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

WILLIAM T FUJIOKA
Chief Executive Officer

Board of Supervisors
GLORIA MOLINA
First District

MARK RIDLEY-THOMAS
Second District

ZEV YAROSLAVSKY
Third District

DON KNABE
Fourth District

MICHAEL D. ANTONOVICH
Fifth District

October 30, 2012

The Honorable Board of Supervisors
County of Los Angeles
383 Kenneth Hahn Hall of Administration
500 West Temple Street
Los Angeles, CA 90012

Dear Supervisors:

ACCEPT A CONTRACT WITH THE CALIFORNIA DEPARTMENT OF EDUCATION TO IMPLEMENT THE RACE TO THE TOP–EARLY LEARNING CHALLENGE GRANT AND APPROVE APPROPRIATION ADJUSTMENT (ALL DISTRICTS AFFECTED) (4 - VOTES)

SUBJECT

Accept a $5,149,500 contract for the period of July 1, 2012 through December 31, 2015, with the California Department of Education (CDE) to implement the American Recovery and Reinvestment Act, Race to the Top-Early Learning Challenge Grant (RTT). The Office of Child Care in the Service Integration Branch of the Chief Executive Office will administer these funds, extending quality rating and improvement services to additional child care programs in the County. Delegate authority to the Chief Executive Officer (CEO) to prepare and execute any and all documents and grant amendments on behalf of the County as may be necessary to implement this grant agreement. Delegate authority to CEO to prepare and execute agreements with the University of California Los Angeles (UCLA)-Center for Improving Child Care Quality, the Child Care Alliance of Los Angeles, the Los Angeles County Office of Education, eligible child care providers participating in RTT, and other entities necessary to fulfill the grant agreement. Approve an Appropriation Adjustment in the amount of $1,227,000 to allow for the implementation of this contract.

IT IS RECOMMENDED THAT THE BOARD:

1. Approve and instruct the Chair to sign (Attachment A) a multi-year grant agreement with CDE in the amount of $5,149,500 with an Award start date of July 1, 2012 through December 31, 2015. The allocation available for this period is $1,227,000. An original signature is required on the Grant Award Notification.

2. Authorize the CEO or his designee to prepare and execute any and all documents and amendments as may be necessary to implement this grant agreement. Approval as to form will be obtained by County Counsel prior to executing any amendments.

3. Delegate authority to the CEO or his designee to prepare and execute agreements and amendments as needed with: UCLA–Center for Improving Child Care Quality to conduct on-site observations of participating programs; Child Care Alliance of Los Angeles to provide on-site coaching services to participating family child care providers and center staff; Los Angeles County Office of Education to provide consultation services to effectively integrate RTT professional development strategies with the California Department of Education's (CDE) infant, toddler, and preschool learning foundations and guidelines; eligible child care providers participating in RTT; and other entities necessary to fulfill the grant agreement. Approval as to form will be obtained from County Counsel prior to execution.

4. Approve the attached appropriation adjustment (Attachment B) in the amount of $1,227,000 to increase appropriation and revenue to launch the RTT for Program Year-1 through June 30, 2013.

5. Instruct the Auditor-Controller to establish a new interest bearing trust fund for the RTT grant.

PURPOSE/JUSTIFICATION OF RECOMMENDED ACTION

The Policy Roundtable for Child Care developed this County's first child care quality rating and improvement system, known as the Steps to Excellence Program (STEP). The Office of Child Care in the Service Integration Branch of the CEO has administered STEP since 2007. Currently, over 300 child development programs that are serving over 15,000 children are participating in STEP, and 242 of these programs have received STEP ratings. Based on these accomplishments, the California Department of Education/Child Development Division (CDE/CDD) invited the Office of Child Care to participate in the CDE/CDD's application for RTT.

The CDE application was successful and as a result, CDE is funding RTT quality rating and improvement system initiatives in 16 counties. Los Angeles County is unique in that two entities, both the Office of Child Care and Los Angeles Universal Preschool (LAUP), are receiving equitable allocations from the CDE to implement RTT. The RTT funding will make it possible for the Office of Child Care to extend access to quality rating and improvement services to additional child care programs serving high need children within the County.

Implementation of Strategic Plan Goals

This contract supports Strategic Plan Goal 3-Integrated Services Delivery, as it provides opportunities to measurably improve child development program quality, and leverages resources through the continuous integration of critical services for children, their families and communities.

