



### FORM 3. First 5 IMPACT Phase 2 High-Quality Action Plan – Implementation Step Layer Funding

**The Phase 2 First 5 IMPACT High-Quality Action Plan is due November 20, 2015.**

For Phase 2 First 5 IMPACT Implementation Step funds, each participating Lead Agency and local consortium must develop a First 5 IMPACT High-Quality Action Plan (Action Plan). This Action Plan includes a description of how First 5 IMPACT funds will support the local CA-QRIS (Rating Matrix and Continuous Quality Improvement Pathways).

In addition to the First 5 IMPACT High-Quality Action Plan, the following forms also must be submitted:

- Form 4      First 5 IMPACT Five-Year Budget Table
- Form 5      First 5 IMPACT Annual Budget Table
- Form 6      First 5 IMPACT Annual Budget Narrative
- Form 7      First 5 IMPACT Performance Measure Targets

This template is to be used for the submission of a First 5 IMPACT High-Quality Action Plan for each consortium. Only Lead Agencies that have previously submitted the first two components of the First 5 IMPACT application, the Letter of Intent and the Phase 1 Asset Map, are eligible to submit the Action Plan for Phase 2 funding. Please fill out each section, as applicable, and sign and date.

<b>Lead Agency</b>		<b>Lead Agency Contact</b>	<b>Phone Number</b>
Plumas First Five		Ellen Vieira	(530) 394-7016
<b>Address</b>		<b>City</b>	<b>Zip Code</b>
270 Hospital Road, Suite 206		Quincy	95971
<b>Signature</b>		<b>Date</b>	<b>E-mail</b>
		<i>Click here to enter text.</i>	First5plumasev@psln.net
<b>Program Lead Contact Person</b>	<b>Program Contact's E-mail</b>		<b>Phone Number</b>
Brenda Lory	blory@pcoe.k12.ca.us		(530) 283-6557
<b>Fiscal Lead Contact Person</b>	<b>Fiscal Contact's E-mail</b>		<b>Phone Number</b>
Ellen Vieira	First5plumasev@psln.net		(530) 394-7016



By signing this signature page, the applicant(s) certify the information contained in the Phase 2 First 5 IMPACT High-Quality Action Plan is accurate and all forms required to be submitted as part of the RFA are certified to be true and binding on the applicants. Additionally, in signing this signature page, the Lead Agency is confirming it will use the current CA-QRIS (Rating Matrix and Continuous Quality Improvement Pathways) and the QRIS Implementation Guide, found at the First 5 IMPACT webpage ([http://www.cafc.ca.gov/programs/programs\\_impact.html](http://www.cafc.ca.gov/programs/programs_impact.html)).

**Local IMPACT Design – System Functions**

**1. Build Local Consortia**

Successful county Early Learning and Development Systems, including QRIS, are built on broad-based stakeholder participation and effective governance structures. In this section, Lead Agencies will need to identify and obtain signatures from the required local consortium participants, identify other organizations participating in their local consortium, develop a process for regularly bringing together the local consortium, and develop a governance structure. This includes delineating the decision-making process, identifying and defining roles and responsibilities, and creating an alignment across the partnerships and CQI efforts.

**NOTE: If applying as a regional consortium**, every county in the region must complete questions 1a and 1b. It is the responsibility of the Lead Agency to collect information from participating counties in the region and submit each county’s form with the Phase 1 application.

**Name of County:** Plumas

**1a. Consortium Partner Signatures**

*i. The local consortium must include representatives from the organizations identified below.*

- *Fill out the required information and secure stakeholder signatures.*
- *Add additional signature blocks as needed.*
- *If applying as a region, the required participants for each county must be included.*

*Signing this section means that representatives have read and concur with the application that is being submitted.*

**First 5 County Commission (required)**

Agency: Plumas First Five	
Print Name of Representative: Ellen Vieira	
Title of Representative: Director	
Signature:	Date: Click here to enter text.
E-mail: first5plumasev@psln.com	Phone: (530) 394-7016
<b>CSPP Block Grant Lead Agency (if applicable)</b>	
Agency: Click here to enter text.	
Print Name of Representative: Click here to enter text.	
Title: Click here to enter text.	
Signature:	Date: Click here to enter text.
E-mail: Click here to enter text.	Phone: Click here to enter text.
<b>Local Educational Agency (required if no CSPP Block Grant or in addition to above)</b>	
Agency: Plumas Unified School District	
Print Name of Representative: Kristy Warren	
Title: Director of Educational Services	
Signature:	Date: Click here to enter text.
E-mail: kwarren@pcoe.k12.ca.us	Phone: (530) 283-6500
<b>RTT-ELC Lead (required if not otherwise included)</b>	
Agency: Click here to enter text.	
Print Name of Representative: Click here to enter text.	
Title: Click here to enter text.	
Signature:	Date: Click here to enter text.



