

1.	<p>Q: How will we determine if we have eligible school readiness sites in our counties this year?</p>
	<p>A: That will be based on the status of the elementary schools in your community. Those schools that both receive Title I funding and are required to submit either a priority improvement or turnaround plan to CDE will be eligible. The application will also contain a list of eligible schools.</p>
2.	<p>Q: Should the strategic and work plans all be 3-year plans?</p>
	<p>A: The strategic plan should cover the three year period, and the work plans should cover each of the years individually. Councils will have the opportunity to update and change work plans based on changing conditions each year.</p>
3.	<p>Q: What needs to be included in the letter of intent?</p>
	<p>A: The letter of intent is really just a statement of the community's intention to apply for the next round of funding. State staff uses the information to get a sense of how many applicants to expect. There will be additional details in the application, but the letter is not meant to be a complicated process; it should be submitted electronically to Joyce Johnson (Johnson_joyce@cde.state.co.us).</p>
4.	<p>Q: Related to EQ, how would a new council coordinator/member determine whether or not to apply for EQ funding if we have other mental health initiatives currently in our community?</p>
	<p>A: The best way to get more information on EQ is to attend the EQ administrators' training that will be held on January 18th. You should also feel free to call Jo Koehn, Senior Consultant for the EQ Initiative, (303-866-6706) if you'd like to have a private conversation or more information.</p>
5.	<p>Q: Our council may want to use the rubric to review/potentially refine our LSA. Is that appropriate?</p>
	<p>A: Yes, absolutely- that's part of why the rubric is being released the same day as the grant is being released.</p>
6.	<p>Q: On the LSA, do should we include success indicators only, or would it be better to include the targets we're trying to achieve as well?</p>
	<p>A: The target should be part included as part of the success indicator so that outside reviewers have a way to understand what you're trying to achieve.</p>
7.	<p>Q: What's the difference between the strategic plan being developed as part of the LSA process and the information you're requesting on the narrative page?</p>
	<p>A: The strategic plan and associated work plans are the end products of the entire Local Systems Assessment process and must be submitted on the required templates. The narrative page/summary is there for you to share the vision behind the strategic plan. Think of the narrative as your opportunity to tell the story of why you selected the goals, strategies, etc. you did.</p>

8.	<p>Q: On page 48 of the application, it states “Yearly budget plan form must be completed and submitted along with a budget narrative that explains all expenses included in budget form.” Does the budget narrative only include ECC and EQ requests? Or, are you requesting budget narrative for all three – ECC, EQ & SRQIP? How about budget narrative for foundation/other sources of support?</p>
	<p>A: The budget narrative should include all three programs; however, the budget narrative for SRQIP must be contained on the specific SRQIP budget form while the narrative for the other two programs will go on the ECC_App 13-15 spreadsheet. You do not need to include budget narratives for other sources of support- the narrative is only required for those line items that will be funded through this funding stream.</p>
9.	<p>Q: Regarding SRQIP funds, since we have a separate budget form for itemized costs, can we include this as one line item stated as “SRQIP activities” on the CDE yearly budget form?</p>
	<p>A: Yes, that’s acceptable.</p>
10.	<p>Q: Our Council will be applying for foundation support for the next several years. Shall we include our best estimates possible under “other council funding” revenue sources specifically for years 2 & 3?</p>
	<p>A: Yes, please include the budgets you anticipate requesting/receiving from foundations on the appropriate pages for years 2 & 3 of the grant cycle.</p>
11.	<p>Q: Rules governing the School Readiness Program make it clear that no early care and education provider can participate in the School Readiness Quality Improvement Program for more than 6 years. There is a site in our community that participated in the first School Readiness cycle and in the 2006-2009 funding cycle, but not in this present 2009-2012 funding cycle. Is this site able to participate in School Readiness in the 2012-2015 funding cycle?</p>
	<p>A: If a site has already participated in the School Readiness Quality Improvement Program for 6 years, they are no longer eligible to participate in future funding cycles of the program. The site you mentioned would not be eligible to participate in the 2012-2015 funding cycle.</p>
12.	<p>Q: Regarding the Title One indicator for the eligible schools in the School Readiness Funding, are schools that have a “Targeted Assistance Title 1A Program” eligible to be included, or are only schools that indicate School-wide Title One funding eligible?</p>
	<p>A: Elementary schools that have Title I status for the 2010-2011 school year of either: 1) school wide Title IA program, or 2) targeted assistance Title IA program meet SRQIP eligibility criteria.</p>
13.	<p>Q: Regarding the template to be used for the Root Cause Analysis - 5 whys process: at the November ECCLA meeting, we discussed the different templates for the five whys and were told this is an area where the template was flexible. For the purpose of this grant do we have to put it on the template included in the application only?</p>
	<p>A: For the <u>LSA documents turned in on January 13th</u>, Councils had the option of using any one of the 3 template forms on the EC Council toolkit. For the <u>application</u>, the template that was contained in the application packet must be used.</p>
14.	<p>Q: For the final Grant Awards information listed on page 10 - Is the amount listed what a Council would receive over three years total? (i.e. Tier 2 is up to 100,000 would be up to 33,333 per year)</p>
	<p>A: The amount listed is a per year award, so councils in Tier 2 would receive up to \$300,000 over the three years.</p>
15.	<p>Q: Are all councils required to have a Memorandum of Understanding (MOU) in place with their fiscal sponsor?</p>
	<p>A: Yes, all EC Councils using a fiscal sponsor are required to have a written MOU in place.</p>

16.	Q: I'm confused by the templates, are pages 43-45 are there for descriptions only and that pages 46-48 are for inputting the actual narrative text?