FISCAL IMPACT/FINANCING

Approval of this multi-year agreement with CDE/CDD will provide up to $ $5,149,500 to expand child care quality rating and improvement services through December 31, 2015. Attachment A is communication from CDE/CDD announcing the multi-year period and funding amount.

Approval of Attachment B, Appropriation Adjustment in the amount of $1,227,000, for Fiscal Year 2012-13, will allow for the implementation of this grant agreement and the establishment of an interest bearing trust fund.

FACTS AND PROVISIONS/LEGAL REQUIREMENTS

The Race to the Top-Early Challenge Grants are administered and funded jointly by the United States Departments of Education and Health and Human Services. In December 2011, nine successful applicants were announced, including the California Department of Education. CDE's award totals $52,572,935 for the period of January 2012 through December 2015.

Rather than focusing on developing a statewide child care quality rating and improvement system, CDE's application is designed to support local efforts already underway in 16 counties. As noted earlier, Los Angeles is the only county where two entities are receiving RTT funds. The Office of Child Care and LAUP are working collaboratively to avoid duplication and to maximize the impact of these funds.

IMPACT ON CURRENT SERVICES (OR PROJECTS)

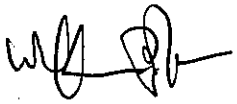
The RTT funding will allow the Office of Child Care to extend child care quality rating and improvement services to 175 additional programs. The intent of RTT is to improve the quality of early care and education services available to children with high needs including: children in low-income families, particularly infants and toddlers; dual language learners; children with special needs or disabilities; and children under the supervision of child protective services. As proposed, participating child development programs, including both licensed family child care homes and child development

centers, will be rated twice during the term of RTT. The UCLA-Center for Improving Child Care Quality will conduct the program ratings. The initial ratings will provide baseline information on program quality. Following the initial rating, programs will have access to on-site coaching services provided by member agencies of the Child Care Alliance of Los Angeles. Participating programs will also have the opportunity to receive quality improvement grants and access to specialized training sessions. The second rating will be conducted after programs have had access to those services and will determine to what extent quality improved. The evaluation component of this initiative will focus on validating the RTT quality framework and provide new insights into which services make it possible for programs to implement and sustain quality improvements.

CONCLUSION

The Office of Child Care will expedite the forwarding of the signed document to the California Department of Education. If you have any questions, please contact Ms. Malaske-Samu at (213) 974-2440, or kmalaske@ceo.lacounty.gov.

Respectfully submitted,



WILLIAM T FUJIOKA
Chief Executive Officer

WTF:AJ:TP
KMS:km

Attachments (2)

c: Executive Office, Board of Supervisors
County Counsel

California Department of Education
Legislative Affairs Division
AO-400 (REV. 09/2011)

ATTACHMENT A

Grant Award Notification

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
County of Los Angeles - Chief Executive Office 222 South Hill Street Los Angeles CA 90012	FY	PCA	Vendor Number	Suffix
	2012	15181	2819	00
Attention Kathleen Malaske-Samu, Director	STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Office of Child Care	Resource Code	Revenue Object Code		19
Telephone 213-974-2440	5037	8290		INDEX
Name of Grant Program Race to the Top - Early Learning Challenge				0656

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	$5,149,500		$5,149,500		7/1/2012	12/31/2015

CFDA Number	Federal Grant Number	Federal Grant Name	Federal Agency
84.412A	S412A120003	Race to the Top - Early Learning Challenge	U.S. Department of Education

I am pleased to inform you that you have been funded for the Race to the Top – Early Learning Challenge. This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AO-400) within 10 days of receipt to:

Simon Marquez
Child Development Division
California Department of Education
1430 N Street, Suite 3410
Sacramento, CA 95814-5901

APPROVED AS TO FORM:
JOHN F. KRATTLI
County Counsel
By Tahir Khan
Deputy

California Department of Education Contact	Job Title
Simon Marquez	Staff Services Analyst
E-mail Address smarquez@cde.ca.gov	**Telephone** 916-319-0625
Signature of the State Superintendent of Public Instruction or Designee ▸ Tom Torlakson	**Date** 9/6/2012

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent	Title
E-mail Address	**Telephone**
Signature ▸	**Date**

County of Los Angeles - Chief Executive Office Funding Information:
FY 2012-13: $1,226,750
FY 2013-14: $1,346,375
FY 2014-15: $1,634,000
FY 2015-16: $942,375

1) The grantee must use Race to the Top – Early Learning Challenge (RTT-ELC) funds in accordance with the following: 1) activities described in the Action Plans submitted by each consortium to the California Department of Education (CDE); 2) RTT-ELC Consortia Requirements (Enclosure 1); and 3) State and Federal regulations. The misuse of funds could result in discontinued funding, temporary suspension of payments, and/or withholding of payments. In addition, the misuse of funds could result in repayment of funds and termination of the grant award.