E-mail: <a href="#">Click here to enter text.</a>		Phone: <a href="#">Click here to enter text.</a>	
<b>Institution(s) of Higher Education (required)</b>			
Agency: Feather River College			
Print Name of Representative: Shelley Miller			
Title: Instructor/Program Coordinator			
Signature:		Date: <a href="#">Click here to enter text.</a>	
E-mail: <a href="mailto:smiller@frc.edu">smiller@frc.edu</a>		Phone: (530) 283-0202 ext. 311	
<b>Local Child Care Planning Council (required)</b>			
Agency: Plumas County Office of Education			
Print Name of Representative: Brenda Lory			
Title: Plumas Early Education & Child Care Council Coordinator			
Signature:		Date: <a href="#">Click here to enter text.</a>	
E-mail: <a href="mailto:blory@pcoe.k12.ca.us">blory@pcoe.k12.ca.us</a>		Phone: (530) 283-6557 x5334 <a href="#">Click here to enter text.</a>	
<b>Local Resource &amp; Referral Agency(ies) (required, include all in county)</b>			
Agency: Plumas Rural Services			
Print Name of Representative: Debbie Guy			
Title: Child Care Resource and Referral Coordinator			
Signature:		Date: <a href="#">Click here to enter text.</a>	
E-mail: <a href="mailto:dguy@plumasruralservicess.org">dguy@plumasruralservicess.org</a>		Phone: (530) 283-4453	
<b>Optional additional partners (other local agencies that provide services to children birth through age 5, such as County Health and Human Services Agency or Family Resource Centers)</b>			
Agency: Sierra Cascade Family Opportunities Head Start			
Print Name of Representative: Merle Rusky			

Title: Family and Community Partnership Manager	
Signature:	Date: Click here to enter text.
E-mail: mrusky@headstart4u.org	Phone: (530) 283-1242

**Template for additional optional partners:**

<b>Optional additional partners (other local agencies that provide services to children birth through age 5, such as County Health and Human Services Agency or Family Resource Centers)</b>	
Agency: Click here to enter text.	
Print Name of Representative: Click here to enter text.	
Title: Click here to enter text.	
Signature:	Date: Click here to enter text.
E-mail: Click here to enter text.	Phone: Click here to enter text.

**1b. Consortium Partner Roles**

<p><i>ii. <b>All Implementation Steps:</b> Describe local IMPACT activities and services by agency, providing location, population served, approach taken to identify gaps and opportunities (including professional development, technical assistance, on-site consultation, and coaching), and how the consortia will work locally to effectively increase coordination and alignment with participating sites.</i></p>	
<p>Identify required partners and all relevant agencies that are committed partners within the local consortium. Check all that apply, fill in the name of the agency, and describe the role(s) of each checked agency within the local IMPACT model.</p>	
<b>Required Consortium Partners</b>	
<input type="checkbox"/>	<p><b>A. First 5 County Commission: Plumas First Five</b></p> <p>Role: Funds a variety of programs to support the school readiness of children. The Plumas First Five will build upon this infrastructure of support and resources for children and families in the county. Plumas First Five is the lead agency for the IMPACT grant application, QRIS</p>

	implementation, fiscal administration, and coordinating locally and representing Plumas QRIS Consortium regionally and statewide.
<input type="checkbox"/>	<b>B. CSPP Block Grant Lead Agency (if applicable):</b> <a href="#">Click here to enter text.</a> <b>Role:</b> <a href="#">Click here to enter text.</a>
<input type="checkbox"/>	<b>C. Local Educational Agency (if not otherwise included):</b> Plumas Unified School District <b>Role:</b> Plumas Unified School District provides kindergarten transitional support to students and families and conducts kindergarten screenings. They are also responsible for several workforce development initiatives.
<input type="checkbox"/>	<b>D. RTT-ELC Lead (if not otherwise included):</b> <a href="#">Click here to enter text.</a> <b>Role:</b> <a href="#">Click here to enter text.</a>
<input type="checkbox"/>	<b>E. Institution(s) of Higher Education:</b> Feather River College <b>Role:</b> Feather River College provides formal education including an AA and certificates in ECE, trainings, parent education, technical assistance to the QRIS Consortium and teacher mentoring.
<input type="checkbox"/>	<b>F. Local Child Care Planning Council:</b> Plumas Early Education & Child Care Council <b>Role:</b> The LPC meets monthly and serves as the QRIS Consortium governing body and provides QRIS program coordination. The LPC has a history of facilitating planning processes for other workforce development and quality improvement projects requiring consortia building. They coordinate AB 212, offer trainings and will be coordinating technical assistance and incentives for QRIS. The LPC will work with local First 5 commission in leading this project and ensuring all the partners engaged.
<input type="checkbox"/>	<b>G. Resource &amp; Referral Agency(ies):</b> Plumas Rural Services – Child Care Resource and Referral <b>Role:</b> Resource and Referral serves as a key resource to families seeking early care and education for young children. They facilitate child care provider trainings, parent education and communication.
<b>Optional Consortium Partners</b>	
<input type="checkbox"/>	<b>H. Early Head Start/Head Start Grantees:</b> Sierra Cascade Family Opportunities Head Start <b>Role:</b> Early Head Start/Head Start serves the majority of our counties' dual language and Spanish speaking families and many children with special needs. They provide technical assistance to the QRIS Consortium on site improvement plans and self-assessments.
<input type="checkbox"/>	<b>I. Early Education and Support Division (EESD), CDE (e.g., CSPP, General Child Care, Alternative Payment, Migrant, CalWORKS Stage 2 &amp; 3):</b>

