocol for early intervention technical assistance providers to participate in rating early learning and development programs</i>

Selection Criterion	Participating Party	Type of Participation
(B)(5)	<ul style="list-style-type: none"> • DDS • CDE-SED 	<i>Participate on a stakeholder group of lead agency personnel to determine common child outcomes aligned to statewide quality standard that interface across participating health, education, social service, and developmental service agencies.</i>
	<ul style="list-style-type: none"> • DDS • ES WestEd CPEI 	<i>Expand development and implementation of the Early Start Online training modules to build capacity of multiple disciplines and agencies involved in early intervention systems to</i> <ul style="list-style-type: none"> • <i>Promote the value of measuring outcomes;</i> • <i>Identify need for local, state, and national data collection and analysis;</i> • <i>Encourage participation increase understanding of the Quality Rating Continuum and how it fits with existing requirements and services</i>
(C)(1)	<ul style="list-style-type: none"> • DDS • CDE-SED • Regional Centers • LEAs • Vendedored EI providers 	<i>Coordinate training for vendedored early intervention programs on the use of the DRDP assessment tools appropriate to infants, toddlers and preschoolers with disabilities</i>
(C)(3)	<ul style="list-style-type: none"> • DDS • QRIS participants • CDE-CD • CDE-SED 	<i>Coordinate and facilitate enhanced levels of support targeted to the coordination of efforts across state agencies participating in the Statewide Screening Collaborative.</i>
	<ul style="list-style-type: none"> • DDS • Regional Centers • LEAs • ES WestEd CPEI 	<i>Support implementation of best practices in developmental and health screening at the local level in collaboration with the local quality consortia,, CDE Child Development programs, Regional Centers, LEAs and ESFRCs</i>
(D)(2)	<ul style="list-style-type: none"> • DDS • CDE-SED • ES WestEd CPEI 	<i>Review Early Start personnel development and Community College Personnel Preparation Project curricula to integrate knowledge and practices linked to the California Preschool Learning Foundations, as appropriate</i>


 Signature (Authorized Representative of Lead Agency)

10/14/11
 Date


 Signature (Authorized Representative of Participating State Agency)

10/17/11
 Date

PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between California Department of Education (“Lead Agency”) and California Department of Education (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved and sufficiently funded Race to the Top-Early Learning Challenge (“RTT-ELC”) grant project.

DEFINITIONS

For purposes of this MOU, the following definitions are applicable:

“State Plan” as used in this MOU is the plan detailed in the State’s RTT-ELC grant application, including the narrative, tables, budget information, MOU with Exhibit I, and appendices.

“State” as used in this MOU is the Lead Agency.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Has reviewed the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will work in coordination with the Lead Agency and provide a satisfactory Final Scope of Work to the Lead Agency only if the State’s RTT-ELC application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the applicable terms of the RTT-ELC grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate, when requested, in all meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products developed and lessons learned using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including information on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal laws, including all privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agency in implementing its tasks and activities described in the State's RTT-ELC grant application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback to the Participating State Agency on its status updates, interim reports, project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties below, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and only if a RTT-ELC grant is received by the State. It shall end upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Richard Zeiger 10/14/11
Signature Date

Richard Zeiger chief deputy SSPB
Print Name Title

Authorized Representative of Participating State Agency:

Richard Zeiger 10/14/11
Signature Date

Richard Zeiger chief deputy SSPB
Print Name Title

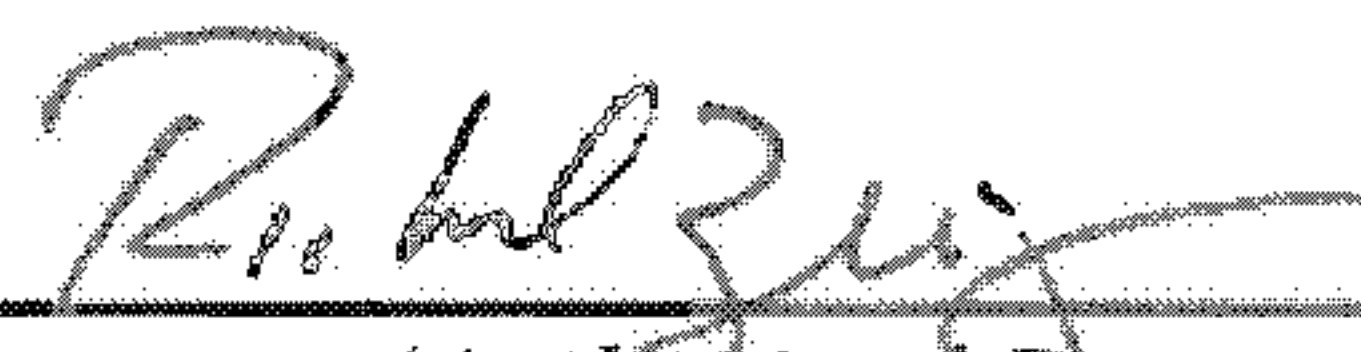
EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.


Selection Criterion	Participating Party	Type of Participation
(B)(1)	State Preschool	<p>Will cross-walk common core quality elements (or overarching statewide quality framework) with Title 5 quality indicators.</p> <p>Will engage in state level team discussions to update licensing standards, and collaborate to streamline monitoring and technical assistance efforts.</p> <p>Will engage local Early Learning Challenge Regional Leadership Consortia at the state level to provide an overarching communication network.</p> <p>Or</p> <p>Will participate in a state level network or hub of Early Learning Challenge Regional Leadership Consortia representatives.</p> <p>Will collaborate with other participating State Agencies to integrate quality with other funding streams.</p>
(B)(2)	State Preschool	<p>Will provide technical assistance to build on California’s research-based early learning resources, and to ensure alignment in planning and implementation of common core quality indicators.</p>
(B)(3)	State Preschool	<p>Will use valid and reliable child observation</p>

Selection Criterion	Participating Party	Type of Participation
		<p>assessment tool (Desired Results Developmental Profile) to gather child outcome data to inform instructional practice.</p> <p>Will use the Environment Rating Scales (ERS) to assess early learning environments, and will participate in ongoing inter-rater reliability training.</p>
(B)(4)	State Preschool	Will provide professional development opportunities (i.e., Webinars) to support local workforce needs based on existing state resources (foundations, frameworks, assessments, and program guidelines).
(B)(5)	State Preschool	Will participate in ongoing evaluation process.
(C)(1)	State Preschool	<p>Will promote use of Infant/Toddler and Preschool Learning and Development Foundations and companion curriculum framework documents as guides to describe children's development, and for strategies to effect quality teacher interactions, activities, and early care environments.</p> <p>Will integrate resource documents with Title 5 program requirements. Training and technical assistance for ERS ratings will include linkages to the curriculum framework environment strategies.</p>
(C)(3)	State Preschool	Will participate in efforts to increase the number of children screened for developmental progress and behavior, and referred for services.
(D)(1)	State Preschool	Will participate in state level discussions to determine a common, statewide progression of credentials and degrees.
(D)(2)	State Preschool	Will promote research-based professional development opportunities for early childhood

Selection Criterion	Participating Party	Type of Participation
		educators, highlighting innovative approaches.
(E)(1)	State Preschool	Will encourage local programs to communicate and collaborate with kindergarten teachers using the DRDP-SR assessment instrument to bridge the K-12 and early childhood systems.


10/14/11

 Signature (Authorized Representative of Lead Agency) Date


10/14/11


 Signature (Authorized Representative of Participating State Agency) Date

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	CCDF Lead Agency	<p>Will engage with Early Learning Challenge Regional Leadership Consortia at a local level to ensure that local quality standards can be implemented consistently with federal CCDF regulations and direction.</p> <p>Will follow-up with local CCDF certificate programs on procedures for implementation of quality initiatives.</p> <p>Will engage local Early Learning Challenge Regional Leadership Consortia at the state level, or will participate in local hubs of Early Learning Challenge Regional Leadership Consortia representatives, to share information and direction concerning involvement of local CCDF certificate programs.</p> <p>Will collaborate with other participating State Agencies to integrate quality with other funding streams and licensing.</p>
(B)(2)	CCDF Lead Agency	<p>Will cross-walk local quality initiatives with state and federal rules for CCDF and full-day early education programs to maximize the number of programs participating.</p> <p>Will provide assistance on information and education provided to parents.</p>
(B)(3)	CCDF Lead Agency	<p>Will gather data regarding the number of children in high quality settings using CCDF certificates.</p> <p>Will monitor quality and success of information and education given to parents, especially re: access to high quality programs for children with special needs.</p>

Selection Criterion	Participating Party	Type of Participation
(B)(5)	CCDF Lead Agency	Will participate in evaluation – compare DRDP Kinder Readiness Assessment from CCDF certificate children to children participating in State Preschool and Head Start.
(E)(1)	CCDF Lead Agency	Will provide technical assistance to Leadership Communities regarding measuring kindergarten readiness via the DRDP-SR for children who used CCDF certificates and CCDF full-day centers.


 Signature (Authorized Representative of Lead Agency) 10/14/11
Date



 Signature (Authorized Representative of Participating State Agency) 10/17/11
Date

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	Title I Preschools	<p>Ensure that Title I schools and districts are represented on Early Learning Challenge Regional Leadership Consortia.</p> <p>Ensure that quality standards developed by Early Learning Challenge Regional Leadership Consortia align with Title I requirements.</p> <p>Will collaborate with other participating State Agencies to integrate quality with other funding streams and licensing.</p>
(B)(2)	Title I Preschools	<p>Will cross-walk local quality initiatives with Title I rules.</p> <p>Will ensure that training and support is available to Title I preschools to achieve quality standards adopted by Early Learning Challenge Regional Leadership Consortia</p>
(B)(4)	Title I Preschools	<p>Will collaborate with Early Learning Challenge Regional Leadership Consortia to ensure that children attending Title I schools receive priority for enrollment in high quality early learning programs.</p>
(B)(5)	Title I Preschools	<p>Will participate in evaluation – children attending Title I preschools will participate in DRDP-SR assessment.</p>
(C)(1)	Title I Preschools	<p>Will ensure that Title I Preschools use Preschool Foundations and Curriculum Frameworks and that staff receive training.</p>
(C)(3)	Title I Preschools	<p>Ensure that staff have access to CSEFEL.</p>
(D)(1)	Title I Preschools.	<p>Crosswalk Title I requirements for qualified staff to staffing standards identified by Early</p>

Selection Criterion	Participating Party	Type of Participation
		Learning Challenge Regional Leadership Consortia.
(E)(I)	Title I Preschools	Will provide technical assistance to Early Learning Challenge Regional Leadership Consortia regarding measuring kindergarten readiness via the DRDP-SR.

 10/14/11
 Signature (Authorized Representative of Lead Agency) Date

 10/14/11
 Signature (Authorized Representative of Participating State Agency) Date

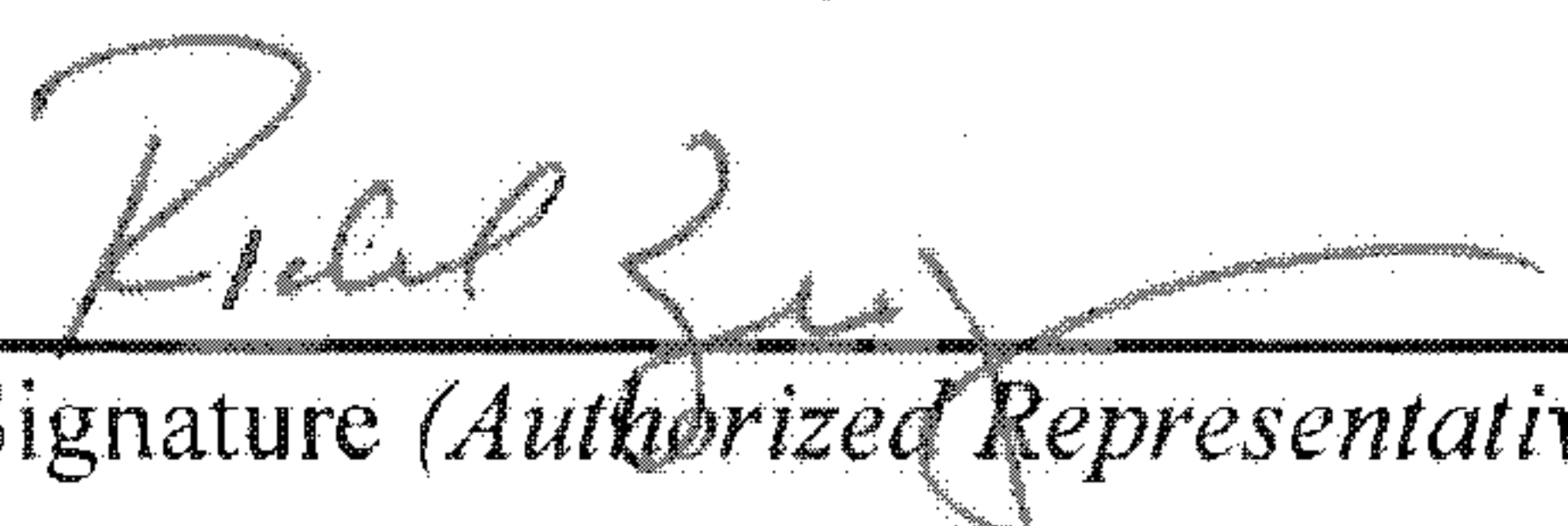
The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	<i>IDEA, Part B, Section 619</i>	Will sit on state advisory council (SAC) overseeing development of QRIS program standards.
		Will cross-walk OSEP Child Outcomes with new tiered program standards.
(B)(2)	<i>IDEA, Part B, Section 619</i>	Will work with SAC and the CDE to develop QRIS standards complementary with IDEA and including children with disabilities.
	<i>IDEA, Part B, Section 619</i>	Will participate in statewide outreach, training, and technical assistance to encourage LEA special education preschool program participation.
(B)(3)	<i>IDEA, Part B, Section 619</i>	Will participate in the development of a cross-walk of monitoring tool(s) including children of high risk.
(B)(4)	<i>IDEA, Part B, Section 619</i>	Will participate in the development of a training and technical assistance plan and policies and practices that provide support and incentives to programs participating in QRIS.
(B)(5)	<i>IDEA, Part B, Section 619</i>	Will participate in and encourage LEA special education preschool program participation in cross-state evaluation efforts.
(C)(1)	<i>IDEA, Part B, Section 619</i>	Will facilitate an alignment of California Preschool Learning Foundations, Frameworks, and DRDP Assessment System for LEA special education programs. Will work with identified CDE technical assistance teams to ensure that technical assistance focuses on local program curriculum and assessment is aligned to standards.
(C)(3)	<i>IDEA, Part B, Section 619</i>	Will work with the CDE, community care licensing, and other early care and education programs, including special education programs, to develop common QRIS standards on health, safety, developmental and emotional screenings, referrals and services, including well-child care to meet the needs of children with disabilities.
(D)(1)	<i>IDEA, Part B, Section 619</i>	Will cross-walk Early Childhood

Selection Criterion	Participating Party	Type of Participation
		Education Credentialing with Early Educator competencies framework and work with the CDE and other agencies to ensure state credentialing and degree changes are congruent with requirements.
(D)(2)	<i>IDEA, Part B, Section 619</i>	Will continue to work with the CDE, and other state and local agencies to ensure LEA special education programs avail themselves of professional development opportunities.
(E)(1)	<i>IDEA, Part B, Section 619</i>	Will participation on state school readiness assessment efforts and alignment of standards and tools for programs to promote inclusion.


10/14/11

 Signature (*Authorized Representative of Lead Agency*) Date


10/14/11

 Signature (*Authorized Representative of Participating State Agency*) Date

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State's application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	<i>Head Start Collab Office</i>	Will sit on state advisory council (SAC) overseeing development of QRIS program standards
		Will cross-walk Head Start performance standards with new common core elements
(B)(2)	<i>Head Start Collab Office</i>	Will work with SAC, CDE, Office of Head Start to develop QRIS standards complementary with Head Start performance standards
	<i>Head Start Collab Office</i>	Will participate in statewide outreach, training and technical assistance to encourage Head Start participation in Early Learning Challenge Regional Leadership Consortia
(B)(3)	<i>Head Start Collab Office</i>	Will cross-walk to-be-developed monitoring tool(s) with Head Start performance standards
(B)(4)	<i>Head Start Collab Office</i>	Will participate in development of training and technical assistance plan and policies and practices that provide support and incentives to programs participating in Early Learning Challenge Regional Leadership Consortia
(B)(5)	<i>Head Start Collab Office</i>	Will participate in and encourage Head Start program participation in cross-state evaluation efforts
(C)(1)	<i>Head Start Collab Office</i>	Will facilitate an alignment of Head Start Child Development and Early Learning Framework with California Prekindergarten Foundations. Will work with Head Start State Technical Assistance Network (TAN) and CDE technical assistance teams to ensure TA focuses local program's curriculum and assessment to aligned standards

Selection Criterion	Participating Party	Type of Participation
(C)(3)	<i>Head Start Collab Office</i>	Will work with CDE, MCAH, Head Start, community care licensing and other early care and education programs to develop common QRIS standards on health, safety, developmental and emotional screenings, referrals and services, including well-child care
(D)(1)	<i>Head Start Collab Office</i>	Will cross-walk Head Start performance standards with Early Educator competencies framework and work with CDE, Head Start TAN and federal officials to ensure state credentialing and degree changes are congruent with Head Start requirements
(D)(2)	<i>Head Start Collab Office</i>	Will continue to work with CDE, Head Start TAN and Head Start Association to ensure Head Start programs avail themselves of professional development opportunities. Will share Head Start educator data as needed
(E)(1)	<i>Head Start Collab Office</i>	Will ensure Head Start program and TAN participation on state school readiness assessment efforts and agree to align standards and tools with Head Start performance standards


 Signature (Authorized Representative of Lead Agency) 10/14/11
Date


 Signature (Authorized Representative of Participating State Agency) 10/14/11
Date

PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between California Department of Education (CDE) (“Lead Agency”) and California Department of Public Health (CDPH) (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved and sufficiently funded Race to the Top-Early Learning Challenge (“RTT-ELC”) grant project.

DEFINITIONS

For purposes of this MOU, the following definitions are applicable:

“State Plan” as used in this MOU is the plan detailed in the State’s RTT-ELC grant application, including the narrative, tables, budget information, MOU with Exhibit I, and appendices.

“State” as used in this MOU is the Lead Agency.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Has reviewed the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will work in coordination with the Lead Agency and provide a satisfactory Final Scope of Work to the Lead Agency, which shall be incorporated into an interagency agreement between the parties only if the State’s RTT-ELC application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the applicable terms of the RTT-ELC grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate, when requested, in all meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products developed and lessons learned using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including information on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal laws, including all privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agency in implementing its tasks and activities described in the State's RTT-ELC grant application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback to the Participating State Agency on its status updates, interim reports, project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties below, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and only if a RTT-ELC grant is received by the State. It shall end upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Richard Zeigler 10/17/11
 Signature Date

Richard Zeigler Chief deputy SSTI
 Print Name Title

Authorized Representative of Participating State Agency:

Katherine Bullington for Dr. Ron Chapman 10/10/11
 Signature Date

Ron Chapman, MD, MPH, Director, California Department of Public Health
 Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<ul style="list-style-type: none"> • <i>California Department of Public Health (CDPH)</i> 	<i>As lead agency for California Home Visiting Program, representative from CDPH will sit on the State Advisory Council</i>
		<i>Collaborate with CDE to facilitate interagency coordination across early childhood initiatives,</i>
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(3)	<i>CDPH</i>	<i>Establish a data sharing mechanism with CDE on common shared indicators (i.e. school readiness)</i>
(C)(3)		
	<ul style="list-style-type: none"> • <i>CDPH</i> 	<i>Encourage the implementation of best practice, referrals mechanism and system integration across early childhood initiatives</i>
	<ul style="list-style-type: none"> • <i>CDPH</i> • <i>Local Health Jurisdictions</i> 	<i>Coordinate with CDE for participation by MCAH directors or their designee and local staff in CDE administered, planned, and funded trainings (e.g. Provider Infant Toddler Care and The 3R of Social-emotional Development: Relationships, Resilience and Readiness, trainings), to build partnerships related to school readiness and social emotional wellness.</i>
(D)(2)		
(E)(1)		

[Handwritten Signature] 10/17/11
Signature (Authorized Representative of Lead Agency) Date

Kristen Bullenpley for Dr. Ron Chapman 10/10/11
Signature (Authorized Representative of Participating State Agency) Date
Ron Chapman, MD, MPH, Director, California Department of Public Health

MODEL PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between the California Department of Education (“Lead Agency”) and California Department of Social Services, Community Care Licensing Division (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved and sufficiently funded Race to the Top-Early Learning Challenge (“RTT-ELC”) grant project.

DEFINITIONS

For purposes of this MOU, the following definitions are applicable:

“State Plan” as used in this MOU is the plan detailed in the State’s RTT-ELC grant application, including the narrative, tables, budget information, MOU with Exhibit I, and appendices.

“State” as used in this MOU is the Lead Agency.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System); and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 2) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 3) Has reviewed the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 4) Will work in coordination with the Lead Agency and provide a satisfactory Final Scope of Work to the Lead Agency only if the State’s RTT-ELC application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 5) Will comply with all of the applicable terms of the RTT-ELC grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99), to the extent that it is not in conflict with the applicable Health and Safety Code sections and California Code of Regulations, Title 22.

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate, when requested, in all meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products developed and lessons learned using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including information on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal laws, including all privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agency in implementing its tasks and activities described in the State's RTT-ELC grant application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback to the Participating State Agency on its status updates, interim reports, project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.

2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.

4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications including, but not limited to, identification of additional projects and/or deliverables that would further enhance the scope of work and achieve the outcomes expected of the state plan.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties below, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and only if a RTT-ELC grant is received by the State. It shall end upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

Richard Zeigon 10/14/11
Signature Date

Richard Zeigon Chief Deputy SST
Print Name Title

Authorized Representative of Participating State Agency:

Will Lightbourne 10/17/11
Signature Date

WILL LIGHTBOURNE Director
Print Name Title
COSS

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(B)(1)	California Department of Social Services, Community Care Licensing Division	<p>Will participate on state advisory council (SAC) overseeing development of QRIS program standards.</p> <p>Will, to the extent possible, explore opportunities to continually improve title 22 to meet or exceed the national health and safety standards.</p>
(B)(3)	California Department of Social Services, Community Care Licensing Division	CCLD will enhance its existing website to ensure consumers and providers have access to state licensing standards and other educational and training resources. This activity is contingent upon authorization for necessary vendor resources.



 Signature (Authorized Representative of Lead Agency) 10/14/11
Date



 Signature (Authorized Representative of Participating State Agency) 10/17/11
Date

PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between California Department of Education (“Lead Agency”) and the California State Advisory Council (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved and sufficiently funded Race to the Top-Early Learning Challenge (“RTT-ELC”) grant project.

DEFINITIONS

For purposes of this MOU, the following definitions are applicable:

“State Plan” as used in this MOU is the plan detailed in the State’s RTT-ELC grant application, including the narrative, tables, budget information, MOU with Exhibit I, and appendices.

“State” as used in this MOU is the Lead Agency.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;

2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:

(a) A set of statewide Early Learning and Development Standards;

(b) A set of statewide Program Standards;

(c) A statewide Tiered Quality Rating and Improvement System; and

(d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

3) Has all requisite power and authority to execute and fulfill the terms of this MOU;

4) Has reviewed the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;

5) Will work in coordination with the Lead Agency and provide a satisfactory Final Scope of Work to the Lead Agency only if the State’s RTT-ELC application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and

6) Will comply with all of the applicable terms of the RTT-ELC grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
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- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
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B. LEAD AGENCY RESPONSIBILITIES

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III. MODIFICATIONS

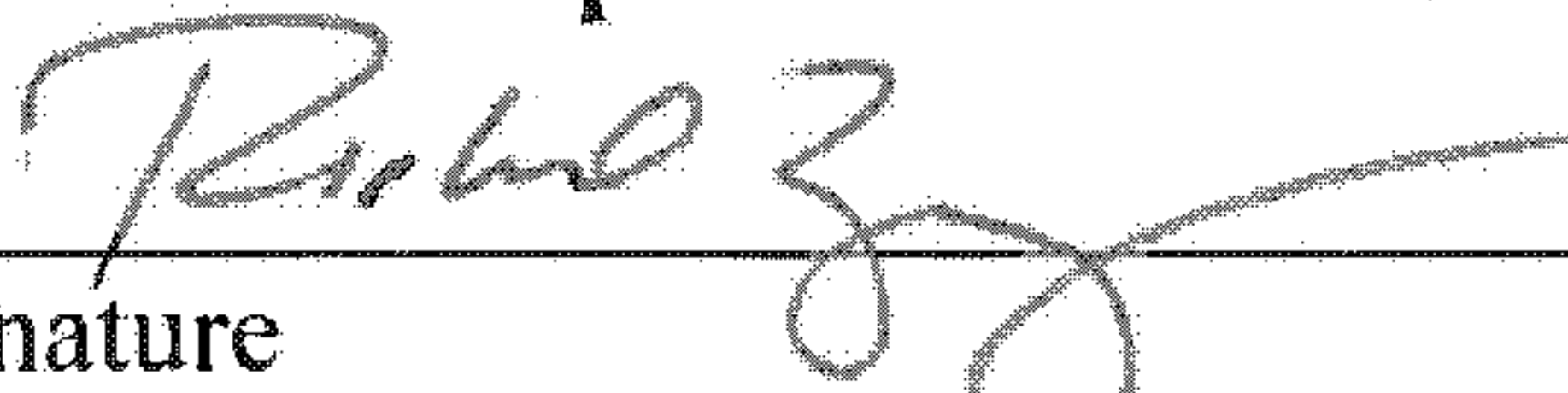
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IV. DURATION

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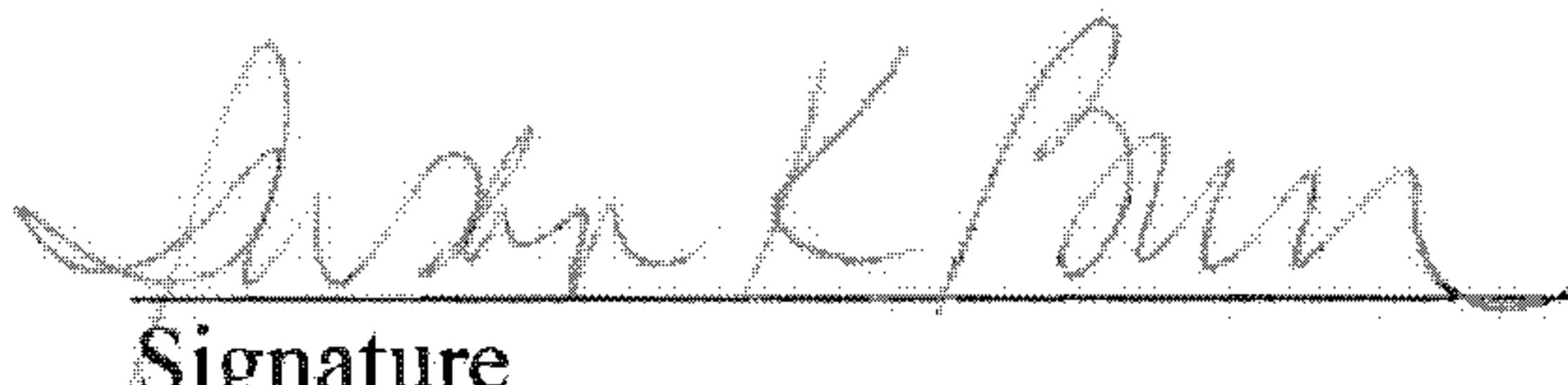
V. SIGNATURES

Authorized Representative of Lead Agency:

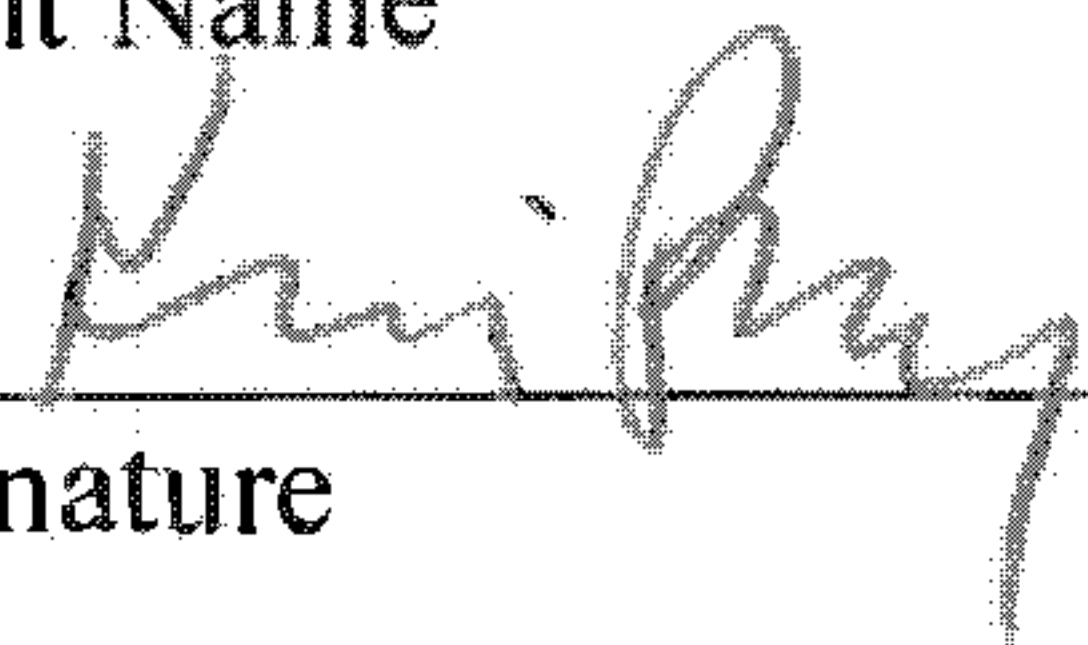
 10/17/14
Signature Date

Richard Zeiger Chief Deputy SSPB
Print Name Title


Authorized Representative of Participating State Agency:

 10/14/11
Signature Date

Susan K. Burr Executive Director, State Board of Education
Print Name Title

 10/17/11
Signature Date

Kris Perry Executive Director, First 5 California
Print Name Title

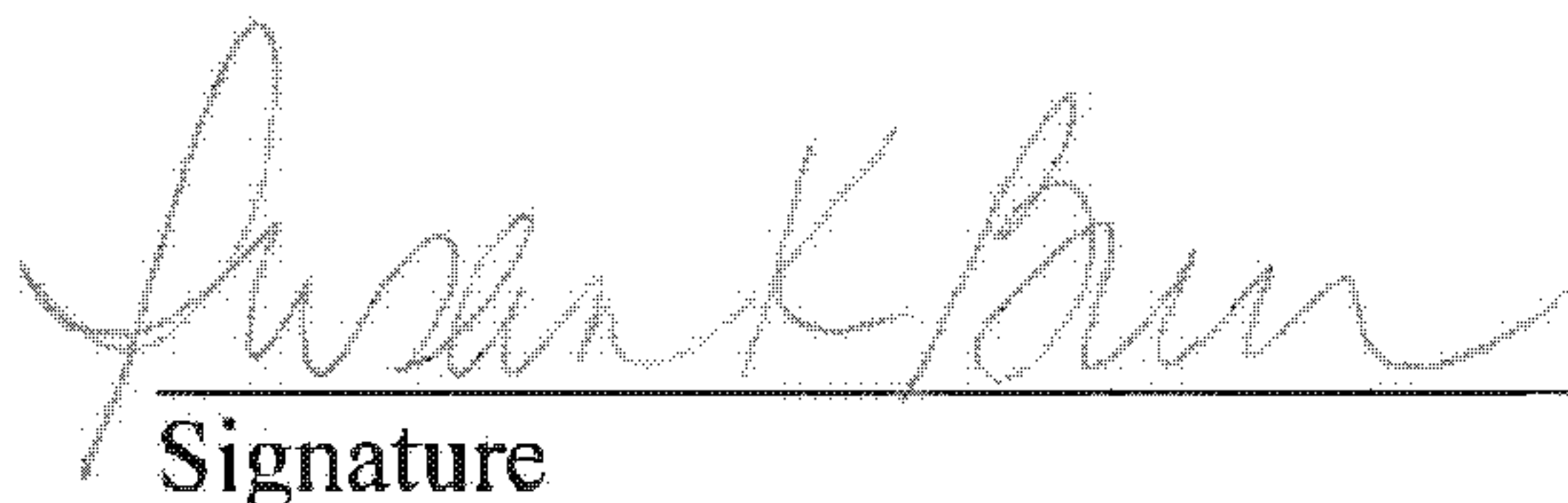
 10/15/11
Signature Date

Camille Maben Director, Child Development Division, CDE
Print Name Title

EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A) (3)	State Advisory Council	<ul style="list-style-type: none"> • Advises on major policy recommendations impacting children 0 to 5, especially children with high needs. • Serves as a convening and coordinating body as needed among all of the participating RTT-ELC state agencies. • Reviews periodic progress reports on the implementation of California’s RTT-ELC grant.



10/14/11

Signature

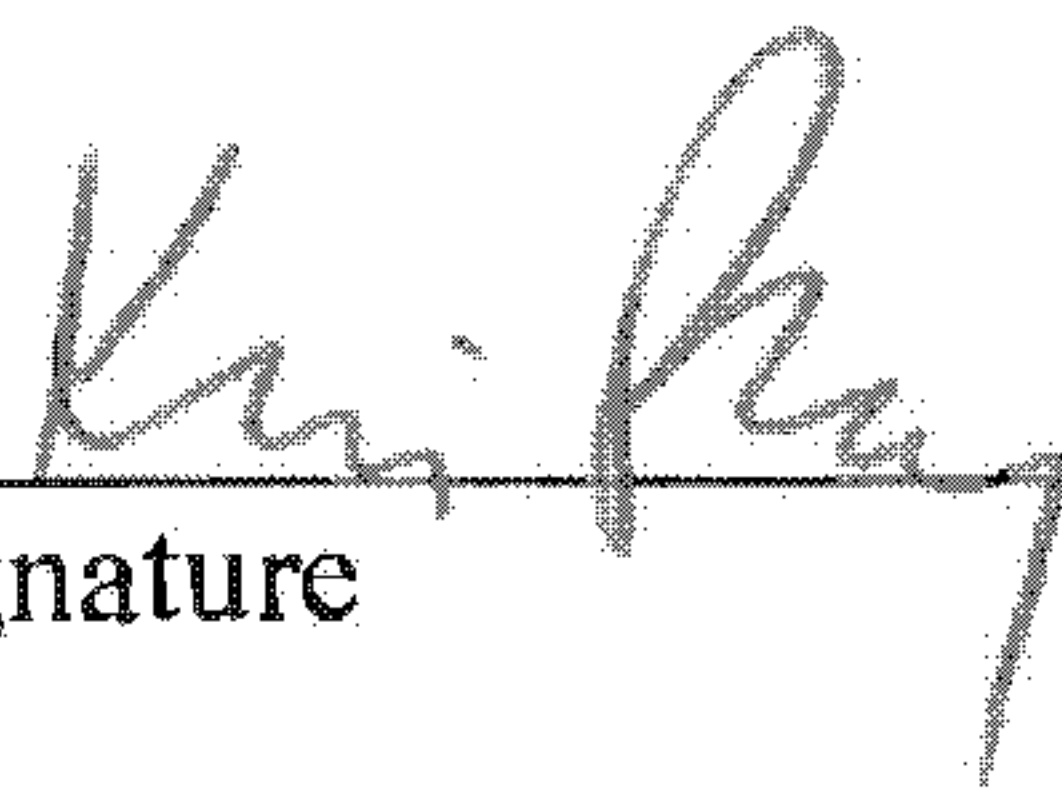
Date

Susan K. Burr

Executive Director, State Board of Education

Print Name

Title



10/17/11

Signature


Date

Kris Perry

Executive Director, First 5 California

Print Name

Title



10/15/11

Signature

Date

Camille Maben

Director, Child Development Division, CDE

Print Name

Title

PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between California Department of Education (“Lead Agency”) and the California State Board of Education (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved and sufficiently funded Race to the Top-Early Learning Challenge (“RTT-ELC”) grant project.

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- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
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 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Has reviewed the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will work in coordination with the Lead Agency and provide a satisfactory Final Scope of Work to the Lead Agency only if the State’s RTT-ELC application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the applicable terms of the RTT-ELC grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

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- 4) Actively participate, when requested, in all meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
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- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
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III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties below, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and only if a RTT-ELC grant is received by the State. It shall end upon the expiration of the RTT-ELC grant project period.

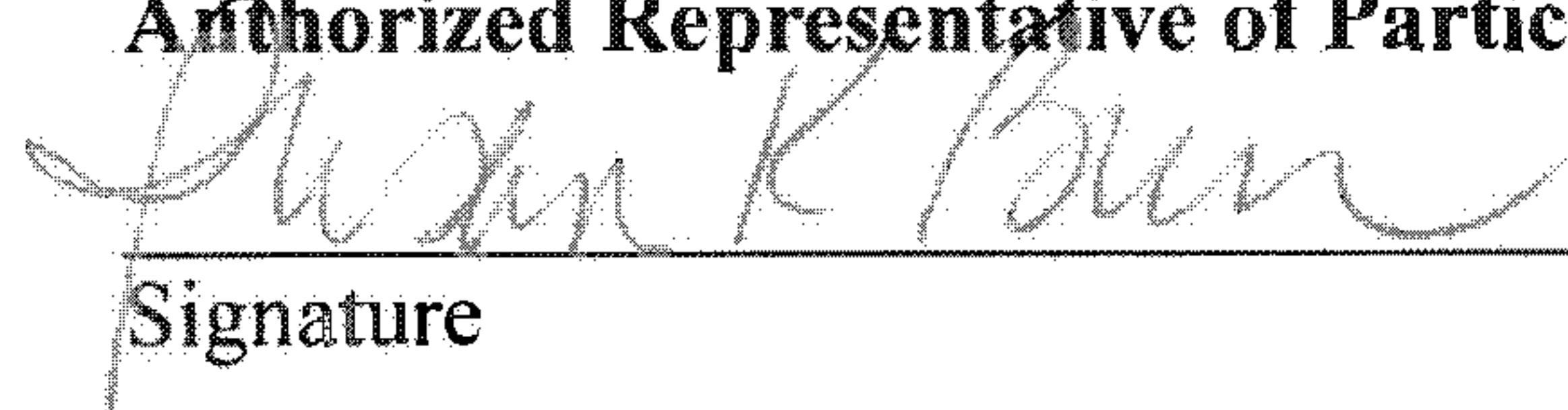
V. SIGNATURES

Authorized Representative of Lead Agency:

 10/17/11
 Signature Date

Rich Zeiger Deputy Superintendent of Public Instruction
 Print Name Title

Authorized Representative of Participating State Agency:


 10/14/11
 Signature Date

Susan K. Burr Executive Director, State Board of Education
 Print Name Title

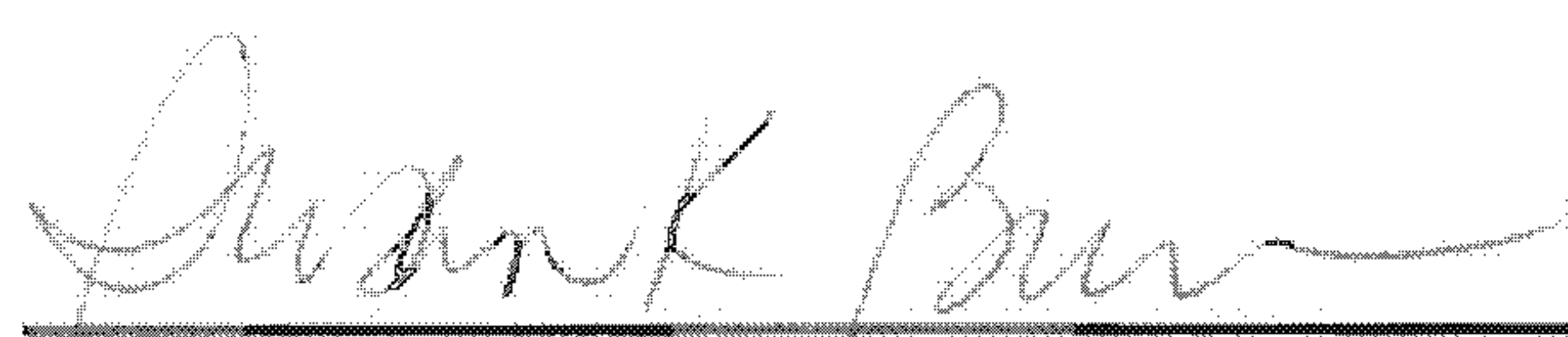
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The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party	Type of Participation
(A)(3)	<i>State Board of Education(SBE)</i>	<i>SBE executive staff will serve as liaison between California Department of Education and Governor’s office. As the State Education Agency for federal purposes, SBE will have a representative on the State Advisory Council.</i>
(B)(1)		
(B)(2)		
(B)(3)		
(B)(4)		
(B)(5)		
(C)(1)		
(C)(2)		
(C)(3)		
(C)(4)		
(D)(1)		
(D)(2)		
(E)(1)		
(E)(2)		


10/17/11

 Signature (Authorized Representative of Lead Agency) Date


10/14/11

 Signature (Authorized Representative of Participating State Agency) Date

PARTICIPATING STATE AGENCY MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between California Department of Education (“Lead Agency”) and First 5 California (“Participating State Agency”). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved and sufficiently funded Race to the Top-Early Learning Challenge (“RTT-ELC”) grant project.