2) The federal budget period for the RTT-ELC grant is January 1, 2012, to December 31, 2015. Provision 2 of Item 6110-200-0890 of the 2012 Budget Act provides for the reimbursement of costs incurred by the regional leadership consortia in fiscal year 2011–12. The grantee must expend all RTT-ELC funds by December 31, 2015. The grantee must liquidate all legal obligations before it submits the final expenditure report due to CDE by January 25, 2016.

3) The CDE will distribute funds to the grantee on a quarterly basis with a final payment of 10 percent after the end of the grant period. The CDE will release the first disbursement once the grantee has returned the signed Grant Award Notification (Form AO-400). All disbursements will be issued in accordance with the Reporting and Disbursement Schedule available on the CDE Race to the Top – Early Learning Challenge Web page at http://www.cde.ca.gov/sp/cd/rt/. The final payment of 10 percent will be issued after the grantee has submitted the final expenditure report, progress report, and evaluation information/input, which is due on January 25, 2016.

4) While it is expected that grant funds will be spent in the year awarded, the grantee may use any unexpended funds in the following fiscal year.

5) The grantee must submit quarterly expenditure reports. Failure to submit the completed reports by the due dates may result in a reduction of any subsequent payments. The grantee may access the schedule for submitting the quarterly expenditure reports and the expenditure report forms on the CDE Race to the Top – Early Learning Challenge Web page at http://www.cde.ca.gov/sp/cd/rt/.

6) The grantee must submit bi-annual program progress reports each fiscal year. The schedule for submitting these reports can be found on the CDE Race to the Top – Early Learning Challenge Web page at http://www.cde.ca.gov/sp/cd/rt/.

7) The grantee will have the opportunity to amend the budget twice each fiscal year. At that time, amendments can be made to the line items and to the amounts allocated for each fiscal year. However, the total grant award amount cannot be changed. A budget amendment is required for any change of more than 10 percent to any line item in any fiscal year or a change of more than 10 percent to the total amount allocated for each fiscal year. The budget amendment shall include a revised budget narrative and a revised Action Plan. The budget amendment template and the schedule for submitting amendments are on the CDE Race to the Top – Early Learning Challenge Web page at http://www.cde.ca.gov/sp/cd/rt/.

8) The Single Audit Act requires that grantees obtain a non-federal audit of their expenditures under their federal grants if the grantee expends more than $500,000 in federal funds in one fiscal year. The Office of Management and Budget (OMB) Circular A-133 contains the requirements imposed on grantees for audits done in connection with the law. The full text of the most recent version of the OMB circular can be found on the White House Web page at http://www.whitehouse.gov/sites/default/files/omb/assets/a133/a133_revised_2007.pdf.

   The U.S. Department of Education recommends hiring auditors who have specific experience in auditing Federal awards under the circular and the Compliance Supplement, which can be found on the White House Office of Management and Budget Web page at http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2011. Grantees must submit audits to CDE within 30 days after the receipt of the auditor's report(s) or within nine months after the close of their fiscal year.

   Grantees are also required to obtain a financial and compliance state audit each year that is performed by an independent auditor. The audit shall be performed in accordance with *Government Auditing Standards* issued by the Comptroller General of the United States. If the grantee is subject to the Single Audit requirements, the financial and compliance state audit shall build upon the Single Audit work already done. Grantees must submit audits to CDE within 30 days after the receipt of the auditor's report(s) or within nine months after the close of their fiscal year.

9) The grantee must comply with the requirements that pertain to sub-recipients in Title 34 *Code of Federal Regulations*, Part 80. In addition, Section 80.21 requires the grantee to promptly, but at least quarterly, remit to the Federal Agency any interest earned on payments greater than $100 per year. When reporting and remitting federal interest to the CDE, a grantee should specify the grantee's Data Universal Numbering System number, the time period associated with the interest earned, and the federal program resource codes. Please send interest on federal cash balances to the CDE at the following address:

   Cashier's Office
   California Department of Education
   P.O. Box 515006
   Sacramento, CA 95851

   Please see the CDE Accounting Correspondence Web page at http://www.cde.ca.gov/fg/ac/co/interestearnedltr.asp for additional information regarding the administrative requirements for interest earned on federal funds.