	A: Yes, that's correct; the information on pages 43-45 is listed there as instructions/descriptions only. Please use the templates (pages 46-48) for inputting data...
17.	Q: Should I delete pages 43-45 (and pages 37-38 for EQ) when submitting the narrative portions?
	A: Only the templates themselves need to be sent in, so there's no need to send pages 43-45 or 37-38, as those pages are part of the application itself, not your responses.
18.	Q: On pages 37-40 the application questions are very much the same with the template asking a more abbreviated question of the narrative. My question is: do we need to complete both pages, or just the template?
	A: Only the templates themselves need to be sent in.
19.	Q: Can our council apply for EQ funding in only one out of the three years?
	A: Yes, any community is allowed to request for only one year, and smaller communities are encouraged to consider this option.
20.	Q: For the School Readiness Quality Improvement Program, if our community has a school on a priority improvement plan, would their preschool and head start programs be eligible to participate, or is it only the private preschools that feed into the school that would be eligible?
	A: Eligible schools are those required to implement a "priority improvement" or "turnaround" plan. The schools are highlighted in orange and red on the school plan type assignment list. Licensed child care providers/preschools are eligible to participate in your school readiness project; this includes: school based, center based, faith-based, Head Start, and family child care homes.
21.	Q: How should Councils articulate funding sources/breakdowns for different goals, strategies, and activities to show what elements are being requested from THIS funding source versus other Council funding sources?
	A: On the required budget template, which is an Excel spreadsheet, the council's entire budget should be presented, including any goods or services to be purchased to help achieve the Council's planned activities, strategies and goals. Use columns B, C, & D to indicate which items you're proposing be covered by funds coming from the Systems-building funds (column B), EQ (column C) or the SRQIP (column D). If you're receiving funds from another source that's covering a specific item, and you are NOT requesting funds from CDE/CDHS for that purpose, use columns E-J to indicate the funding source and amount from that source the council is receiving.
22.	Q: Can Councils get State feedback on LSA <u>revisions</u> before February 17 th ?
	A: Yes, EC Councils can ask for additional feedback on any revisions that are made during the open period of Feb. 6 th – 17 th . Please understand that staff will need some time to review and respond to revisions, so requests for feedback on revisions should not be submitted after 12pm on Feb. 16 th . Any LSA-specific questions submitted after the deadline will be treated as grant application questions; i.e., the question and our response will be sent to all EC Councils.