DEFINITIONS

For purposes of this MOU, the following definitions are applicable:

“State Plan” as used in this MOU is the plan detailed in the State’s RTT-ELC grant application, including the narrative, tables, budget information, MOU with Exhibit I, and appendices.

“State” as used in this MOU is the Lead Agency.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.
- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Has reviewed the State’s RTT-ELC grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will work in coordination with the Lead Agency and provide a satisfactory Final Scope of Work to the Lead Agency only if the State’s RTT-ELC application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency’s specific goals, activities, timelines, budgets, and key personnel (“Participating State Agency Plan”) in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan); and
- 6) Will comply with all of the applicable terms of the RTT-ELC grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the RTT-ELC program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's RTT-ELC grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;
- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate, when requested, in all meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products developed and lessons learned using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including information on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal laws, including all privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agency in implementing its tasks and activities described in the State's RTT-ELC grant application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback to the Participating State Agency on its status updates, interim reports, project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's RTT-ELC grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.

- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS


This Memorandum of Understanding may be amended only by written agreement signed by each of the parties below, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and only if a RTT-ELC grant is received by the State. It shall end upon the expiration of the RTT-ELC grant project period.

V. SIGNATURES

Authorized Representative of Lead Agency:

	10/14/11
Signature	Date
Richard Zeiger	chief deputy SSTI
Print Name	Title

Authorized Representative of Participating State Agency:

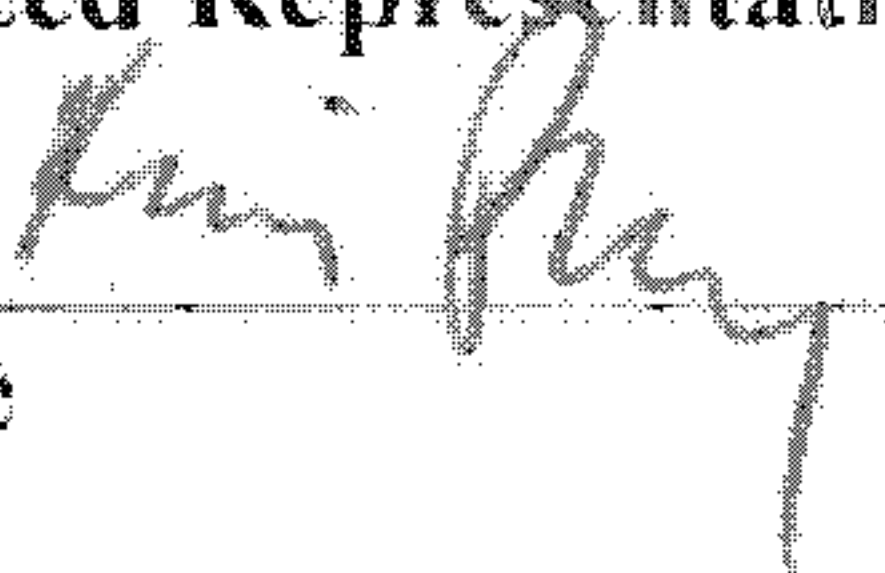
	10/17/11
Signature	Date
Kris Perry, Executive Director, First 5 California	
Print Name	Title


EXHIBIT I – PARTICIPATING STATE AGENCY SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.


Selection Criterion	Participating Party	Type of Participation
(A)(1)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.
(A)(3)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.
(B)(4)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.
(C)(1)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support

Selection Criterion	Participating Party	Type of Participation
		the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.
(C)(2)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.
(C)(3)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.
(C)(4)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.
(D)(1)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support

Selection Criterion	Participating Party	Type of Participation
		the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.
(D)(2)	<i>First 5 California</i>	Will share information with participating agencies to facilitate better outcomes for children served.
		Will facilitate training and technical assistance sessions for participating agencies that support the work of First 5 California signature programs and other quality improvement efforts.
		Will communicate with participating agencies the progress and opportunities offered through ELC funding at the CDE and others.
		Will provide leadership at statewide meetings.



 Signature (Authorized Representative of Lead Agency) 10/14/11
Date



 Signature (Authorized Representative of Participating State Agency) 10/17/11
Date

Appendix 4: Letters of Intent Received			
#	County	Author	Page
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CHILDREN AND FAMILIES COMMISSION

2011 OCT . 7 AM 11: 37

Creating a
Brighter
Future for
Contra Costa's
Children and
Families

October 4, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of First 5 Contra Costa's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Sean Casey at 925-771-7316 or scasey@firstfivecc.org.

Sincerely,

(b)(6)

Sean Casey
Executive Director

First 5 El Dorado

Children and Families Commission

CHILD DEVELOPMENT DIVISION
2011 OCT 13 AM 11:16

Commissioners:

Wendy David, Chair
District 5 Representative

Vicki L. Barber, EdD
Vice-Chair
Superintendent's Council
Superintensive

Davia Weiner, Attorney at Law, Treasurer
District 3 Representative

Clinton R. Collins, MD
Sierra Sacramento Valley
Medical Society
Representative

Sharon Elliott, PhD
District Health Representative

Debra Herr, RN, PHN, MA,
District 4 Representative

John Knight
Board of Supervisors
Representative

Sherr Springer
District 1 Representative

Staff:

Kathleen Walker, MA
Executive Director

Helenia Alford
Executive Director
Executive Director

First 5 El Dorado Commission
1000 Skyway Drive
El Dorado, CA 95627
www.first5eldorado.com
(530) 622-5787

October 6, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of First 5 El Dorado Children and Families Commission's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded. We look forward to reviewing the application when complete and working with you in the future.

If you have any questions regarding this letter of intent, please contact , Kathi Walker at 530-320-7137.

Sincerely,
(b)(6)
Wendy David, Chair



Healthy

Caring

Learning

Connected



Larry L. Powell
Superintendent

fresno county office of education

October 6, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of the Fresno County Office of Education's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Michele Cantwell-Copher at 559-265-4036 or mcopher@fcoe.org.

Sincerely,

Larry L. Powell
Superintendent of Schools

1111 Van Ness Avenue • Fresno, California 93721-2000
(559) 265-3000 • TDD (559) 497-3912 • Web Site: www.fcoe.org



County of Los Angeles
CHIEF EXECUTIVE OFFICE

Kenneth Hahn Hall of Administration
 500 West Temple Street, Room 713, Los Angeles, California 90012
 (213) 974-1101
<http://ceo.lacounty.gov>

CHILD DEVELOPMENT
 DIVISION

2011 OCT . 7 AM 11: 38

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 Second District

ZEV YAROSLAVSKY
 Third District

DON KNABE
 Fourth District

MICHAEL D. ANTONOVICH
 Fifth District

October 5, 2011

Camille Maben, Director
 c/o Race to the Top – Early Learning Challenge Grant State Working Group
 Child Development Division
 California Department of Education
 1430 N Street, Suite 3410
 Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you that the Office of Child Care, within the Service Integration Branch of the Los Angeles County Chief Executive Office, welcomes the opportunity to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to refining and expanding our local child care quality rating and improvement system (QRIS) countywide. The Steps to Excellence Project (STEP) is designed to assist child development programs – centers and family child care homes – meet high quality standards, and to provide parents with the information they need to make informed child development program choices. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to being a strong partner in this exciting next step for early learning programs in California and to sharing our experiences in implementing the STEP. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact me at 213/974-2440.

Sincerely,

KATHLEEN MALASKE-SAMU
 Director, Office of Child Care

"To Enrich Lives Through Effective And Caring Service"

**Please Conserve Paper – This Document and Copies are Two-Sided
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State of California - Race to the Top Early Learning Challenge Application - Appendices



A NON-PROFIT ORGANIZATION PROVIDING
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October 11, 2011

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Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working
Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Camille:

This letter is to advise you of Los Angeles Universal Preschool's (LAUP) intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

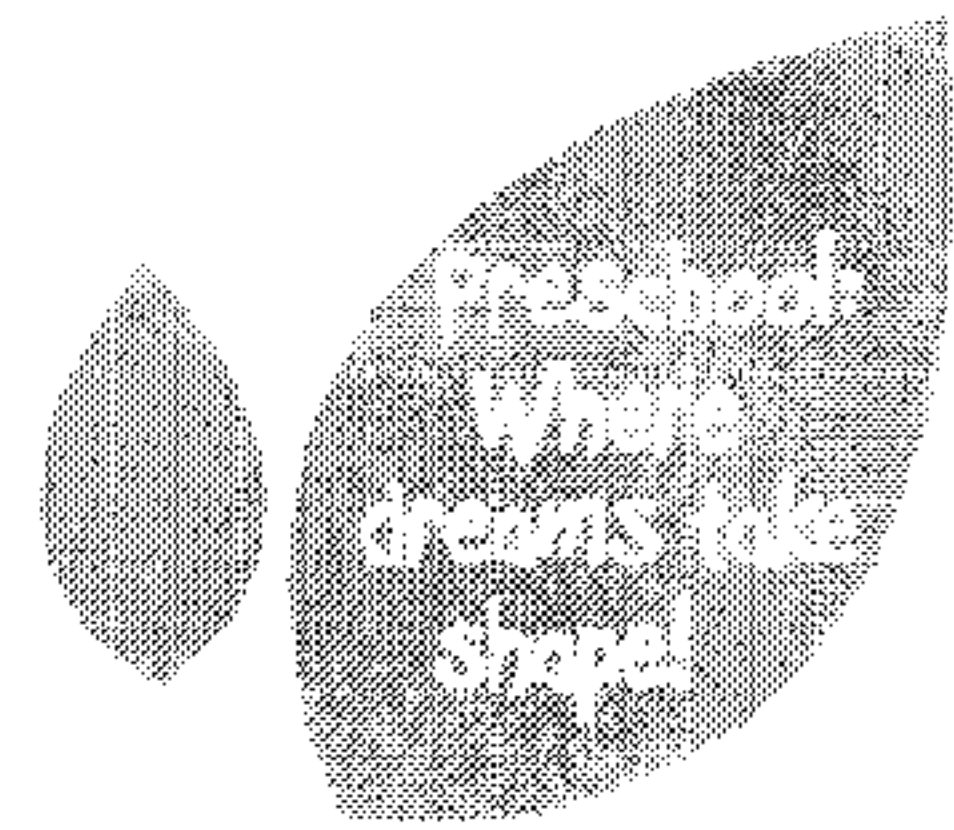
We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Braden Lay-Michaels at (213) 416-1389 or blay-michaels@laup.net.

Sincerely,

LAUP
888 S. Figueroa St., Suite 800
Los Angeles, CA 90017

Telephone 213.416.1200
Facsimile 213.416.1299
www.laup.net



(b)(6)

Celia C. Ayala
Chief Executive Officer

LAUP

LAUP
888 S. Figueroa St., Suite 800
Los Angeles, CA 90017

Telephone 213.416.1200
Facsimile 213.416.1299
www.laup.net



Merced County Office of Education

Steven E. Gomes, Ed.D., Superintendent

CHILD DEVELOPMENT
DIVISION

2011 OCT . 7 AM 11:40



Equal Opportunity Employer

October 5, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of Merced County Office of Education's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship (along with First 5 Merced County) in our region.

We will build on our already strong local consortium of organizations (including First 5 Merced County) that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

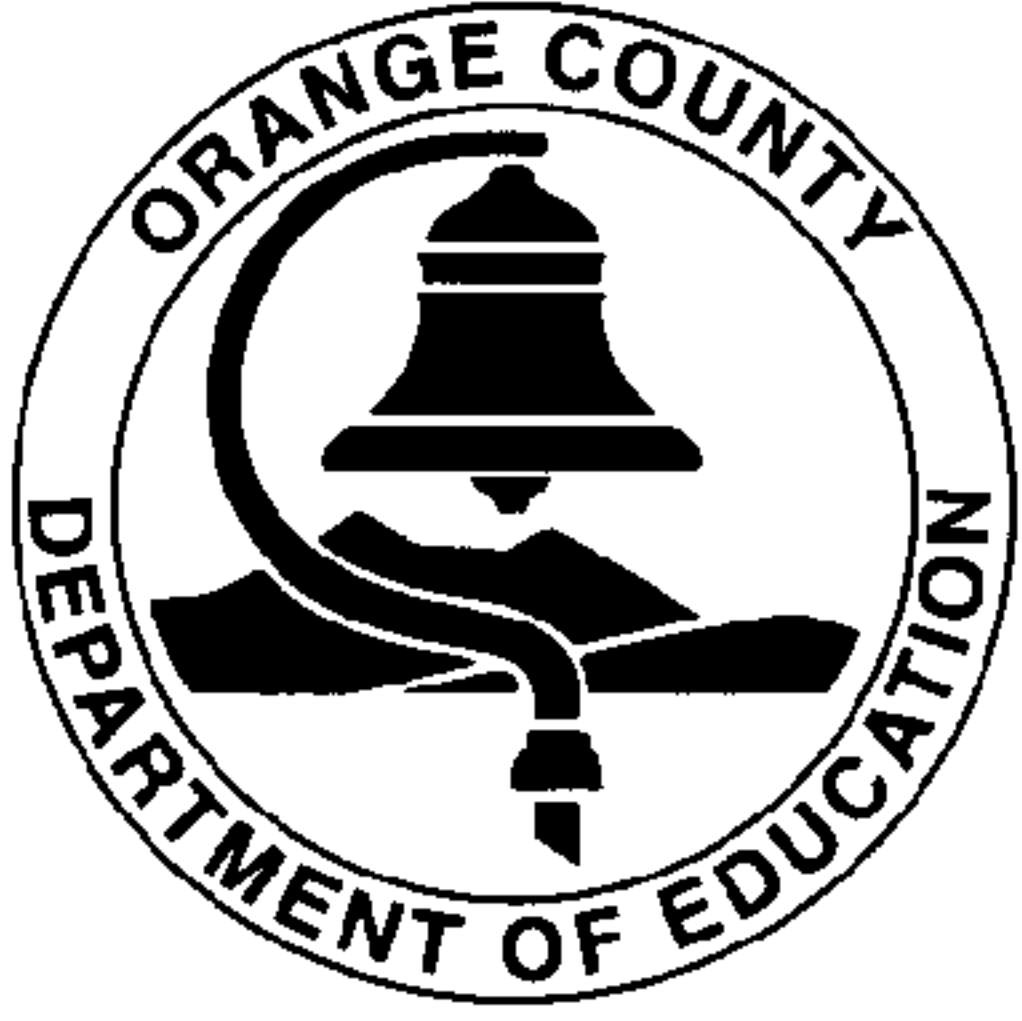
If you have any questions regarding this letter of intent, please contact either of the following individuals:

Gaye Riggs, Assistant Superintendent, Early Care and Education
(209) 381-6794
griggs@mcoe.org

Brian Mimura, Executive Director, First 5 Merced County
(209) 385-7337
bmimura@co.merced.ca.us

Sincerely,

Steven E. Gomes, Ed.D.
County Superintendent of Schools



October 6, 2011

2011 OCT 11 AM 11:42

2011 OCT 11 AM 11:42

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

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Dear Ms. Maben:

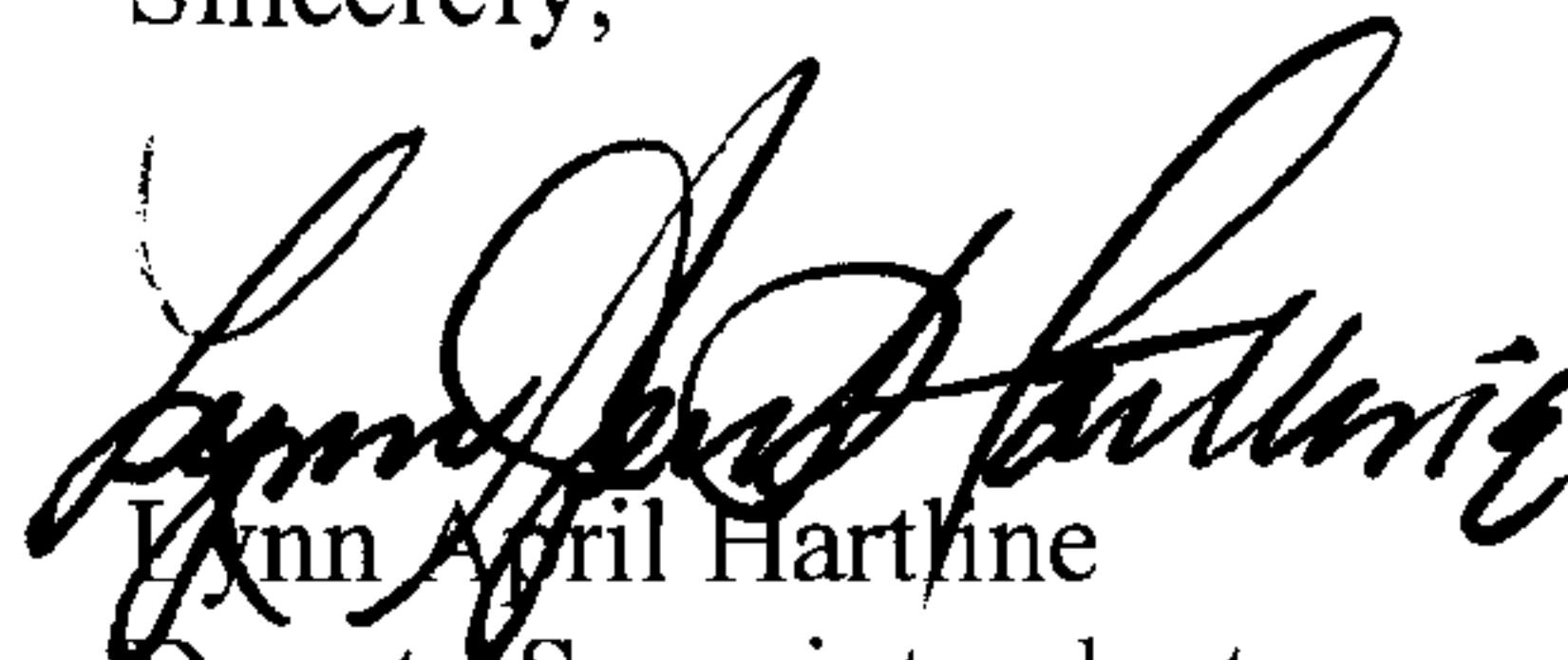
This letter is to advise you of the Orange County Department of Education's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Cathy Wietstock, Administrator, Instructional Services, at (714) 327-1078 or cwietstock@ocde.us.

Sincerely,


Lynn April Hartline
Deputy Superintendent

LAH:pld

Sacramento Office of Education County

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
(916) 228-2500
www.scoe.net

David W. Gordon
Superintendent

October 12, 2011

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Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814

Dear Ms. Maben:

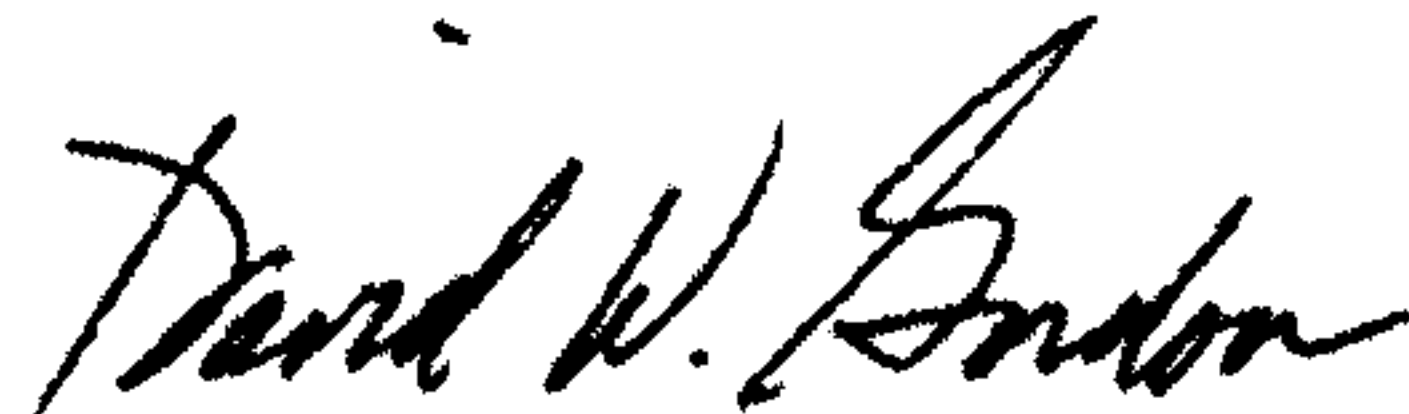
This letter is to advise you of the Sacramento County Office of Education's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Joyce Wright, Ed.D. at jwright@scoe.net or 916.228.2653.

Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/JW/ck





COMMISSION MEMBERS

PAM SLATER-PRICE - Chairwoman

CAROL SKILJAN - Vice Chair

SANDRA L. MCBRAYER -Secretary

NICK MACCHIONE - Commissioner

DR. WILMA J WOOTEN - Commissioner

BARBARA JIMÉNEZ - Executive Director

October 7, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of First 5 Commission of San Diego's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact me at (619) 230-6471 or barbara.jimenez@sdcounty.ca.gov.

Sincerely,

(b)(6)

Barbara Jiménez
Executive Director

2011 OCT 13 AM 11:15

1495 Pacific Highway, #201 San Diego, CA 92101
Phone (619) 230-6460 Fax (619) 230-6466
1-866-726-8831 (Toll Free)
www.first5sandiego.org



Suzanne Giraudo, Commission Chair
 Psychologist Clinical Director
 California Pacific Medical Center
 Laurel Kloomok, Executive Director



COMMISSIONERS:
Linda Asato, Executive Director
 Wu Yee Children's Services
Mary Hansell, Director
 Maternal, Child and Adolescent Health
 Department of Public Health, Community Programs
Eric Mar, Supervisor, District 1
 San Francisco Board of Supervisors
Lynn Merz, Executive Director
 Mimi and Peter Haas Fund
Betty Robinson-Harris, Chair
 Child Development Committee
 School Improvement Committee/ER&D
Michele Rutherford, Program Manager
 Child Care Policy & Planning
 Department of Human Services
Maria Su, Director
 Department of Children, Youth and Their Families

October 5, 2011

Camille Maben, Director
 c/o Race to the Top - Early Learning Challenge Grant State Working Group
 Child Development Division
 California Department of Education
 1430 N Street, Suite 3410
 Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of First 5 San Francisco intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top - Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Ingrid Mezquita, 415-437-4649 or ingrid@first5sf.org.

Sincerely,

(b)(6)

Laurel Kloomok
 Executive Director
 LK:im

SAN FRANCISCO CHILDREN AND FAMILIES COMMISSION
 FOX PLAZA ♦ 1390 MARKET STREET ♦ SUITE 318 ♦ SAN FRANCISCO ♦ CA 94102
 415.934.4849 ♦ 415.565.0494 FAX ♦ WWW.FIRST5SF.ORG



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 Stockton, CA 95201-3006
 ♦
 Ph: (209) 953-KIDS (5437)
 Fax: (209) 932-2675
 ♦
 E-mail: sjckids@sjgov.org
 Website: www.sjckids.org

October 4, 2011

Camille Maben, Director
 c/o Race to the Top – Early Learning Challenge Grant State Working Group
 Child Development Division
 California Department of Education
 1430 N Street, Suite 3410
 Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of First 5 San Joaquin's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Lani Schiff-Ross at (209) 468-2050 or lschiff-ross@sjgov.org, or Billi Jo Zopfi at (209) 953-7695 or bjzopfi@sjgov.org.

Sincerely,

(b)(6)

Lani Schiff-Ross
 Executive Director
 First 5 San Joaquin



SAN JOAQUIN COUNTY

Our mission is to lead in the creation and delivery of services that improve the quality of life for our community.

2011 OCT 6 AM 11:34



**Santa Barbara
Office**

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Santa Barbara,
CA 93101

T (805) 884-8085
F (805) 564-8586

**Santa Maria
Office**

218 West Carmen Lane
Suite 111,
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CA 93458

T (805) 739-8740
F (805) 739-8747

Monday, October 4, 2011

Camille Maben, Director
c/o Race to the Top - Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of First 5 Santa Barbara County's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top - Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact me at 805-884-8085 or pwheatley@countyofsb.org.

Sincerely,

(b)(6)

Pat Wheatley
Executive Director

It's all about the children.
www.first5santabarbaracounty.org



The First 5 years.
Make them count.

October 5, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Ms. Maben:

This letter is to advise you of FIRST 5 Santa Clara County's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Jolene Smith, CEO of FIRST 5 Santa Clara County, at (408) 260-3701 or email Jolene@first5kids.org.

Sincerely,

(b)(6)

Jolene Smith
Chief Executive Officer
FIRST 5 Santa Clara County

CHILD DEVELOPMENT
DIVISION
2011 OCT 11 AM 11:40

Commissioners

Toni Campbell, *Ph.D.*
Cecilia Espinola, *M.S.W.*
Kathy Frandle
Rama Khalsa, *Ph.D.*
Salem Magarian, *M.D.*
Jim Marshall
Faris Sabbah
Mark Stone
Michael Watkins

Executive Director
Susan True

October 7, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

Dear Ms. Maben:

First 5 Santa Cruz County is pleased to submit this Letter of Intent to signify our interest and participation in the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact Susan True at 831.465.2214 or email: strue@first5scc.org.

Office

1220-B 41st Avenue
Capitola, CA 95010

Mail

P.O. Box 1457
Capitola, CA 95010

T 831-465-2217

F 831-479-5477

Website

www.first5scc.org

Sincerely,

(b)(6)

Susan True, Executive Director
First 5 Santa Cruz County



OFFICE OF THE COUNTY CLERK
COUNTY OF VENTURA
DIVISION

2011 OCT 11 AM 11:32

October 5, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814

Dear Ms. Maben:

First 5 Ventura County is honored to be a partner with the State of California in the application for funding for the Race to the Top Early Learning Challenge grant. This letter is to advise you of First 5 Ventura County's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We believe that this is a great opportunity to build upon the extensive early learning and quality improvement efforts that the state and our local community have undertaken to date.

First 5 Ventura County has a longstanding commitment to expand quality early learning opportunities for children ages 0-5. Almost 1,500 children attend First 5 Ventura County funded full- and half-day preschool programs each year to prepare to enter kindergarten utilizing a combination of funding streams, inclusive of: Prop 10, State Preschool, Head Start, local school districts and sliding fee scales.

As an active county in First 5 California's Power of Preschool (PoP) and PoP Bridge programs, local early education providers have received the training, coaching, technical assistance and support to meet rigorous quality standards and to increase their education and effectiveness. The quality rating and improvement efforts initially piloted at our local Hueneme School District PoP sites were expanded to programs countywide, with a particular focus on areas with low-performing schools. More recently, First 5 Ventura County officially adopted the California Early Learning Quality Improvement Block System for assessing and advancing the quality of early learning programs countywide.

All of these efforts have been closely aligned with investments in early learning workforce development, in which CARES has played a primary role. First 5 Ventura County has participated in the CARES matching funds program since its inception. In the past five years, over 1,270 stipends have been provided to early education professionals and 88 early education professionals have received college degrees.

First 5 Ventura County is well positioned and prepared to build on these comprehensive efforts and take on the role and responsibilities associated with the ELC-RLC described in the draft criteria. This work will be integrated into

**First 5 Ventura County
Commissioners**

Meloney Roy, Chair
Director
Behavioral Health
Ventura County

Reyna Dominguez, MPH
Program Administrator
CDR Head Start/State Programs

Michael Gollub, MD, FAAP
President, Los Robles
Pediatric Medical Group, Inc.

Ida Hatfield
Program Administrator II
Children's Home Society
of California

Robert Levin, M.D.
Ventura County
Health Officer

Stan Mantoath
Ventura County
Superintendent of Schools

Bruce Stenslie, President/CEO
EDC-VC (Economic Development
Collaborative of Ventura County)

Charles T. Watson
Director
Community Commission
for Ventura County

John Zaragoza
Supervisor, District 5
Ventura County

First 5 Ventura County
2580 East Main St. Suite 203
Ventura, California 93003-2655

Phone: (805) 648-9990
Fax: (805) 653-2358
www.first5ventura.org

already existing local consortia of organizations that share our commitment to a quality rating and improvement system to support the needs of children and their families for high-quality early education programs. Under the guidance of the California Department of Education, First 5 Ventura County has the desire, experience, and capacity to mentor other communities to identify strategies that result in coordinated and aligned high quality early learning programs.

Race to the Top Early Learning Challenge funding has the prospect of impacting the lives of vast numbers of children for many years to come. We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California.

If you have any questions about our participation in the proposed program, please feel free to contact me at (805) 648-9990 or by email at charrison@first5ventura.org.

Thank you for this opportunity!

Sincerely,

(b)(6)

Claudia Harrison
Executive Director

2011 OCT 11 AM 11:35

CLERK OF SUPERIOR COURT
CLERK OF SUPERIOR COURT
CLERK OF SUPERIOR COURT



Children and Families Commission

It's All About the Kids

CHILD DEVELOPMENT DIVISION

2011 OCT 11 PM 1:13

October 5, 2011

Camille Maben, Director
c/o Race to the Top – Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, California 95814

KAREN ZIEBRON, MAEd
District 1

DONITA STROMGREN
District 2

SUZANNE ANDERSON
District 3

RICK BAKER, M.D.
District 4

SUE HEITMAN, MSW
District 5

HELEN THOMSON
Board of Supervisors

KIM SUDERMAN, LCSW
Department of Alcohol, Drug & Mental Health

PAM MILLER, MSW
Department of Employment & Social Services

JORGE AYALA, Ed.D.
Yolo County Office of Education

JULIE GALLELO, MPH
Executive Director

Dear Ms. Maben:

This letter is to advise you of First 5 Yolo's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We have reviewed the draft criteria for the ELC-RLC and are prepared to demonstrate and make commitments to the roles and responsibilities described therein to provide leadership and mentorship in our region.

We will continue to develop a local consortium of organizations that share our commitment to a quality rating and improvement system (QRIS) to support the needs of families and children for high-quality child care centers and family child care programs. We will work to achieve coherence and alignment in planning and implementation of efforts to foster ongoing improvement of early care and education programs.

We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California. We are aware that once California's application for the Race to The Top – Early Learning Challenge Grant is awarded, we will receive further direction to elaborate and document our level of participation. We understand that criteria for participation will be rigorous, and that we will not be responsible for meeting them should California's application not be funded.

If you have any questions regarding this letter of intent, please contact me at (530) 669-2475 or jgallelo@first5yolo.org.

Sincerely,

(b)(6)

Julie Gallelo, MPH
Executive Director – First 5 Yolo Children and Families Commission

403 Court Street
Woodland, CA 95695
PH: 530.669.2475
FX: 530.669.2477
E: cfc@first5yolo.org
www.first5yolo.org

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October 11, 2011

The Honorable Edmund G. Brown Jr., Governor, State of California
The Honorable Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education

RE: California's Race to the Top Early Learning Challenge Grant (RTT-ELC) Application
POSITION: SUPPORT

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express Advancement Project's strong support of California's application for the federal Race to the Top (RTT) Early Learning Challenge grant. This exciting and much needed effort provides California an opportunity to be eligible for the \$100 million federal grant that our state desperately needs to expand and improve the quality of its preschool and early learning programs.

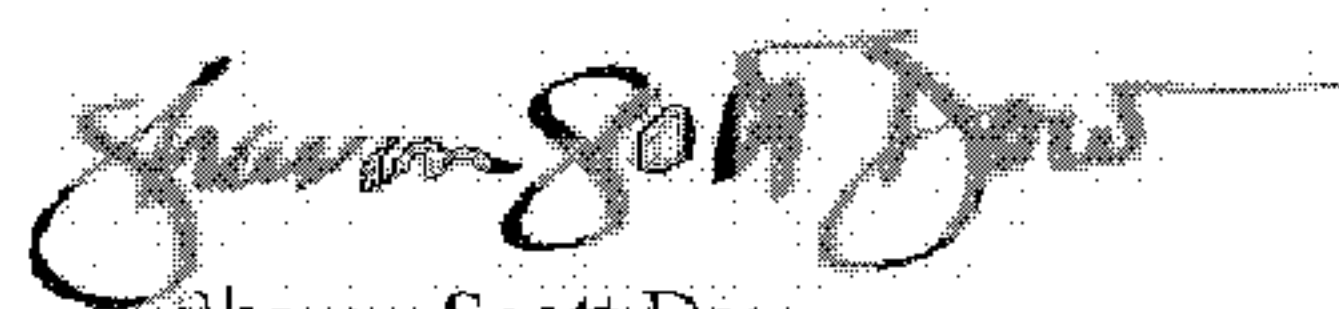
The Advancement Project is a public policy change organization rooted in the civil rights movement. We engineer large-scale systems change to remedy inequality, expand opportunity and open the path to upward mobility. Our goal is that members of all communities have the safety, opportunity and health they need to thrive. For the past four years, Advancement Project has played an important role in the early care and education field by creating and hosting the Water Cooler.

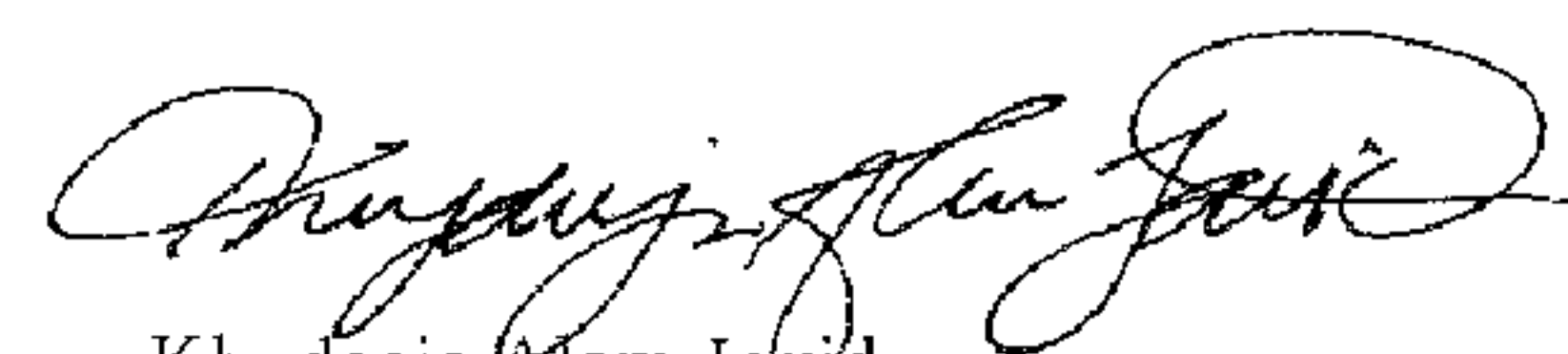
The Water Cooler improves and expands early care and education (ECE) for California's children by bringing together diverse stakeholders to build consensus for policy solutions that support the needs of children from birth to five.

The grant provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state to ensure that every child is ready to learn and succeed in life. We urge your support in this effort.

Sincerely,


Sharon Scott Dow
Director of Governmental Relations
Sacramento


Khydeejia Alam Javid
Legislative Advocate
Sacramento



2011 Steering Committee:
 Rosemary Almand
 Mirella Almaraz
 Chris Bajaras
Carol Barton, Chair
 Ray Black
 Adrienne Canales
 Leslie Capello
 Vincent Cheng
 Lauran Cherry
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 Mitchell Jia
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 Grace Manning-Orenstein
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 Susan Morris
 Denise Moyes-Schnur
 Beverly Reliford
 Bobbie Rose
 Jennifer Rustin
 Lynda Schwab
 Jannae Shreve-Antonini
 Saneé Soliday
 Nadiyah Taylor
 Sandra Taylor
 Veronica Ufoegbure
 Meher Var Groenou
 Karen Willett

October 11, 2011

Edmund G. Brown Jr., Governor, State of California
 Tom Torlakson, State Superintendent of Public Instruction
 Michael Kirst, President, State Board of Education
 c/o Race to the Top Early Learning Challenge Grant State Working Group
 Child Development Division, California Department of Education
 1430 N Street
 Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express the Alameda County Child Care Planning Council's support of California's application for the federal Race to the Top Early Learning Challenge Funds. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education.

The main goal of the Early Learning Challenge Fund is to move more low-income and high-risk children into high quality early childhood programs. This proposal would build on existing local efforts to do just that. For example, Alameda County has developed a Quality Statement and Facilitator Guide that we believe summarizes the three key elements of quality. We provide examples for how these principles can be shared in various ECE settings. We have field tested this process in community college classrooms, as well as in private and public ECE programs. It is local efforts like these that can drive change at a larger level.

This proposal would also increase State Licensing visits, a basic component of health and safety that must be addressed in order to build quality statewide. It is unlikely that our proposal will be competitive unless we are able to institute annual Licensing visits.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, we must be part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents a critical opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Angie Garling, Council Coordinator, at 510 208 9675 or angie.garling@acgov.org.

Sincerely,

(b)(6)

Carol Barton, Council Chair

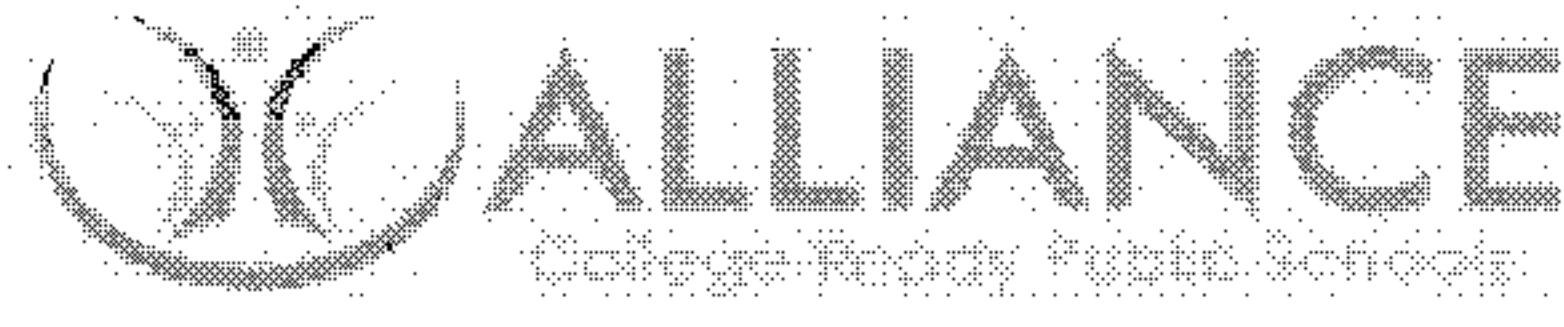
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Angie Garling
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Michael Panori
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Michael.panori@acgov.org

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 Fax: 510-208-9579
www.acgov.org/childcare



Sister Organizations
Judy Burton, President & CEO

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C. Frederick F.
Burger King

Robert R.
Pioneer Group, LLC

James J.
Pioneer Group, LLC

Arundel A.
California Community Foundation

Mark M.
Broadway School

Don D.
The Broad Foundation

Kate K.
Broadway School Foundation

Robert R.
ARC (redacted)

September 30, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Alliance College-Ready Public Schools' strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Judy Burton, President/CEO, Alliance College-Ready Public Schools, at 213-943-4933 or jburton@alliance.org.