10) The grantee must comply with the attached CDE General Assurances and Certifications (Enclosure 2).

Race to the Top – Early Learning Challenge (RTT-ELC) Consortia Requirements[1]

All Consortia will drive toward a common goal:
Ensure that children in California have access to high quality programs so that they thrive in their early learning settings and succeed in kindergarten and beyond.

I. Local Quality Rating and Improvement System (QRIS) and Framework Requirements

QRIS & Quality Continuum Framework

- Implement a local QRIS that incorporates the evidence-based common elements, assessment tools, and resources included in the Quality Continuum Framework and their own local resources and knowledge to create a network of quality improvement systems;
- Establish benchmarks and a minimum of three total tiers of quality in the local QRIS (that include the minimum three common tiers), and use those to set goals; and
- Set ambitious yet achievable targets and goals for early learning and program participation in the local QRIS.

Action Plan

- Develop an Action Plan and Roadmap for the four-year grant period. Action Plans should be updated as necessary and submitted with budget amendments, if applicable.

Financial

- Strengthen local initiatives that are linked to local sources of support; and
- Make significant financial investments in the further development of quality improvement initiatives through this Race to the Top-Early Learning Challenge (RTT-ELC) Action Plan.

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[1] All requirements in this document are taken from the 2011 California Race to the Top-Early Learning Challenge Application (Section B – unless otherwise noted).

II. Programs & Quality Improvement

Programs

- Include and prioritize programs serving children with high needs (including infants and toddlers, dual language learners, and children with disabilities and other special needs) to include at a minimum all of the types of Early Learning and Development Programs identified in (B)(2)(a) in approved application;
- Include a mixed-delivery early learning system that supports the needs of families in the community for child care centers and licensed family child care homes;
- Implement the California Collaborative on the Social and Emotional Foundations of Early Learning (CSEFEL) pyramid model and mentor other partner sites[2];
- Implement annual developmental and behavioral screening using standardized, validated screening tools[3]; and
- Implement best health practices[4].

Training & Technical Assistance (T&TA) and Quality Improvement

- Ensure that their quality improvement TA will:

    1. Inform programs about the local QRIS, helping programs to move up the locally-based tiers, and sustain higher quality;
    2. Incorporate local needs and priorities;
    3. Support the implementation of local programs' Quality Improvement Plans;
    4. Build on local, state, and national expertise and delivery systems;
    5. Link into the California Department of Education (CDE) Child Care and Development Fund (CCDF) quality projects and other state ELC TA research-based resources; and

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[2–4] From Section C of the Race to the Top-Early Learning Challenge Application

6. Incorporate California's research-based early learning system.

- Provide locally-designed incentives for quality improvement;
- Utilize a program improvement model to move programs along the local QRIS benchmarks and Framework;
- Use a strength-based approach that employs coaching and mentoring for continuous quality improvement. The coaching model is client-driven, beginning with a baseline assessment of the Early Learning and Development Program and specific to the quality improvement tools and CDE research-based resources;
- Expand the knowledge, skills, and effectiveness of early childhood educators in the participating early childhood settings;
- Actively increase the quality of the available programs and eliminate barriers to access;
- Offer T&TA to program staff on developmental and behavioral screening using standardized, validated screening tools[5];
- Explore incentives and support mechanisms for high-quality providers to participate or continue participating in state and federally subsidized programs to support both increased and continued access to quality services; and
- Include some of the local efforts that support healthy development, such as health and safety practices, active physical play, and adult-child relationships, which support social-emotional development and provide supports to implement screenings and referrals as well as a complete screening packet that can be easily duplicated for continued, cost-effective use[6].

Policy

- Identify state and federal policy barriers, and raise those issues with the RTT-ELC Integrated Action Team and the State Advisory Council (SAC);
- Work together to determine effective and cost efficient mechanisms to increase family and public awareness of the characteristics of early learning program quality that promote better outcomes for children.

[5, 6] From Section C of the Race to the Top-Early Learning Challenge Application

III. Evaluation & Reporting

Rating

- Use the following assessment, monitoring, and program improvement tools, in addition to other locally chosen valid and reliable tools:

    1. Children's progress (state's child observational assessment: Desired Results Developmental Profile [DRDP-2010]) and healthy development (Ages and Stages Questionnaire [ASQ]);

    2. Children's school readiness (state's school readiness observational assessment: Desired Results Developmental Profile – School Readiness [DRDP-SR]);

    3. The quality of teacher effectiveness and caregiver interaction with young children (Classroom Assessment Scoring System™ (Pre-K CLASS™ and Toddler CLASS™ with the Infant CLASS™ coming fall of 2012);

    4. The environment and family engagement (Environment Rating Scales [ERS]) including Early Childhood Environment Rating Scale-Revised (ECERS-R), the Infant/Toddler Environment Rating Scale-Revised (ITERS-R), and the (FCERS) and the Program Administration Scale and Business Administration Scale (PAS/BAS).