	Role: <a href="#">Click here to enter text.</a>
<input type="checkbox"/>	<b>J. County Health and Human Services (e.g., Child Welfare Services, Welfare to Work, WIC, etc.):</b> Role: <a href="#">Click here to enter text.</a>
<input type="checkbox"/>	<b>K. Other (e.g., Family Resource Center(s), Home Visiting Program(s), Federal Migrant or Tribal Child Care Program, Library, Parent Groups, etc.):</b> <a href="#">Click here to enter text.</a> Role: <a href="#">Click here to enter text.</a>

### 1c. Convening and Strengthening Partnerships and Local Governance

<i>iii. Describe how the consortium brought together required partners and other organizations (those checked in Section 1b.) in the county or region with the same goal of improving the quality of early learning for children from birth through age five and supporting improved outcomes for sites, early educators, children, and families.</i>
<p>First Five Plumas and Plumas Early Education &amp; Child Care Council convened with required consortium members along with county agencies, preschool teachers, child care providers and parents. Our Consortium will build on the established relationships and project work that has been established over the last two decades. The Consortium meets quarterly and reports to the LPC.</p>
<i>iv. Describe how the consortium has/will develop a local governance structure, including the process for defining roles and responsibilities, collaboration, and decision-making.</i>  <i>If you have related visuals, such as a flow chart, include it below or as an attachment.</i>
<p>Local decision making is facilitated through the LPC as representation includes members designated by the Plumas County Board of Supervisors and the Plumas County Office of Education. Membership is comprised of public agency representatives, child care providers and preschool teachers, child care consumers, and community agency representatives who are committed to quality improvement activities. The Consortium is comprised of mostly LPC members including representatives from Head Start, higher education representatives, Resource and Referral, First Five as the lead agency, the LPC coordinator as project coordinator, and other required members. This group has an established history of collaboration and defined roles.</p>
<i>v. Describe how the consortium will ensure engagement by all partners in the local First 5 IMPACT work.</i>

The LPC meets monthly, 6 to 9 times per year and includes QRIS as a standing agenda item which will help ensure that consortium members will participate in decision making. First Five will share quality improvement information on its website and Public Health is committed to housing participant tiered ratings on its website.

*vi. Describe the consortium's guiding vision, mission, principles, and outcomes for how the local First 5 IMPACT system sectors work together or describe a plan to develop these during the First 5 IMPACT funding period.*

#### VISION STATEMENT

Plumas County children will thrive in supportive, safe, nurturing, and loving environments; enter school healthy and ready to succeed; and become productive, well-adjusted members of society.

#### MISSION

Plumas QRIS Consortium will support continuous quality improvement coordination and planning on a countywide basis. Through the integration of health care, quality child care, and parent education, children will be provided with the support necessary to ensure that they are healthy, resilient, well adjusted, and ready to succeed when they enter kindergarten.

#### GUIDING PRINCIPLES

- Be fair and open in decision-making
- Be accountable to the public for achieving planned outcomes
- Be guided by community input
- Promote and fund high quality programs and services
- Promote programs that are culturally competent and linguistically appropriate
- Promote integration of services
- Focus on sustainability
- Address unique needs specific to identified gaps in service
- Respect and value all equally
- Leverage funds to maximize community resources and program support
- Focus on policy level issues and decisions

#### OUTCOMES

1. Children live in safe and stable environments with access to resources.
2. Improved parental knowledge, understanding, and engagement in promoting their children's development.
3. Improved screening and intervention for developmental delays, disabilities, and other special needs.
4. Improved parental knowledge, understanding, and engagement in their children's physical and mental health.
5. Improved partnerships that support First 5 IMPACT outcomes.



### 5 year OUTCOMES

Reach target of 25 QRIS participating sites.