Sincerely,

Judy Ivie Burton

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Assembly California Legislature



JIM BEALL, JR.
ASSEMBLY MEMBER, TWENTY-FOURTH DISTRICT

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DISABILITIES
HIGH SPEED RAIL FOR CALIFORNIA
HIGH TECHNOLOGY

October 10, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This critical and exciting opportunity will give California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system.

The fiscal challenges inherent in developing and implementing change efforts in California at this time mean that federal funding for early childhood education is needed now more than ever.

California's proposal will give the state a plan that reflects and builds upon the excellent work already underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
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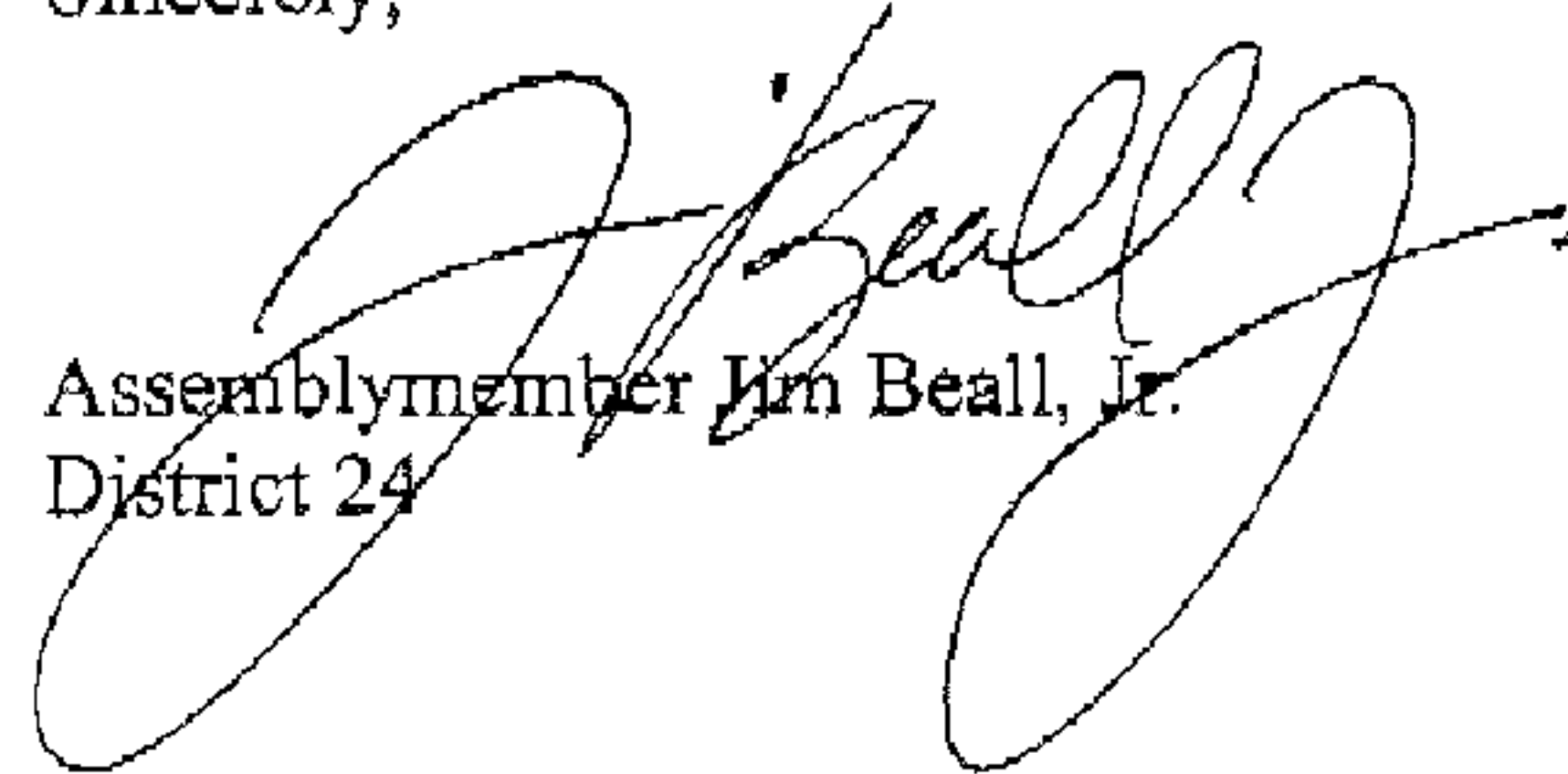
California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early


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Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please do not hesitate to contact my office at 408.282.8920.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Beall, Jr.", written in a cursive style.

Assemblymember Jim Beall, Jr.
District 24

STATE CAPITOL
P.O. BOX 942049
SACRAMENTO, CA 95824-0499
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FAX (916) 319-2111

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FAX (916) 602-1530

Assembly
California Legislature
SUSAN A. BONILLA
ASSEMBLY MEMBER, ELEVENTH DISTRICT



October 17, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

As Chair of the Select Committee on High Quality Early Childhood Education, I write to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact myself or my Chief of Staff, Luis Quinonez at (916) 319-2011.

Sincerely,



Assemblywoman, 11th Assembly District

CHIEF CONSULTANT
GERRY SHELTON
CONSULTANTS
MARISOL AVIÑA
SOPHIA KWONG KIM
CHELSEA KELLEY
SENIOR ASSISTANT
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October 11, 2011

The Honorable Edmund G. Brown Jr., Governor, State of California
The Honorable Tom Torlakson, State Superintendent of Public Instruction
Mr. Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division, California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to support and urge the submission of an application for federal Race to the Top Phase Early Learning Challenge Funds. These funds are intended to increase access to high quality early childhood development programs for low-income and disadvantaged kids, encourage the development and implementation of an integrated system of high-quality programs, and ensure that assessments meet specified guidelines.

Early learning programs are critical to the academic success of children in kindergarten and beyond. Children who have attended high quality early childhood development programs are better prepared to learn, socially, emotionally and academically, when they enter kindergarten.

California had begun the process of establishing a high quality system through the work of the California Early Learning Quality Improvement System Advisory Committee in developing a rating system that can be used throughout the state. The State should build upon this work and work at the local level to seek Early Learning Challenge Funds that will strengthen and continue these efforts to ensure that all early learning programs are high quality programs. This is a unique opportunity California should not miss.

Sincerely,

Julia Brownley
Assemblymember, 41st District
Chair, Assembly Education Committee



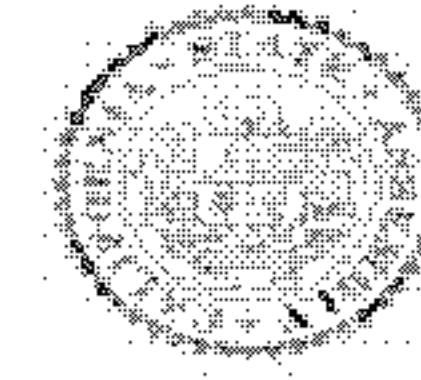
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Assembly
California Legislature

JOAN BUCHANAN
ASSEMBLY MEMBER, FIFTEENTH DISTRICT



October 11, 2011

The Honorable Edmund G. Brown Jr., Governor, State of California
The Honorable Tom Torlakson, State Superintendent of Public Instruction
The Honorable Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and President Kirst:

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Fund. As a former member of the California Early Learning Quality Improvement System (CAEL QIS) Advisory Committee and the State Advisory Council on Early Childhood Education and Care (ELAC), I have seen the strides California has made towards increasing quality early learning programs throughout the state.

The application recognizes that we continue to face significant fiscal challenges, making it difficult to implement many of these goals. In response the application focuses on utilizing current early learning infrastructure at the local level. Local efforts will be supported by partnering with the Early Learning Challenge Regional Leadership Consortia that will serve as leaders and mentors to other programs and entities in their region, strengthening the local existing systems and aligning them to a common state framework.

Participating local consortia must agree to the following, as well as other benchmarks:

- 1) Set goals to increase access to high quality early learning programs for all children, especially for children with high needs.
- 2) Implement common elements in a local Quality Rating and Improvement System (QRIS). These elements will be research-based, defined at the state level, and will draw relevant elements from the CAEL QIS recommendations and other previous California efforts in early learning.
- 3) Use and incorporate specific State-identified tools and resources in the local QRIS, such as ECERS family of rating scales, Classroom Assessment Scoring System (CLASS), Program Administrator Scale (PAS), and Desired Results Developmental Profiles (DRDP) 2010. Consortia will also have flexibility to add elements or adapt tools as appropriate.

In addition to California's local commitment, the state will also use a small portion of RTT-ELC funds to make one-time investments in state infrastructure that will support the consortia as well as all other early childhood programs in the State. These may include the following:

- Updating program licensing standards and making licensure information available online
- Working with higher education and other providers to align course offerings and professional development activities with the goals RTT-ELC
- Aligning existing efforts across state agencies, e.g. by providing Program for Infant and Toddler Care (PITC) Training to home visiting nurses serving families in the service area of the consortia
- Providing kits for developmental and behavioral screenings

Research confirms the social and economic benefits of early education for children and families, as well as society. Children who attend effective early learning programs are better prepared for kindergarten, have stronger language skills in the first years of elementary school and are less likely to repeat a grade or drop out of school. These gains are maintained throughout high school.

California must continue to develop and support these programs if we want to close the achievement gap. We will miss a great opportunity for California's children if we do not submit our RTT-ELC application.

Thank you for your time and don't hesitate to contact me if you have any questions regarding this letter of support.

Sincerely,



Joan Buchanan
Assemblymember – 15th District

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Assembly California Legislature



WILMER AMINA CARTER
ASSEMBLY MEMBER, SIXTY-SECOND DISTRICT
ASSISTANT MAJORITY POLICY LEADER

COMMITTEES
ARTS, ENTERTAINMENT,
SPORTS, TOURISM AND
INTERNET MEDIA
EDUCATION
INSURANCE
RULES

SELECT COMMITTEES
CHAIR, INLAND EMPIRE
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9-1-1 SERVICE AND PUBLIC
SAFETY COMMUNICATIONS
LOW HIGH SCHOOL
MATRICULATION RATES
REGIONAL APPROACHES TO
ADDRESSING THE STATE'S
WATER CRISIS

COMMISSIONS
CALIFORNIA WORKFORCE
INVESTMENT BOARD
CURRICULUM COMMISSION
EDUCATION COMMISSION OF
THE STATES

October 14, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for the Federal Race to the Top (RTT) Phase Early Learning Challenge Funds. As a member of the California Assembly Education Committee as well as a former member of the Rialto Unified School District's Board of Education, I am very aware of the challenges many children face in the public schools and support early learning programs.

This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to significantly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work already underway in our communities. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System. This will help to improve and enhance the developmental services our children deserve, especially students who need it most.
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state.
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

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California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for *all*.

Thank you for your consideration of California's application for the Federal Race to the Top (RTT) Phase Early Learning Challenge Funds and should you have any questions please do not hesitate to contact me.

Sincerely,



WILMER AMINA CARTER
Assemblymember, 62nd District

WAC/da

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assemblymember.Mitchell@assembly.ca.gov

Assembly California Legislature



HOLLY J. MITCHELL
ASSEMBLYMEMBER, FORTY-SEVENTH DISTRICT

COMMITTEES
CHAIR, BUDGET SUBCOMMITTEE #1
ACCOUNTABILITY AND
ADMINISTRATIVE REVIEW
APPROPRIATIONS
BUDGET
HEALTH
PUBLIC SAFETY

October 11, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to encourage California to apply for the federal Race to the Top (RTT) Early Learning Challenge Funds. At a time when twenty one per cent of California's children live in poverty this is an opportunity to support effective strategies to support our highest need children and families. Early care and education is a critical aspect of closing the achievement gap. It was sobering to read the recent report by the Center for Education Policy that concludes if nothing changes, it will take 35 years to close the reading achievement gap between white and African American students and 29 years for Latino students. It is essential that California develop a comprehensive plan to meet the needs of children and families and ensure that the most vulnerable have access to our early care and education system.

My support is based on my presumption that a majority of these funds will be utilized to support local and regional programs for children from birth to age five. I understand that participating local consortia will agree to set goals to increase access to high quality early learning programs for all children, especially for children with high needs. I believe this is an important opportunity to expand access to high quality programs for children in poverty and deep poverty; for English language learners and for children with special needs.

I also support investment in Community Care Licensing and further investment in the Key Indicator licensing protocol which was the subject of Legislation I carried last year. This is a very promising methodology and will result in cost effective and more frequent licensing visits.

I assume that the consortia will be inclusive of all aspects of the early care and education community ranging from family child care providers to the Resource and referral system.

Sincerely,

Holly Mitchell
Assemblymember, 47th District



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Assembly
California Legislature



HENRY T. PEREA
ASSEMBLYMEMBER, THIRTY-FIRST DISTRICT

COMMITTEES
CHAIR: REVENUE AND TAXATION
GOVERNMENTAL ORGANIZATION
BANKING AND FINANCE
AGRICULTURE

October 12, 2011

The Honorable Jerry Brown
Governor, State of California
1430 N Street
Sacramento, California 95814

Dear Governor Brown:

It is with great pleasure that I write this letter of support for California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support please contact my office.

Sincerely,

Henry T. Perea
Assemblymember
Thirty-First District

HTP/ns

CC:
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education

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October 5, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I'm writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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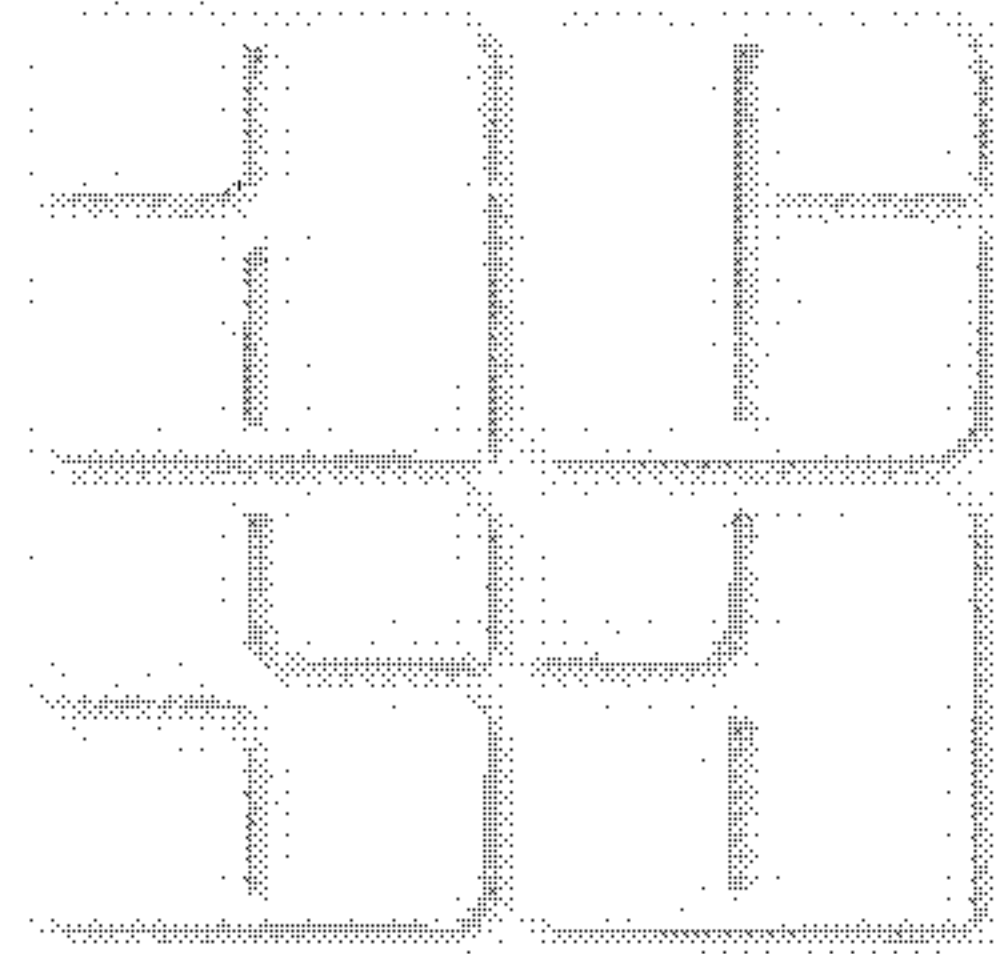
California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Sara Arce at (916) 319-2035 or sara.arce@asm.ca.gov.

Sincerely,



DAS WILLIAMS
Assemblymember, 35th District



ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

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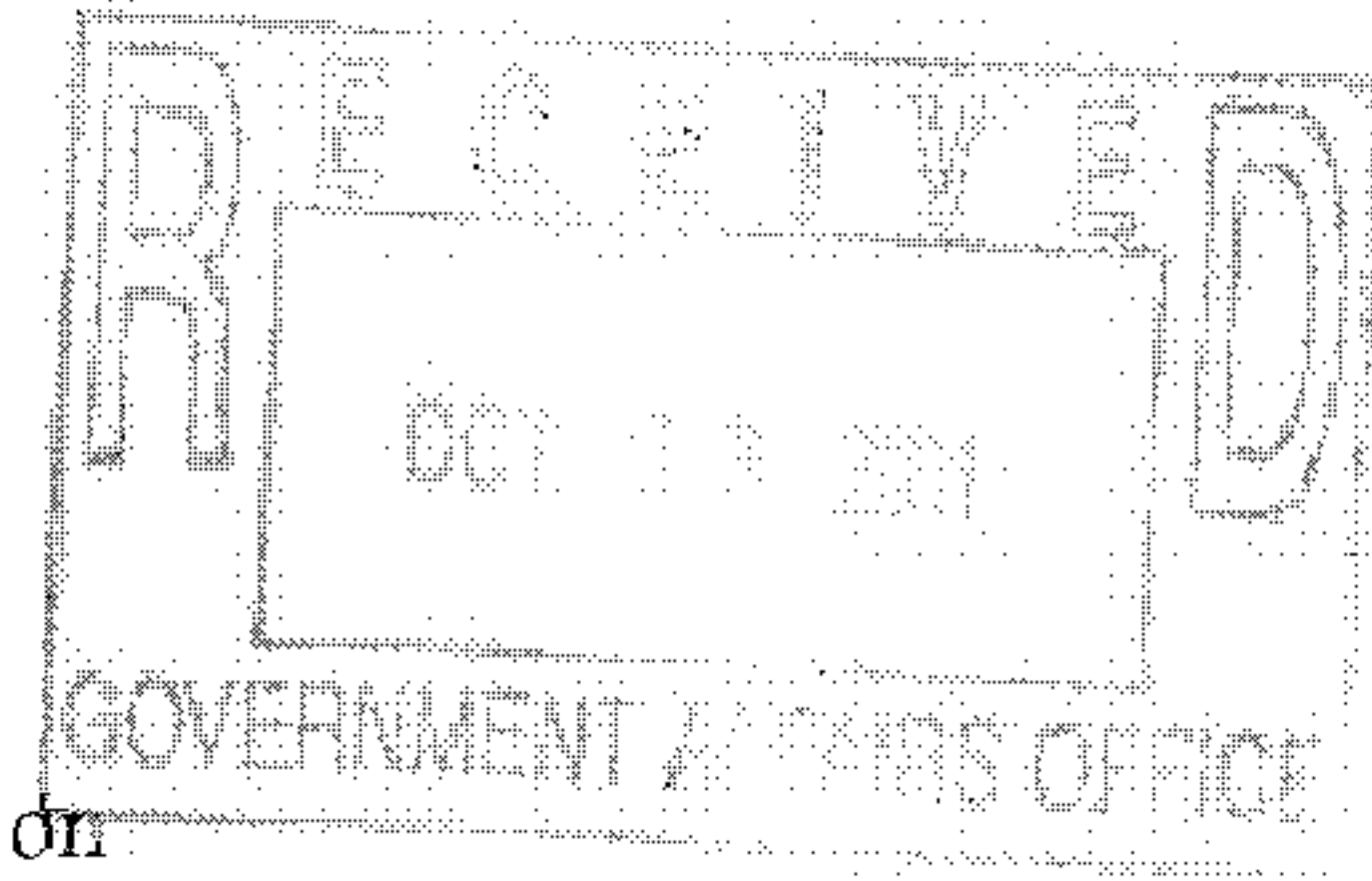
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October 11, 2011



Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson and Board President Kirst:

The Association of California School Administrators is writing to express our strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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October 11, 2011
- Re. Application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds
Page 2

If you have any questions regarding this letter of support, please contact Adonai Mack, Legislative Advocate at (916) 444-3216 or amack@acsa.org.

Sincerely,



Bob Wells
Executive Director
Association of California School Administrators

cc: Sue Burr, Executive Director, State Board of Education
Rich Zeiger, Chief Deputy Superintendent
Chris Reeve, Government Affairs Division, California Department of Education

2

THE ATLAS FAMILY FOUNDATION

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October 13, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst,

I am writing to express The Atlas Family Foundation's strong support of California's application for the federal Race to the Top Phase Early Learning Challenge Funds. Our Foundation, established in 1985, concentrates its charitable resources to advance high-impact early childhood intervention and education programs for children prenatal-to-three and their families. Targeting low-income, high-risk families the Foundation promotes key services, parenting education, staff development and advocacy for children's healthy development as well as social, emotional, and cognitive well being. The Foundation's grantmaking is based on the belief that the formative years from prenatal to preschool age are the most important.

This exciting and much needed opportunity (RTT) provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. Our hope is that the end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and

- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

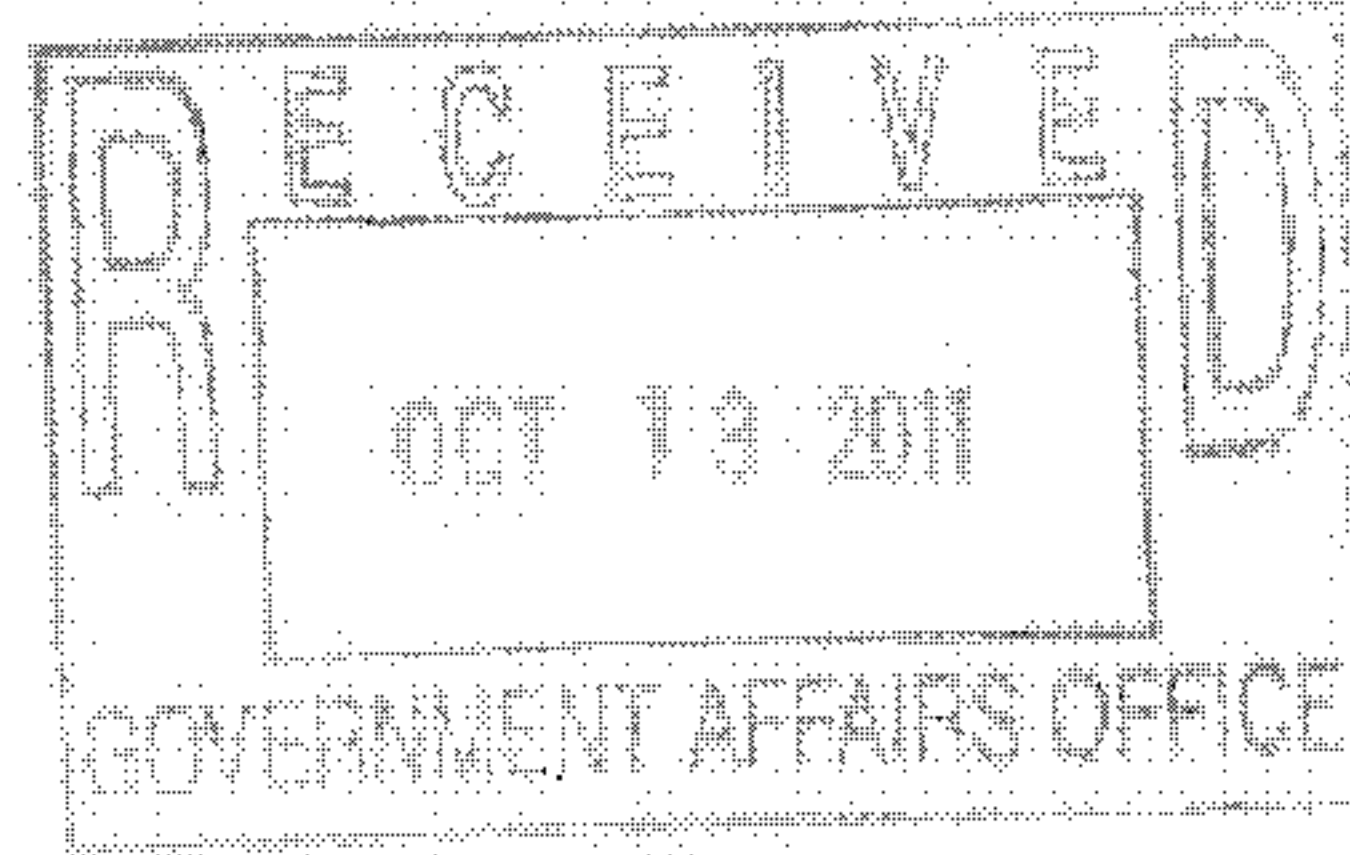
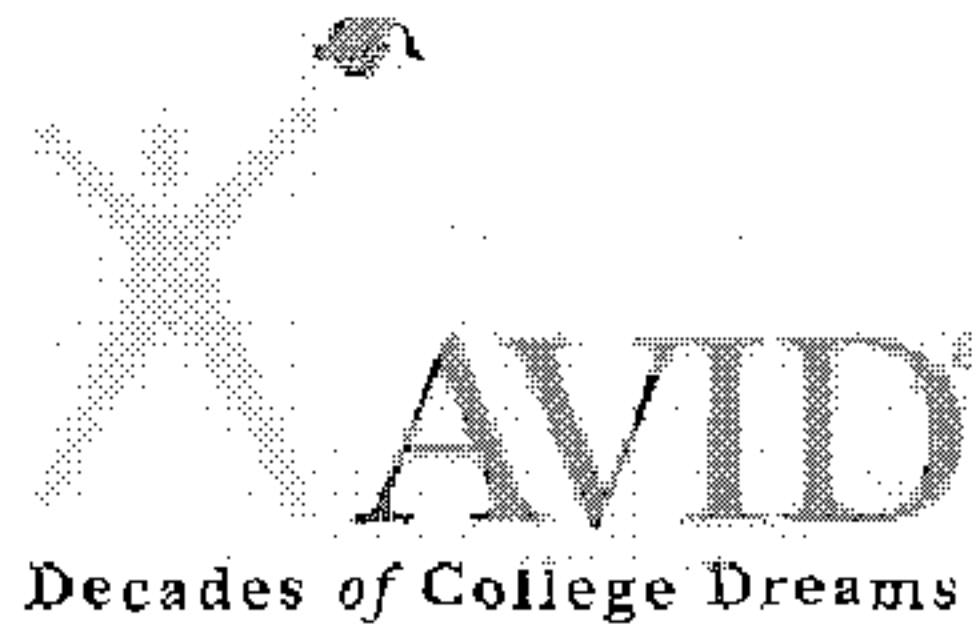
California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at 310-394-6475.

Sincerely,



Richard Atlas
Co-founder, Trustee



AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

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Executive Director

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National Headquarters

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Fax: 858.268.2265

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Fax: 512.255.7366

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Fax: 404.963.9296

Western Division
5889 Greenwood Plaza Blvd.
Suite 210
Greenwood Village, CO 80111
Phone: 303.436.2200
Fax: 303.741.0135

October 5, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express AVID Center's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

www.avid.org

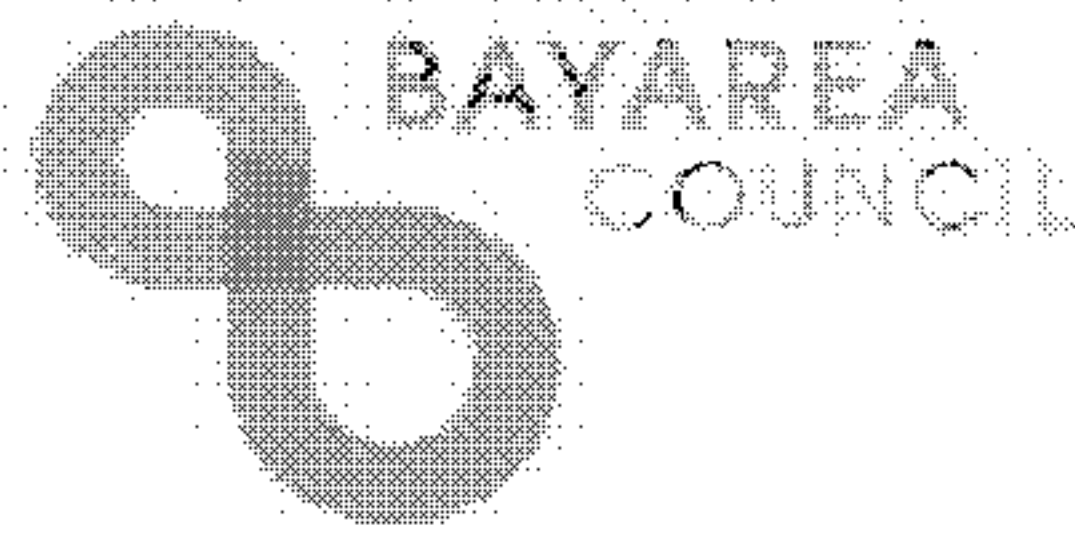
California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Robin Kisinger, 858-380-4777, rkisinger@avidcenter.org.

Sincerely,

(b)(6)

Robin Kisinger
California Division Director
AVID Center



October 13, 2011

Governor Edmund G. Brown Jr.
c/o State Capitol, Suite 1173
Sacramento, CA 95814

Dear Governor Brown:

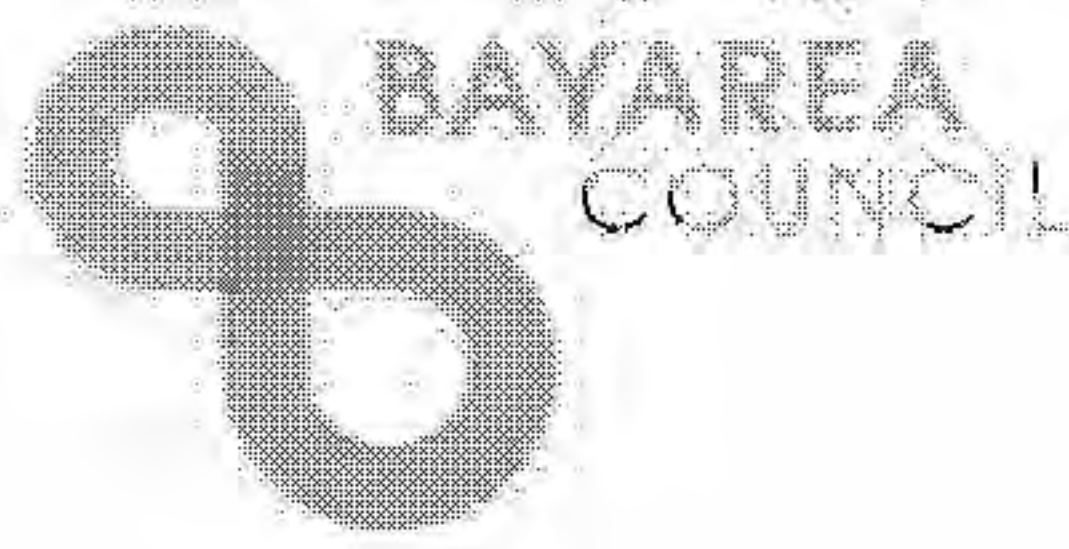
We are writing to express the Bay Area Council's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
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- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children, and with 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

P 415.881.6000
F 415.881.6006

201 California Street, Suite 1450
San Francisco, California 94111



If you have any questions regarding this letter of support, please contact Matt Regan at mregan@bayareacouncil.org or by phone at (415) 946-8710.

Sincerely,

(b)(6)

A handwritten signature in black ink, appearing to read "Jim Wunderman", written over a rectangular redaction box.

Jim Wunderman
President & CEO
Bay Area Council

Cc: Superintendent Tom Torlakson, California Department of Education
Board President Michael Kirst, State Board of Education

415.946.8600
415.946.8710

201 California Street, Suite 3450
San Francisco, California 94111



CALIFORNIA ALLIANCE OF AFRICAN AMERICAN EDUCATORS

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PO Box 3134, San Jose, CA 95156-3134 1 (408) 977-4188 • 1 (408) 453-0997 [Fax] info@caaae.org

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www.caaae.org

October 11, 2011

Edmund G. Brown, Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education

Dear Governor Brown, Superintendent Torlakson,
and Board President Kirst:

The California Alliance of African American Educators (CAAAE) was established a decade ago because of the on-going failure of California's public schools to adequately educate children of African ancestry.

Because the goal of the Race to the Top – Early Learning Challenge (RTT-ELC) grant is to ensure that children entering kindergarten are ready to learn and succeed by increasing access to high-quality programs for children with high need, the CAAAE enthusiastically supports California's application since African American preschoolers would potentially get the help they so desperately need.

Research has shown that the longer African American students stay in school, the worse they do. Often it is because they started kindergarten behind their peers (usually white or Asian) who had access to high quality preschool and never caught up. The decline is most noted in third grade and it is a steady downward spiral for many children of African ancestry from that point forward.

Four years ago, the CAAAE applied for and received a \$50,000 grant from the Packard Foundation to seed its preschool work. Although that funding was just for one year, it helped us partner with Preschool California and that has continued to this date.

In addition to our preschool work, the CAAAE has been running a STEM initiative (Dr. Frank S. Greene Scholars Program—GSP) for the past ten years. It focuses exclusively on students of African ancestry in grades 3 to 12. It has closed the gap-- 100% of our students meet the A-G requirements, graduate from high school and enroll in college. Of that college-going group, 90% graduate in four years and 28% of them earn STEM degrees. That is almost three times the national average for African American students.

If the state is awarded an Early Learning Challenge grant, the CAAAE would seek funds to replicate its successful STEM initiative beginning with three and four year olds so they would enter school fully prepared to succeed. We would follow those children until the end of their second grade. After that, we would enroll them in the GSP. We would call this the Cradle to College Continuum (C2CC)

If you have any questions about this letter of support, please contact me at 408.829.0590 or email me at info@caaae.org.

Sincerely,

(b)(6)

Debra Watkins, CAAAE Founder, President/Executive Director



CHILDREN LEARNING, PARENTS EARNING 1540 River Park Drive, Suite 200, Sacramento, CA 95815 Phone: (916) 567-6797 FAX: (916) 567-6790

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

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Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

The California Alternative Payment Program Association would like to communicate our strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

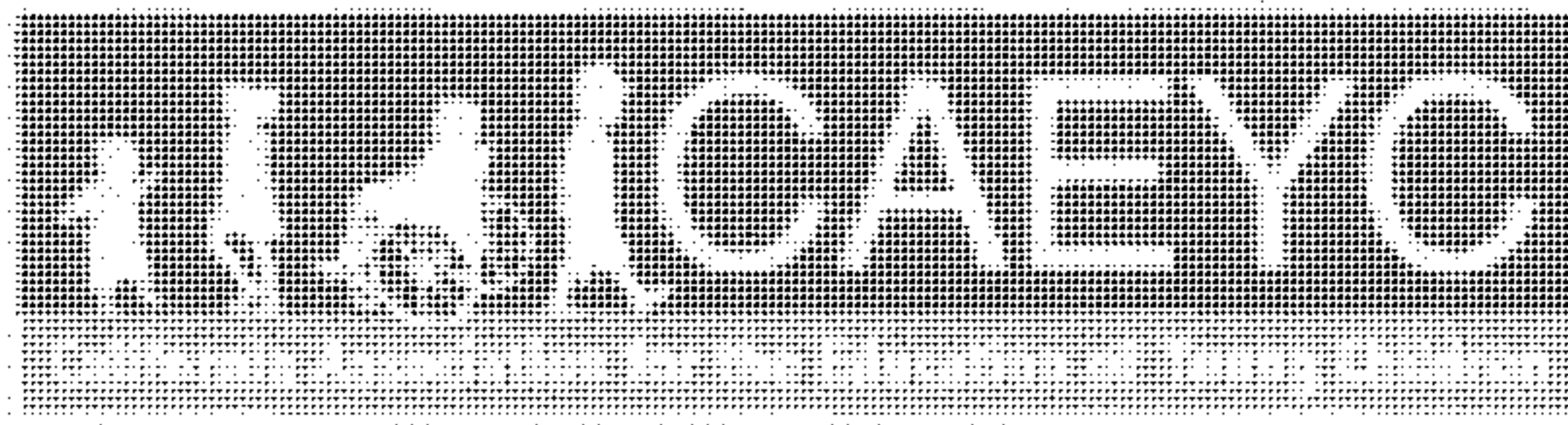
If you have any questions regarding this letter of support, please contact me.

Sincerely,

Denyne M. Kowalewski

Cc: Chris Reefe
Office of State Superintendent of Public Instruction Tom Torlakson





October 10, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson and Board President Kirst:

I am writing to express the California Association for the Education of Young Children's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. As the largest statewide association dedicated to education and care of children ages zero to eight, we feel the Race to the Top Early Learning Challenge Funds are an exciting and much needed opportunity for California's littlest children.

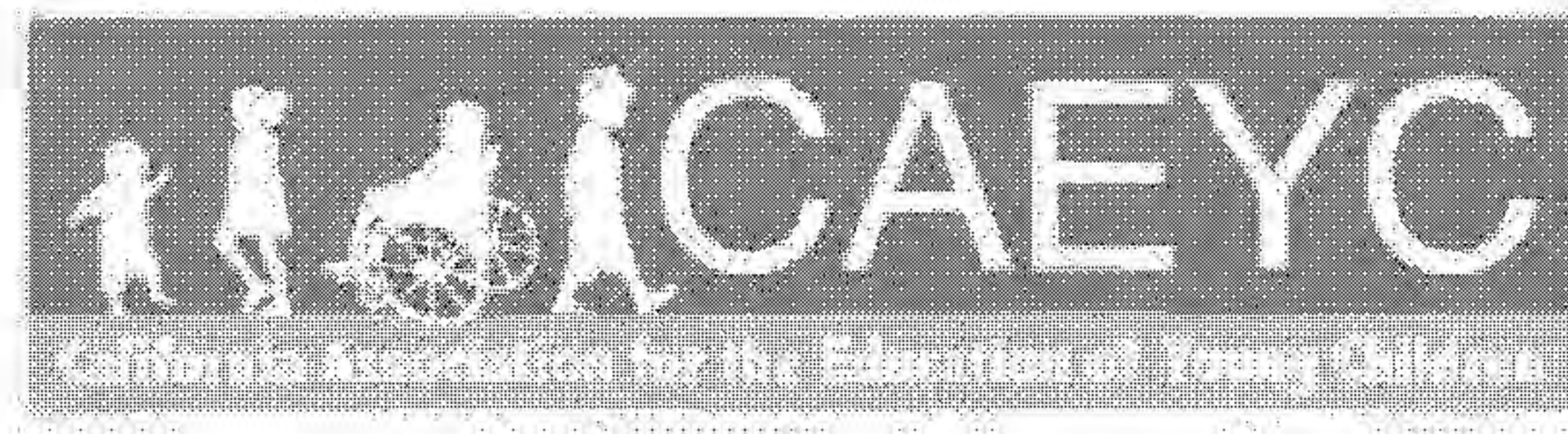
The Race to the Top Early Learning Challenge Funds provides California with the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education.

Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
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- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

FOR STATEMENT ADVANCEMENT OF THE CHILDREN'S INTERESTS, THE BOARD OF EDUCATION REQUESTS

950 Glenn Drive, Suite 150, Folsom, CA 95630 • (916) 486-7750 • (916) 486-7765 fax
info@caeyc.org • www.caeyc.org



California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at (916) 486-7750.

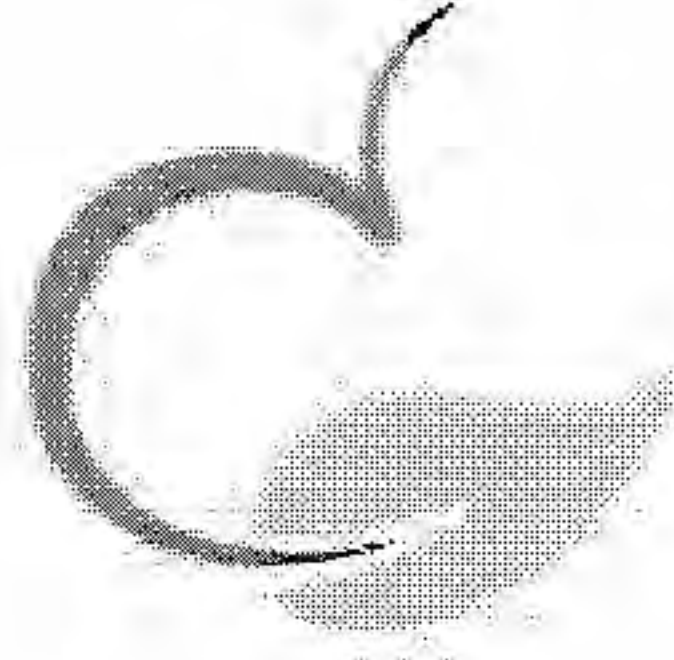
Sincerely,

(b)(6)

Sandra Giarde, CAE
Executive Director

UNIVERSITY OF CALIFORNIA, BERKELEY

950 Glenn Drive, Suite 150, Folsom, CA 95630 • (916) 486-7750 • (916) 486-7765 fax
info@caeys.org • www.caeys.org



California Child Care Coordinators Association



"The mission of the California Child Care Coordinators Association is to promote, support, and improve the coordination of local efforts to provide early care and education services for children in California."

2011 – 2012
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Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I/We are writing to express California Child Care Coordinators Association's (CCCCA) strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me or Zaneta Encarnacion (our information is at the bottom).

Sincerely,

(b)(6)

Doreen Wells, CCCC Co-Chair

Zaneta Encarnacion, 6401 Linda Vista Road San Diego, CA 92111 Tel (858) 292-3727 FAX (858) 569-5394
Doreen Wells, 301 W. Washington Blvd. Crescent City, CA 95531 Tel (707) 464-0709 FAX (707) 464-7531
<http://www.california-childcare-coordinators.org>



October 12, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
C/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Michael Kirst:

The California Child Care Resource and Referral Network are pleased to offer its strong support for California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. We believe that this unique and timely federal opportunity provides California the ability to utilize and build on established and emerging local and regional early care and education programs as a foundation which will enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and respects innovative work underway in communities across the state. We and our 58 local member agencies, look forward to participating in the emerging statewide network of high quality and sustainable early learning and development efforts that will greatly benefit from this plan.

For the past thirty-one years, the R&R Network has worked diligently to respond to the local child care needs of parents served by our diverse members. We are proud of the innovative efforts we have developed, like the California Child Care Initiative Project-a public/private partnership established in 1987 with the Bank of America to build and improve the supply of licensed family child care -to support the need for quality, accessible child care in all corners of our large, diverse state. The thoughtful plan developed for California's application will strengthen and support locally proven programmatic efforts, and support the sharing and emulation of their best practices in other parts of the state.

Early childhood programs in California and across the country have never had the resources necessary to share the wisdom, research based best practices, and models for reaching and supporting the highest needs children. This application is a welcome, one time only federal opportunity to gather and support what we know and do best, develop new tools and resources in English and Spanish which will help local communities in their efforts to strengthen and improve early childhood programs, and support our continuing state dialogue about the essential elements of a well integrated, mixed child care delivery system.

We know from our own experience and support from public and private agencies that this model can and will work. In 1987 the R&R Network received a large, one time only federal grant through the State Department of Social Services to provide child abuse prevention training to all licensed child care home and center based child care providers in the state. Twenty-four years later the training materials including a magazine style booklet available in English, Spanish, and Chinese, and two training videos continue to be used by R&R programs and child care providers across the state. This experience is repeated in many excellent publications and materials developed by and for the California Department of Education, Child Development Division.

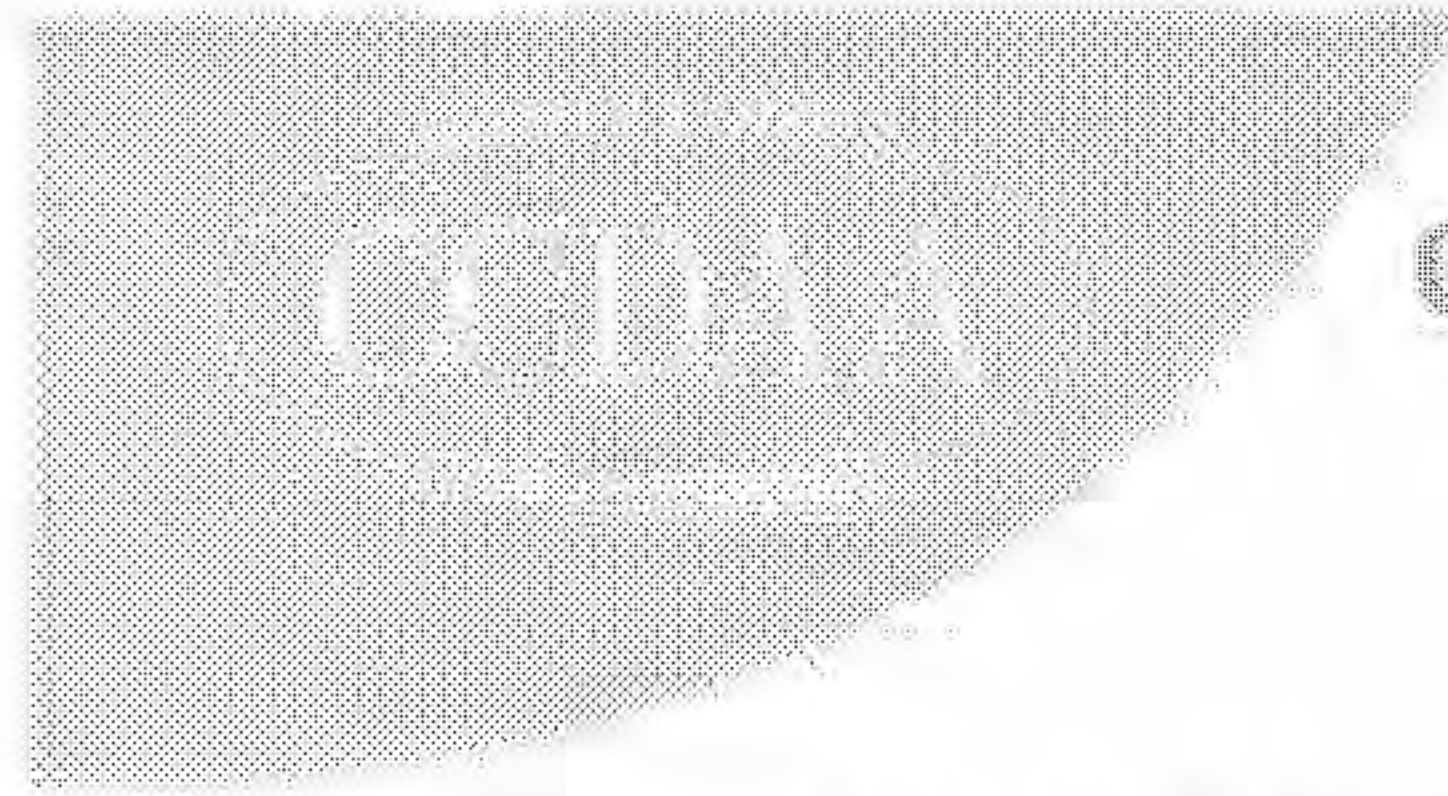
We are grateful for this timely opportunity to work toward our shared vision and goal of investing in our youngest learners. We represent 13 percent of the nation's children and 21 percent of our children live in poverty. This Early Learning Challenge proposal is an excellent opportunity for our state and nation to take a giant step toward educational excellence for all.

Thank you for your thoughtful time and consideration of this proposal. We wish you every success in the completion of this application. Please feel free to contact me with any questions you may have regarding our support. I can be reached at (415)882-0234, and patty@rrnetwork.org.

Sincerely,

(b)(6)

Patricia Siegel
Executive Director



California Child Development Administrators Association
Educating and Inspiring Leadership in Child Development



October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of the California Child Development Administrators Association (CCDAA), I would like to express our support of California's application for the federal Race to the Top Early Learning Challenge Funds.

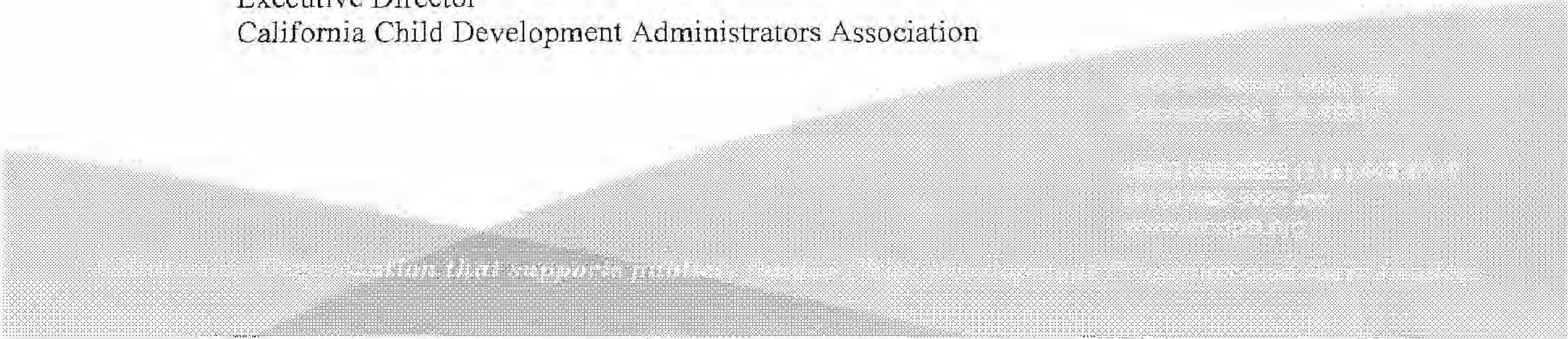
CCDAA understand that the State of California is seeking successful funding of this grant to dramatically change the way the state runs the educational enterprise in California by investing in key supports that 1) improve and enhance the developmental services of California's children, especially high-need students; 2) create a strong network of Early Learning Challenge Leadership; 3) drive changes in regulations and laws impacting all ECE programs statewide; and 4) build upon existing efforts to integrate early learning workforce development system.

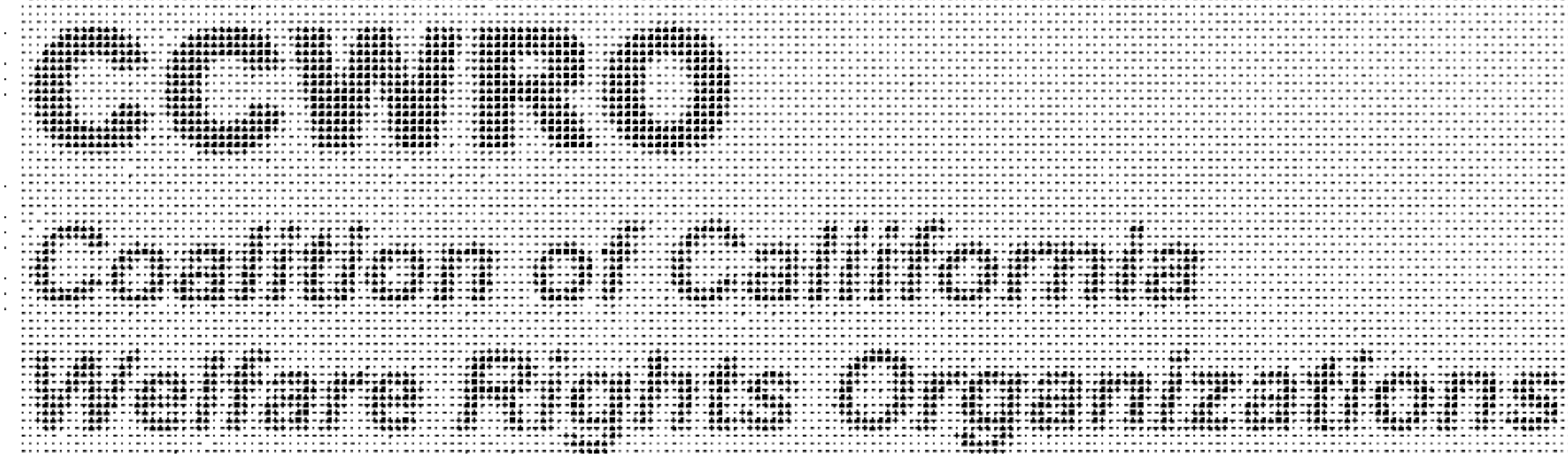
CCDAA strongly agrees that Race to the Top Early Learning Challenge Funds represent California's best chance to engage in the fundamental reforms that are needed to develop the state's workforce and fuel future innovations—to invest in state and local systems that will accelerate and drive growth in student achievement.

CCDAA is committed to supporting California in these efforts. By joining as a group of committed citizens, focused as a team on providing the opportunity for all of our children to reach their potential, we know that California can win this race.

Sincerely,

Nina Buthee, MA CAE
Executive Director
California Child Development Administrators Association





1901 Alhambra Blvd. Sacramento,
CA 95816-7012
Tel. 916-736-0616
Cell 916-712-0071
Email: kevin.aslamian@ccwro.org

ccwro.org

Kevin. M. Aslamian, Executive Director
Grace A. Galligher, Directing Attorney
Seth Blackmon, Staff Attorney

October 3, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express the Coalition of California Welfare Rights Organization's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds.

This proposal would enhance California's ability to better use the current early care and education programs as a foundation to increase California's early learning and development system.

This program would result in high quality and sustainable early learning and development statewide networks that would benefit out low income coimmunity,

Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
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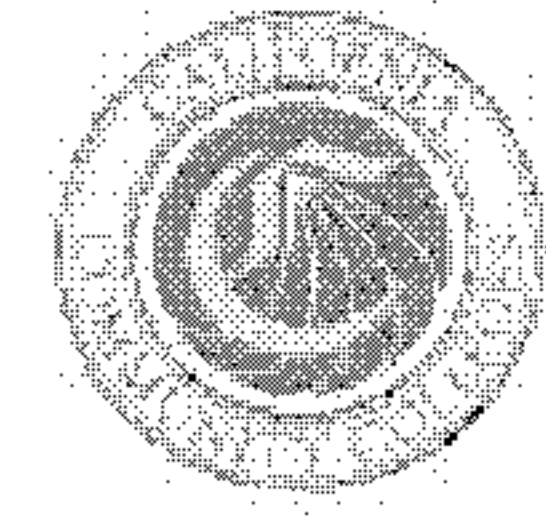
If you have any questions regarding this letter of support, please contact Kevin Aslanian.

Sincerely,

Kevin M. Aslanian, Executive Director
CCWRO

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



October 10, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

As the state Chancellor of California Community Colleges, I would like to express strong support for California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. One hundred and five California Community Colleges offer the core coursework for early childhood educators preparing for and already part of the early care and education workforce. California's participation in the RTT Early Learning Challenge opportunity will build on existing cooperative efforts among community colleges and the California Department of Education to align curriculum with the state's early learning foundations and competencies. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

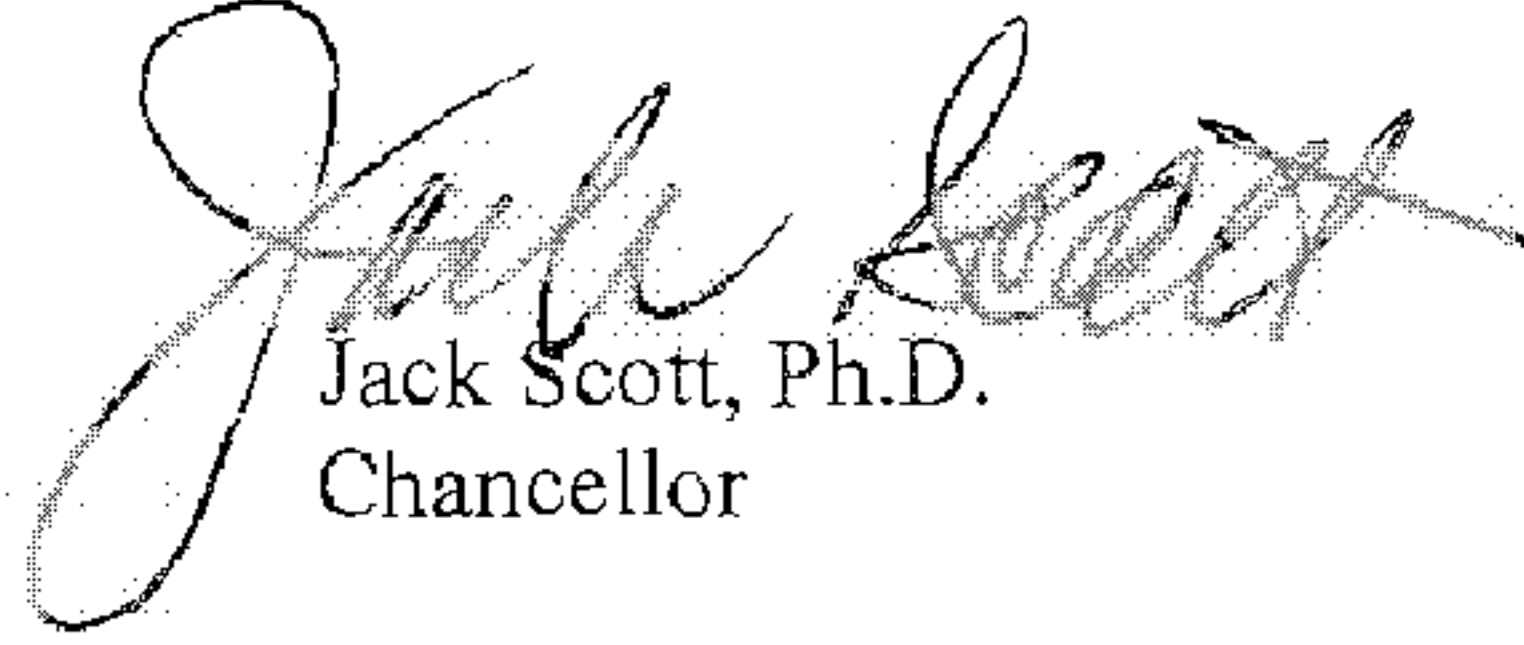
- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Race to the Top
October 10, 2011
Page 2

If you have any questions regarding this letter of support, please contact Linda Michalowski, vice chancellor of student services and special programs, at lmichalo@ccccc.edu or (916) 327-5361.

Sincerely,



Jack Scott, Ph.D.
Chancellor



CCSESA

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1121 L Street • Suite 510 • Sacramento, CA 95814 • (916) 446-3095 • FAX (916) 448-7801 • www.ccsesa.org

CHILD DEVELOPMENT DIVISION
2011 OCT 17 AM 11:57

October 12, 2011

Honorable Edmund G. Brown Jr., Governor, State of California
 Honorable Tom Torlakson, California State Superintendent of Public Instruction
 Dr. Michael Kirst, President, California State Board of Education
 c/o Race to the Top Early Learning Challenge Grant State Working Group
 Child Development Division
 California Department of Education
 1430 N Street
 Sacramento, California 95814

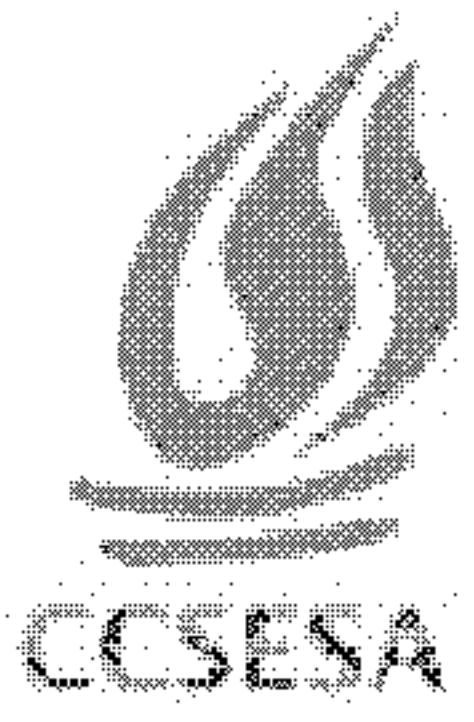
Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of the 58 County Superintendents of Schools, I am writing to express support of California's application for the federal Race to the Top (RTT) Early Learning Challenge Funds. County Superintendents have played a pivotal role in creating and implementing local quality rating and improvement systems and have a sustainable infrastructure through the 58 county superintendents to assist in improvement and expansion of local projects to reach the entire state.

County Superintendents are constitutional officers with statutory responsibilities related to academic support and fiscal oversight for each of California's more than 1000 school districts, including 5600 schools with elementary grades. One of the strategic priorities for CCSESA is prekindergarten-related policy, quality improvement and funding. County Superintendents are key liaisons between early educators and the K-12 and business communities. California is focused on quality improvements that move toward the goal of providing high-quality early learning experiences for all young children. Alignment and articulation of early learning between prekindergarten and kindergarten programs fosters transitions for children that prepare them for kindergarten.

California's proposal will build on the excellent work underway in our diverse communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education and the 58 County Superintendents of Schools.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and with 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning



Challenge proposal represents a coherent plan for leading other states and communities.

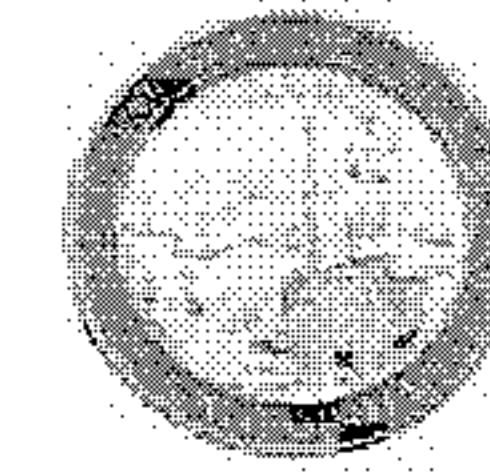
If you have any questions, please contact me.

Sincerely,

Peter Birdsall, Executive Director
California County Superintendents Educational Services Association (CCSESA)



STATE OF CALIFORNIA—HEALTH AND HUMAN SERVICES AGENCY
DEPARTMENT OF SOCIAL SERVICES
744 P Street • Sacramento, CA 95814 • www.cdss.ca.gov



EDMUND G. BROWN JR.
GOVERNOR

October 12, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the California Department of Social Service's (CDSS) strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students.
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state.
- Using the results of RTT programs to drive changes in regulations and laws impacting all Early Childhood Education programs statewide, as appropriate.
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and with 23 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap.

Governor Edmund G. Brown, Superintendent Torlakson, Board President Kirst
Page Two

California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

CDSS is committed to improving access to quality child care and participating in efforts to improve early learning and development programs for young children from needy, low-income families. While the child care program that is administered by CDSS is designed to assist parents in finding child care so they can participate in welfare-to-work activities and employment opportunities, CDSS is also committed to ensuring that the population of children CDSS serves has access to quality child care programs while supporting parental choice of quality child care. To this end, the CDSS will continue to work as a participating state agency in support of efforts aimed at promoting and enhancing the optimal development of young children and promoting school preparedness while preserving parental choice.

If you have any questions regarding this letter of support, you may contact me at (916) 657-2598 or Ms. Charr Lee Metsker, Deputy Director of the Welfare to Work Division, at (916) 657-3546.

Sincerely,



WILL LIGHTBOURNE
Director



October 11, 2011

Tom Torlakson
State Superintendent of Public Instruction
P.O. Box 21636
Concord, CA 94521

RE: Race to the Top Early Learning Challenge Grant

Dear Mr. Torlakson:

The California Federation of Teachers supports that California apply for the federal Race to the Top (RTT) - Early Learning Challenge. Due to application time constraints, we have not had the opportunity to review California's application for these grant funds. However, encouraged by the direction of the grant application outlined by the California Department of Education we support that California apply for this funding.

Federal Race to the Top (RTT) Early Learning Challenge funds would provide California the opportunity to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an opportunity for our state and nation to take a major step towards educational excellence for all.

Sincerely,

Jennifer Moreno
Legislative Representative
JM:dib-opeiu29.afl-cio

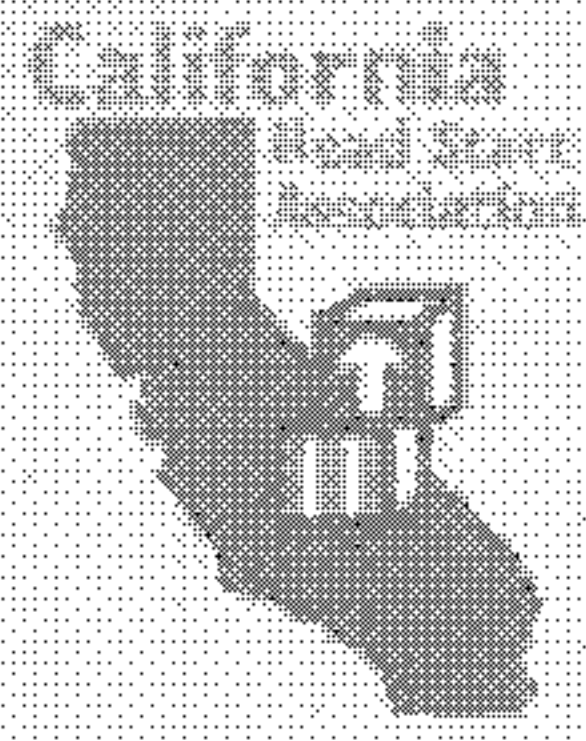
Representing faculty
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and colleges, from early
childhood through higher
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October 11, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

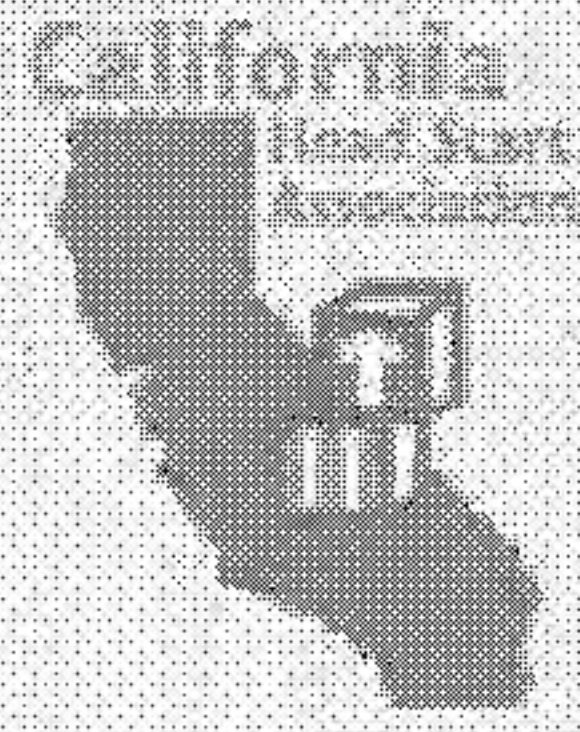
Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the California Head Start Association's strong support of California's application for the federal Race to the Top (RTT) Early Learning Challenge Funds. This program would provide California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a *Quality Rating and Improvement System* that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- *Building upon existing efforts to form a coherent and integrated early learning workforce development system.*

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the

1107 9th Street, Suite 810 • Sacramento, CA 95814 • Tel: (916) 444-7760 • Fax: (916) 444-2257 • caheadstart.org



achievement gap. California's Early Learning Challenge proposal represents an opportunity for our state and nation to take a major step towards educational excellence for all.

Head Start in California is committed to supporting early education quality improvement both locally and through our participation in a statewide Early Learning Advisory Council.

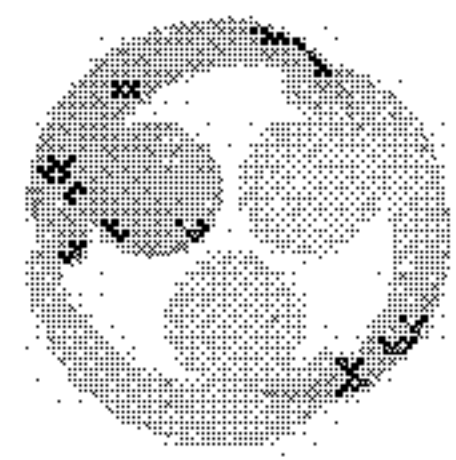
For more information, please do not hesitate to contact me directly at the number below or at rick@caheadstart.org.

Sincerely,

(b)(6)

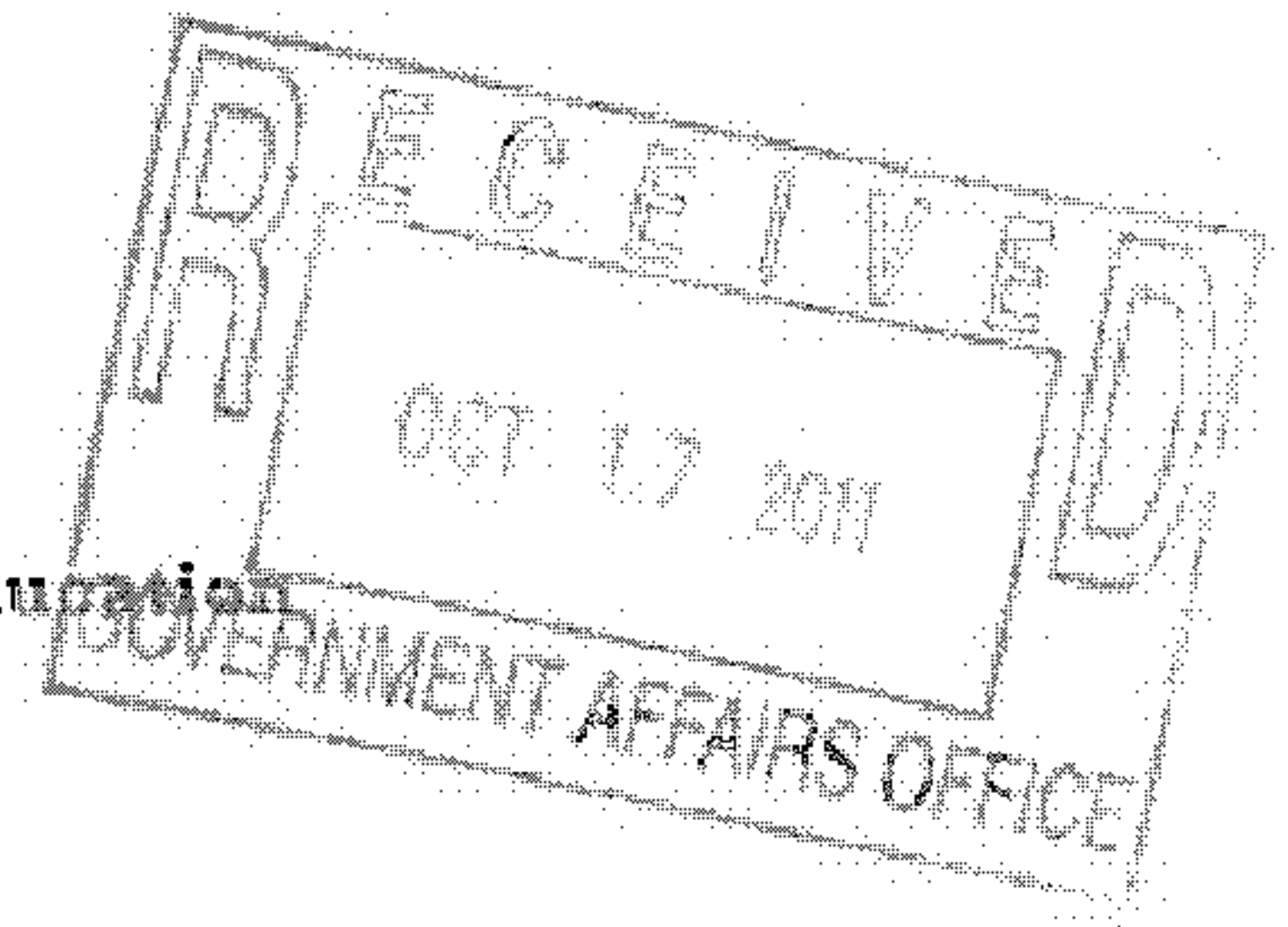
Rick Mockler
Executive Director

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CORE

California Office to Reform Education



October 6, 2011

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Tom Torlakson, State Superintendent of Public Instruction
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Superintendent Torlakson,

We are writing to express the California Office to Reform Education's (CORE) strong support of California's plan for the federal Race to the Top Early Learning Challenge (RTT-ELC).

Providing quality early learning experiences to all students is foundational to closing the achievement gap and increasing achievement of all students. RTT-ELC provides an exciting and much needed opportunity to help California strengthen already established local and regional early care and education programs and greatly enhance and strengthen the state's early learning and development system. The result will be a high quality and sustainable early learning and development statewide network that is grounded in local resources and supported by the California Department of Education.

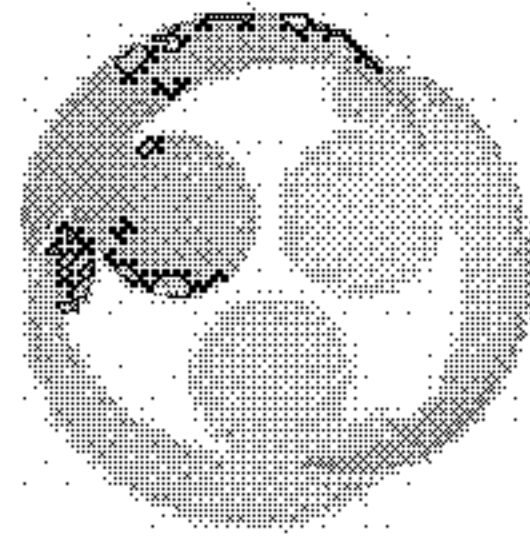
California's RTT-ELC plan will:

- Highlight the creation of a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that have adopted or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services for early learners, with a particular focus on the needs of high-need students;
- Spotlight the success of locally proven programmatic efforts so that their best practices can be adopted for use across the state;
- Use the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Build upon existing efforts to form a coherent and integrated early learning workforce development system.

916.441.2917 (T)

1130 K Street, Suite 250
Sacramento, CA 95814

916.441.4577 (F)



CORE

California Office to Reform Education

California has long recognized how critical it is to invest in early learning. This plan is not responsive to any new federal mandates; rather it is consistent with early learning improvement efforts that widely embraced and are underway in California. Winning a RTT-ELC grant will simply allow California to accelerate this important work.

Thirteen percent of the nation's children live in California, and 21 percent of California's children live in poverty. Any national effort to close the achievement gap and increase student achievement must incorporate a focus on California students. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Michael Hanson, CORE Board President at (559) 457-3884.

Sincerely,

Michael Hanson, Superintendent

Fresno Unified School District

cc: Lupita Alcalá, Deputy Superintendent
Cathy McBride, Federal Policy Liaison
Chris Reefe, Legislative Representative
Camille Maben, Director, Child Development Division

916.441.2917 (T)

1130 K Street, Suite 250
Sacramento, CA 95814

916.441.4577 (F)

October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

The California State PTA strongly supports California's application for federal Race to the Top (RTT) Phase Early Learning Challenge funds. These funds would provide California the ability to capitalize on existing local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key components of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all early care and education programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

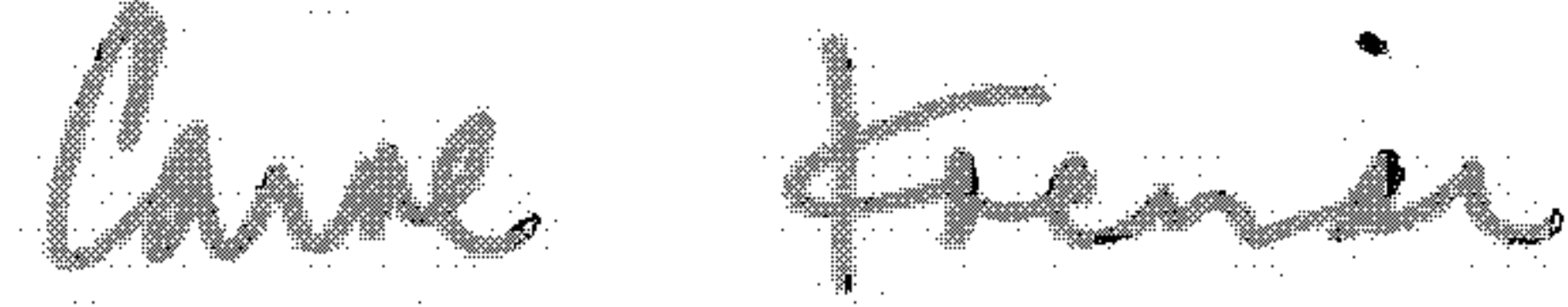
The California State PTA has long recognized the critical nature of investments in quality programs for our youngest learners. Thirteen percent of the nation's children reside in California and 21 percent of California's children live in poverty. Addressing the early education needs of this state's children must be an integral element of any national effort to close the achievement gap, which is closely tied to poverty. California's Early Learning Challenge proposal represents

Edmund G. Brown Jr.
Tom Torlakson
Michael Kirst
October 7, 2011
Page 2

an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me or Brian Bonner, Vice President for Parent Involvement.

Sincerely,

A handwritten signature in cursive script, appearing to read "Carol Kocivar".

Carol Kocivar
President
California State PTA

CK:BAB:bb

DISTRICT OFFICE
1000 N STREET, ROOM 876
SACRAMENTO, CA 95814
TEL (916) 651-8500
FAX (916) 227-8754

DISTRICT OFFICE
3722 WATT AVENUE
NORTH HIGHLANDS, CA 95660
TEL (916) 336-8577
FAX (916) 336-8366

STATE CAPITOL
ROOM 303
SACRAMENTO, CA 95814
TEL (916) 651-3005
FAX (916) 225-2263

California State Senate

SENATOR
DARRELL STEINBERG
PRESIDENT PRO TEMPORE
SIXTH SENATE DISTRICT

RULES COMMITTEE
CHIEF
PUBLIC SAFETY



October 10, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We all share an understanding that a young child's early educational experiences can help shape their later success in school and in life. Even in tough fiscal times, we must find ways to ensure that more California families have access to quality early care and preschool for their children. For this reason, I urge you to put forward an application for federal Race to the Top-Early Learning Challenge (RTT-ELC), which will allow us to make gains in an area where we are otherwise at risk of falling behind.

At a time when California is struggling to maintain support for critical education and care opportunities for children from birth to age five, and has in fact been forced to curtail such programs, we simply cannot afford to forgo the \$100 million in federal funds for which the state is eligible under the RTT-ELC.

This particular program does not require California to make statutory changes or other commitments that stretch beyond our existing priorities and policies for services to young children. It does, however, provide a timely opportunity for us to build upon our existing foundation of well-established local and regional early care and education programs at a time when the state alone cannot support them as adequately as they deserve.