- Utilize independent raters or assessors;

- Use its ELC funds, or other local funds, to develop a regional team of independent raters trained to inter-rater reliability on the core tools being used;

- Work with the Consortium selected to lead the work on maintaining an appropriate degree of rigor in all the RTT-ELC Consortia rating processes;

- Commit to reporting rating results through their local system, using them in quality improvement efforts, and providing results as needed to the ELC evaluator;

- Use their local data systems to: implement their own monitoring process; gather quality and scoring information; track supports and incentives; ensure participation by targeted programs serving children with high needs; and review progress in relation to their quality improvement targets;

- Use the National Data Quality Campaign guidelines to support uniformity of data fields and terms; and

- Use local data to guide the cohort program development to best support their local Early Childhood Education workforce needs[7].

Reporting

- Provide bi-annual progress reports on their Action Plans to the CDE, as the RTT-ELC lead agency, and their Consortia members;
- Report to the CDE any data required by the federal guidance for the RTT-ELC grant;
- Conduct state and federal fiscal audits;
- Provide quarterly expenditure reports on the RTT-ELC grant; and
- Complete any required federal reports.

Evaluation

- Participate fully in the RTT-ELC evaluation, collecting and submitting data as specified by the evaluator and using data locally for continuous program improvement;
- Collaborate with the state evaluator to support an evaluation that 1) validates whether the tiers in the QRIS of select Consortia accurately reflect differential levels of program quality; and 2) assess the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness; and
- Support the state evaluator in addressing other, broader research questions about local QRIS implementation.

IV. Convening Responsibilities & Strengthening Partnerships

- Bring together organizations in their region with the same goal of improving the quality of early learning[8];

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[7] From Section D of the Race to the Top-Early Learning Challenge Application

[8] This includes but is not limited to: school districts, County Office of Education, the First 5 County Commission, local institutions of higher education, the Local Child Care Planning Council, local R&R agency(ies), Early Head Start and Head Start (including Migrant and Tribal Head Start), Child Development programs, migrant child care programs, alternative payment programs, tribal child care, county Health and Human Services including Women, Infants, and Children, California Home Visiting Program and local home visiting programs, and non-profit agencies and other organizations providing services for children from birth to age five.

- Encourage networking at the local level to create coherence and alignment in planning and implementation efforts across communities;

- Develop strong partnerships with local education agencies that focus on aligning developmentally appropriate practices, creating and building a birth to age 8 continuum that supports healthy transitions, aligns professional development, promotes family engagement, and includes local Transitional Kindergarten (TK) and traditional Kindergarten programs in the quality efforts:

    1. Consortia will be expected, as part of school readiness efforts with local education agencies, to use the DRDP-SR in their local Transitional Kindergarten and traditional kindergarten programs during the life of the grant[9];

    2. Early Adopters within the Consortia will be trained and will demonstrate the use of the school readiness assessment tool (DRDP-SR) as early adopters in 2013-14[10];

    3. For school year 2013-14, RTT-ELC grant funds will be allocated to incentivize Consortia districts using the DRDP-SR to report their Transitional Kindergarten and kindergarten DRDP-SR results into CALPADS and to make any necessary programming adjustments[11]; and

    4. LEAs in the Consortia will mentor other LEAs on the use of the DRDP-SR, which will be made available on a statewide voluntary basis in 2014–15, along with the means for collecting data from all programs[12].

- Create relationships that improve and formalize a network for follow-up on screening results;

- Take responsibility for increasing the number of participating programs within their area – and extending the geographic reach and impact of the local QRIS by recruiting additional programs to join;

- Implement targeted outreach to encourage participation in the local QRIS, such as orientation sessions to describe incentives and supports and utilizing dedicated staff;

- Share effective engagement practices with each other;

[9–12] From Section E of the Race to the Top-Early Learning Challenge Application

- Engage other local age zero to five services in their community, such as those in the California Home Visiting Program funded through Health Care Reform, as well as Transitional and Traditional Kindergarten in local school districts and all required Consortia partners;

- Develop strong partnerships with local institutions of higher education to support early educators participating in the local QRIS and ensure alignment across and between the systems as well as incorporation of the Early Childhood Educator Competencies and Core 8; and

- Participate in the ELC Professional Learning Community.