23.	<p>Q: Our council has applied for additional funds from a foundation; however, we will not know if we will receive funding until sometime in April. Since the grant application is due on March 14th should I include the funding the council may receive now, or should I leave it off at this time and let you know in April when we know for sure?</p>
	<p>A: Please add the budget for the funds that were requested into one of the columns on the spreadsheet designated for other council funding (columns E-J), but make a note that the request is pending.</p>
24.	<p>Q: Is there a reason the State is requesting separate work plans for SRQIP and the LSA? Could they be combined somehow?</p>
	<p>A: Yes, there is a reason. The Colorado Department of Human Services administers the School Readiness Quality Improvement Program (SRQIP). House Bill 05-1238 requires Early Childhood Councils seeking SRQIP funding to apply directly to CDHS in the manner specified by rule of state board of human services. SRQIP rule and regulations require school readiness plans, which include community strategies or a work plan, to be incorporated in the final contractual agreement with CDHS.</p>
25.	<p>Q: Are the "EQIT Agreement" (p.41) and/or the "EQIT Course Implementation Plan (p.42) included in the page limits for either Sections 4A or 4B?</p>
	<p>A: No, neither of those forms are included in the page number limits.</p>
26.	<p>Q: I have been working on the CDE grant application template (2013-2015) and had a quick question: Should I put all the root cause analysis done in the LSA from the Why's section into the grant?</p>
	<p>A: The information that needs to go onto the 5 Whys form should include the questions & accompanying responses that your council considered and that ultimately led to the development of strategies. If your council considered many possible explanations, you don't need to include everything you considered and ruled out, just the one chain of logic that led to the creation of your strategies. However, you do need to include one 5 Whys form for each problem statement.</p>
27.	<p>Q: As we were reviewing the grant application again today we did not find anything about letters of support or match requirements. Will these be a requirement as part of the application as they have in the past?</p>
	<p>A: No, we are not requiring you to provide letters of support or show a specific "match" amount. We are requiring that councils show the additional fiscal resources they're receiving on the budget templates, and are using that information to determine the types and amount of fiscal support beyond what the state can provide EC Councils are receiving.</p>
28.	<p>Q: On the Problem Statement Narrative, is the 2 page limit for all the problem statements together or is it 2 pages per problem statement?</p>
	<p>A: It is 2 pages for all the problem statements together.</p>
29.	<p>Q: Are EC Council yearly budgets ever released in a tier? For example, Y1\$30,000, Y2\$40,000, Y3\$45,000, due to a work plan that builds each year?</p>
	<p>A: No, we're not able to award funds in that manner. Providing funding on a tiered basis would be very difficult to achieve without the ability to carry funds over from one fiscal year to the next, which state fiscal rules prohibit us from doing.</p>

30.	<p>Q: If we already had everything in the first grant application, can we use that one or do we need to put everything in this new template?</p>
	<p>A: The template has only been revised to remove the formatting restrictions that had originally been placed on it as they were causing difficulties. It's important to note that the content of the grant application itself has not changed. Therefore, if you were able to make the version with the formatting restrictions work for you, you do not need to use the revised version. If you are using the revised version, please note that the headings on the templates MUST NOT BE CHANGED.</p>
31.	<p>Q: Just to be clear: since the new version of the grant application is unrestricted, it is OK for us to delete instruction pages, etc. in the application document we submit and only turn in the completed templates and narrative pages? (Headings will still be left intact.) OR – do we need to keep all of 69 pages intact in what will ultimately be submitted?</p>
	<p>A: It is OK (and probably preferable) to delete instruction pages when you submit the application, as long as the headings are intact.</p>
32.	<p>Q: In previous strategic plans, our council has listed “outputs” that were similar to what the LSA refers to as “progress indicators.” What’s the difference between the two?</p>
	<p>A: Progress indicators can be thought of as outputs, if you are familiar with that kind of planning language. Outputs – or progress indicators as we are calling them – will describe the accomplishment of the activity and possibly count the numbers served/reached/affected/produced (as appropriate for the activity).</p>
33.	<p>Q: In Section 4C of the application related to the School Readiness Program, we are asked to include both examples of the Memorandum of Understanding that the Council uses as well as any job descriptions related to SRQIP. Does including these documents count as part of the 5 page limit for this section of the grant?</p>
	<p>A: Providing the job descriptions and the example MOU as narrative within the application template or as attachments is acceptable. To adhere to the 5 page limit, you might consider including the documents as attachments.</p>
34.	<p>Q: Are we expected to submit one budget form for all three years, or one budget for each of the three years covered in the grant cycle?</p>