75% of sites at Tier 3 or above

75% of children are prepared to enter kindergarten as measured by a combination of observations of pre-k and t-k teachers, child care providers, parental observations, and assessments addressing all domains of development and learning.

#### *vii. Describe strategies to:*

- *Engage stakeholders from the broader community of business, civic leaders, etc. and support them to ensure their active engagement*
- *Support parents to ensure their active engagement*
- *Create alignment across the partnerships within broader quality improvement and local First 5 IMPACT efforts*

The Consortium members attend county-wide meetings and inform leaders and community members about QI activities. The LPC convened a Child Development Work Group through the Plumas County Public Health initiative, 20,000 Lives, which engages stakeholders county-wide. 20,000 Lives is committed to housing the publication of ratings on its website and serves as a clearinghouse for county services, trainings, resources, and learning communities.

The LPC is responsible for communication that will increase demand for quality early learning and child care and also provides public forum to gather parent input. R & R will be the lead on parent communication about the rating scale.

The Plumas QRIS Consortium has addressed alignment and has been working on services mapping and reducing duplication of services. Members are committed to coordinating within the county to maximize resources and pursue funding. The LPC will utilize its strategic planning process to strengthen alignment and continue coordinating QI activities. Plumas First Five has been a leader in alignment and funding school readiness activities, Public Health nurses' home visits, mental health services and many other projects.

## **2. Finance Strategically – Identify Funding Sources and Sustainability Strategies**

In this section, Lead Agencies and their consortium will need to identify and maximize innovative funding strategies that will help maintain long-term sustainability of the local First 5 IMPACT efforts. This includes identifying funding resources from all sectors that are being made available to assist in the development, implementation, and validation of the local QRIS. This is accomplished through defining roles and responsibilities of the

local consortium agencies and the resources they bring to the local First 5 IMPACT model and highlighting what funding streams are being matched and leveraged.

Additional information will be captured the First 5 IMPACT RFA – Fiscal Budget and Budget Narrative (Forms 4–6).

*i. Describe work with existing partners in the county/region to identify and maximize innovative funding strategies that will help maintain long-term sustainability of the local First 5 IMPACT model. Identify any new funding partners that will be targeted over the duration of First 5 IMPACT.*

The LPC is currently mapping county services and asset mapping to help maximize collaborate efforts. Consortium members collaborate to offer trainings but we will be developing a menu of training opportunities and professional development incentives. FRC ECE is pursuing AB86 Adult Education funding for workforce development, mentoring, coaching, and TK teacher education.

Public Health, Mental Health and Feather River College Adult Education (AB86) have been engaged as new partners. Additionally, Plumas County will partner will Lassen County to share resources and support sustainability.

*ii. Describe funding resources from all sectors that are being made available to assist in the development, implementation, and validation of the local First 5 IMPACT model.*

All local quality improvement dollars including AB 212, CCIP, Head Start and Early Head Start TA, Feather River College ECE Mentoring, First Five resources have been leveraged and mapped to the Matrix.

As part of QRIS Consortium planning members are currently applying for funds from: Plumas County Public Health for Family Engagement with special populations, Children’s Council for Strengthening Families activities, Adult Education (AB86) for workforce development and retention, coaching and mentoring, CLASS trainings, and an Infant Center Lab feasibility study. We anticipate applying for the CSPP Block Grant.

**3. Enhance and Align Standards – The Consortium’s Local First 5 IMPACT Model**

In this section, the consortium will provide an overview of their local IMPACT model, including key indicators of quality. Consortia should identify the element(s) specifically from the CA-QRIS Framework and describe how services and practices are integrated across system sectors, as appropriate.

**NOTE:** If applying for Step 3, applicants must also complete the QRIS Rating Matrix template at the end of this High-Quality Action Plan to indicate local changes to Tiers 2 and 5.

**3a. Overview of the Consortium’s CA-QRIS**

*i. Provide a brief summary of the consortium’s First 5 IMPACT model for all applicable Implementation Steps including background information on the development of local CQI efforts.*

All licensed and legally licensed exempt early care and education providers serving children 0 -5 years of age in the county are eligible to participate in QRIS services. The objective is to engage providers in continuous quality improvement activities.

Step 1 implementation will include the Strengthening Families self-assessment, a QI self-assessment, and the development of a Site Improvement Plan (SIP). Assessments will determine where a site is expected to score on the QRIS matrix, prioritizing quality improvement activities, and receiving guidance on QI implementation.

The LPC will provide site monitoring and First Five will contract with an Early Learning Specialist to provide technical support with SIP and QI activities. CLASS observations will be introduced at Step 2 with a corresponding QI goal related to CLASS observations.