Governor Brown, Superintendent Torlakson, SBE President Kirst
October 10, 2011
Page 2

As local school districts are preparing to implement the landmark transitional kindergarten legislation (Senate Bill 1381) signed last year, this infusion of significant one-time funds could provide unique opportunities for articulation and professional development that the state is not in a position to fund from its own coffers. It could also allow us to move forward on quality improvement efforts for programs serving children from birth to age five initiated by my Senate Bill 1629 of 2008.

If you or your staff would like to discuss further, please contact Susanna Cooper of my staff by telephone at (916) 651-4170, or by email at susanna.cooper@sen.ca.gov.

Sincerely,



DARRELL STEINBERG
President pro Tempore, 6th District

DS:sc

Cc: Sue Burr, Executive Director, State Board of Education
Chris Reefe, Legislative Representative, Superintendent Torlakson

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

BAKERSFIELD

October 11, 2011

CHANNEL ISLANDS

The Honorable Edmund G. Brown, Jr.
Governor
State of California

CHICO

DOMINGUEZ HILLS

The Honorable Tom Torlakson
Superintendent of Public Instruction
State of California

EAST BAY

FRESNO

Dr. Michael Kirst
President
California State Board of Education

FULLERTON

HUMBOLDT

LONG BEACH

c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

LOS ANGELES

MARITIME ACADEMY

MONTEREY BAY

Dear Governor Brown, Superintendent Torlakson, and President Kirst:

NORTHRIDGE

POMONA

SACRAMENTO

SAN BERNARDINO

SAN DIEGO

SAN FRANCISCO

SAN JOSÉ

SAN LUIS OBISPO

SAN MARCOS

SONOMA

STANISLAUS

The California State University (CSU) supports California's application for the Federal Race to the Top (RTT) Early Learning Challenge grant. As the nation's largest university system with over 400,000 students enrolled annually, we believe it is critical that the state take every opportunity to strengthen its education system, particularly for low-income and disadvantaged students. Additionally, the CSU plays a vital role in the preparation of Early Childhood Educators through our bachelor's and master's programs, and knows the importance of educating students at the earliest ages in order to provide them the skills required to enter our K-12 system and ultimately graduate well prepared for college and California's workforce.

RTT funding would provide California with the ability to build upon already established local and regional early care and education programs that will enhance and strengthen the state's early learning and development system, which will assist the K-12 systems in reducing the achievement gap. This will allow California's early education communities to improve at the local level while avoiding ongoing future cost pressures to the state. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education.

OFFICE OF THE CHANCELLOR • LONG BEACH, CALIFORNIA 90802-4210 • (562) 951-4700 • Fax (562) 951-4996 • creed@calstate.edu

Race to the Top Early Learning Challenge Grant State Working Group
October 11, 2011
Page Two

The CSU has long recognized the need for strong learning opportunities and educational systems in California at all levels and continues to see increasing numbers of students entering the university in need of remedial education. A key strategy for lowering this need is to provide a broad-based quality education prior to students entering kindergarten. RTT funding would have a long-term, invaluable impact on the need for remediation and on our youngest learners.

Please do not hesitate to contact me should you have questions regarding this letter of support.

With kind regards,

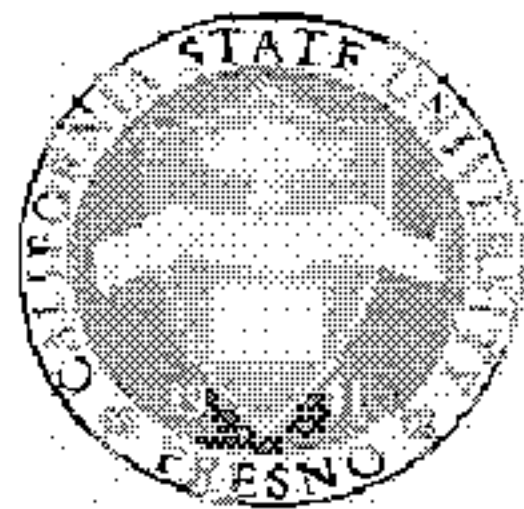
Sincerely,



Charles B. Reed
Chancellor

CBR/jh

c: Mr. Garrett P. Ashley, Vice Chancellor, CSU University Relations and Advancement
Dr. Ephraim P. Smith, Executive Vice Chancellor and Chief Academic Officer
Ms. Karen Y. Zamarripa, Assistant Vice Chancellor, CSU Advocacy and State Relations



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

October 7, 2011

Governor Edmund G. Brown Jr.
Superintendent Tom Torlakson
President Michael Kirst
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 'N' Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst

I write to express California State University, Fresno's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include.

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

Office of the President

Harold H. Haak Administrative Center
Henry Madden Library, Suite 4104
5200 North Barton Ave. MS ML48
Fresno, CA 93740-8014

559.278.2324

Fax 559.278.4715



THE CALIFORNIA STATE UNIVERSITY

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at johnw@csufresno.edu or by calling my office at 559-278-2324

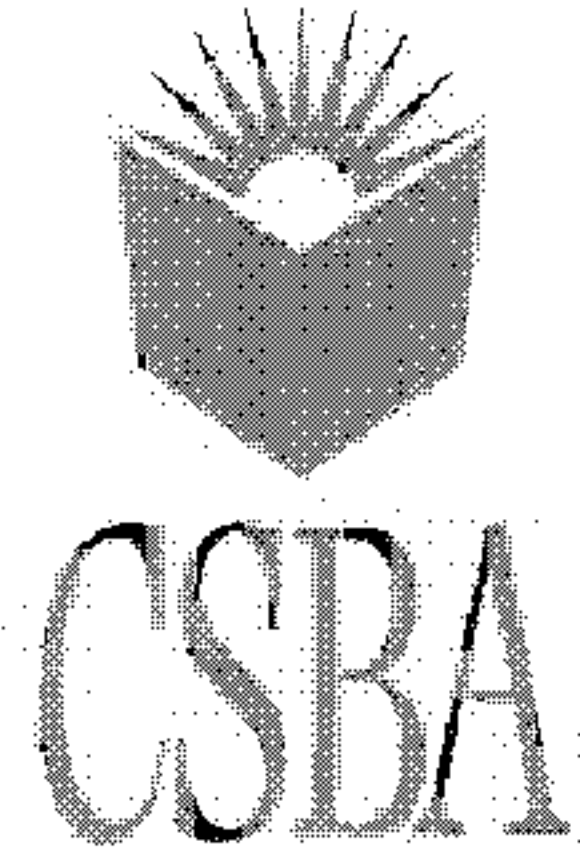
Sincerely,



John D. Welty
President

JDW/MCC/mem

October 10, 2011



Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President
Kirst:

The California School Boards Association (CSBA) is writing to express CSBA's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

3100 Beacon Boulevard
P.O. Box 1660
West Sacramento, CA 95691
(916) 371-4691
FAX (916) 371-3407

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

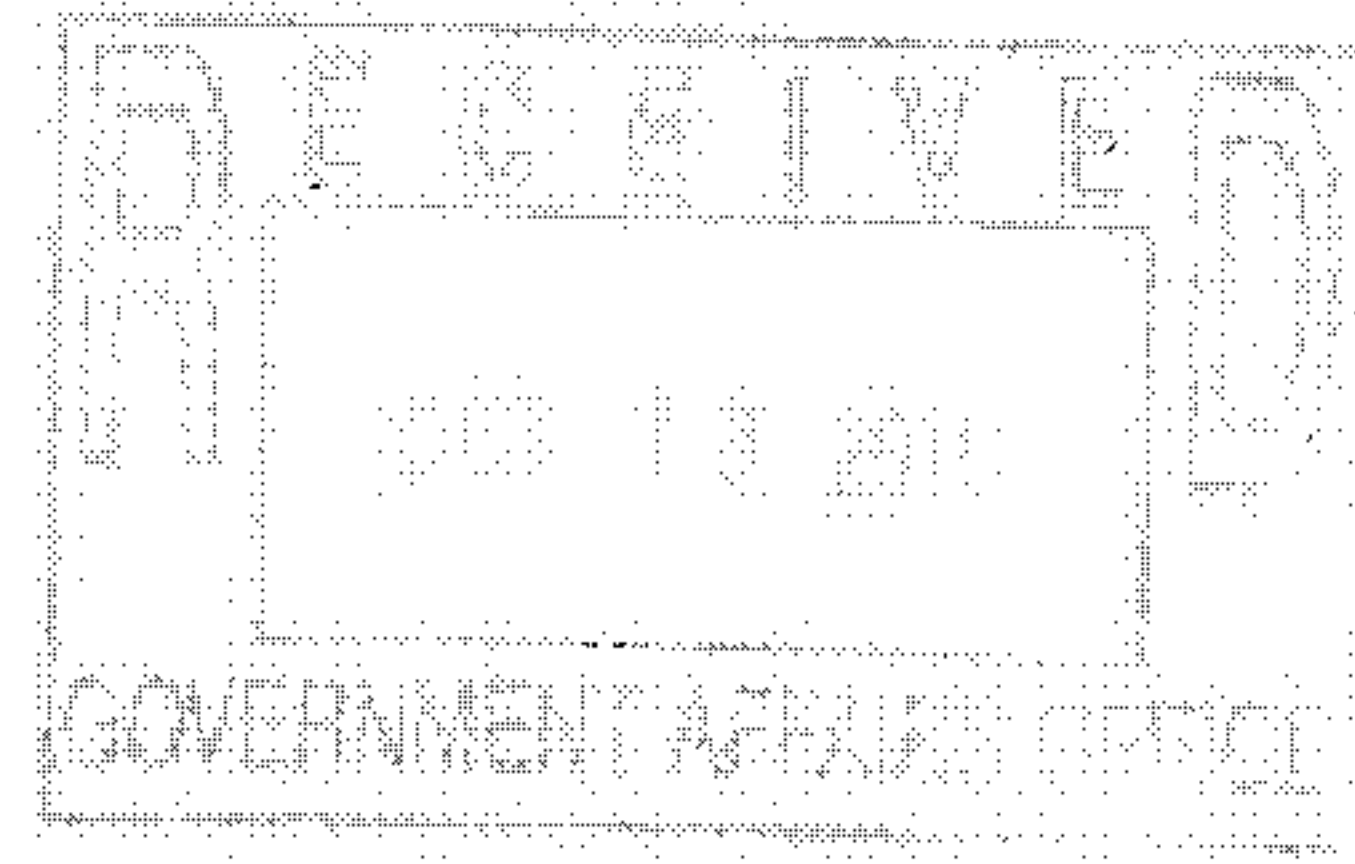
If you have any questions regarding this letter of support, please contact me at 916-669-3355 or via email at awilliams@csha.org.

Sincerely,



Angelo Williams, Ed.D.
Assistant Executive Director
Policy Analysis and Leadership Development

AW:lb



October 4, 2011

Gayle L. Duffy
Executive Director

Board Members

Vernice Brown

Chata Cartaciano

Jesse Drucker

Teresa Huerta

Ellen Junn

Albert Magnia

Vongsavanh Mouanoutoua

Pha Mouavangsou

Christina Roup

Jill Smith

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I/We are writing to express Central Valley Children's Services Network's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and

1911 North Helm
Fresno, CA 93727

(559) 456-1100
FAX (559) 456-8381

www.cvcson.org

Central Valley Children's Services Network provides the necessary support, education and linkage of community resources to advocate for high quality care for all children.

- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Gayle L Duffy, (559) 456-1100, gayled@cvcsn.org

Sincerely,

(b)(6)

Gayle L Duffy
Executive Director
Central Valley Children's Services Network



October 11, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Child Care Providers United-California (CCPU-California) is writing to express *both* our support for California's decision to apply for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds *and* our concern that the plan as proposed may not go far enough to ensure high quality care and secure much-needed federal RTT dollars. We believe that these additional elements are essential to any plan to increase quality child care in California.

This is an exciting opportunity that could provide California the ability to leverage state investments and maximize provider participation to strengthen the state's early learning and development system. California's proposal does reflect and build upon the excellent work already underway in our communities. We are particularly glad to see the State focusing on Teachers and Teaching as a core element of program quality, given that quality of care is directly linked to the quality of the relationship between the child care provider/teacher and the child. Investments in state infrastructure that provide workforce supports are a first step.

However, the plan could be strengthened in a few key areas that would go further in improving quality and could better place California in a position to win federal RTT funds:

- **Provider Voice:** Providers and teachers know best what everyday barriers exist to offering quality child care, and therefore must have a formal role in any system to improve child care quality. This inclusion helps ensure investments are being made in ways that will achieve quality goals. Choices about subsidy program administration, licensing regulations, compensation, quality rating systems, and classes and training are made without any formal input from child care providers and the families they serve. This leads to inefficient use of limited state child care funds and lack of awareness of how current local initiatives could be strengthened to better equip providers to offer quality child care. California's proposal should offer a clear plan for how the State will

1677 Oakton Street, Suite 725 Oakland, CA 94621
1-866-574-8907 ccpu.net



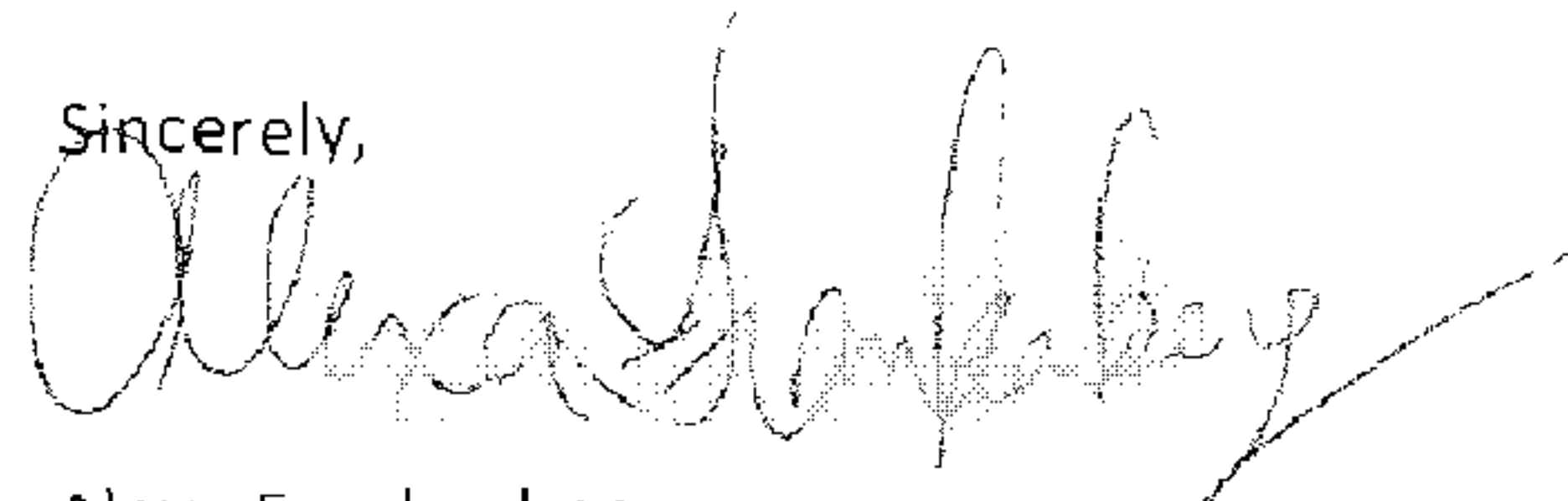
partner with providers to include their expertise in designing system improvements, particularly how to surmount existing barriers that hold providers back from providing highest quality care.

- **Professional Development:** Real commitment to high quality child care for California's youngest children requires substantial training, support, and incentives for the early care and education workforce. The current proposal begins to address these needs but appears too limited, particularly in the area of providing the necessary support and incentives to enable and ensure providers take more training and coursework in early care and education. Monetary assistance for supports like books, course tuition and fees, and stipends upon completion has been scaled back at higher education institutions across the state; the State would be well-served to expand AB 212 and CARES programs. Peer-to-peer support in mentoring programs, provider cohorts at colleges offering ECE coursework, and language and other academic support services to encourage providers to re-enter college campuses where many have not been for decades are also key to education and training initiatives. Finally, offering additional coursework at times and locations convenient for providers have facilitated providers' participation in training. In the absence of these supports, there are few incentives for providers to advance their education when it is neither required nor rewarded.

Because California is home to 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. While CCPU-California is happy to provide our support for California's Early Learning Challenge proposal, we also hope you sincerely consider our concerns and examine our recommendations to strengthen this proposal.

If you have any questions regarding this letter of support, please contact Alexa Frankenberg at (510-343-8541), or by email at Alexa.Frankenberg@seiu.org

Sincerely,



Alexa Frankenberg
Campaign Director, CCPU-California

Cc: Dion Aroner, AFSCME
Willie Pelote, AFSCME
Joe Wilson, AFSCME
Michelle Castro, SEIU California
Bill Lloyd, SEIU Local 99
Kristy Semmersheim, SEIU Local 521



CHILD DEVELOPMENT POLICY INSTITUTE

1614 N Street
Sacramento, CA 95814

PRESIDENT
Dennis Vicars
PACE Alternative Payment Program

VICE PRESIDENT - INTERNAL
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Sacramento County Office of Education

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POLICY
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San Luis Obispo

Olen Thomas

Lisa C. Velarde
Children's Home Society of California

Maria L. Veloz
Los Angeles Universal Preschool

Elanna S. Yelow
Knowledge Universe/Knowledge
Learning Corporation

LEGISLATIVE ADVOCATE:
Timothy Fitzharris, Ph.D.

October 12, 2011

To Whom It May Concern:

SUBJECT: Support of California's Challenge Grant Application

This letter is to support the RTT-ELA application of the State of California. This state has a rich and long history of supporting early education and is in a strategic place to continue the work to incorporate the features required for the Early Learning Challenge grant.

The Child Development Policy Institute is comprised and reflective of the various sectors of the early learning field throughout the state. As a board of representative members, we endorse and support the leadership of the State Department of Education to continue to bring multiple quality efforts into a unified, integrated rating system.

We understand the features included in the application and competitive process. We believe this opportunity is timely and of great importance as our state's efforts to bring forth and build capacity across systems and connect elements of quality to improve child readiness outcomes and family and support and engagement.

Our state has made great gains in the past decade to develop systems and resources that reflect the essential elements included in the grant application such as in school readiness and assessments, and professional development. This opportunity is essential and urgent to support the next phase of systems improvement and integration.

CDPI will do what is necessary to ensure the grants successful implementation.

Sincerely,

(b)(6)

Dennis Vicars, President

The Child Development Policy Institute promotes public policy that ensures children's success and productive citizenship through quality early education to build California's social and economic vitality.

CHILDREN NOW

October 6, 2011

1212 BROADWAY 5TH FLOOR
OAKLAND CALIFORNIA 94612
T 510 763 2444 F 510 763 1974

CHILDRENNOW.ORG

LOS ANGELES SACRAMENTO WASHINGTON D.C

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson and Board President Kirst,

I am writing to express Children Now's strong support of California's application for the federal Race to the Top Early Learning Challenge (RTT-ELC) grant. During these difficult budget times, this is a one-time opportunity that we cannot afford to miss.

Children Now is a nonpartisan research and advocacy organization working to raise children's well-being to the top of the national and state policy agenda. The organization focuses on ensuring quality health care, a solid education and a positive media environment for children.

The RTT-ELC grant will allow California to utilize already established local and regional early care and education models to build the foundation for a more efficient and effective high-quality state early learning and development system. Grounded in local resources and supported by the Department of Education, the state's RTT-ELC plan calls for: 1) creating a strong network of leadership communities made up of local and regional programs that are or will implement a Quality Rating and Improvement System; 2) highlighting the best practices of these communities to promote similar initiatives across the state and using results to drive changes in regulation and laws impacting early care and education programs statewide, as appropriate; and 3) building upon substantial investments being made in school readiness initiatives and existing efforts to form an integrated early learning workforce development system.

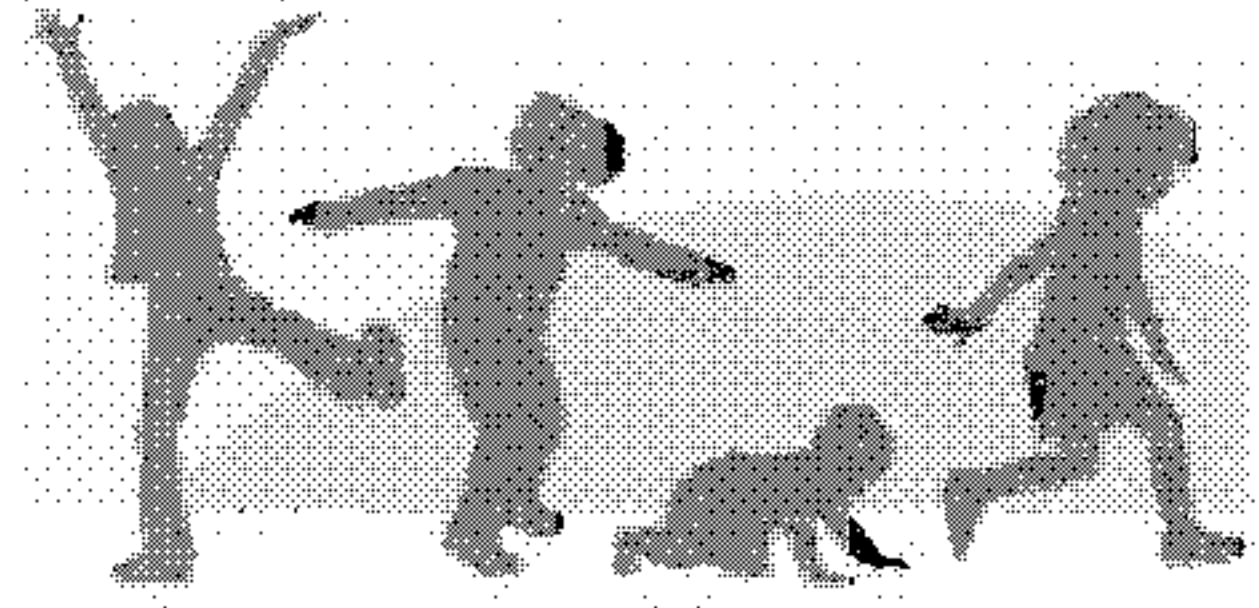
These projects will greatly assist California in its efforts to narrow the achievement gap by using strategic, one-time investments to strengthen the existing early learning and development system. California is home to 13 percent of the nation's birth-to-five population, and we must take every opportunity we can to ensure their future. I urge you to support California's application for RTT-ELC funds.

Sincerely,

(b)(6)

Ted Lempert, President
Children Now

CHILDREN'S



The mission of Children's Resource & Referral of Santa Barbara County is to help develop strong and healthy families throughout Santa Barbara County by providing education, care, and resource systems to young children, their parents, and caregivers.
www.sbfcc.org

RESOURCE & REFERRAL OF SANTA BARBARA COUNTY

10/10/11

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express *Children's Resource & Referral of Santa Barbara County's* strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Sincerely,

Michelle L. Graham
Executive Director
705 E Main St
Santa Maria, ca 93454
805-925-6701

Congress of the United States
Washington, DC 20515

October 17, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson and President Kirst:

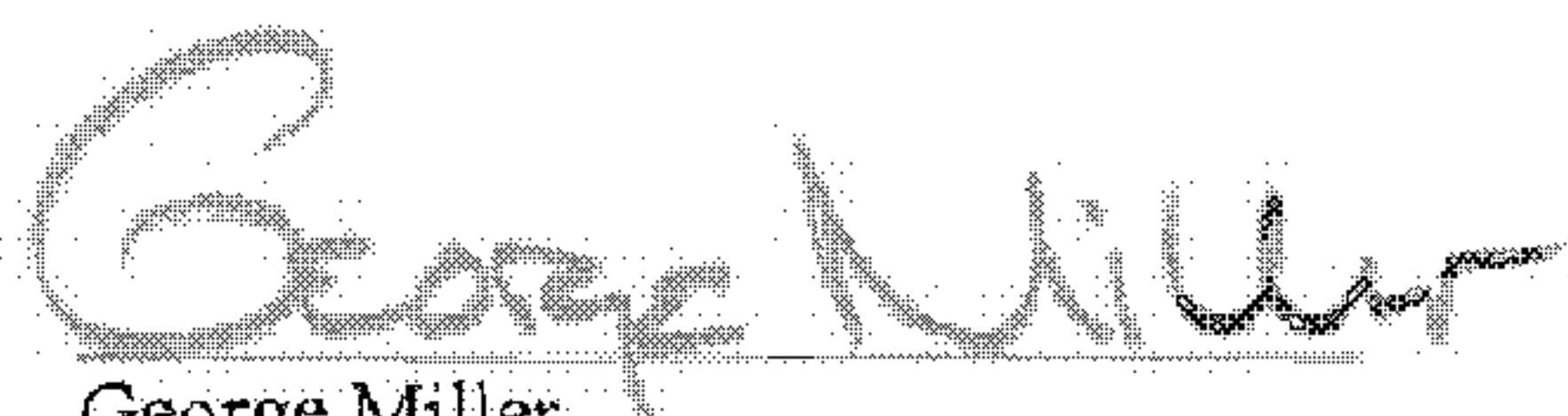
As senior Members of the California Congressional Delegation, we are writing to express our strong support for California's application for Race to the Top Early Learning Challenge (RTTT-ELC) grant competition. We believe the proposed reform measures will go a long way to strengthen the state's early learning and development system and programs and to help all children in California be prepared to succeed in school.

California has the opportunity to receive \$100 million in federal funding over a four-year period to help achieve the goals of the RTT-ELC. Learning begins at birth, and high quality early learning opportunities can have lasting effects on children's achievement, behavior, and health. A strong early learning system is integral to a strong education system. If awarded these funds, California could use the money to improve the quality of early learning and development programs, helping better prepare children for success in school, and work to close the achievement gap that exists before children enter kindergarten.

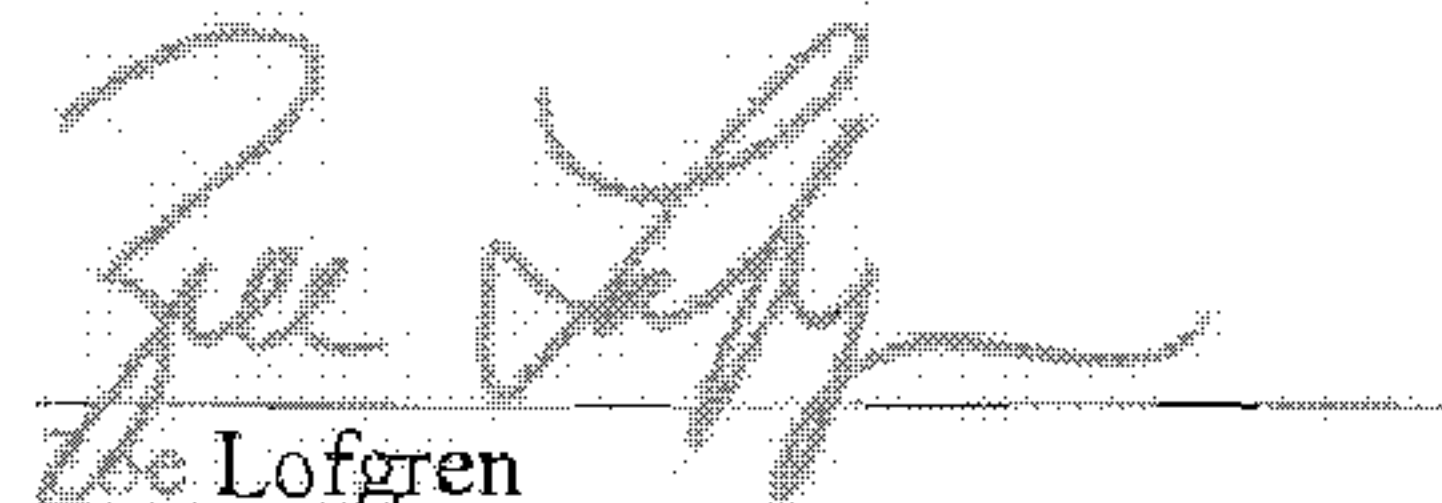
We are confident that California's leaders are prepared to execute the ambitious, innovative plans for reform outlined by the Early Learning Challenge. California's children will benefit from the commitment of state and local officials, the education and business communities, and other education stakeholders working collaboratively towards improving the state's early learning education system.

This effort is critical if California and the United States are going to succeed in fulfilling our promise to our children and remaining strong and vital in the global market. We are pleased to support these efforts.

Sincerely,



George Miller
Ranking Member
Education and Workforce Committee



Joe Lofgren
Chair
California Democratic Congressional Delegation

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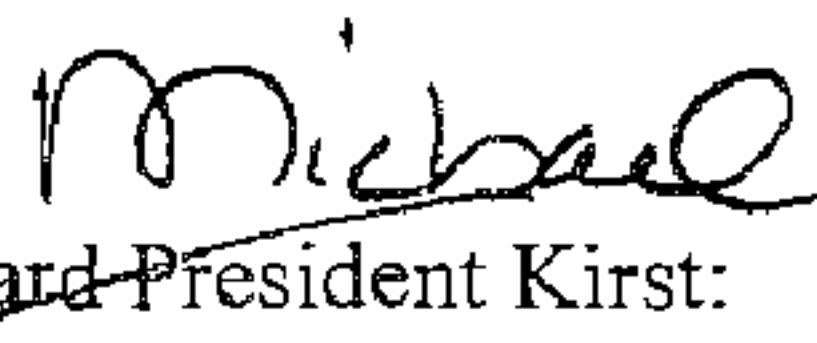
JACKIE SPEIER
12TH DISTRICT, CALIFORNIA
211 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-0512
(202) 225-3531
FAX: (202) 226-4183
400 S. EL CAMINO REAL, SUITE 410
SAN MATEO, CA 94402
(650) 342-0300
FAX: (650) 375-8270
WWW.SPEIER.HOUSE.GOV

Congress of the United States
House of Representatives
Washington, DC 20515-0512

COMMITTEE ON HOMELAND SECURITY
SUBCOMMITTEES:
RANKING MEMBER OF COUNTERTERRORISM
AND INTELLIGENCE
TRANSPORTATION SECURITY
COMMITTEE ON OVERSIGHT AND
GOVERNMENT REFORM
SUBCOMMITTEES:
REGULATORY AFFAIRS, STIMULUS OVERSIGHT AND
GOVERNMENT SPENDING
TARP, FINANCIAL SERVICES AND
BAILOUTS OF PUBLIC AND PRIVATE PROGRAMS
TECHNOLOGY, INFORMATION POLICY, AND
PROCUREMENT REFORM

October 11, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814



Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
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California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's

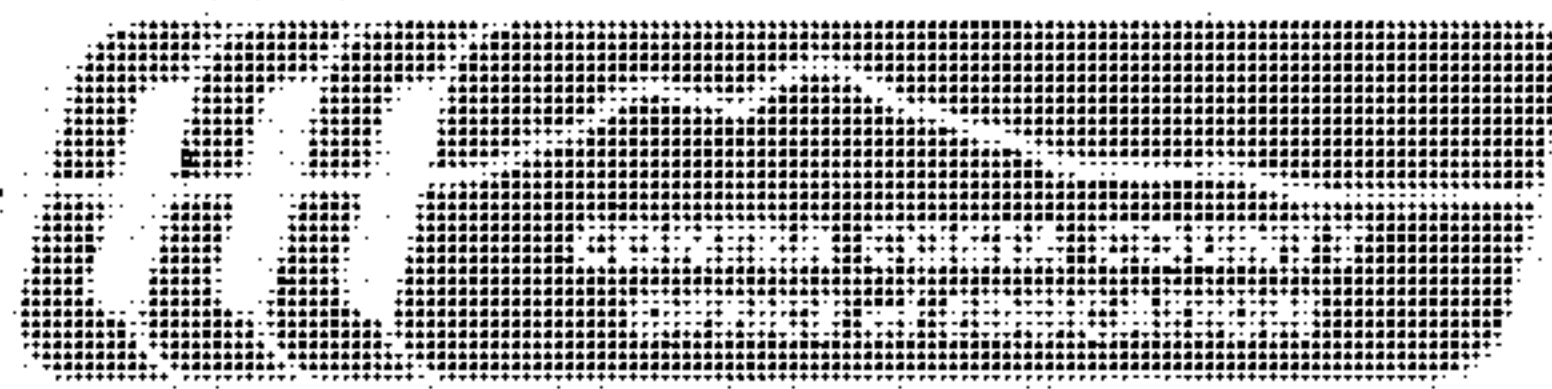
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children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Nahmyo Thomas on my staff at 202-225-3531 or nahmyo.thomas@mail.house.gov.

Sincerely,


Jackie Speier
Member of Congress



Joseph A. Ovick, Ed.D., Superintendent of Schools

77 Santa Barbara Road • Pleasant Hill, CA 94523 • (925) 942-3388

October 10, 2011

The Honorable Edmund G. Brown Jr., Governor, State of California
The Honorable Tom Torlakson, State Superintendent of Public Instruction
The Honorable Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
California Department of Education, Child Development Division
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Contra Costa County Office of Education's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California with the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the State's early learning and development system. California's proposal would give the State a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high-quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their excellent work through practices to be adopted for use across the state;
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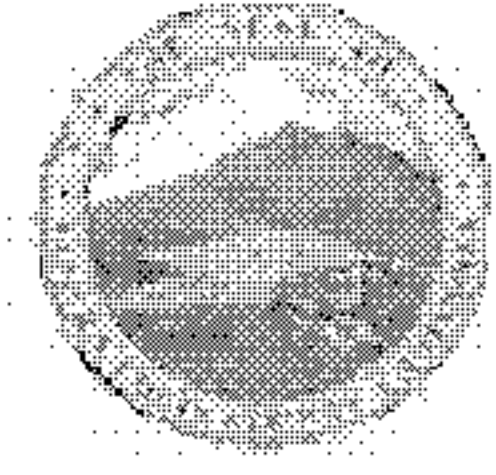
If you have any questions regarding this letter of support, please feel free to contact me at 925/942-3432 or jovick@cccoc.k12.ca.us.

Sincerely,

Joseph A. Ovick, Ed.D.
Superintendent of Schools
Contra Costa County

Karen Mitchoff
Supervisor, District Four
Board of Supervisors

CONTRA COSTA COUNTY



2151 Salvio Street, Suite R
Concord, California 94520
Phone: (925) 521-7100
Fax: (925) 646-5202

October 10, 2011

Honorable Governor Edmund G. Brown Jr.
Honorable State Superintendent of Public Instruction Tom Torlakson
Honorable President Michael Kirst, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express my support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. As a member of the Contra Costa First Five Children and Families Commission I know that California has all of the tools necessary to be a successful recipient of RTT funding.

This is an exciting and much needed opportunity to provide California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system.

California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education, and organizations such as the First 5 Commission. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;

Email: dist4@bos.cccounty.us • Website: www.co.contra-costa.ca.us/department/dist4

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- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
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Sincerely,



Karen Mitchoff

The David and Lucile Packard Foundation

October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

The David and Lucile Packard Foundation is pleased to support California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. The Packard Foundation has a long term commitment to high quality early education for California's youngest children. For the past nine years, expanding and improving California preschool opportunities has been the centerpiece of the Foundation's Children, Families and Communities Program, with investments totaling over \$80 million. Towards that end, the Foundation looks forward to continued collaboration with many local communities, school districts, public colleges, universities and state agencies. We also welcome the opportunity for continued engagement with the Governor's Office, the State Board of Education and the Department of Education. To do so with the added impetus of an Early Learning Challenge grant would be most gratifying.

With this exciting and much needed opportunity, California can build upon its maturing local and regional early care and education programs as an infrastructure to greatly enhance and strengthen the state's early learning and development system. California's proposal will forge a state plan that reflects, connects and accelerates the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Built by combining California's strong local early education leadership and experiences with the fundamentals of a statewide system for developing and supporting high quality early educators, the advances California could make with an Early Learning Challenge grant will improve school readiness for our entering kindergarteners.

300 Second Street / Los Altos, California 94023 / tel (650) 948-7658 / www.packard.org

The David and Lucile Packard Foundation

Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
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- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
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California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

The Packard Foundation welcomes the opportunity to work with state and local leadership – and now federal leadership – to assure that California's children are ready to learn when they enter kindergarten. Please feel free to contact us should you have any questions.

Sincerely,

(b)(6)

Meera Mani
Director, Children, Families, and Communities Program

(b)(6)

Lois Salisbury
Senior Advisor, Children, Families, and Communities Program

DEL NORTE COUNTY OFFICE OF EDUCATION • DEL NORTE COUNTY UNIFIED



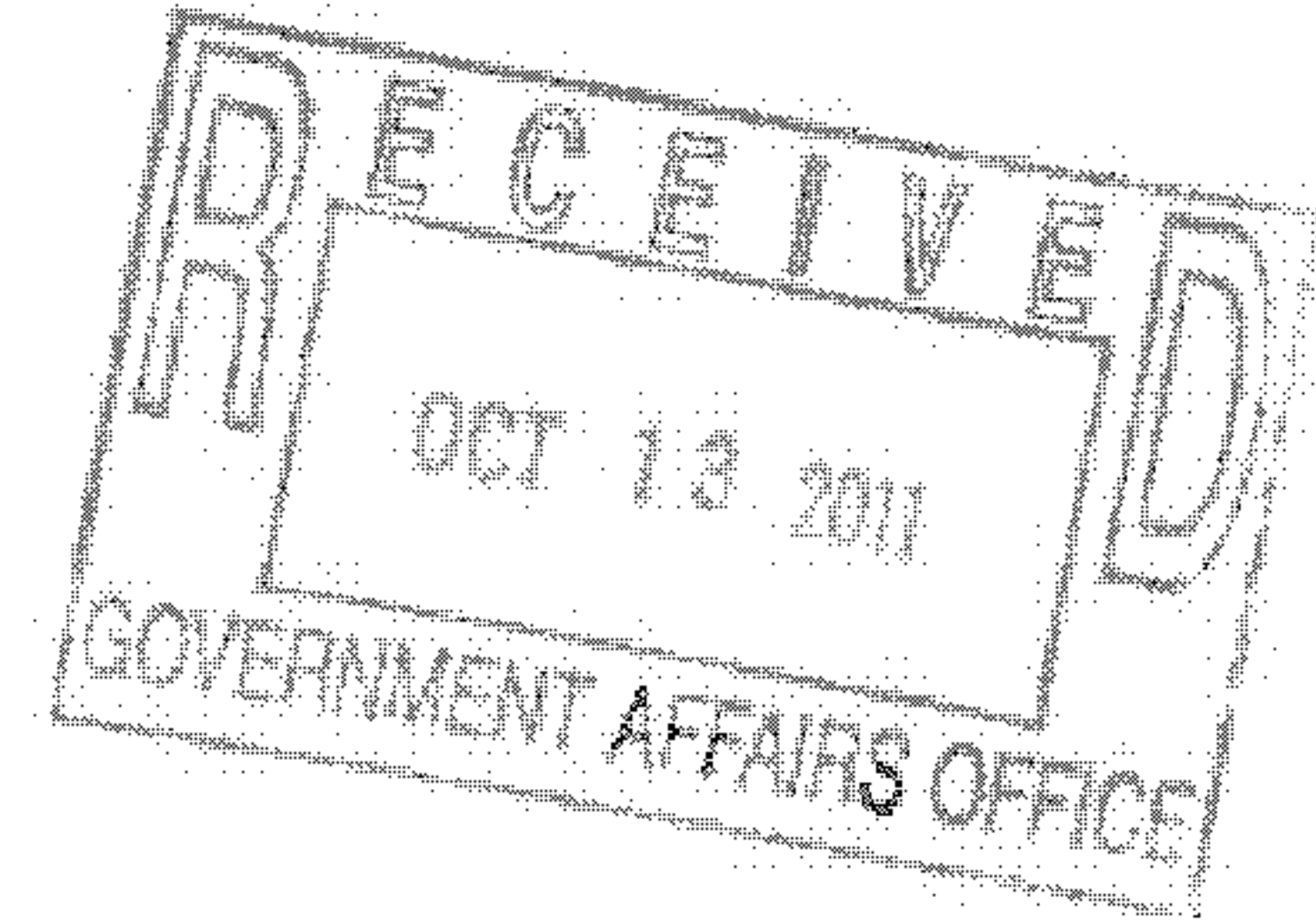
DON OLSON
County and District Superintendent
Email: dolson@delnorte.k12.ca.us
301 W. Washington Boulevard
Crescent City, CA 95531

EDUCATION CENTER
301 W. Washington Boulevard
Crescent City, CA 95531
Web: www.delnorte.k12.ca.us
Office: (707) 464-0200 Fax: (707) 464-0238

Board Members: Don McArthur Area 1 Lori Cowan Area 2 Frances Costello Area 3 Jim Maready Area 4 Jennifer England Area 5

October 5, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814



Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I'm writing to express Del Norte County Office of Education and School District's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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If you have any questions regarding this letter of support, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads 'Don Olson'.