	<p>A: The budget template contains 4 worksheets- one for each year in the grant cycle, and a summary page that covers all three years. All 4 worksheets must be filled out for the application to be considered complete.</p>
35.	<p>Q: Our council’s budget is mainly the same for all three years. Therefore, the only difference between each year would be the costs allocated for activities on the work plan. Would I explain those differences in the narrative?</p>
	<p>A: Yes, all line items should be included in the narrative. Remember, a complete budget must be presented for each year of funding, even if the budgets don’t vary widely from year to year. All costs should be presented in enough detail to let reviewers see what goods or services are actually being purchased and how costs for each line item were calculated.</p>
36.	<p>Q: Is there a place in the application that specifically states what attachments can be included with the application? For instance an "organizational chart" may visually show what a narrative cannot easily reflect in words; or are attachments discretionary per council?</p>
	<p>A: The choice of what attachments to include (other than the ones specifically requested) is left to the Council's discretion.</p>

37.	<p>Q: The application has "Fiscal Oversight of EC Councils" as Attachment C. The template does not indicate where to attach a copy of the agreement with the fiscal agent, would that be another attachment not included in page limits that can be attached to demonstrate that the council has completed that task and has the agreement in hand?</p> <p>A: The attachments required (such as the fiscal agreement) are NOT counted as part of the page limits.</p>												
38.	<p>Q: As we are typing on the community profile template, the words are being highlighted in a blue gray. Is that OK? We have tried to remove the highlighting but it appears to be embedded in the template.</p> <p>A: Yes, the highlighting is a function of the template; please don't worry about it.</p>												
39.	<p>Q: What happens if we submit an application with a large work plan and a budget to match that work plan, but then we are approved for a smaller budget? Can we then make changes to the work plan to match the new budget? Can we make those changes before signing a contract? Or would changes to the work plan come later through some sort of amendment process?</p> <p>A: Unfortunately, there are never adequate funds to fully cover all council requests. Therefore, yes, EC Councils will likely need to adjust their work plans to reflect the award amount. Actually, the specific activities being funded through this award would need to be adjusted. The council may choose to keep the entire plan, but look for other funds to support some of its activities. What specific activities to support with these funds will be a matter of negotiation between the council and the state, which will take place prior to signing the grant award agreement?</p>												
40.	<p>Q: Do we complete one Root Cause Analysis and Narrative, followed by Priority Area Summary, Followed by Strategic Plan Template, Work Plan Template, and Strategic Plan Narrative? OR do we have all of the Root Cause Analysis together followed by 1-2page Narrative, then all the Priority Area Summary, then all the Strategic Plans with accompanying Work Plan Templates and then the Strategic Plan Narrative?</p> <p>A: Please follow the layout of the templates in the application, so that all root cause analyses are together, followed by the narrative covering all root causes; then all Priority Goal Area summaries, etc. In other words, we would like you to use the 2nd option you outlined in your question. You may also consider numbering the components similarly to the chart below so that the connections between each individual root cause, goal statement, strategy, etc. are clear.</p> <table><tr><td>Problem Statement 1</td><td>Problem Statement 2</td><td>Problem Statement 3</td></tr><tr><td>Root Cause 1</td><td>Root Cause 2</td><td>Root Cause 3</td></tr><tr><td>Goal Summary/Statement 1</td><td>Goal Summary/Statement 2</td><td>Goal Summary/Statement 3</td></tr><tr><td>Strategy 1a Strategy 1b Strategy 1c</td><td>Strategy 2a Strategy 2b Strategy 2c</td><td>Strategy 3a Strategy 3b Strategy 3c</td></tr></table>	Problem Statement 1	Problem Statement 2	Problem Statement 3	Root Cause 1	Root Cause 2	Root Cause 3	Goal Summary/Statement 1	Goal Summary/Statement 2	Goal Summary/Statement 3	Strategy 1a Strategy 1b Strategy 1c	Strategy 2a Strategy 2b Strategy 2c	Strategy 3a Strategy 3b Strategy 3c
Problem Statement 1	Problem Statement 2	Problem Statement 3											
Root Cause 1	Root Cause 2	Root Cause 3											
Goal Summary/Statement 1	Goal Summary/Statement 2	Goal Summary/Statement 3											
Strategy 1a Strategy 1b Strategy 1c	Strategy 2a Strategy 2b Strategy 2c	Strategy 3a Strategy 3b Strategy 3c											
41.	<p>Q: If we are allowed \$ 4100 per EQ course, would the following be an acceptable budget?: 2 instructors for 48 hours x \$ 27 per hour with a total of \$ 2592; 10 students x 5 hours coaching x \$27 per</p>												

	<p>hour with a total of \$ 1350; resulting in a grand total of \$3942</p> <p>A: This could be one possible scenario, though it does not clearly represent all the costs required for conducting the EQIT course. The total amount we will fund for each EQIT course is \$4100. This is the amount for 1) planning for, and teaching, the EQIT course, 2) registration expenses, 3) materials such as flip charts/markers, 4) support for an EQIT team member to regularly participate in EC Council meeting. Coaching is funded in addition to the \$4100, with a maximum of \$27/hour pay to coaches (total and inclusive of any additional costs) available. EC Councils may also request funds for information meetings or orientations to the EQIT course, with a maximum request of \$162, assuming a 3-hour meeting/orientation with 2 EQIT instructors present.</p>