*ii. Describe the plan for engaging and increasing the quality of sites that serve special populations of children, including dual language learners, children with disabilities and other special needs, infants and toddlers, migrant, tribal, and children who are homeless or in the foster care system, as applicable.*

The LPC has identified special needs populations and infants as priority areas through the 2015 Child Care Needs Assessment which will establish special populations and infants as priority areas in the County-Wide Child Care Plan. The Consortium has developed a Special Needs Parent Group to engage parents and increase the demand for quality, inclusive child care and inclusive education. Head Start and Early Head Start engage many of the dual language learner families and they are committed to participating in QRIS. First Five has a successful newborn house calls, home visiting program and supports tribal services programs which will be engaged as alternate sites in addition to engaging FFN. The Special Day Preschool will be engaged as an alternative QRIS site.

*iii. Describe how the consortium’s local First 5 IMPACT model will align and work with*

<i>the CSPP QRIS Block Grant.</i>
The First Five IMPACT model will provide the Systems Functions and we anticipate the QRIS Block Grant will provide the incentives and ratings for CSPPs.
<i>iv. Describe how the consortium's First 5 IMPACT model will align and work with the Infant/Toddler QRIS Block Grant.</i>
The Infant/Toddler QRIS Block Grant dollars as part of 2015-16 Block Grant were not applied for in Plumas County.

### 3b. Local CA-QRIS Elements and Tiers

<i>v. Check the elements included in each Step of your local CA-QRIS. Step 2 must include Effective Teacher-Child Interactions and Family Engagement Step 3 must include all elements of the Rating Matrix.</i>			
CA-QRIS Elements	Step 1	Step 2	Step 3
RATING MATRIX			
1. Child Observation	x	x	<input type="checkbox"/>
2. Developmental and Health Screenings	x	x	<input type="checkbox"/>
3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)	x	x	<input type="checkbox"/>
4. Effective Teacher-Child Interactions: CLASS® Assessment	x	x	<input type="checkbox"/>
5. Ratios and Group Size	x	x	<input type="checkbox"/>
6. Program Environment Rating Scale(s)		x	<input type="checkbox"/>
7. Director Qualifications	x	x	<input type="checkbox"/>
CONTINUOUS QUALITY IMPROVEMENT PATHWAYS <i>Steps 2 and 3 must include Effective Teacher-Child Interactions and Family Engagement</i>			
1. School Readiness	<input type="checkbox"/>	x	<input type="checkbox"/>
2. Social-Emotional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Health, Nutrition, and Physical Activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effective Teacher-Child Interactions	<input type="checkbox"/>	x	<input type="checkbox"/>
5. Professional Development	<input type="checkbox"/>	x	<input type="checkbox"/>
6. Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Program Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Family Engagement	x	x	<input type="checkbox"/>
<i>vi. For each element checked in 3b above, describe how the consortium will incorporate the CA-QRIS Framework into the local model, including strategies.</i>			
<p>Step 1: The Consortium will continue to engage stakeholders and develop Consortium membership in addition to building a financial strategy prioritizing sustainability. The Consortium has identified Family Engagement as the Pathway Element that will be addressed in the first year. The Consortium will provide participants will Strengthening Families self-assessments, trainings and evaluations. Additionally, parent education and parent supports will be developed with an emphasis on special populations and increasing the demand for quality care of infants.</p> <p>We anticipate that may sites will initially participate at Tier 1 or 2 and will be engaged through the self-assessment. Each area of the Step 1 rating matrix will be addressed with the self-assessment. The Early Learning Specialist will mentor sites on their SIP and will work with sites to prepare for CLASS observations.</p> <p>Step 2: The Consortium will build on Family Engagement, Strengthening Families, activities started in year one. Teacher-Child Interactions will include CLASS trainings for QRIS participants. The Consortium members are pursuing Adult Education (AB86) funding to support workforce development. First Five will continue to collaborate with PUSD to develop strong kindergarten transition activities and kindergarten assessments to improve School Readiness.</p> <p>The rating matrix will be fully implemented in Step 2 and sites at Tier 3 will include goals from CLASS and Family Engagement.</p>			
<i>vii. <b>Step 3 only:</b> Complete the following matrices to indicate alignment and local differences in reference to the Rating Matrix. Refer to the CA-QRIS Matrix (RFA Appendix D). Please indicate using a check mark whether Local Tier 2 is based on points or is blocked for licensed early learning centers and family child care homes. Also provide local changes to Tiers 2 and 5, if applicable.</i>			

TOTAL POINT RANGES: LICENSED EARLY LEARNING CENTERS		
	CA-QRIS Point Range	Changes to Local Tiers 2 and 5, if applicable
<b>Tier 1 (Common)</b>	<b>Blocked</b> (No Point Value) – Must Meet All Elements	
<b>Tier 2 (Local)</b>	<input type="checkbox"/> 8 to 19 points <b>Local Modification:</b> <i>(please</i>	