Don Olson
Del Norte County and District Superintendent



Local Planning Council For Child Care & Development



"The mission of the LPC for Child Care & Development is to work together to promote accessible, quality childcare throughout Del Norte County."

2011-12
Membership

Appointed by
the Del Norte
County Board of
Supervisors

Connie Carter
Athena Csutoras
Christin McCollum
Christy Page
Millie Ratzloff
Deborah Reynolds
Vise-Chair

Appointed by
the Del Norte
County
Superintendent
of Schools
Delfinia Danner
Brooke Davis
Melissa Ferguson
Cynthia Ford
Patricia Vernelson
Sarah Johnson
Chair

Coordinator
Doreen Wells

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I/We are writing to express Del Norte LPC for Child Care & Development's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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If you have any questions regarding this letter of support, don't hesitate to contact me.

Sincerely,

(b)(6)

Doreen Wells,
LPC for Child Care & Development Coordinator

LPC, 301 W. Washington Blvd, Crescent City, CA 95531 Tel 707.464.0709 Fax 707.464.7531
dwells@delnorte.k12.ca.us

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

Dear Governor Brown,

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Thank you so much for your on going support of California's neediest children.

Sincerely,

Robin Layton
President and CEO
Educational Enrichment Systems, Inc.
4715 Viewridge Ave., Suite 210
San Diego, CA. 92123

Sincerely,

Mrs. Robin Layton

San Diego 92123



October 3, 2011

Honorable Edmund G. Brown Jr., Governor
Honorable Tom Torlakson, State Superintendent of Public Instruction
Honorable Michael Kirst, President, State Board of Education
c/o Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814



Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing on behalf of the First 5 Association of California, which represents the 58 county First 5 Children and Families Commissions. Our organization strongly supports California's application for Race to the Top Early Learning Challenge Funds.

The plan described in the State's application is a "bottom up" approach that draws upon years of local experience, much of it funded over the past decade by county First 5 commissions. The California plan represents a cost-effective and practical means of bringing local efforts to bear on improving systems statewide. It combines community-based innovation with the statewide goal of enriching early education for California's highest-need children -- those most at risk of later school failure.

Children who enter school at age 5 lacking fundamental skills face daunting academic challenges. That is why First 5 commissions have focused significant resources on improving the quality of early education for children in poverty and otherwise at risk. The infusion of federal funds through an Early Learning Challenge Grant will provide the resources needed to share successful locally-funded efforts, coordinate and align local practices, and provide a platform to mentor other communities and programs as they work to improve the quality of early learning for their children.

Thirteen percent of the nation's children live in California, and of those, 21 percent live in poverty. Our state is critical to the national effort to improve the academic prospects of these children. By building on successful local efforts, California's plan will enhance educational excellence here while contributing to the national goal of meeting all children's educational needs.

Please feel free to contact me if I can provide further information.

Sincerely,

(b)(6)

Sherry Novick
Executive Director
First 5 Association of California

First 5 Association
719 El Cerrito Plaza
El Cerrito, CA 94530

510-526-9999 phone
510-526-4999 fax



October 12, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 Butte County's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
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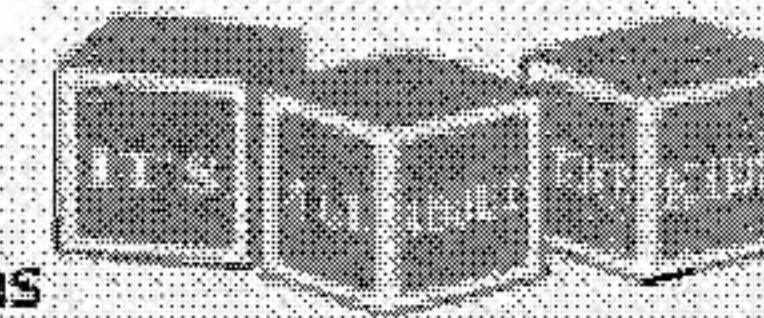
If you have any questions regarding this letter of support, please feel free to contact the Commission office at 530-538-6464.

Sincerely,

(b)(6)

Dave Scott, Chair
First 5 Butte County Children and Families Commission

Commissioners: John Burghardt Cathi Grams Maureen Kirk Mark Lundberg Sandra Machida
Karen Marlatt Phyllis Murdock Yvonne Nenadal Dave Scott Alternates: Talia Scherquist Lorenzo Tobias





October 11, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division, California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing on behalf of the First 5 Calaveras Children and Families Commission to express First 5 Calaveras' strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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If you have any questions regarding this letter of support, please contact me at 209-754-6918 or kpekarcik@ccf.calaveras.ca.us.

Sincerely,

(b)(6)

Karen Pekarcik
Executive Director

Calaveras County Children & Families Commission
209.754.6914 • 891 Mountain Ranch Road, San Andreas, CA 95249 • www.first5calaveras.org



October 11, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 California's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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2389 Gateway Oaks Drive, Suite 260, Sacramento, CA 95833 • tel 916/263-1050 • fax 916/263-1360
www.cdfc.ca.gov

Governor Brown, Superintendent Torlakson, and Board President Kirst
October 11, 2011
Page 2

If you have any questions regarding this letter of support, please contact me at
916.263.1050 or via email at kperry@ccfc.ca.gov.

Sincerely,

(b)(6)

Kris Perry
Executive Director
First 5 California



EXECUTIVE DIRECTOR
Kendra Rogers

October 5, 2011

COMMISSIONERS
Susan Anderson
Cheryl

Karin Chaos-Bushoven

Wilma T. Nashimoto

Howard Hines

Roseanne Lasceno

Hugo Morales

Ed Moreno, MD

Lisa Nichols

Marcia E. Sablan, MD

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 Fresno County's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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If you have any questions regarding this letter of support, please contact Kendra Rogers, 559-241-6516, krogers@first5fresno.org.

550 E. Shaw Avenue
Suite 215
Fresno, CA 93710
Tel : 559-241-6515
Fax : 559-241-6510

Sincerely,

(b)(6)

Kendra Rogers
Executive Director



October 4, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I/We are writing to express First 5 Glenn County's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the

Glenn County Children and Families Commission • Patricia Loera, Executive Director
1035 West Wood Street • Willows, CA 95988 • (530) 934-6885 • (530) 934-6882 • FAX (530) 934-6149
www.glenncountyfirst5.com



Page: 2/3

From: FIRST 5 GLENN COUNTY To: 919163190156 OCT-11-2011 15:48

achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Patricia Loera at (530) 934-6885 or ploera@glenncoe.org. Thank you for your time with this matter.

Sincerely,

(b)(6)

Patricia Loera
Executive Director
First 5 Glenn County

(b)(6)

Robyn Krause
Chair Person of Board of Commission
First 5 Glenn County



October 4, 2011

Champions For Our Children

Constance A. ...
Los Angeles County Mayor
Michael D. Antonovich
Chair
Jonathan B. ... M.D., M.P.H.
Vice Chair

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Nancy Au
Jane ...
Neil ... M.D., M.P.H.
Alto ...
Marvin ...
Eugenia ...
Antoinette K. ... M.P.H.

I am writing to express First 5 LA's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Dylan ...
Deanne ...
Hilary ...
Christina ...
Evelyn V. Martinez

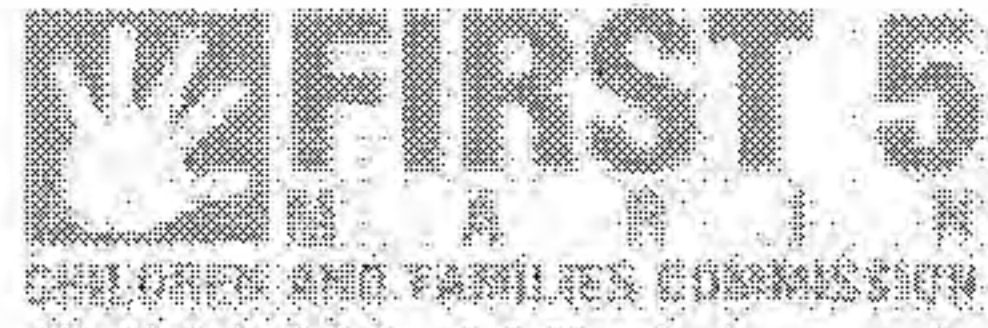
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300 S. Alameda Street
Suite 300
Los Angeles, CA 90012
phone: 213.482.3902
fax: 213.482.3909
www.first5la.org

If you have any questions regarding this letter of support, please contact Aleece Kelly, Senior Program Officer, at (213) 482-7504 or via email at akelly@first5la.org.

A page or two

Sincerely,
(b)(6)
Evelyn V. Martinez
Chief Executive Officer



5
OCT 15 AM 11:35

October 4, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 Marin's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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If you have any questions regarding this letter of support, please contact Amy Reisch at 415-257-8556 or amy@first5marin.org

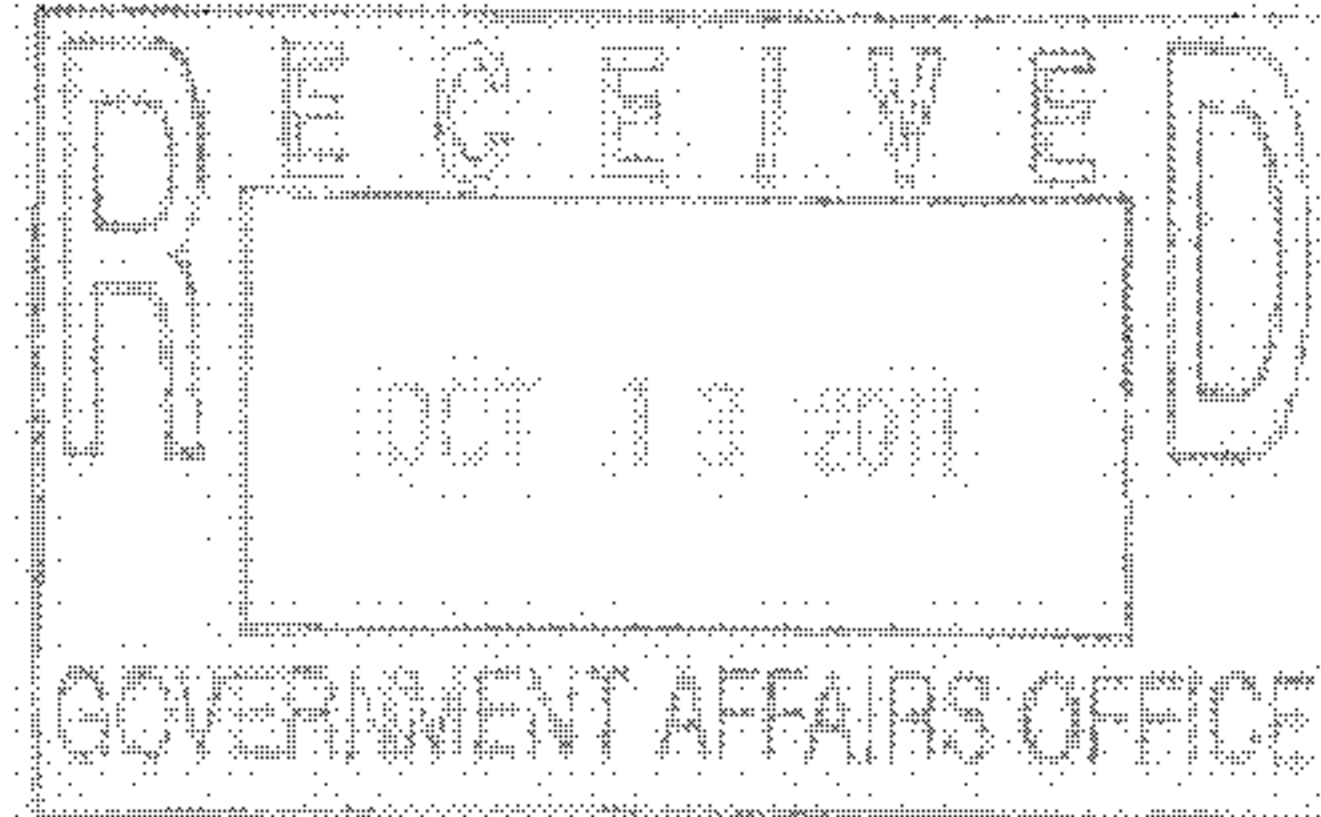
Sincerely,

(b)(6)

Amy L. Reisch
Executive Director
First 5 Marin Children and Families Commission

1101 5th Avenue, Suite 301
San Rafael, California 94901
www.first5marin.org

415-257-8556
info@first5marin.org
Fax: 415-257-3069



October 5, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

676 Loughborough Drive
Merced, CA 95348-2714
(209) 385-7337
(209) 725-3778 Fax
www.first5mercedcounty.org

COMMISSIONERS

Supervisor Jerry O'Banion
Commission Chairman
Board of Supervisors, District 5

Manuel J. Jimenez, Jr., Director
Mental Health Department

Ana Pagan, Director
Human Services Agency

Timothy Livermore, M.D.
County Health Officer

Marilyn Scorby
District 1 Representative

Iantha Thompson
District 2 Representative

Shirley Brown, R.N.
District 3 Representative

Eva de Long
Commission Vice-Chair
District 4 Representative

Ashlee Williams
District 5 Representative

Equal Opportunity Employer

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 Merced County's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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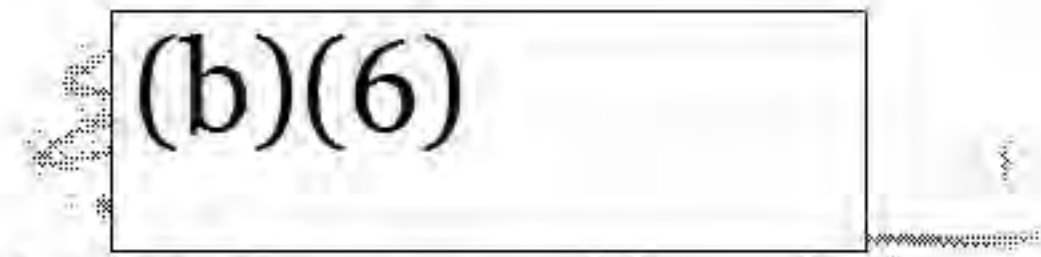
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STRIVING FOR EXCELLENCE

Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Brian Mimura, Executive Director, (209) 385-7337, BMimura@co.merced.ca.us.

Sincerely,

 (b)(6)

Brian Mimura
Executive Director
First 5 Merced County
676 Loughborough Drive
Merced, CA 95340
(209) 385-7337



October 10, 2011

*Jeanne Sassin
Commission Chair
Kindergarten Teacher
Lee Vining Elementary
School*

*Stacy Adler
Commission Vice Chair
Mono County
Superintendent of
Schools*

*Julie Tiede
Commission Secretary
Director, Mono County
Department of Social
Services*

*Kim Escudero, MD
Pediatrician
Mammoth Lakes Hospital*

*Byng Hunt
Mono County Board of
Supervisors*

*Rick Johnson, MD
Mono County Health
Officer*

*Anne C Winston
Parent*

*Kathryn Peterson
First 5 Executive Director*

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

RE: Race to the Top Early Learning Challenge Grant

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express First 5 Mono County's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education.

Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and

P.O. Box 130 • Mammoth Lakes, California 93546
760-924-7626 • 760-934-8443 (fax) • www.monokids.org

- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please don't hesitate to contact us.

Sincerely,

(b)(6)

Kathryn Peterson, MPH
Executive Director

On behalf of:
First 5 Mono County Commission
Mammoth Lakes, California
Mono County



T K McAteer Family Resource Center
400 Hoover Lane
Nevada City, CA 95959

Lindsay Dunckel, Ph.D.
Executive Director
Phone: (530) 265-0611 ext. 224
Fax: (530) 265-0524
www.first5nevco.org

October 11, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 Nevada County's strong support of California's application for the federal Race to the Top (RTT) - Early Learning Challenge Funds; let's not walk away from federal dollars that could help us close the learning gap that is such a well-documented disparity among children of differing income levels. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education.

Key highlights of the plan include building on existing structures and working at the local and regional level, then highlighting successes and scaling those for use across the state, all while working toward a coherent and integrated system of early care and education.

Here in Nevada County, First 5, in partnership with our Child Care Coordinating Council, has been piloting a Quality Rating System for early care and education programs that is already raising standards and impacting school readiness. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please feel free to contact me.

Sincerely,

(b)(6)

Lindsay Dunckel
Executive Director

Hank Weston
Commission Chair,
Nevada County
Supervisor, District 4

Holly Hermansen
Commission Vice-Chair,
Nevada County
Superintendent of
Schools

Karen Milman, MD, MPH
Public Health Director/
Health Officer Nevada
County Department of
Public Health

Jeffrey S. Brown, MPH, MSW
Director of Nevada County
Health and Human Services
Agency

Nikki Riley
Truckee
Representative



Dayle Edgerton, RN, Chair
Sgt. Calvin Walstad, Vice-Chair
Dr. Richard Burton, Commissioner
Catherine Goins, Commissioner
Jim Holmes, Commissioner

Linda Lareau, Commissioner
Dr. Sandra Naylor-Goodwin, Commissioner
Rina Rojas, Commissioner
Mall Ling Schummers, Commissioner

Proposition 10 Tobacco Tax Funds Supporting the
Healthy Development of Placer County's Youngest Children

October 4, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express the First 5 Placer Children and Family Commission's support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. **First 5 has been the chief funding source Statewide to efforts improving quality in childcare, and much can be learned from outcomes of locally funded First 5 programs.**

California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

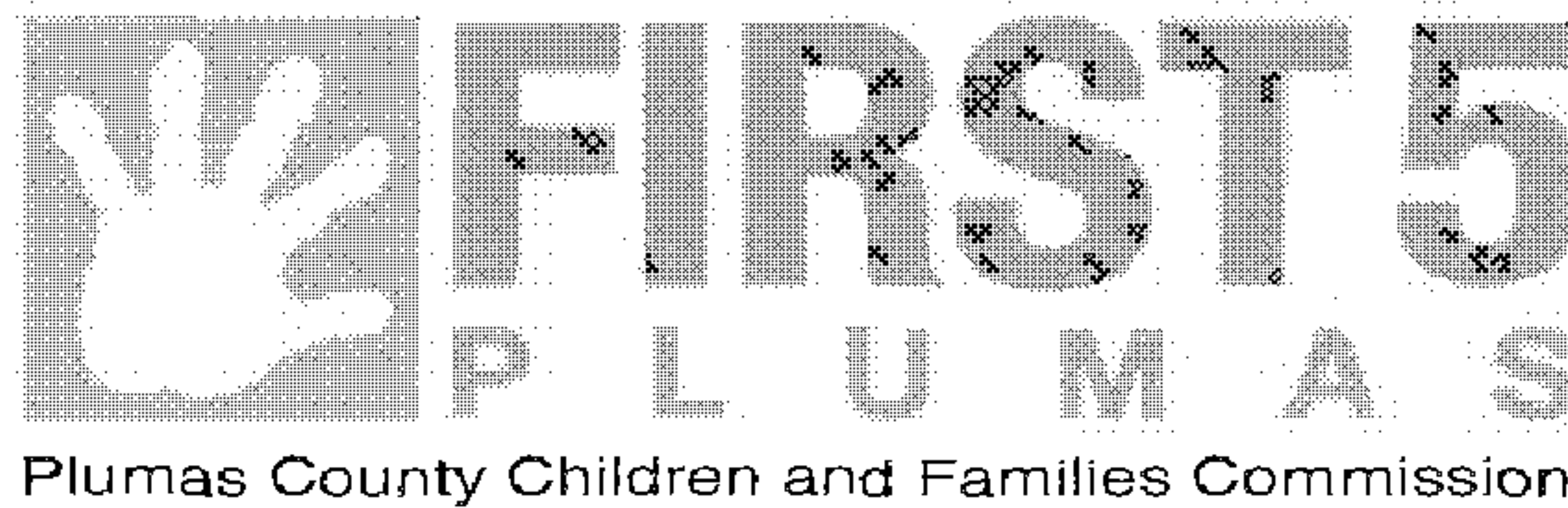
If you have any questions regarding this letter of support, please feel free to contact our executive director, Janice LeRoux, at (530) 745-1304 jleroux@placercoe.k12.ca.us

Sincerely,

(b)(6)

Dayle Edgerton, R.N.
Chair, First 5 Placer Children and Families Commission
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366 Nevada Street Auburn, CA 95603 ☎ 530.745.1413 ☏ Fax 530.885.2041



October 6, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express First 5 Plumas' strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me.

Sincerely,

(b)(6)

Ellen Vieira, Executive Director
First 5 Plumas

(b)(6)

Email: first5plumasev@psln.com

270 Hospital Road, Suite 206
Quincy, CA 95971 (530) 283-6159 Fax: (530) 283-6425



COMMISSION MEMBERS

PAM SLATER-PRICE - Chairwoman

CAROL SKILJAN - Vice Chair

SANDRA L. MURRAY - Secretary

NICK MACCIONE - Commissioner

DR. WILMA J. WOOTEN - Commissioner

BARBARA JIMÉNEZ - Executive Director

October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

The First 5 Commission of San Diego is pleased to write this letter of support for California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting opportunity would provide California with the ability to utilize already established local and regional early care and education programs such as the First 5 San Diego Preschool for All/Quality Preschool Initiative, as a foundation to greatly enhance and strengthen the state's early learning and development system.

First 5 San Diego is the County's leading agency for promoting the health and well-being of young children during their most critical years of development, from birth to age 5. Our focus is on providing services and supports so that every child in San Diego County has the opportunity to enter school ready to succeed and reach their full potential. The Commission's 2010-2015 strategic plan includes the key objective, "Increase the percentage of children ages 3 to 5 enrolled in quality early care and education programs" and the core strategy, "Quality enhancement of preschool classrooms in targeted areas through parent involvement, intensive staff coaching, and screening and supporting children with special needs."

The First 5 Commission of San Diego has established a unique, local quality preschool system in the County. The Commission has invested more than \$35 million to fund a five-year Preschool for All Demonstration Project, which provided high-quality preschool to more than 18,000 children throughout San Diego County. An evaluation of the full five-year project has been conducted. Findings, community input, and best practices will be used to inform the next phase of full implementation of the First 5 San Diego Quality Preschool Initiative. Investing in our youngest children supports the County's *Live Well, San Diego!* 10-year strategy of building better health for all of San Diego County residents.

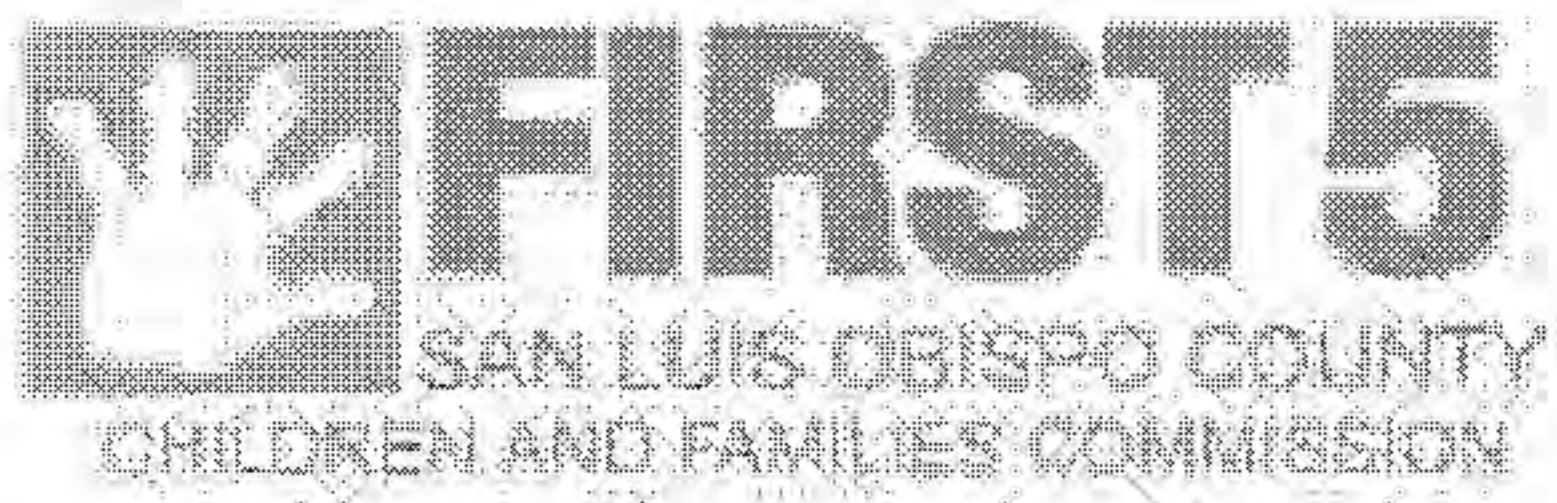
California has long recognized the critical nature of investments in our youngest learners and is a vital part of local, state and national efforts to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity to ensure our vision that all children ages 0 through 5 enter school ready to learn and succeed.

Sincerely,

(b)(6)

Barbara Jimenez
Executive Director

1495 Pacific Highway, #201 San Diego, CA 92101
Phone (619) 238-6466 Fax (619) 238-6466
1-866-726-3831 (Toll Free)
www.first5sandiego.org



"There can be no keener revelation of a society's soul than the way in which it treats its children."
Nelson Mandela

October 10, 2011

Commissioners:

Julian Crocker
Chairperson
Designated Representative,
San Luis Obispo County
Office of Education

Don Dennison
Vice-Chairperson
Designated Representative,
Children's Services Network

Renny Borenstein, M.D.
Designated Representative,
San Luis Obispo County
Health Agency

Tracy Buckingham
Designated Representative,
San Luis Obispo County
Department of Social Services

Bruce Gibson
Designated Representative,
San Luis Obispo County
Board of Supervisors

Michael McNerney, M.D.
Designated Representative,
San Luis Obispo County
Medical Association

Janet Murphy
Representative at Large,
Cal Poly Child Development
Department

Position Vacant
Representative at Large

Melinda Sokolowski
Designated Representative,
Child Care Planning Council

Executive Director
Susan K. Hughes

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of the Children and Families Commission of San Luis Obispo County, I am writing to express strong support for California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds.

Since 2000 First 5 San Luis Obispo County has invested in a range of school readiness efforts focused on children, prenatal to age 5, who are at the highest risk of falling through the achievement gap in their later school careers. We've initiated and funded programs that have improved the quality of child care and early education; promoted family literacy; screened children for developmental needs, and mobilized a wide range of community organizations to support a child's successful entry into kindergarten.

The plan outlined in this application builds on these efforts and will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education.

With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap.

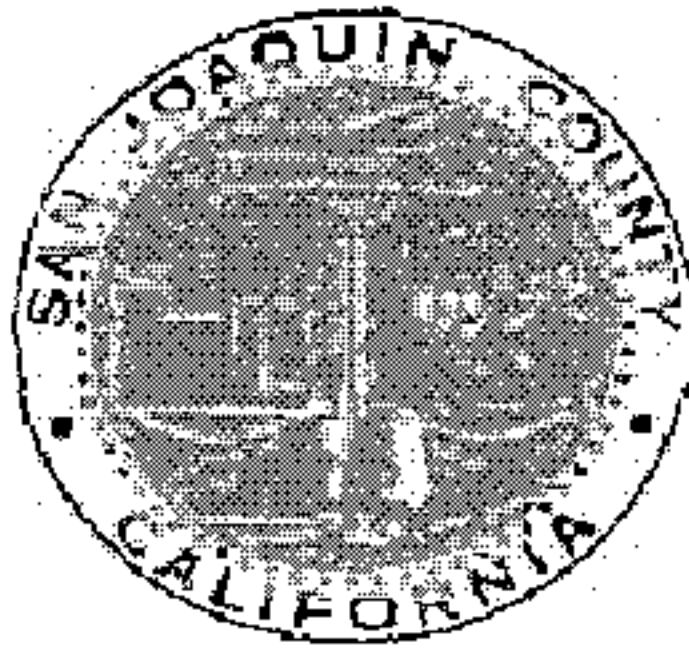
We welcome this partnership with the federal government that recognizes the vital role of education in preparing California and the country for the future. If you have any questions regarding this letter of support, please contact Susan K. Hughes, Executive Director, at 805-781-4058 or via email: shughes@first5slo.org.

Sincerely,

(b)(6)

Susan K. Hughes
Executive Director

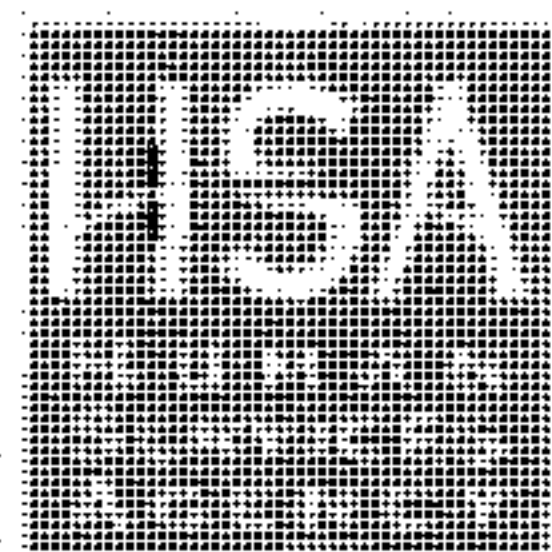
3220 South Higuera Street • Suite 232 • San Luis Obispo • CA • 93401-6985
Phone 805-781-4058 • Fax 805-788-2365
www.first5slo.org



P.O. Box 201056
102 S. San Joaquin Street
Stockton, CA 95201-3006

♦
Ph: (209) 953-KIDS (5437)
Fax: (209) 932-2675

♦
E-mail: sickids@sjgov.org
Website: www.sickids.org



SAN JOAQUIN COUNTY

*Our mission is to lead
in the creation and
delivery of services
that improve the
quality of life for our
community.*



October 3, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 San Joaquin's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

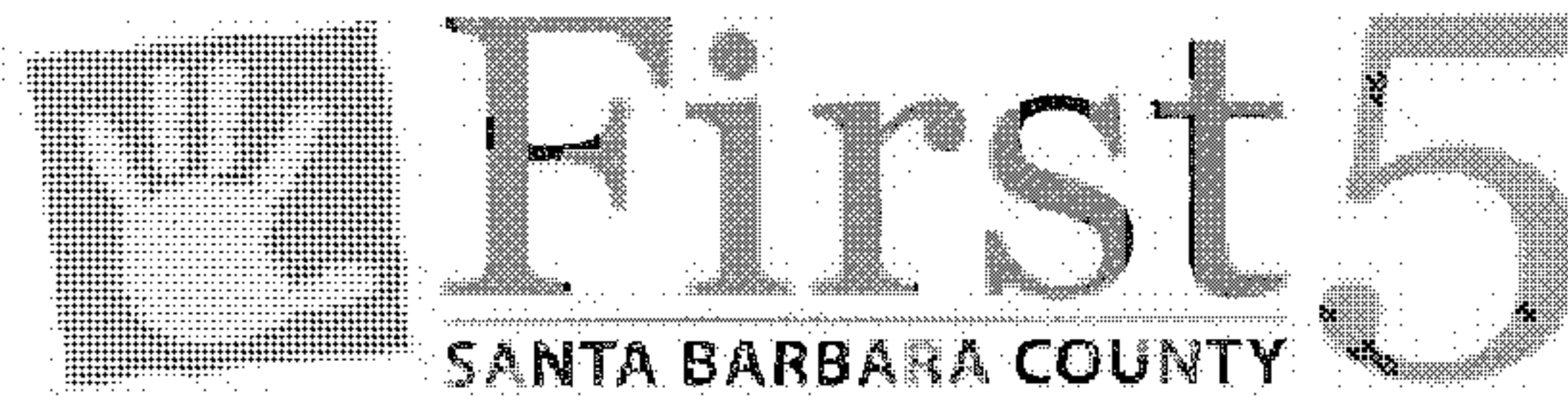
California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Lani Schiff-Ross at (209) 468-0250 or lschiff-ross@sigov.org, or Billi Jo Zopfi at (209) 953-7695 or bzopfi@sigov.org.

Sincerely,

(b)(6)

Lani Schiff-Ross, Executive Director
First 5 San Joaquin



CALIFORNIA
CHILD DEVELOPMENT
DIVISION

2011 OCT 11 PM 1:04

Santa Barbara
Office

1395 Santa Barbara Street
Santa Barbara,
CA 93101

T (805) 834-8085
F (805) 834-8586

Monday, October 4, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Santa Maria
Office

218 West Carmen Lane
Suite 111
Santa Maria,
CA 93456

T (805) 739-8740
F (805) 739-6747

We are writing to express First 5 Santa Barbara County's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's

It's all about the children.

www.first5santabarbaracounty.org

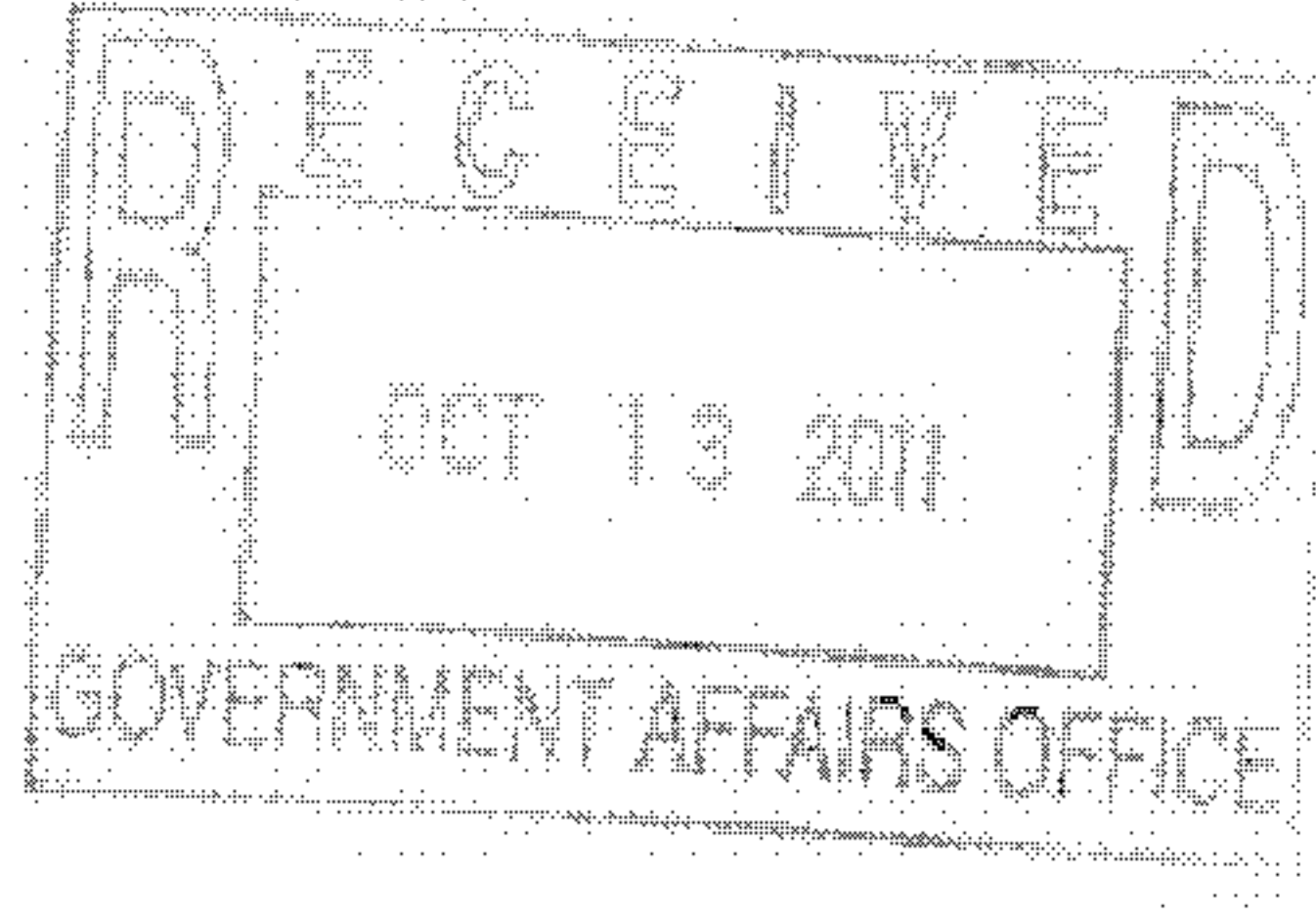
children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at (805) 884-8085.

Sincerely,

(b)(6)

Pat Wheatley
Executive Director



The First 5 years.
Make them count.

October 5, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I/We are writing to express FIRST 5 Santa Clara County's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

4000 Moorpark Ave., Suite 200, San Jose, CA 95117 * T 408.260.3700 F 408.296.5642 * www.first5kids.org

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

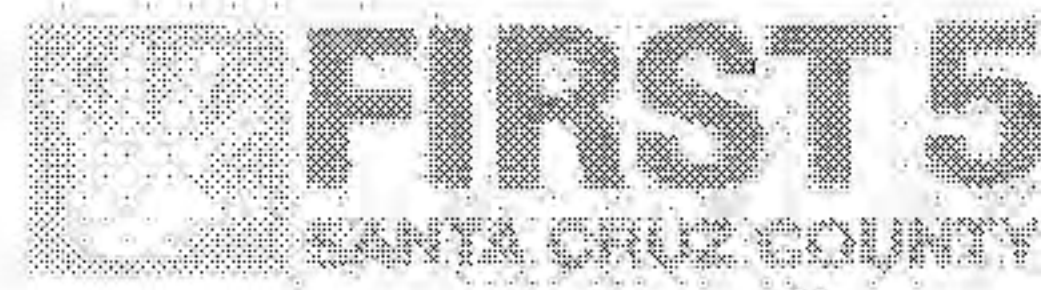
If you have any questions regarding this letter of support, please contact Jolene Smith, CEO of FIRST 5 Santa Clara County, at (408) 260-3701 or email Jolene@first5kids.org.

Sincerely,

(b)(6)

Jolene Smith
Chief Executive Officer
FIRST 5 Santa Clara County

4000 Moorpark Avenue, Suite 200 • San Jose, CA 95117 • T 408.260.3700 F 408.296.5642 • info@first5kids.org •



October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Commissioners
Toni Campbell, Ph.D.
Cecilia Espinoza, M.S.W.
Kathy Frandle
Rama Khalsa, Ph.D.
Salem Magerian, M.D.
Jim Marshall
Faria Sabbah
Mark Stone
Michael Watkins

Executive Director
Susan True

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express First 5 Santa Cruz County's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all. If you have any questions regarding this letter of support, please contact me at 831.465.2214 or email: strue@first5scc.org.