42.	<p>Q: What is the timeframe for receiving grant award notification?</p> <p>A: The grant application is due back to the state on March 14th. The review process will be completed and grant award notifications will be made no later than May 1st. Updated budgets based on awarded amounts will be due back to the state no later than May 11th, with final grant award letters being released on May 15th. Councils awarded funding will have from May 15th – June 29th to return signed award letters to the state.</p>
43.	<p>Q: Is the EQIT course available online or through correspondence?</p> <p>A: The EQIT course is a face-to-face course and is not available online or through correspondence. However, the ECE 111: Infant Toddler Theory and Practice course is offered online at a number of community colleges or through www.ccconline.org. Some communities also offer the ECE 111 class online in conjunction with the face-to-face EQIT course. Students may receive community college course credit by enrolling, paying a fee, and engaging in additional work.</p>
44.	<p>Q: Is it possible to offer the EQIT course through video-conferencing?</p> <p>A: The EQIT course is not a traditional lecture course but offers course participants a variety of active learning experiences in a relationship-based manner. The course relies heavily on interaction and discussion, and individualized coaching is a significant component of the EQIT course. The EQIT course was not developed to be taught through video conferencing. However, there are options for video conferencing or online courses with similar content available through your local community college.</p>
45.	<p>Q: My understanding is that to apply for the grant to offer EQ in our community, we would need to 1) show the need for EQIT, 2) add it to our LSA workplan, and 3) create a budget for the requested funding. Am I missing anything?</p> <p>A: If you are applying for EQ funding, your plans to include this infant toddler work should also be reflected in your EC Council Strategic Plan and you must complete the required templates in the application. This will include a detailed training plan for conducting the EQIT course and coaching in your community. Please review the required information within the EQ Initiative portion of the grant application and let us know if you have further questions</p>
46.	<p>Q: Is the need for EQIT simply shown by the number of licensed infant/toddler slots in our communities? Or is it more than that? For instance can I show the need by also showing that we have a lot of infants and toddlers who are not in licensed slots, who must be getting care some other way? So if we opened the course up to anyone providing care for infants and toddlers we could improve quality of care in the non-licensed situations as well. Also providing EQIT locally meets a need that we have for providing local early learning education for licensing of directors and teachers. So providing EQIT locally helps keep our local providers licensed and maintains the quality of our workforce.</p> <p>A: There are many ways to indicate the need for the EQIT course in your community and they definitely DO go beyond the number of licensed infant/toddler slots currently available. The additional ideas you share are important pieces in building and strengthening the system of professional development.</p>

47.	<p>Q: Regarding the workplan, our ECC recognizes that without our local council it would be difficult to maintain a qualified workforce of early learning teachers and directors. We were going to add to our work plan a piece for training for our workforce and I feel like EQIT fits in that work plan. Does that sound right?</p>
	<p>A: Yes.</p>
48.	<p>Q: If we are adding a new EQIT training team, what budget expenses do we need to plan for so that they can attend the EQIT Training of Trainers? Do we need to budget for travel and meal expenses? Are people paid for their time?</p>
	<p>A: The EQ Initiative will cover most costs of training new EQIT teams, or new members of expanding EQIT teams. We will pay for the training cost of attending the EQIT TOT, including meals during the training and travel costs. We do not pay for costs for dinner. We also are not able to offer release time or stipends. However, you may include these costs in your system-building grant request.</p>
49.	<p>Q: What are the costs of materials required for conducting the EQIT course?</p>
	<p>A: All new EQIT teams receive a set of materials that are required for conducting the EQIT course. There is also a process to order the handouts that are required to conduct the EQIT course. These handouts are made available free of any charge to the local teams. There are some consumable materials, such as flip charts, markers, construction paper, etc. that must be regularly replenished. Costs for these materials are covered by the \$4100 available for conducting the EQIT course and/or by fees charged to participants (max of \$50/per person).</p>
50.	<p>Q: Is coaching required?</p>
	<p>A: It is required that all course participants be offered the opportunity to work with an EQIT coach and that coaching is highly encouraged. Our belief is that coaching is critical in strengthening the learning that happens in the EQIT course and supports positive changes in practice. However, it is <u>not</u> required that EQIT course participants engage in coaching in order to receive a course completion certificate.</p>