	<i>describe in box to the right</i> <input type="checkbox"/> Local Block <input type="checkbox"/> Other	
<b>Tier 3 (Common)</b>	20 to 25 points	
<b>Tier 4 (Common)</b>	26 to 31 points	
<b>Tier 5 (Local)</b>	<input type="checkbox"/> Points 32 and above <b>Local Modification:</b> <i>(please describe in box to the right)</i> <input type="checkbox"/> Blocked (describe) <input type="checkbox"/> Points plus additional requirement <input type="checkbox"/> Local Block <input type="checkbox"/> Other	

TOTAL POINT RANGES: LICENSED FAMILY CHILD CARE HOMES		
	CA-QRIS Point Range	Changes to Local Tiers 2 and 5, if applicable
<b>Tier 1 (Common)</b>	<b>Blocked</b> (No Point Value) – Must Meet All Elements	
<b>Tier 2 (Local)</b>	<input type="checkbox"/> 6 to 13 points <b>Local Modification:</b> <i>(please describe in box to the right)</i> <input type="checkbox"/> Local Block <input type="checkbox"/> Other	
<b>Tier 3 (Common)</b>	14 to 17 Points	
<b>Tier 4 (Common)</b>	18 to 21 points	
<b>Tier 5 (Local)</b>	<input type="checkbox"/> 22 Points and above <b>Local Modification:</b> <i>(please describe in box to the right)</i> <input type="checkbox"/> Blocked (describe)	

	<input type="checkbox"/> Points plus additional requirement <input type="checkbox"/> Local Block <input type="checkbox"/> Other	
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#### 4. Recruit and Engage Participants – Early Learning Setting Outreach

Engagement of early learning sites across the full spectrum of setting types are critical to system-wide success of a QI initiative. In this section, the consortium will demonstrate the types and methods of strategic communication used to increase culturally and linguistically diverse participation across the early learning settings in the local First 5 IMPACT model. Include who will lead the specific activities and work (e.g., Lead Agency, funded IMPACT consortium partner, consortium partner using other funds, contractor, etc.) and specify the role of First 5 IMPACT funding in supporting local consortium activities, as applicable.

The Performance Measure Targets (Form 7) captures baseline data and goals, types and numbers of, and quality level (if known).

<p><i>i. Describe the types and methods of outreach the consortium will use to recruit and engage early learning sites across the full spectrum of setting types, ensure culturally and linguistically diverse participation, and include FCCH and centers serving infants and toddlers. Also note any special outreach to sites serving dual language learners, children with disabilities and other special needs, migrant, tribal, and children who are homeless or in the foster care system, as applicable.</i></p>
<p>Annual inclusion conferences and trainings participants, CCIP participants, NETWORK providers, and AB 212 participants will be engage and recruited to participate in QRIS. FCCHs are engaged through R&amp;R communication, trainings, provider appreciation events, and educational stipend programs. The LPC members are from early learning sites, private preschools, CSPPs, the local college, the homeless liaison, and child care providers who are active participants in QRIS outreach and communication in the county. We have been engaging alternate sites so that they can anticipate participating in the QRIS at their sites.</p>
<p><i>ii. Describe the type(s) of sites that will be a priority for participation in your consortium, including outreach strategies.</i></p>
<p>The Special Day Preschool is a priority site and the Consortium has engaged them to provide leadership with inclusion planning. The LPC has hosted Inclusion Conferences for the past two years and is establishing inclusion learning</p>

<p>communities.</p> <p>All infant care providers will be a priority including FFN. FFN providers will be engaged through outreach efforts that will inform providers of formal education, informal learning and learning community opportunities and incentives.</p>
<p><i>iii. If the consortium plans to include FFN care providers in the local First 5 IMPACT model, please describe engagement and implementation strategies.</i></p>
<p>Outreach strategies including Parent Cafes to develop parent demand for quality FFN providers. Trainings and resources will be provided to FFN care providers and the Strengthening Families Protective Factors will be utilized in trainings for FFN providers. Training stipends will be utilized to incentivize training attendance.</p>
<p><i>iv. If the consortium plans to include alternative settings in the local First 5 IMPACT CA-QRIS, describe engagement strategies and the service model.</i></p>
<p>The LPC coordinator will be the lead in recruiting alternate sites and will include library programs, infant toddler service providers, special needs home visitation programs, and tribal resource centers.</p>

**5. Create and Support Improvement Strategies –CQI Process**

In this section, the consortium will describe the CQI process for participating sites. This includes how needed improvements are determined, the types of CQI activities that will be incorporated, goals for improvement activities and mechanisms for determining that goals were met, how CQI strategies will support quality improvement and child outcomes, and incentives provided to participants at the site and early educator levels.