Sincerely,

(b)

Susan True
Executive Director

Office
1220-B 4 1st Avenue
Capitola, CA 95010

Mail
P.O. Box 1457
Capitola, CA 95010

T 831-465-2217
F 831-479-5477

Website
www.first5scc.org

COMMISSIONERS

Dan Ayala
Chair
Stephan Betz
Dana Dean
Sheryl Fairchild
Denbee Gossell
Elaine Norinsky, Ed.D.
Linda J. Seifert
Jay Speck
Norma Thigpen

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Christina Arrostuto
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Michèle Harris
Deputy Director
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Family Support Programs Mgr
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Administrative Secretary
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School Read & Comm. Prog Mgr
M. Lynn Hoffman
Policy and Fund Development Mgr
Chris Shipman
Health Programs Mgr
Denise Winters
Accounting Clerk II

Sarah Howard
First 5 Futures Intern

First 5 Solano Children & Families Commission uses Proposition 10 tobacco tax and other funds for prenatal, health, quality child care, school readiness and parent, provider, and family support programs across Solano County. These services help ensure that children thrive and enter school healthy and ready to learn, grow and become productive members of Solano County's workforce and community.



October 4, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
*c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division, California Department of Education
1430 N Street
Sacramento, California 95814*

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of First 5 Solano Children and Families Commission, I am writing to express our strong support of California's work to apply for federal Race to the Top (RTT) Early Learning Challenge Funds. This unique opportunity affords California the ability to utilize already-established local and regional early care and education programs as a foundation to enhance and strengthen the state's early learning and development system. We expect California's proposal to give the state a plan that reflects and builds upon excellent work already underway in our communities. We seek to support the development of a high-quality and sustainable early learning and development statewide network, with both local and California Department of Education support. We expect the key highlights of the plan to include:

- *Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;*
- *Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state; Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and*
- *Building upon existing efforts to form a coherent and integrated early learning workforce development system.*

California has long recognized the critical nature of investments in our youngest learners. Moreover, California, which represents 13 percent of the nation's children and 21 percent of California's children living in poverty, is an indispensable part of any national effort to close the achievement gap.

California's Early Learning Challenge proposal is expected to support our state and nation in taking a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Christina Arrostuto, Executive Director, at 707.784.1340/darrostuto@solanocounty.com.

Sincerely,
(b)(6)

Dan Ayala, Chair
First 5 Solano Children and Families Commission



Denise Snider, Executive Director
P.O. Box 8580 (1135 Lincoln Street) Red Bluff, CA 96080
Ph.: (530) 528-1395 • FAX: (530) 528-1396
Email: dsnider@first5tehama.com Visit Us on Facebook!
Web Address: www.first5tehama.com

"Making a positive difference in the lives of young children"

October 13, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express Tehama County Children and Families' strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

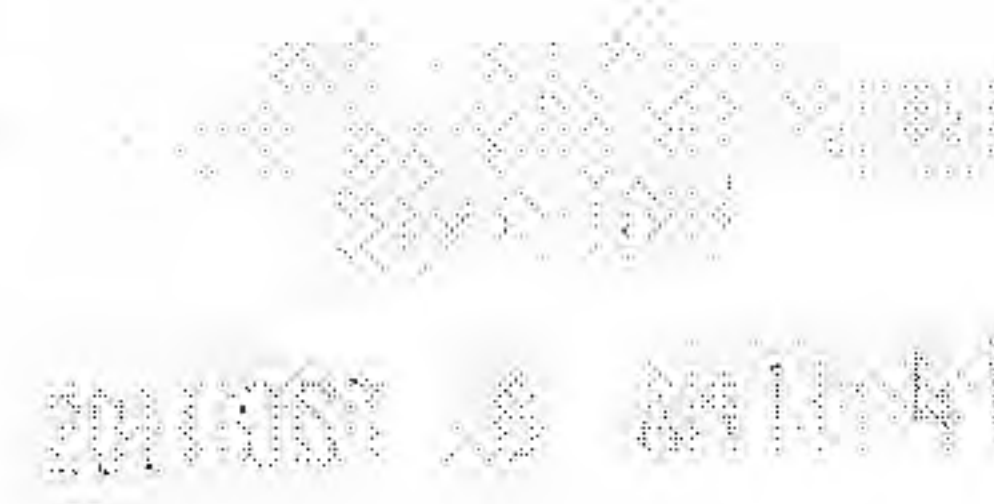
If you have any questions regarding this letter of support, please contact me at (530)528-1395 or email dsnider@first5tehama.com.

Sincerely,

(b)(6)

Denise Snider, Executive Director

COMMISSIONERS: Valerie Lucero, Chairperson • Charlene Reid, Vice Chairperson
Paula Brown-Almond • Tony Cardenas • Cynthia Cook • Larry Champion • Beverly Grace • Sister Patricia Manoli • George Russell



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Steve Bargeon
Maureen Bianco
Ray Chavez
John Davis
Cheryl L. Duerksen, Ph.D.

Janet Hogan
Executive Director

October 4, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
C/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

First 5 Tulare County supports California's funding application for the Race to the Top-Early Learning Challenge (RTT-ELC). This opportunity gives California the ability to utilize established local and regional early care and education programs as a foundation to strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Highlights of the plan include:

- Creating a network of Early Learning Challenge Leadership Communities made up of local and regional early care and education programs that are or have agreed to implement a Quality Rating and Improvement System to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programs and emulating their work through practices to be adopted across the state;
- Using the results from RTT-ELC programs to drive changes in regulations and laws impacting early care and education programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the value of investments in our youngest learners. With California representing 13 percent of the nation's children, the state is an integral part of the national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Sincerely,

(b)(6)

Janet Hogan, Executive Director

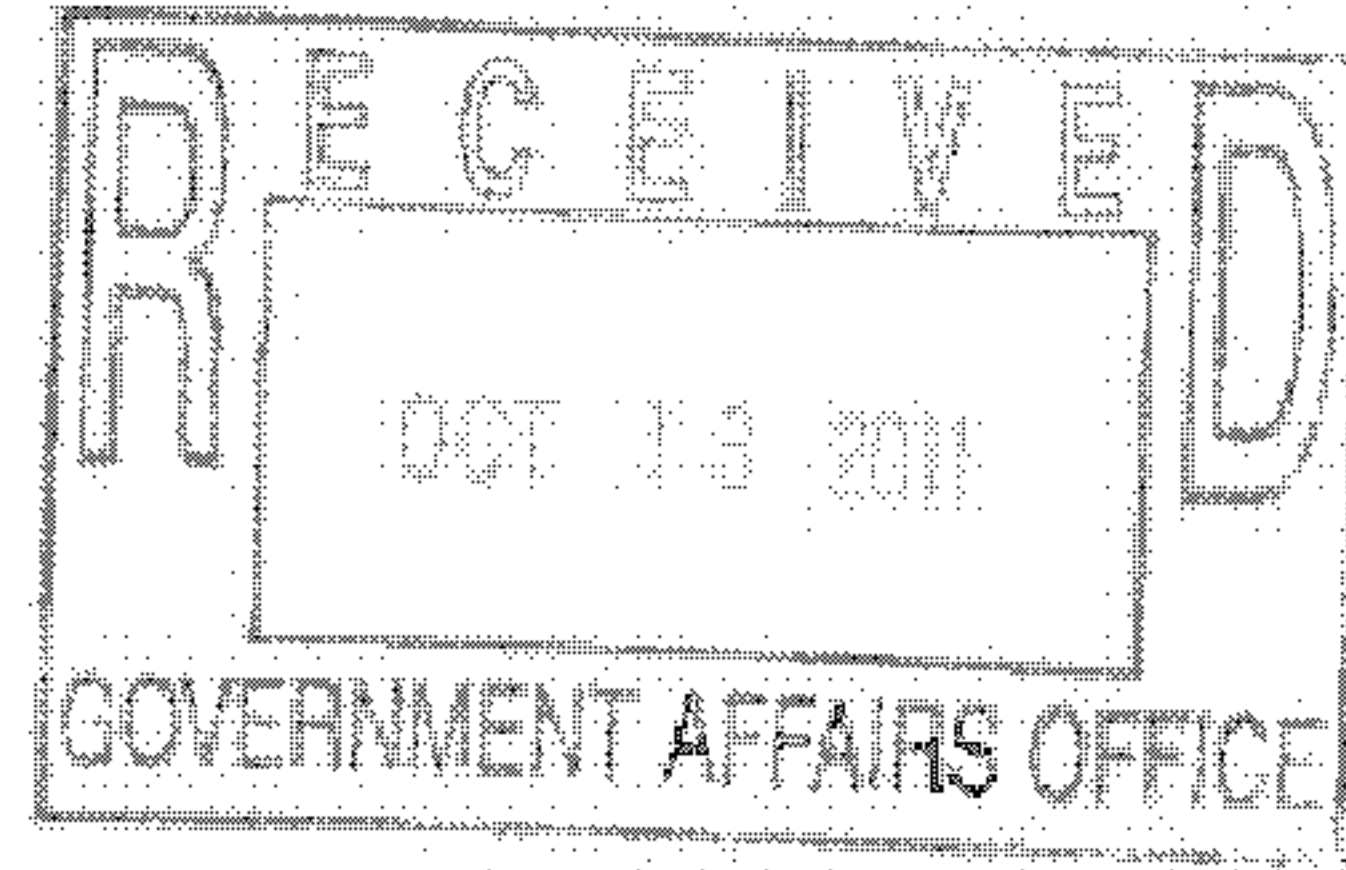
3435 S. Demaree Street, Suite A, Visalia, CA 93277

559-622-8650

559-622-8651 (fax)

info@first5tc.org

www.first5tc.org



October 5, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

First 5 Ventura County is honored to be a partner with the State of California in the application for funding for the Race to the Top Early Learning Challenge grant. This letter is to advise you of First 5 Ventura County's intent to participate as a member of the Early Learning Challenge Regional Leadership Consortia (ELC-RLC). We believe that this is a great opportunity to build upon the extensive early learning and quality improvement efforts that the state and our local community have undertaken to date.

First 5 Ventura County has a longstanding commitment to expand quality early learning opportunities for children ages 0-5. Almost 1,500 children attend First 5 Ventura County funded full- and half-day preschool programs each year to prepare to enter kindergarten utilizing a combination of funding streams, inclusive of: Prop 10, State Preschool, Head Start, local school districts and sliding fee scales.

As an active county in First 5 California's Power of Preschool (PoP) and PoP Bridge programs, local early education providers have received the training, coaching, technical assistance and support to meet rigorous quality standards and to increase their education and effectiveness. The quality rating and improvement efforts initially piloted at our local Hueneme School District PoP sites were expanded to programs countywide, with a particular focus on areas with low-performing schools. More recently, First 5 Ventura County officially adopted the California Early Learning Quality Improvement Block System for assessing and advancing the quality of early learning programs countywide.

All of these efforts have been closely aligned with investments in early learning workforce development, in which CARES has played a primary role. First 5 Ventura County has participated in the CARES matching funds program since its inception. In the past five years, over 1,270 stipends have been provided to early education professionals and 88 early education professionals have received college degrees.

First 5 Ventura County Commissioners

Meloney Roy, Chair
Director
Behavioral Health
Ventura County

Reyna Dominguez, MPH
Program Administrator
CDA Head Start/State Programs

Michael Golub, MD, FAAP
President, Los Robles
Pediatric Medical Group, Inc.

Ida Hatfield
Program Administrator
Children's Home Society
of California

Robert Levin, M.D.
Ventura County
Health Officer

Stan Markbooth
Ventura County
Superintendent of Schools

Bruce Stenslie, President/CEO
EDC-VC (Economic Development
Collaborative of Ventura County)

Charles T. Watson
Director
Children's Commission
for Ventura County

John Zarogosa
Supervisor, District 6
Ventura County

First 5 Ventura County
2986 East Main St, Suite 203
Ventura, California 93003-2655

Phone: (805) 628-0990
Fax: (805) 653-2398
www.first5ventura.org

First 5 Ventura County is well positioned and prepared to build on these comprehensive efforts and take on the role and responsibilities associated with the ELC-RLC described in the draft criteria. This work will be integrated into already existing local consortia of organizations that share our commitment to a quality rating and improvement system to support the needs of children and their families for high-quality early education programs. Under the guidance of the California Department of Education, First 5 Ventura County has the desire, experience, and capacity to mentor other communities to identify strategies that result in coordinated and aligned high quality early learning programs.

Race to the Top Early Learning Challenge funding has the prospect of impacting the lives of vast numbers of children for many years to come. We look forward to continuing to be a strong partner in this exciting next step for early learning programs in California.

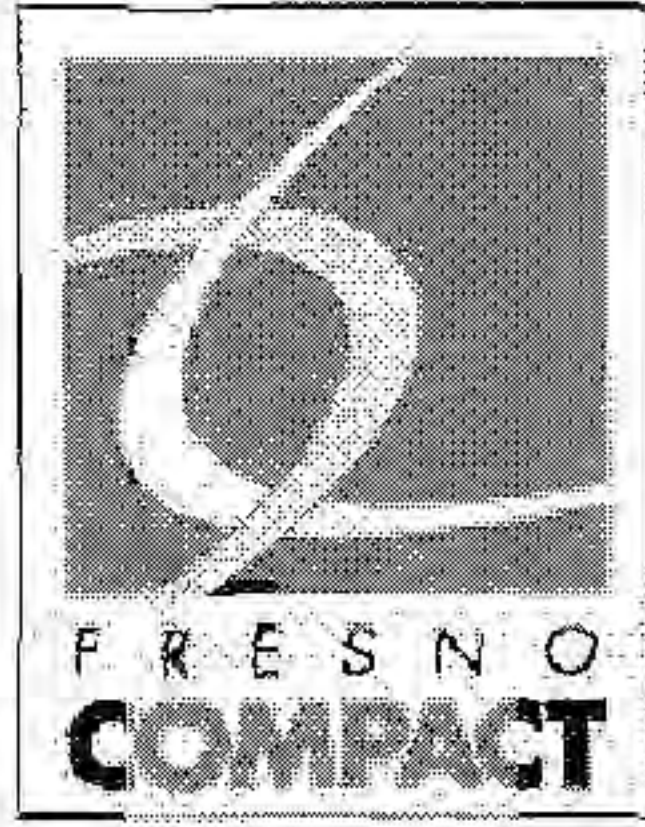
If you have any questions about our participation in the proposed program, please feel free to contact me at (805) 648-9990 or by email at charrison@first5ventura.org.

Thank you for this opportunity!

Sincerely,

A rectangular box containing the text "(b)(6)", indicating a redacted signature.

Claudia Harrison
Executive Director



October 6, 2011

EXECUTIVE BOARD

- Elizabeth Dooley
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- Eric Johnson
Vice President
- Dr. Tom Crow
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- Mike Berg
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- Marc Johnson
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- Ashley Swearingen
- Dr. John D. Welty
- Mike Wilhelm
- Joe Williams
- Ray Yee

Edmund G. Brown Jr., Governor, State of California
 Tom Torlakson, State Superintendent of Public Instruction
 Michael Kirst, President, State Board of Education
 c/o Race to the Top Early Learning Challenge Grant State Working Group
 Child Development Division
 California Department of Education
 1430 N Street
 Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Fresno Compact's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
 Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

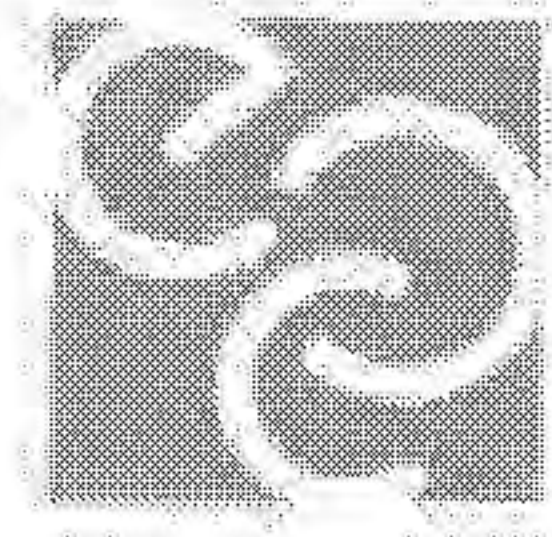
If you have any questions regarding this letter of support, please contact (name, phone, e-mail).

Sincerely,

(b)(6)

Thomas A. Crow
Executive Director

5200 N. Barton Ave.
 MS ML48
 Fresno, CA 93740
 (559) 278-7204
 (559) 278-4715 Fax
 fresnocompact.com



Wongsaavanh Mouamboutoua
Board Chair

Brian Angus
Executive Director

October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express Fresno County Economic Opportunities Commission's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

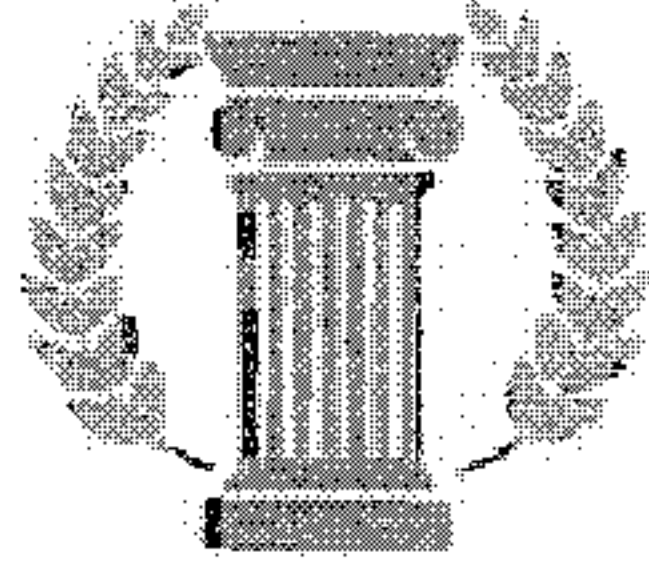
- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Sincerely,

(b)(6)

Brian Angus
Executive Director



Larry L. Powell
Superintendent

fresno county office of education

FRESNO COUNTY CHILD CARE & DEVELOPMENT LOCAL PLANNING COUNCIL
1111 Van Ness Avenue • Suite 6 • Fresno, CA 93721-2000 • TDD (559) 497-3912 • www.fcoe.org



October 05, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express Fresno County Child Care and Development Local Planning Council's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at (559) 260-0040 or at cdlomonaco@gmail.com.

Sincerely,

Cynthia LoMonaco, LPC Chairperson
Fresno County Office of Education
Fresno County Child Care and Development
Local Planning Council (LPC)
1111 Van Ness Avenue, T6
Fresno, CA 93721



Fresno County
Board of Supervisors

Wilma Hashimoto, Associate Director
(559) 497-3808 • FAX (559-265-4058 • E-mail: whashimoto@fcoe.org



State of California
Department of Education

Karuk Community Health Clinic
64236 Second Avenue
Post Office Box 316
Happy Camp, CA 96039
Phone: (530) 493-5257
Fax: (530) 493-5270

Karuk Tribe

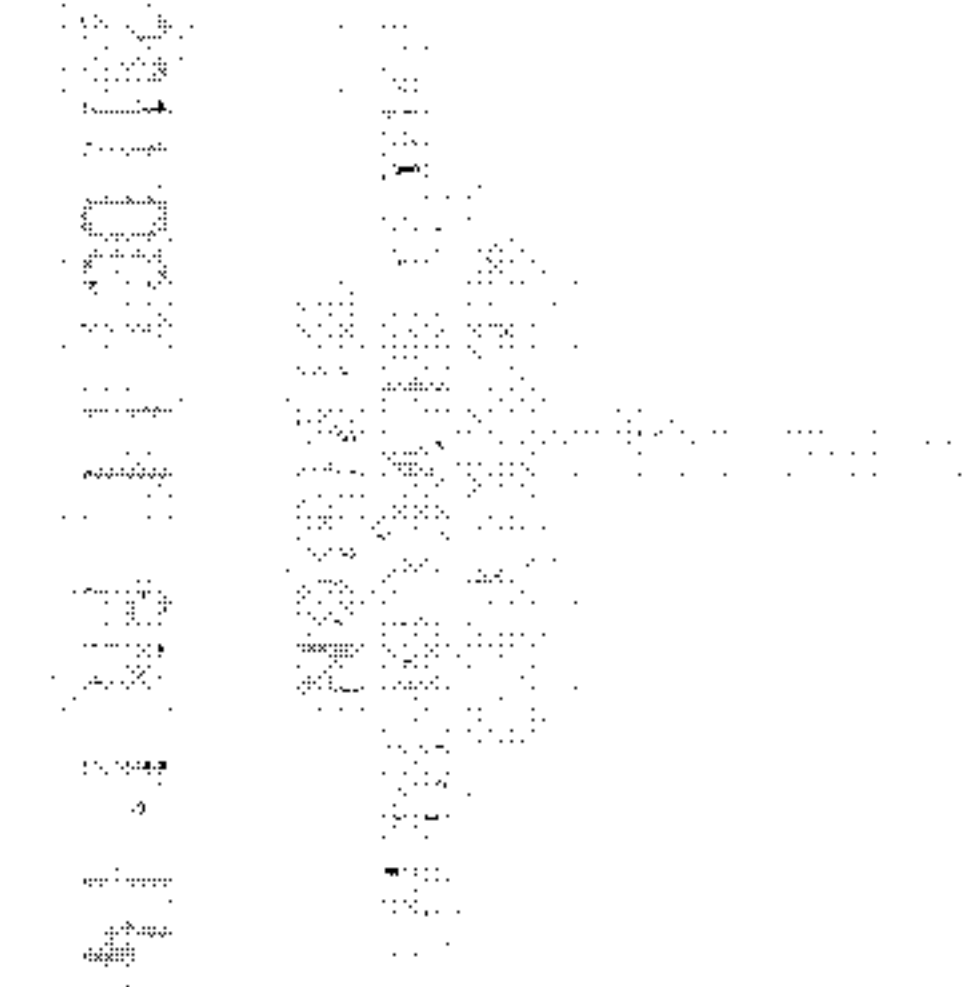


Karuk Dental Clinic
64236 Second Avenue
Post Office Box 1016
Happy Camp, CA 96039
Phone: (530) 493-2201
Fax: (530) 493-5364

Administrative Office
Phone: (530) 493-1600 • Fax: (530) 493-5322
64236 Second Avenue • Post Office Box 1016 • Happy Camp, CA 96039

October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814



Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Karuk Tribe Head Start and Karuk Tribal Child Care program's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds even though Tribes have not been included. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result could be a high quality, inclusive, and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local, and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- **Including Tribal Head Start and Tribal Child Care Programs in the planning and implementation process;**
- Highlighting the success of these locally proven programmatic efforts with collaborative partners and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting **all** ECE and Tribal ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California and Tribes have long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, (it is known that Tribes represent the most rural and poor children and economically disadvantaged communities) the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state, Tribes, and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Patty Brown at 530-598-0464 or pbrown@karuk.us or Dion Wood at 530-493-1600 or dwood@karuk.us.

Sincerely,

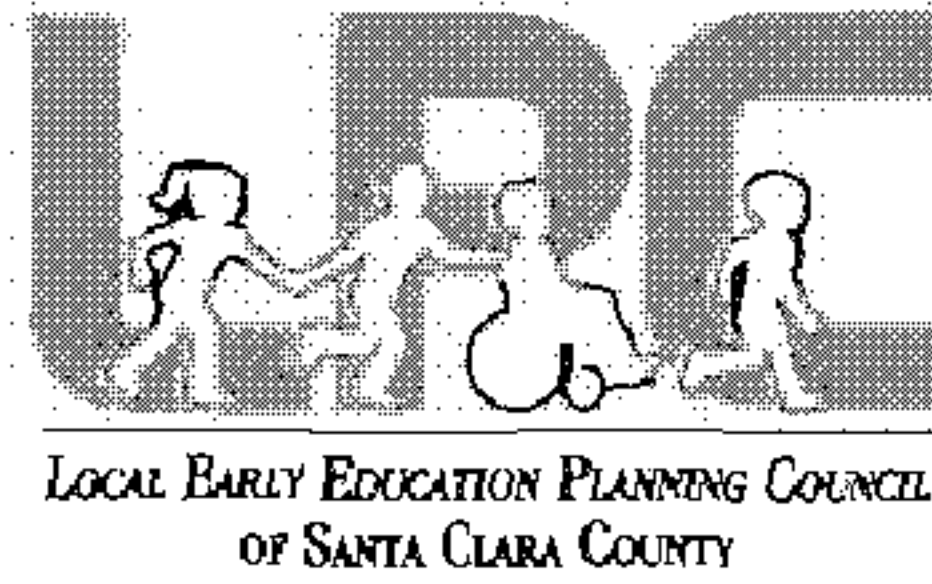
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Patricia Brown
Karuk Head Start Executive Director

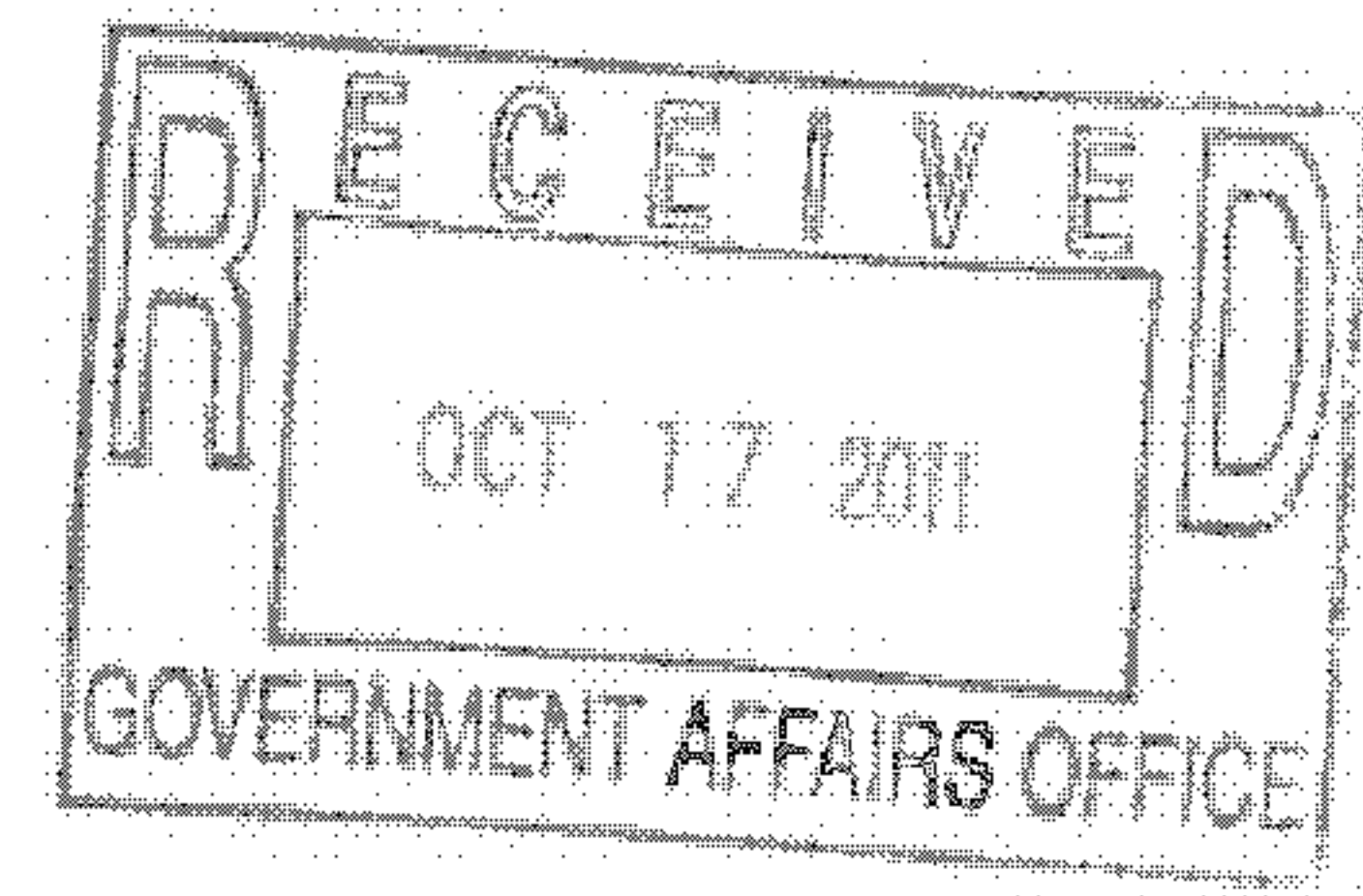
(b)(6)

Dion Wood
Karuk Tribe Child Care Program

Cc; Arch Super
Karuk Tribe Chairman



October 7, 2011



Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

On behalf of the Local Early Education Planning Council of Santa Clara County, I am writing to express strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Highlights include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Sincerely,

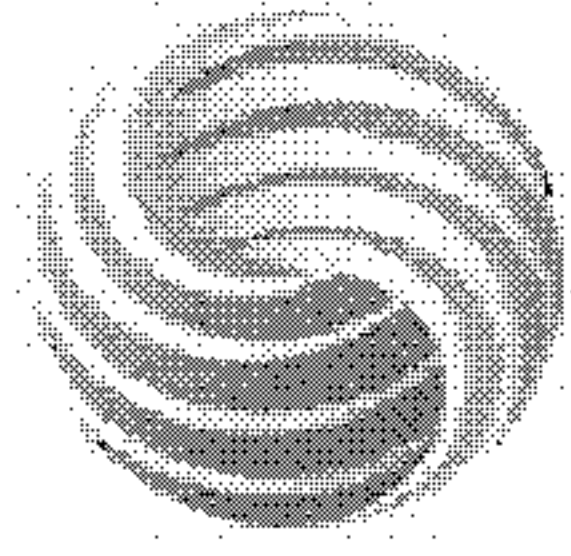
A handwritten signature in black ink, appearing to read 'Lori Burns'.

Lori Burns
Co-Chair
Local Early Education Planning Council
Santa Clara County



Local Early Education Planning Council of Santa Clara County
1290 Ridder Park Drive MC 225 • San Jose, CA 95131-2304
(408) 453-6649 • <http://www.sccoe.org/depts/lpc>





Los Angeles Area
Chamber of Commerce

October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I write to express the Los Angeles Area Chamber of Commerce's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

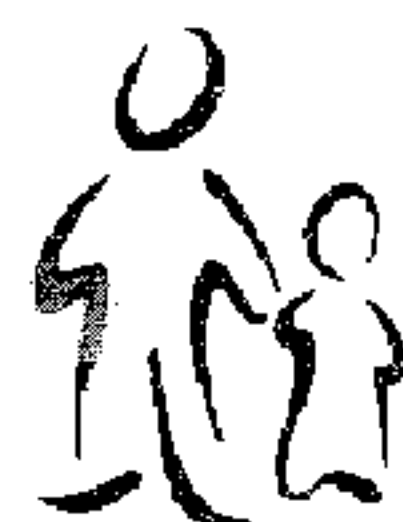
California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

We respectfully request your support for this important application.

Sincerely,

Gary Toebben
President/CEO
Los Angeles Area Chamber of Commerce

David Rattray
Senior Vice President of Education and Workforce
Los Angeles Area Chamber of Commerce



Policy Roundtable for Child Care

222 South Hill Street, Fifth Floor, Los Angeles, CA 90012

Phone: (213) 974-4103 • Fax: (213) 217-5106 • www.childcare.lacounty.gov

September 12, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Today the Los Angeles County Policy Roundtable for Child Care (Roundtable) voted to support California's application for the federal *Race to the Top* Early Learning Challenge Grant. This exciting opportunity provides California the resources needed to build on local and regional early care and education programs, while also strengthening the state's early care and education infrastructure. The end result will be a statewide system of early care and education that offers high quality and sustainable services, utilizes local expertise and resources, and is supported by the California Department of Education. Highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to implement a Quality Rating and Improvement System (QRIS). A QRIS brings both support and accountability to early care and education services, and seeks to close the achievement gap that threatens our most vulnerable young children.
- Highlighting the success of local efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of Race to the Top - Early Learning Challenge Fund programs to drive changes in regulations and laws impacting all early care and education programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early care and education workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Nora Armenta
Maria Calix
Nancy Carter
Fran Chasen
Duane C. Dennis

Bobbie Edwards
Ann E. Franzen
Michael Gray
Carolee Howes, Ph.D.
Dora Jacildo



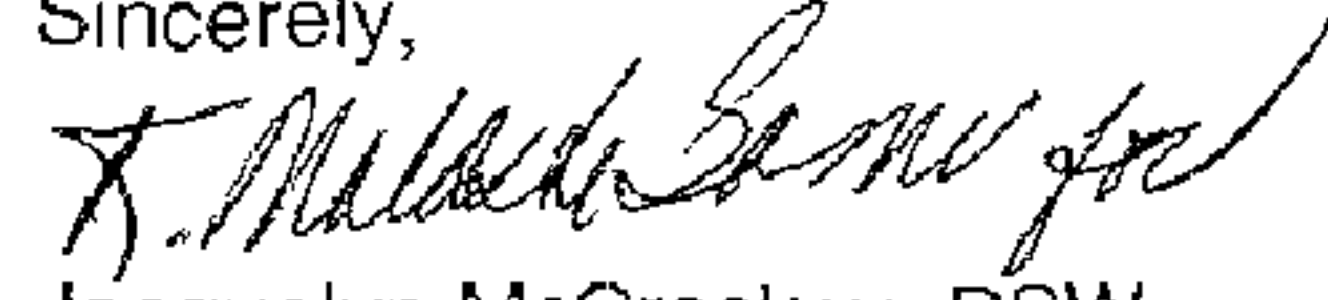
Charlotte Lee
Kathleen Malaske-Samu
Jacquelyn McCroskey, D.S.W.
Stacy Miller
Terri Chew Nishimura, MA, OTR/L

Connie Russell
Adam Sonenshein
Esther A. Torrez
Mika Yamamoto
Ruth M. Yoon
Sarah Younglove

Governor Brown, Superintendent Torlakson, and Board President Kirst
October 12, 2011
Page 2

If you have any questions regarding this letter of support, please contact Kathleen Malaske-Samu at 213/974-2440. Ms. Malaske-Samu is a member of the Roundtable and Director of the Los Angeles County Office of Child Care

Sincerely,



Jacquelyn McCroskey, DSW
Chair, Los Angeles County Policy Roundtable for Child Care

RTT ELCF support letter



A NON-PROFIT ORGANIZATION PROVIDING
HIGH-QUALITY PRESCHOOL EDUCATION
TO THE CHILDREN OF LOS ANGELES COUNTY

October 3, 2011

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Chair

MATT REZVANI
Vice Chair

SHIZUKO AKASAKI
Secretary

JOHN J. AGOGLIA
NESTOR BARRERO, J.D.
DAVID CRIPPENS
BISHOP HENRY W. HEARNS, Sr.
ALFRED E. DSBORNE, JR., Ph.D.
VICTOR H. PALMIERI, J.D.
MARIA S. SALINAS
JOHN SCHULMAN, J.D.
ANA VALDEZ

ARTURO DELGADO Ed.D.
(Ex officio)

CABINET

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Chief Executive Officer

DAWN A. KURTZ, Ph.D.
Senior Vice President
of Programs

CLARE SHEPARD
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Administration/
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WILLIAM SPERLING, J.D.
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MARIA VELOZ
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Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

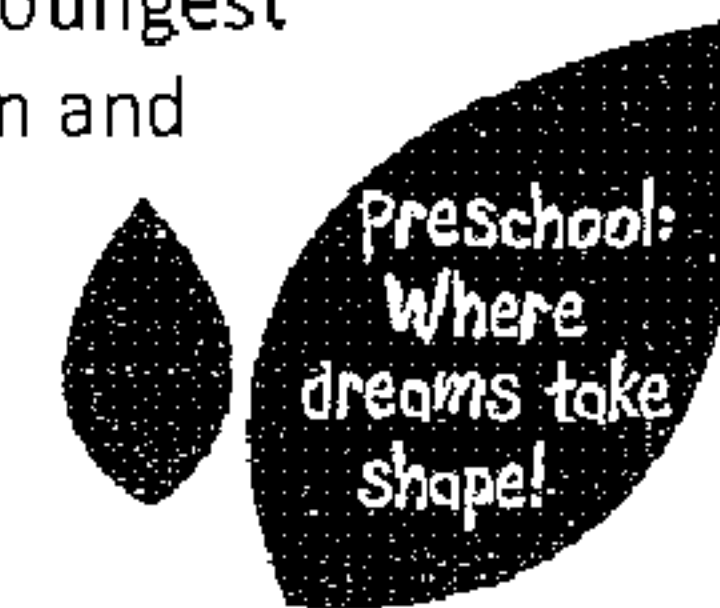
I am writing to express Los Angeles Universal Preschool's (LAUP) strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and

LAUP
888 S. Figueroa St., Suite 800
Los Angeles, CA 90017

Telephone 213.416.1200
Facsimile 213.416.1299
www.laup.net

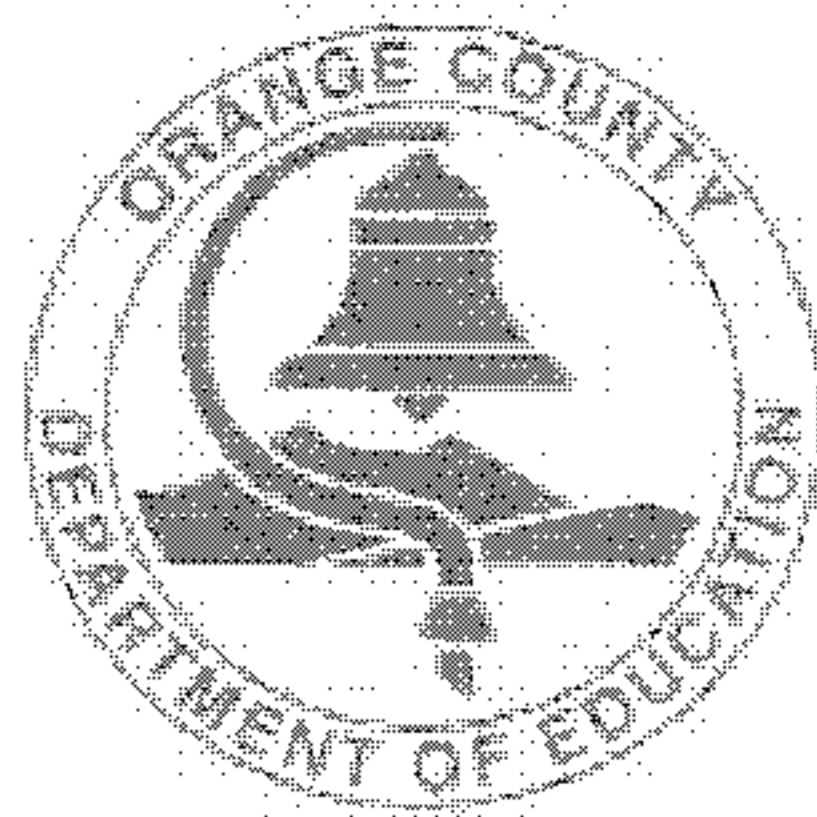


21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

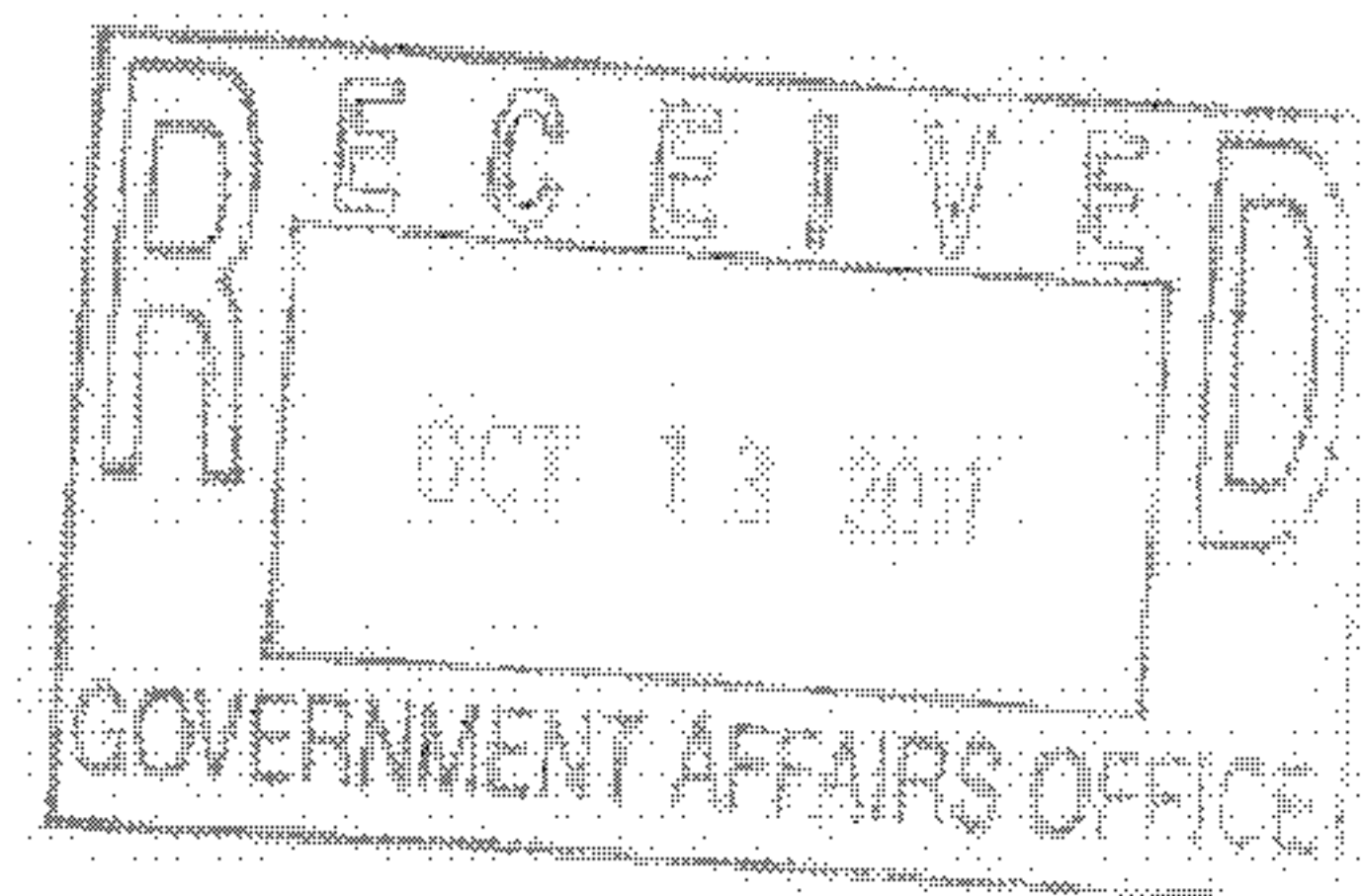
If you have any questions regarding this letter of support, please contact Braden Lay-Michaels at (213) 416-1389 or blay-michaels@laup.net.