51.	<p>Q: Is there a maximum number of hours that can be requested for coaching?</p>
	<p>A: There is no set maximum number of hours that can be requested for coaching. It is important to indicate in the EQ portion of the application that you have the capacity to conduct the number of coaching hours you request and to discuss how you anticipate the hours will be utilized. Please note that we may not be able to fund all coaching hours requested.</p>
52.	<p>Q: Pg 68 of the grant states a max of \$4100 per EQIT course can be requested. Does this \$4100 include coaching, orientation, and coordination dollars or is that in addition to the \$4100?</p>
	<p>A: The \$4100 per EQIT course does NOT include coaching, orientation, or coordination dollars. Please review the budget guidelines, found on page 68 of the application materials under the heading "EQ Initiative Budget Requirements" for this, and additional, information.</p>
53.	<p>Q: We would like to hold a "follow- up" lunch/meeting w/ previous EQ participants to collect data on how they are using their EQ training etc...as it relates to our "quality" goal. (i.e.: how has their training positively impacted quality care to I/T). Can we request EQ dollars for this or do we need to request councils funds for this?</p>
	<p>A: You will need to request EC Council funds for this purpose.</p>
54.	<p>Q: I'm using the unrestricted version of the grant templates and find that the margins are .5 on the templates and some of the font is Calibri. The grant guidance says 11 or 12 pt font - Times New Roman, Helvetica or Arial - and all margins no less than .75. Just checking as the Q&A says to use the templates.</p>
	<p>A: The intent of the instructions is to avoid using tiny print on the page. Please use a standard 11 or 12-point font that is easy on the eyes and give reviewers enough white space to be able to easily read and</p>

	make notes.
55.	<p>Q: Please provide clarification on line spacing. Templates appear to request double line spacing but sometimes come out as single line spacing.</p> <p>A: Double line spacing is preferred. The unrestricted version of the template should allow for adjustments in line spacing.</p>
56.	<p>Q: Do success indicators need to include a percentage of change?</p> <p>A: Because the development of success indicators will be a collaborative state-local process over the next 3-4 months, Councils do <u>not</u> need to identify a specific percentage change at the time of application submission. Instead, we are asking Councils to propose metrics for tracking the status of their identified goals (e.g., “Estimated ratio of children to child care slots” might be the proposed metric for a child care availability goal), with the understanding that the state and Councils will have more group and individual conversations to select final common statewide indicators that can help us collectively understand Council impact on quality, availability, capacity, and accessibility of services.</p>
57.	<p>Q: Do councils create one work plan per goal per year? Or do we create one work plan per strategy per year (e.g. if I have a goal with three strategies, I would have 3 strategies x 3 years = 9 work plans for that one goal)?</p> <p>A: Councils are expected to complete ONE work plan for each year. The plan should contain all goals and related strategies the council intends to address during that year.</p>
58.	<p>Q: To determine eligible school readiness elementary schools, should we use the Elementary performance indicator in cases where K-8 or K-12 schools may be scored individually on their Elementary, Middle and High School components, but also have an aggregate SPF rating for the entire school? For example, in Denver county Centennial K-8 school is on the list, with an overall SPF rating of “Improvement”, however; you will see this is most likely the combination of the elementary, which has an SPF rating of “Priority Improvement”, and the middle school, which as an SPF rating of “Performance”.</p> <p>A: Using Centennial K-8 School as an example, the elementary schools plan type is “Priority Improvement”. Therefore, the school is an eligible elementary school. For K-8 and K-12 schools, there are separate lines to designate school performance ratings for each school level (i.e., E, M, H). The EMH code “E” on the CDE school plan type assignment list designates elementary schools. To identify eligible elementary schools, reference the performance plan type for elementary school level, rather than the plan type for all levels.</p>
59.	<p>Q: Under Section 4C: School Readiness Narrative, it states the following: “Respond to section 8 by using the Excel File “SRQIP SY2013-2015 Budget form”. Then, under Section 8, it says “please use the space below for the budget narrative”. Question: Do we include the budget narrative only on the Excel spreadsheet or do you want it on the spreadsheet and in the narrative format?</p> <p>A: The school readiness budget narrative should be included in the excel budget form and in narrative format with the SRQIP application templates.</p>
60.	<p>Q: What MOU is being referenced in question 5b – is it the Council and Fiscal Sponsor MOU?</p> <p>A: The example MOU referenced in question 5b is specific to the School Readiness Quality Improvement Component of the application. The documentation requested is an example of the MOU that participating providers will sign. The MOU will be kept on file with the Early Childhood Council. The subsections of question 5b reference details that the SRQIP MOU should incorporate.</p>