Include who will lead the specific activities and work (e.g., Lead Agency, First 5 IMPACT-funded consortium partner, consortium partner using other funds, contractor, etc.) and specify the role of First 5 IMPACT funding in supporting local consortium activities, as applicable.

**5a. All Steps**

<p><i>i. Describe the consortium’s process to identify gaps and opportunities for sites in accessing CQI services and supports.</i></p>
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The Plumas Consortium will use data from site improvement plans, surveys and rating to identify gaps and opportunities for training and program improvement. DRDP and kindergarten assessments will be used to determine school readiness.

*ii. Describe the CQI process for participating sites. Include information on how the process varies by tiered rating (if applicable) and/or setting type.*

All licensed and legally licensed exempt child care and education providers serving children ages 0 -5 years of age in Plumas County are eligible to apply to for CQI services. Applicants are accepted on a continuous basis. Program enrollment consists of submitting an application and a self-assessment. Program participants will be supported to develop a Site Improvement Plan. The SIP assesses where a provider may fall on the QRIS Matrix and prioritizes QI activities.

A provider whose self-assessment indicates their program qualifies at a Tier 1 or 2 will develop a quality improvement plan.

In Step 2 a provider whose self-assessment indicates their program qualifies at a Tier 3 or above is referred for validation. A qualified assessor conducts CLASS and ERS and validates all other rated elements. SIP is reviewed annually and ratings are valid for up to two years unless there is significant teacher turn over, licensing violations, a new director and licensing changes.

The Plumas Consortium is currently working on a professional development training schedule and all participants will be encouraged to access training, technical assistance and incentives based on the needs indicated in the SIPs.

*iii. How does the consortium plan to address the CQI process for each element included in the local First 5 IMPACT model (address all elements checked in question 3b.)?*

The Consortium has identified Family Engagement as the Step 1 Element to be addressed. The Strengthening Family Framework self-assessment for providers will be utilized as part of the QRIS participant activities. The assessment will be coupled with a provider training on Strengthening Families.

In Step 2 the Consortium will continue the Strengthening Families trainings, well-assessments and include a Family Engagement goal as part of their SIP. Professional development will be enhanced with additional trainings and incentives in addition to mentoring from the Early Learning Specialist. First Five has been working with Plumas Unified School District on the kindergarten assessment in term of the type of assessment and the way the QRIS will use it to determine outcomes.

The CLASS assessment will be used for the Teacher/Child Interaction CQI Pathway.

*iv. What types of incentives will the consortium use to encourage providers to participate in local First 5 IMPACT model (e.g., financial incentives, training, classroom materials)? Include information on how incentives vary by Implementation Step or tiered rating (if applicable).*

The LPC has identified barriers to attending trainings including not having funds for substitute teachers/child care providers as well as providers not being paid for their professional development hours. A menu of incentives will be developed and will provide incentives based on participation in implementation steps and the tier ratings.

An initial participation stipend will be paid to sites who complete a self-assessment and are accepted into the QRIS. Individuals who apply and are accepted to participate will be granted training stipends.

### **5b. Steps 2 and 3 only**

*v. How will the consortium use the CA-QRIS CQI Pathways?*

The Plumas QRIS Consortium will be utilizing the Consortium Implementation Guide to plan offerings in each CORE areas and Pathways.

#### **CORE I: CHILD DEVELOPMENT & SCHOOL READINESS**

Foundations and Frameworks – QRIS providers will have access to Foundations and Frameworks materials and trainings. We provide outreach activities for families and provide support during kindergarten transition.

#### **CORE II: TEACHERS AND TEACHING**

Effective teacher-child interactions –We will be offering trainings and technical assistance with the CLASS observations.

Professional Development – Credit bearing courses and trainings are offered in partnership with Feather River College, R & R, First Five, Head Start and the LPC. FRC has an articulation agreement with Southern Oregon University so that students can obtain their BA degree at a distance.

#### **CORE III: ENVIRONMENT**

We anticipate training participants on ERS tools and rating sites Tier 3 and above by year 3 of implementation.

*vi. How will the consortium address effective teacher-child interactions? How does the professional development system include intentional training and education on*