Families

- Engage and inform parents of the Consortia process and the local quality improvement process including providing objective ratings of early learning and development programs to families in an accessible, clear, and easy-to-understand format;

- Share information about the enhanced Department of Social Services, Community Care Licensing Division (CCLD) website with providers and families and will create links from their websites to the new CCLD licensing education site;

- Ensure that providers and families in their localities are aware of the improved licensing site and know how to access it, including from public Internet access points; and

- Help families access services if their child has been identified as needing additional assessment and services as a result of the screening activities[13].

V. Mentoring Other Communities

- Mentor and support peer organizations in the use of the Framework and in joining or implementing their own local QRIS;

- Provide leadership to other localities and peers across the state; and

- Provide ELC incentives; through RTT-ELC grant funds and local resources, to surrounding communities who volunteer to initiate local QRIS efforts.

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[13] From Section C of the Race to the Top-Early Learning Challenge Application

General Assurances

California Department of Education General Assurances and Certifications

The Assurances and Certifications are requirements of grantees as a condition of receiving funds. Grantees do not need to sign and return the general assurances and certification with the grant award; instead, they must download them and keep them on file to be available for compliance with reviews, complaint investigations, or audits.

1. California Department of Education General Assurances and Certifications for fiscal year 2011-12. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations* (*CCR*).

2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity administered by the grantee will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the Education Code, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.

4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 CFR 300, 303; and Section 504 of the Rehabilitation Act of 1973)

6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))

7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this grant will be met by the grantee in its administration of each program.

8. The grantee will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)

9. The grantee will make reports to the state agency as may reasonably be necessary to enable the state agency to perform its duties and will maintain such records and provide access to those records as the state agency deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)

10. The grantee declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

11. The grantee has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)

12. The grantee will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.

13. The grantee will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))

14. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.

15. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

ATTACHMENT B

PINK (1)

BA FORM 09/09

FY2012-2013

BOARD OF SUPERVISORS OFFICIAL COPY

COUNTY OF LOS ANGELES

REQUEST FOR APPROPRIATION ADJUSTMENT

DEPT'S. NO. 060

DEPARTMENT OF CHIEF EXECUTIVE OFFICE

October 3, 2012

AUDITOR-CONTROLLER:
THE FOLLOWING APPROPRIATION ADJUSTMENT IS DEEMED NECESSARY BY THIS DEPARTMENT. PLEASE CONFIRM THE ACCOUNTING ENTRIES AND AVAILABLE BALANCES AND FORWARD TO THE CHIEF EXECUTIVE OFFICER FOR HIS RECOMMENDATION OR ACTION.

ADJUSTMENT REQUESTED AND REASONS THEREFOR

FY 2012-2013

4 - VOTES

SOURCES	USES
CHIEF EXECUTIVE OFFICER A01-AO-90-9009-10100 REVENUE - FEDERAL-ARRA	CHIEF EXECUTIVE OFFICER A01-AO-2000-10100 SERVICES AND SUPPLIES
INCREASE REVENUE - $1,227,000	INCREASE APPROPRIATION - $1,227,000

SOURCES TOTAL: $ 1,227,000

USES TOTAL: $ 1,227,000

JUSTIFICATION

APPROPRIATION ADJUSTMENT WILL PROVIDE THE DEPARTMENT GRANT FUNDING FROM THE CALIFORNIA DEPARTMENT OF EDUCATION'S RACE TO THE TOP - EARLY LEARNING CHALLENGE PROGRAM TO IMPROVE THE QUALITY OF EARLY CARE AND EDUCATION SERVICES AVAILABLE TO CHILDREN WITH HIGH NEEDS.

AUTHORIZED SIGNATURE GILES QUAN

BOARD OF SUPERVISOR'S APPROVAL (AS REQUESTED/REVISED)

REFERRED TO THE CHIEF EXECUTIVE OFFICER FOR ---

☐ ACTION

☑ RECOMMENDATION

AUDITOR-CONTROLLER BY Karen Shikuma

B.A. NO. 25 Oct 11 20 12

☑ APPROVED AS REQUESTED

☐ APPROVED AS REVISED

CHIEF EXECUTIVE OFFICER BY

10/11 20 12

SEND 6 COPIES TO THE AUDITOR-CONTROLLER