Sincerely,

(b)(6)
Celia C. Ayala, Ph.D.
CEO



October 6, 2011



Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

**ORANGE COUNTY
DEPARTMENT
OF EDUCATION**
200 KALMUS DRIVE
P.O. BOX 9050
COSTA MESA, CA
92628-9050
(714) 966-4000
FAX (714) 682-3570
www.ocde.us

WILLIAM M. HADERMEL
County Superintendent
of Schools

LYNN APRIL HARTLINE
Deputy Superintendent

JOHN L. NELSON
Associate Superintendent

**ORANGE COUNTY
BOARD OF EDUCATION**

JOHN W. BEDELL, PH.D.

DAVID L. BOYD

ELIZABETH PARKER

LONG PHAM, PH.D.

KEN L. WILLIAMS, D.D.

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Orange County Department of Education's strong support for California's application for the federal Race to the Top (RTT) Early Learning Challenge Funds. This opportunity provides California the ability to utilize already-established local and regional early care and education programs as a foundation to strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high-quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement Quality Rating and Improvement Systems to improve and enhance the developmental services for young children, especially high-need students;
- Highlighting the success of these proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all early childhood education programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Cathy Wietstock, Administrator, Instructional Services, at (714) 327-1078 or cwietstock@ocde.us.

Cordially,

Lynn April Hartline
Deputy Superintendent

LAH:pld



414 15th Street, Suite 500
Oakland, CA 94612
tel: (510) 271-0575
fax: (510) 271-0707

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express Preschool California's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

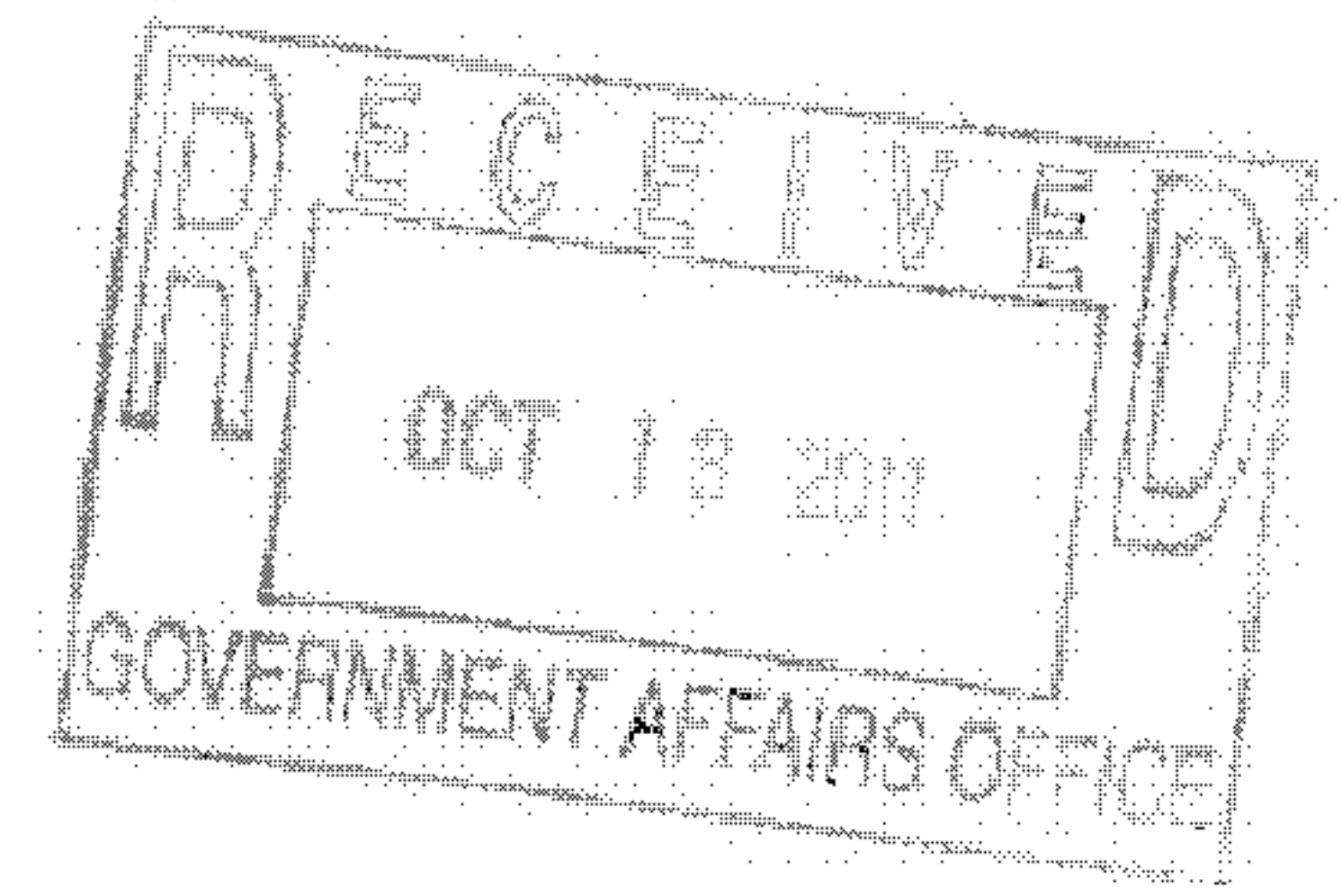
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- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Sincerely,

Catherine Atkin, Preschool California

www.preschoolcalifornia.org * getinvolved@preschoolcalifornia.org
A Project of The San Francisco Foundation Community Initiative Funds
Kids Count Place to Learn is a member of The Trust for Early Education.



October 7, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I/We are writing to express Professional Association for Childhood Education's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

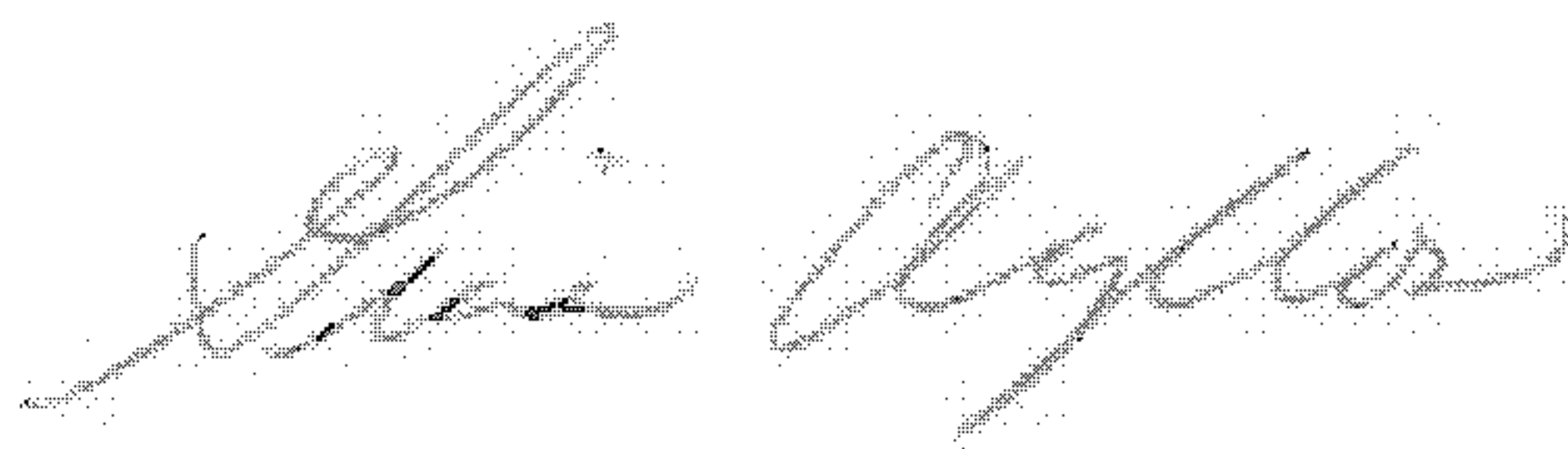
California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national

380 Montgomery Street, Suite 200, San Francisco, CA 94133 | (415) 922-2400 | (415) 749-6885 | fax (415) 392-7225 | www.pace.net

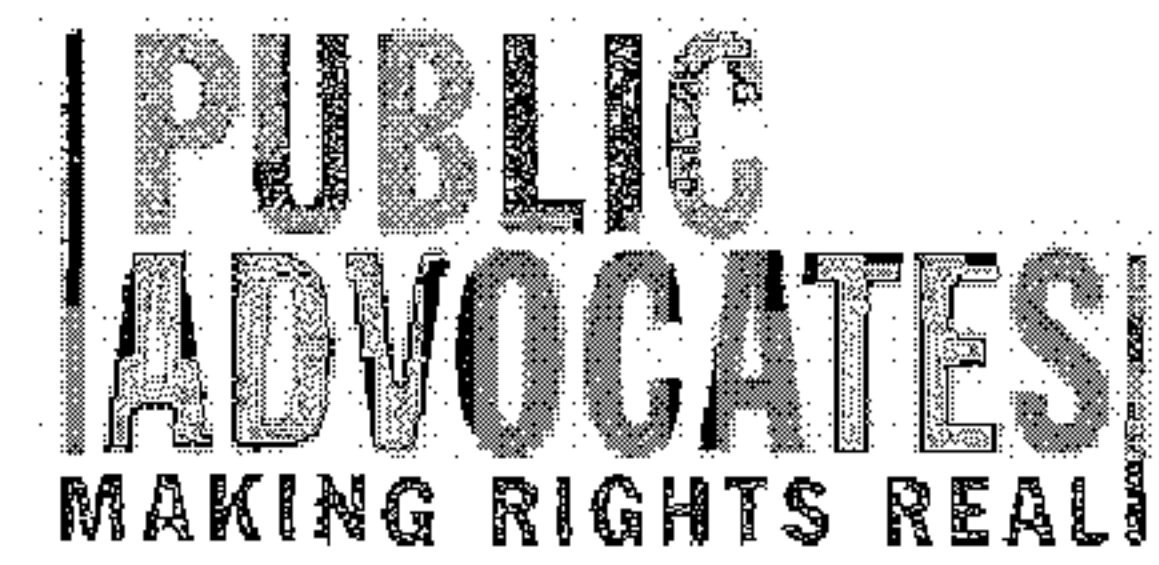
effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me, Gina Ayllon, at (415) 749-6851 or gina@pacenet.org.

Sincerely,

A handwritten signature in cursive script, appearing to read "Gina Ayllon".

Gina Ayllon, Executive Director
Professional Association for Childhood Education



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Santa Clara University
School of Law

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Samuel Tepperman-Gelfant
Staff Attorneys

Parisa Fatehi-Weeks
Attorney & Equal Justice Works
Fellow

Sophia Lai
Attorney & Public Advocates
Fellow

Heidi Basarab
Writer

Katherine Valenzuela
Policy Advocate

Aimee Carlisle
Rebecca Durbin Smith
April Dawn Hamilton
Patty Leal
Caroline Piper
Administrative Staff

October 11, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Attn: Chris Reeve
Child Development Division
California Department of Education
1430 N Street, Suite 5602
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

Public Advocates supports California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This is a much needed opportunity which can provide California the ability to use already established local and regional early care and education programs as a foundation to enhance and strengthen the state's early learning and development system. California's proposal can give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result can be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. We understand that key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable

Public Advocates Inc. 131 Steuart Street, Suite 300 San Francisco, CA 94105-1241 415.431.7430 fax 415.431.1048 www.publicadvocates.org
Sacramento Office 1225 Eighth Street, Suite 210 Sacramento, CA 95814-4809 916.442.3385 fax 916.442.3601

part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding Public Advocates' support for California's application, please do not hesitate contact us at the number or email below.

Sincerely,



Liz Guillen
Director, Legislative & Community Affairs
(916) 442-3385
lguillen@publicadvocates.org



Katherine Valenzuela
Policy Advocate

RIVERSIDE COUNTY
childcare
CONSORTIUM

October 6, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

We are writing to express Riverside County Child Care Consortium's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
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- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

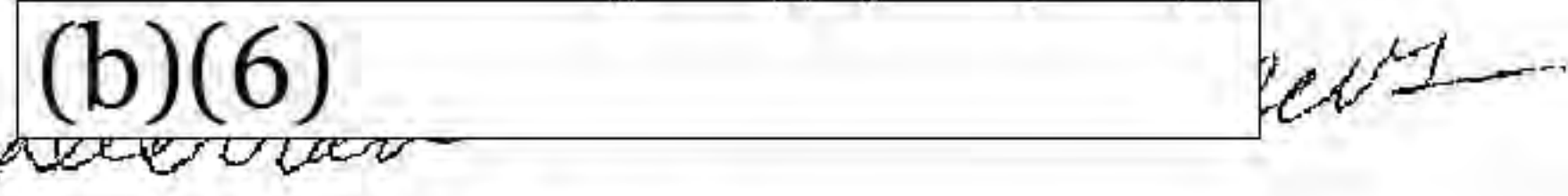
*❖ A public/private partnership of businesses, schools, community agencies and city/council governments ❖
❖ Appointed as the Local Planning Council for Federal Block Grant Child Development ❖*

21250 Box Springs Road, Suite 111 Moreno Valley, CA 92557
Telephone (951) 248-0015 Fax (951) 248-9293
www.riversidechildcare.org

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact me at (951) 248-0015 or dclark-crews@riversidechildcare.org.

Sincerely,


(b)(6)

Deborah Clark-Crews,
Executive Director
Riverside County Child Care Consortium

*❖ A public/private partnership of businesses, schools, community agencies and city/council governments ❖
❖ Appointed as the Local Planning Council for Federal Block Grant Child Development ❖*

21250 Box Springs Road, Suite 111 Moreno Valley, CA 92557
Telephone (951) 248-0015 Fax (951) 248-9293
www.riversidechildcare.org

Sacramento Office of Education County

10474 Mather Boulevard
P.O. Box 269003
Sacramento, CA 95826-9003
(916) 228-2500
www.scoe.net

David W. Gordon
Superintendent

October 12, 2011

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Edmund G. Brown Jr., Governor, State of California
Toni Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division - California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Sacramento County Office of Education's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

My office is pleased to be included in the proposed network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students. I believe that highlighting the success of these locally proven programmatic efforts can result in their practices being adopted for use across the state.

Moreover, using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide will facilitate California's efforts to build upon existing and emerging structures and programs to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Joyce Wright, Ed.D. at jwright@scoe.net or 916.228.2653.

Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/JW/ck





William Kowba
Superintendent

October 7, 2011

Governor Edmund G Brown, Jr.
State Board of Education President Michael Kirst
State Superintendent of Public Instruction Tom Torlakson
c/o California Department of Education
1430 N Street
Sacramento, CA 95814

RE: **Support of California Application for Race to the Top – Early Learning Challenge**

Dear Governor Brown, Superintendent Torlakson and Board President Kirst:

I write to express strong support of California's application for the federal Race to the Top – Early Learning Challenge funds. There is excellent work underway in the area of early learning, and an infusion of \$100 million in federal Race to the Top funds would greatly help these efforts in our state.

The California draft application does not try to "reinvent the wheel" – it is expected to take advantage of already established local and regional early care and education programs. Among other things, the state's early learning plan would highlight best practices and provide support so those practices can be used more broadly across the state, as well as deepen efforts to form a coherent and integrated early learning workforce development system.

These investments are critical. Research demonstrates that children who attend high-quality early learning programs are 11 percent less likely to be placed in special education in grades K-12. Additionally, children who attend high-quality, early learning programs are less likely to drop out of high school or be held back a grade, and are more likely to score better on reading and math tests.

For these reasons, I respectfully encourage you to consider submitting an application on behalf of California for federal Race to the Top – Early Learning Challenge funds.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Kowba".

William Kowba
Superintendent

Copy: Race to the Top Early Learning Challenge Grant State Working Group
San Diego Unified School District Board of Education

San Diego Unified School District – Where Every Student is a Star.



October 10, 2011.

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, CA 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing on behalf of the co-chairs and members of the San Mateo County Child Care Partnership Council, the local child care and early learning planning council for our county. The Council is in strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. The federal grant opportunity is a much needed impetus to combine local and state efforts to improve the quality of early learning services for children across the state. It will help California to build on local and state investments already made to create a quality rating system and improvement plan.

Council members recognize your desire to prevent cost pressures during this time of budget crisis. This is the reason that this application for the judicious use of federal funds makes so much sense. It will help our state to achieve greater long-term benefits from its existing early learning investments without increasing state expenditures.

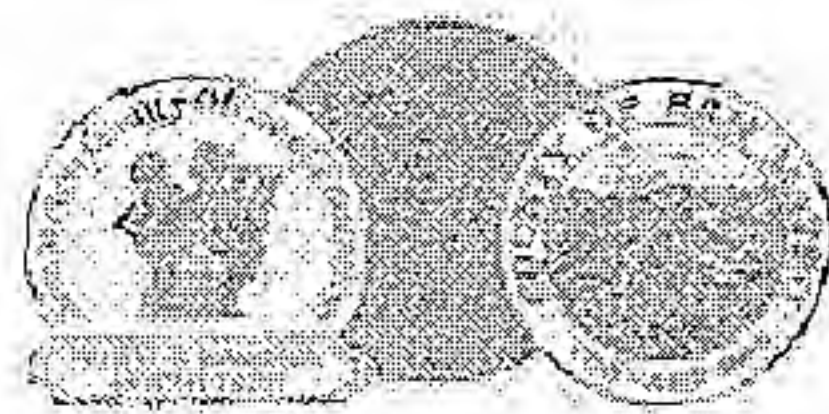
Our members hope that your efforts to move California toward a more prosperous economic condition will be successful, and will enable the state to make new investments in early learning sometime in the future. In the meantime, however, we encourage you to submit a strong proposal for funds to improve the quality of what we have.

If you have any questions regarding this letter of support, please contact me, or co-chairs, San Mateo County Superintendent of Schools, Anne Campbell, and San Mateo County Supervisor Dave Pine.

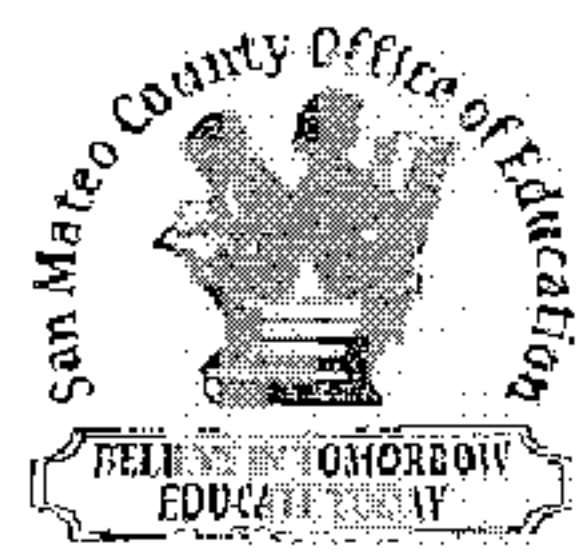
Sincerely,

(b)(6)

Nirmala Dillman, Coordinator



101 Twin Dolphin Drive, Redwood City, CA 94065-1064 • (650) 802-5550 • TDD (650) 802-5480 • Fax (650) 802-5564



SAN MATEO COUNTY OFFICE OF EDUCATION

Anne E. Campbell, County Superintendent of Schools

October 11, 2011

The Honorable Edmund G. Brown, Jr
State Capitol
Suite 1173
Sacramento, CA 95814

RE: IN SUPPORT OF APPLICATION FOR RACE TO THE TOP EARLY LEARNING CHALLENGE FUNDS

Dear Governor Brown,

I am writing to you in my capacity as San Mateo County Superintendent of Schools to urge you to support California's application for the federal Race to the Top (RTT) Early Learning Challenge Funds.

Neuroscience continues to demonstrate the importance of quality early childhood education for our youngest citizens. It is imperative that we continue to seek every means available to continue to invest in early care and education. The RTT grant opportunity provides a much needed impetus to combine local and state efforts to improve the quality and quantity of early learning opportunities for children throughout California.

I understand your concerns regarding the status of our state's budget and not wanting to increase potential cost pressures. However, by applying for RTT funds, we can bring additional dollars to California to target the needs of our 3 and 4 year olds. California stands to reap long-term benefits by investing RTT funds to get our youngest citizens the early childhood learning experiences they need to help propel them to become successful students and adults. It is far better to invest the dollars on the front end through quality early childhood education, rather than on prison costs later.

I urge you to submit a strong proposal for funds to extend and improve California's ability to offer quality early learning opportunities to all children who will benefit from them.

Thank you,

Anne E. Campbell
San Mateo County Superintendent of Schools

cc: The Honorable Tom Torlakson, State Superintendent of Public Instruction
Dr. Michael Kirst, President, California Board of Education
Ms. Nirmala Dillinan, Coordinator, San Mateo Child Care Partnership Council

AEC:a

101 Twin Dolphin Drive - Redwood City, CA 94065-1064 - (650) 802-5300 - TDD (650) 802-5480

October 10, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

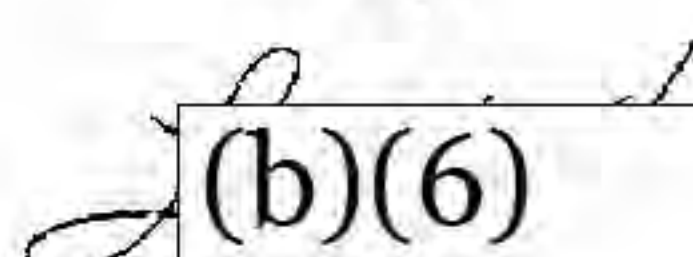
On behalf of the Santa Clara County Partnership for School Readiness, I am writing to express strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Loretta Burns at 408-741-1724 or burnslh@gmail.com

Sincerely,


(b)(6)

Loretta Burns
Director
Santa Clara County Partnership for School Readiness



2001 Gateway Place, Suite 101E
 (408) 501-7864 Fax (408) 501-7861
 www.svlfg.org
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ANDY BALL
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 SVB Financial
GEORGE BLUMENTHAL
 University of California, Santa Cruz
TOM BOTTORFF
 Pacific Gas & Electric
RAMI BRAMITZKY
 SAP Labs North America
TORY BRLIND
 Lockheed Martin Space Systems
DAVID GUSHK
 Virgin America
DAVID DEWALT
 McAfee, Inc.
STEVE DEWITT
 Hewlett-Packard Company
MICHAEL ENGH, S.J.
 Santa Clara University
TOM GEORGENS
 NetScout, Inc.
JAY GLASSCOCK
 BD Biosciences
RACHEL GONZALEZ
 Bank of America
TIM GUERTH
 Varian Medical Systems
JAMES GUTIERREZ
 Progreso Financiero
KEN KANNAPPAN
 Fibertivities
TARKAN MANER
 Myco Technology
JU MENNON
 IBM Corporation
KEN MCNEELY
 AT&T
LEN PERHAM
 Monolithic Systems
NIM POLESE
 SyntelEnergy
ALAN SALTZMAN
 VeritagePoint Capital Partners
MARC TULLY
 San Jose Mercury News
RICK WALLACE
 KLA-Tencor
BILL WATKINS
 Bridgeline
JED YORK
 San Francisco 49ers
 Established in 1978 by
DAVID PACKARD

September 26, 2011

Governor Edmund Brown
 State Capitol, Suite 1173
 10th and L Streets
 Sacramento, CA 95814

State Superintendent of Public Instruction

TO: Cima DATE: SEP 27 2011

FOR YOUR INFORMATION

EXECUTIVE & ADMINISTRATIVE UNIT

Re: Race to the Top-Early Learning Challenge

Dear Governor Brown,

The Silicon Valley Leadership Group asks you to support California's early learning efforts by applying for the Race to the Top-Early Learning Challenge. The Leadership Group and our more than 350 members know how important early learning is to academic success and understand that early childhood education is the foundation of our future workforce.

The Federal Department of Education and the Department of Health and Human Services recently released the final guidelines for the Race to the Top-Early Learning Challenge. The new guidelines include changes that California requested in order to tailor investments in early learning systems to individual state needs and restrictions. With the added flexibility, California can now leverage existing advancements in key components of the application requirements, including the development of a Quality Rating Improvement System (QRIS) and connecting early education with the early elementary years, to make the state a more viable candidate for this federal funding.

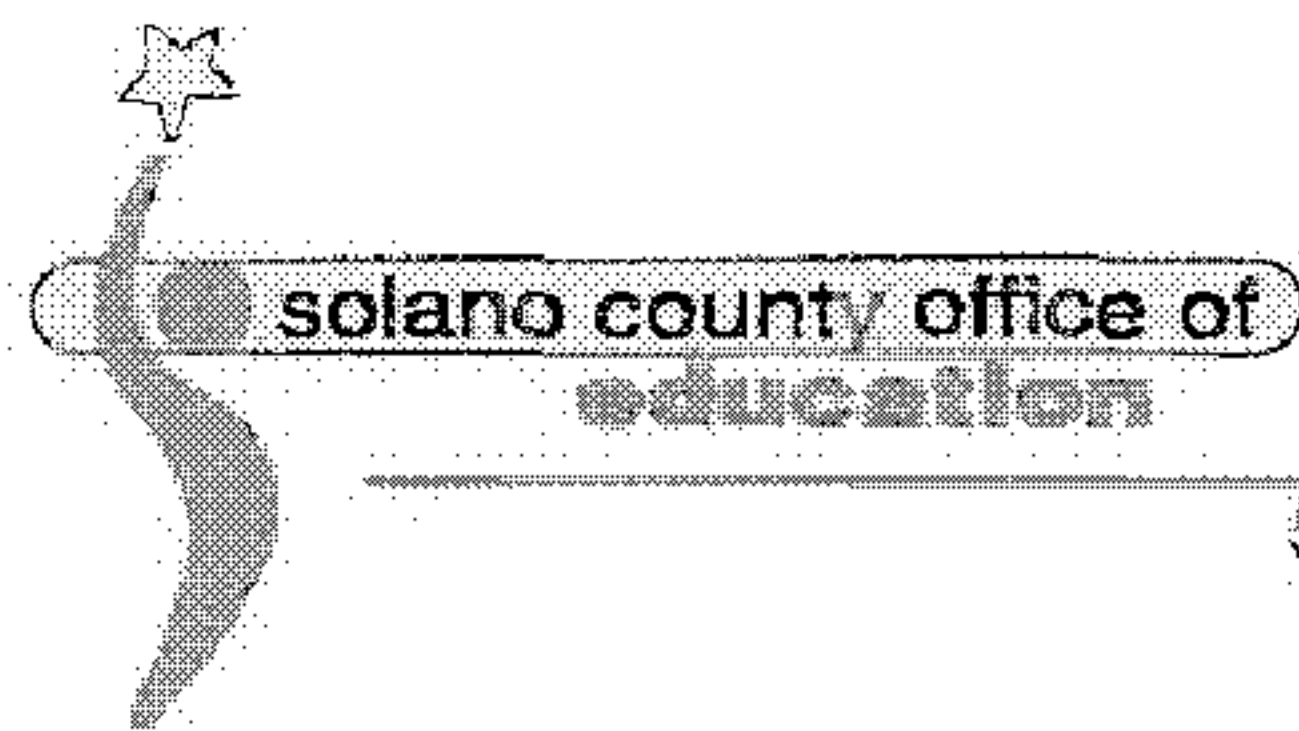
However, in order to remain eligible for this significant federal funding, we must have an active Early Learning Advisory Council (ELAC). For the important early learning work of ELAC to continue and progress, the council should be moved under the California Department of Education (CDE). Additionally, the continuation of ELAC through CDE will allow California to optimize early learning investments and improve early childhood programs.

The early learning efforts supported by a potential Early Learning Challenge Grant and the ELAC will positively impact California's children, families, communities and the economy as a whole. The Silicon Valley Leadership Group urges you to help ensure a brighter future for California and apply for an Early Learning Challenge Grant. In such fiscally difficult times California, and our youngest learners, cannot afford to leave \$100 million in federal dollars that could be used to improve the quality of early childhood education on the table.

Sincerely,

(b)(6)

Dennis Cima
 Senior Vice President



Jay Spack, Superintendent of Schools

5100 Business Center Drive, Fairfield, CA 94534-1658
707.399.4400 www.solanocoe.net



October 10, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

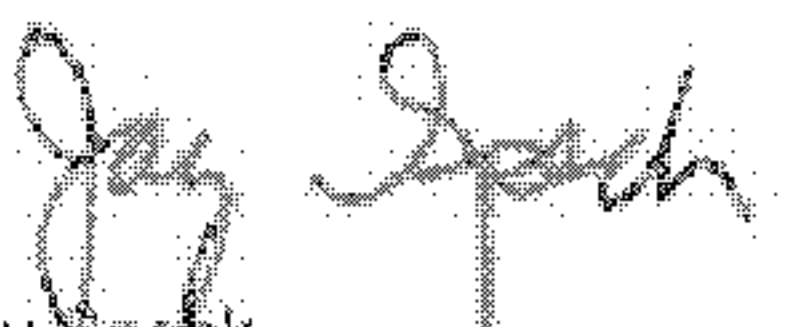
I am writing on behalf of Solano County Office of Education to express support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge (ELC) Funds. This much needed opportunity provides California the ability to utilize existing local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality, sustainable early learning and development statewide network, with local and California Department of Education support. Key focal points of the plan include:

- Creating a strong network of ELC Leadership Communities, made up of local and regional early care and education programs that agree to adopt and implement a Quality Rating and Improvement System that will help to improve the developmental services our children, especially high-need students, deserve;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all Early Childhood Education programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. More importantly, California, which represents 13 percent of the nation's children and 21 percent of California's children living in poverty, is an indispensable part of any national effort to close the achievement gap. California's ELC proposal represents an exceptional opportunity for our state and nation to take a major step toward educational excellence for all.

If you have any questions regarding this letter of support, please contact Lisette Estrella-Henderson, Associate Superintendent of Student Programs and Educational Services, at 707-399-4406 or lehenderson@solanocoe.net.

Sincerely,


Jay Spack
Superintendent of Schools

Board of Education

Larry Asera, President Rozzanna Verdier-Aliga, Ed.D., Vice President Mayrene Balis Michelle Coleman Douglas J. Ford John T. Galvan Ray Silva

"Pursuing Excellence" - An Equal Opportunity Employer



STUART FOUNDATION

INVESTING IN CHILDREN & YOUTH TO CREATE LIFELONG IMPACT

October 14, 2011

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express the Stuart Foundation's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

www.stuartfoundation.org

500 Washington Street, Eighth Floor San Francisco, CA 94111 Tel: 415 393 1551 Fax: 415 393 1552

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the *achievement gap*. California's *Early Learning Challenge* proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact (name, phone, e-mail).

Sincerely,

(b)(6)

Christy Pichel
President



3468 Citrus St., Suite F
Lemon Grove, CA 91945
619-741-9650, fax 619-741-9643
www.teennowcalifornia.org

Edmund G. Brown Jr., Governor, State of California
Tom Torlakson, State Superintendent of Public Instruction
Michael Kirst, President, State Board of Education
c/o Race to the Top Early Learning Challenge Grant State Working Group
Child Development Division
California Department of Education
1430 N Street
Sacramento, California 95814

Dear Governor Brown, Superintendent Torlakson, and Board President Kirst:

I am writing to express TeenNow California's strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

If you have any questions regarding this letter of support, please contact Dana Goodrow at dgoodrow@teennowcalifornia.org, or at 619-741-9650.

Sincerely,

(b)(6)

Dana Goodrow, MSW. MPH
Executive Director
TeenNow California

United States Senate

U.S. SENATE OFFICE BUILDING
SUITE 1117
WASHINGTON, DC 20510-0508
(202) 224-3551
<http://www.senate.gov>

October 17, 2011

The Honorable Arne Duncan
Secretary
Department of Education
400 Maryland Avenue
Washington, DC 20202

The Honorable Kathleen Sebelius
Secretary
Department of Health and Human Services
200 Independence Avenue
Washington, DC 20201

Dear Secretaries Duncan and Sebelius:

I write to support the State of California's application for the Early Learning Challenge (ELC) program.

As you know, investments in high-quality early childhood education are vital to improving the long-term educational and economic health of our country. California has been a leader in early education for decades. In 1965, California became one of the first states in the country to support a state-funded preschool program.

In 2010, ten percent of three-year-old children in California and 17 percent of four-year-olds were enrolled in early education programs. California is working hard to increase the number of children in these programs, and the Early Learning Challenge presents an ideal opportunity to increase to the number of young Californians served by early education programs.

The California Department of Education working with the State Board of Education has developed this application to increase access to high quality early education in California. This proposal brings together a broad group of early education providers and advocates who are interested in participating in the ELC program to improve education for their students.

Expanding access to high quality early education in California will help produce dramatic gains in student performance, but will require significant investments, which is why this funding is so critical. I look forward to working with you to ensure that California's application receives your full consideration.

Sincerely,



Barbara Boxer
United States Senator

PRINTED ON RECYCLED PAPER

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
- Highlighting the success of these locally proven programmatic efforts and emulating their great work through practices to be adopted for use across the state;
- Using the results of RTT programs to drive changes in regulations and laws impacting all ECE programs statewide, as appropriate; and
- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Sincerely,

Mr. Nick Bastovan
668 Loyola Way
Livermore, CA 94550-7268

Oct 11, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Ms. Nick Bastovan

Livermore 94550

Oct 11, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

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Sincerely,

Ms. Alanna Beeman

Livermore 94550

Oct 11, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

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Sincerely,

Ms. Fran Chasen
3114 17th St
Santa Monica, CA 90405-5906

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Miss Tehran Clark

Emeryville 94608

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

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Sincerely,

Ms. Diana Chun

Livermore 94550

Oct 13, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Ms. Angela Conley
1436 W 106th St
Los Angeles, CA 90047-4541

Oct 14, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Ms. Jennifer Chun
1318 B St
B307
Hayward, CA 94541-2944

Oct 14, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

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Sincerely,

Mrs. Patrice Fors-Schoellhorn

Sebastopol 95472

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Ms. Angie Garling

Berkeley 94706

Oct 11, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of Education)
Sacramento, CA 95814

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Sincerely,

Ms. Rebecca Gross
1423 Walnut St
Berkeley, CA 94709-1448

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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- Building upon existing efforts to form a coherent and integrated early learning workforce development system.

California has long recognized the critical nature of investments in our youngest learners. With California representing 13 percent of the nation's children and 21 percent of California's children living in poverty, the state is an indispensable part of any national effort to close the achievement gap. California's Early Learning Challenge proposal represents an excellent opportunity for our state and nation to take a major step towards educational excellence for all.

Sincerely,

Mrs. Annette Harris
1736 W Kearney Blvd
Fresno, CA 93706-2708

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

- Creating a strong network of Early Learning Challenge Leadership Communities, made up of local and regional early care and education programs that are or have agreed to adopt and implement a Quality Rating and Improvement System that will help to improve and enhance the developmental services our children deserve, especially high-need students;
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Sincerely,

Ms. Meghan Johnson

Santa Rosa 95403

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

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Sincerely,

Ms. Deborah Kong
400 Beale St Apt 1308
San Francisco, CA 94105-4430

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirt

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

As a Californian, a naturalized citizen and a product of the public school system, I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. I was fortunate to have had parents who could afford to send me to a quality preschool in my early years where I got a head start in learning English - keeping me out of ESL/ELL classrooms when I entered elementary school. Unfortunately, not everyone has this opportunity, especially in this economic climate. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Ms. Iris Kong
156 Bayside Ct
Richmond, CA 94804-7458

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Mr. Scott Moore

Oakland 94611

Oct 13, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

As the mother of a 10 month old I see the importance of early education, and how my baby has learned so much and is capable of still learning more. I have enrolled my child in a Mommy and Me class provided by the Montebello Unified School District, my child has enjoyed the class and at his age he is already attempting to sing the songs he has learned in class, and gets extremely excited when he hears the ABC's. I would hate for this program to end, and actually I would love for my child to attend class daily, instead of twice a week.

Furthermore, as a manager I am constantly reviewing job applications and I am constantly surprised by the lack of the English language. I, too often come across with individuals with High School Diplomas, that cannot speak, read, write, and/or spell correctly. As someone who is trying to employ people it makes it very difficult that our High School Graduates are not prepared.

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education.

Sincerely,

Ms. hilda perez

montebello 90640

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

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Sincerely,

Ms. Giannina Perez

Oakland 94610

Oct 11, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

I have dedicated my life and career to supporting education. I worked with children from ages 5-19 for years, but it was only when I began learning about early childhood education that I realized how critical the first five years of a person's life is, and how investing in early childhood education is the foundation to any change and improvement we want to see as a society in our overall education system.

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Ms. Vickie Ramos
1107 Michelle Ct
Montebello, CA 90640-3470

Oct 12, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Miss Ashley Rowland

Livermore 94550

Oct 13, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of Education)
Sacramento, CA 95814

I am writing to express my strong support of California's application for the federal Race to the Top (RTT) Phase Early Learning Challenge Funds. This exciting and much needed opportunity provides California the ability to utilize already established local and regional early care and education programs as a foundation to greatly enhance and strengthen the state's early learning and development system. California's proposal will give the state a plan that reflects and builds upon the excellent work underway in our communities. The end result will be a high quality and sustainable early learning and development statewide network, grounded in local resources and supported by the California Department of Education. Key highlights of the plan include:

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Sincerely,

Ms. Ashlee Tran

Berkeley 94709

Oct 13, 2011

Gov. Brown, Superintendent Torlakson, and Board President Kirst

1430 N Street (Child Development Division-California Department of
Education)
Sacramento, CA 95814

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Sincerely,

Mrs. Traci Vega
4343 Franklin Rd
Santa Maria, CA 93455-4039