<i>interpreting and using data for planning and improvement of practice?</i>	
<p>CLASS observers will be attending spring trainings and will be offering QRIS participant trainings as well as providing CLASS observation and mentoring. QRIS participating sites will include at least one CLASS related SIP goal. The Early Learning Specialist will give CLASS technical assistance to sites.</p>	
<i>vii. How will the consortium encourage and support early educators to engage in ongoing professional development, including attainment of higher levels of education? Include information on how institutions of higher education will be involved to support early educators in the local First 5 IMPACT model.</i>	<p>The Consortium will take advantage AB 212, CCIP, and NETWORK participation to encourage professional development. Feather River College will continue to support mentoring and they have plans to implement paid coaching hours. Additionally, FRC is developing short term ECE certificate programs. The Consortium is also developing a menu of training opportunities which will align with Family Engagement, Teacher/Child Interactions, challenging behaviors, inclusion education, and school readiness.</p>
<i>viii. How will the consortium address effective family engagement and strengthening?</i>	
<p>The Consortium will be utilizing the Strengthening Family self-assessment but will be customizing the delivery to be more user friendly for our local FCC and FFN providers. This self-assessment will be coupled with a Strengthening Families training. Additionally, the LPC, First Five, PRS Family Advocates, Public Health and the Plumas Children’s Council has partnered to offer Parent Cafes as a way to engage families, with emphasis on parents of infants and parents who have children with special needs.</p>	

**6. Ensure Accountability – Rating, Assessing, and Monitoring, and Evaluating the Impacts on Child Outcomes**

In this section, the consortium will describe their processes for monitoring improvement of participating sites and collecting common data fields relevant to the Implementation Step. The consortium also must include who will lead the specific activities and work (e.g., Lead Agency, First 5 IMPACT-funded consortium partner, consortium partner using other funds, contractor, etc.) and specify the role of First 5 IMPACT funding in supporting local consortium activities, as applicable.

Consortia in Steps 2 and 3 will describe the local or regional data system they will use to track progress on outcomes and benchmarks, as well as their process to regularly review and use data to guide continuous improvement and inform planning,

policy, practice, and operation. They also will describe strategies to coordinate program monitoring and accountability across sectors where appropriate (e.g., a single or coordinated monitoring visit or sharing monitoring data across sectors or funding streams). In addition, Step 3 will need to describe the Rating and Assessment process.

**6a. All Steps**

<p><i>i. How is the consortium collecting data and implementing a local monitoring process?</i></p>
<p>Formal monitoring of participants to determine placement on the QRIS rating scale is based on the QRIS Implementation Guide. Sites at Tier 1 and 2 will be monitored for QI activities.</p> <p>The Plumas Consortium will collect data and will report site visits, coaching/technical assistance, and training. DRDP and kindergarten assessments will be collected. The LPC collects data for the child care needs assessment including data required by the California Department of Education.</p> <p>CSPP programs utilize the Child Plus Data Systems to track child outcomes.</p>
<p><i>ii. Describe the consortium’s process for monitoring and evaluating the impact of your quality improvement efforts. Include child, early educator, and site outcomes, as applicable.</i></p>
<p>QI improvement at sites will be monitored on whether sites are progressing on the rating matrix. Incentives will be based on progress and technical assistance will be provided.</p> <p>Trainings, AB212 and CCIP will be evaluated for an increase in participation and an assessment will be done to determine if incentives made a positive impact.</p> <p>Child outcomes will be evaluated based on Kindergarten Assessments in cooperation with Plumas Unified School District. Strengthening Families activities will include a survey for parents to determine if the activity had a positive impact.</p>

**6b. Step 3 Only**

<p><i>iii. Within the requirements of the Implementation Guide, what are the local QRIS rating and monitoring frequency decisions (based on local goals and resources)?</i></p>
<p>Step 2 Implementation</p>

iv. Describe how the consortium will ensure the qualifications of those who are conducting the assessments (QRIS ratings) will meet the requirements of the Implementation Guide. Include the process(es) for ongoing quality control for maintaining an appropriate degree of rigor, including inter-rater reliability, in its rating processes.

Step 2 Implementation

v. What local or regional QRIS data system will the consortium utilize to track progress on outcomes?

Step 2 Implementation

## 7. Outreach and Communication – Disseminating Information to Parents and the Public About Program Quality (Step 3 only)

In this section, the consortium will need to describe its plan to disseminate information to parents and the public about quality, including site-specific tiered ratings and participation in CQI activities. In addition, the consortium must provide a plan to increase family and public awareness of the characteristics of quality early learning programs and the impact of quality on improved outcomes for children. Include who will lead the specific activities and work (e.g., Lead Agency, funded First 5 IMPACT consortium partner, consortium partner using other funds, contractor, etc.) and specify the role of First 5 IMPACT funding in supporting local consortium activities, as applicable.

i. Describe the consortium’s campaign to inform the public about its local QRIS, including publication of ratings.

Step 2 Implementation

ii. Describe how the consortium will work together with the local resource and referral agency(ies), and other partners to:

- Increase family and public awareness of characteristics of early learning program quality that promote better outcomes for children
- Make quality rating data available to parents inquiring about early learning and child care programs

Step 2 Implementation

iii. Describe how the consortium will incorporate and connect to the Talk. Read. Sing.®

*campaign in its local First 5 IMPACT activities.*

Step 2 Implementation