# **Exhibit A, Attachment 3**

# **DLL Expansion Phase**

# **Workplan Instructions and Template**

## Instructions

There are three parts to the DLL Expansion Phase Workplan:

* **The Project Workplan** (Section II) will outline goals and action steps for how the county will use its funding, and the processes by which counties will accomplish the goals specified in their DLL Expansion Phase Application.
* **Project Targets** (Section III) will provide detailed information about the estimated number of children, families, and providers to be served through the project, as well as other data. F5CA recognizes some counties may not have all of the data requested at the time the workplan is due. The table presents the data elements that counties will be asked to track and report on over the course of their DLL Expansion projects. The detailed table is provided now, so that counties can develop systems to gather and document the key data elements listed moving forward.
* **Additional Questions** (Section IV) requests additional information not fully captured in the original application about planned outreach and identification of populations served.

Submit the completed workplan, project targets, and additional questions to the F5CA DLL Pilot team by emailing them to dllpilot@first5.ca.gov within **45 days of execution** of the LAA. Templates will be available on the [DLL Pilot webpage](http://ccfc.ca.gov/partners/investments.html#dll) at http://ccfc.ca.gov/partners/investments.html#dll.

## Project Workplan

Every Workplan must include Goals and Action Steps. Action Steps must include the following information: description, milestones, timeline, resources, and responsibility, as described below. Counties may use a local template and/or include additional information to meet local needs.

1. **Goals**:The project goal is the high-level, overarching purpose of this project. If the outcomes of the project are achieved, what is the impact on the organization(s), community, or system? The following goals were outlined in the RFA and should be used to frame the Workplan, as applicable to the county’s project.
2. Strengthen teacher knowledge and use of instructional strategies that are effective in supporting DLLs’ learning and development during COVID-19 and recovery from the pandemic, including English and home language support.
3. Strengthen family engagement strategies that support DLLs and their families through this public health emergency, prevent DLLs from falling behind, and emphasize the importance of home language and how to support children’s home language development.
4. Strengthen a systemwide commitment to DLLs and cross-agency plan for supporting DLLs’ learning and development as the early learning and care systems rebuild from the COVID-19 crisis.

Counties may include additional local goals as long as the relevant, required goals are included in the Workplan.

1. **Action Steps**: Every goal will require multiple action steps. Each action step must include five parts:
	1. Description: Each action step may be listed at a high level but should indicate sufficient detail for collaborators and F5CA to understand what will take place.
	2. Milestones: Each action step must include one or more key milestones to be achieved or what will be produced as a result of the action step, and by which progress toward meeting the goal can be assessed.
	3. Timeframe: For each action step, indicate the timeframe it will be carried out.
	4. Resources: Resources may be financial or material, or they may include experts, partner agencies, or other staff within your agency essential for ensuring success of each action step.
	5. Responsibility: Each action step should have one or more people responsible for carrying out the action. This is not necessarily the person who is responsible for monitoring whether the action is carried out, but rather, the person or persons who have agreed to do the work. It is best to list people rather than agencies.
2. **Sample Workplan Format**

The following is a sample of a Workplan template that includes the goal and action steps. Counties will likely have more than one goal; each goal should have its’ own series of action steps.

**Goal 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Action Steps**

| **Description** | **Milestones** | **Timeframe** | **Resources**  | **Responsibility** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Project Targets

In section B, please provide **estimated, unduplicated counts** of the targets for your project, using the following guidance.

### Guidance

**Data Element Not applicable:** Depending on the design of the project, activities may not be applicable to each category listed in the tables in section B, in which case enter “N/A” in Column 2 of the table where appropriate.

**Data Not Yet Available:** In some cases, counties may not yet have targets for every data element listed in the tables. For example, counties may not have information on the number of children and families to be served by language group. Counties should develop a system to track each data element in the table as services are delivered going forward. The county will be asked to report on these data elements in future progress reports.

**Table 1. Families Directly Served.** Provide the number of families directly served by the project. This includes training, workshops, outreach, or other activities that involve direct (in-person or virtual) contact with families. This figure should exclude families who receive books through the project – this number should be reported separately in Table 5.

Following total families directly served, provide targets for the estimated number of families to be served by their home language, if known. Counties should track this information moving forward as services are delivered.

**Table 2. Children in Families Served Directly.** This figure represents the number of children indirectly served through the project, through families who are directly served.Enter the estimated number and primary race/ethnicity of children living with families who will be directly served by the project (e.g., 40 children of parents who participate in Parent Cafes or other family engagement training).

**Table 3. Providers Trained.** In rows 3a1–4, enter the total number of providers to be trained who work in your county. In rows 3b1–4, enter the totals for providers trained from other counties, if applicable. In addition,

* Provide breakdowns by the type of setting in which providers work: family child care, center-based programs, unlicensed community based settings. Unlicensed community-based settings include Family, Friend and Neighbor providers, home visitors, or family resource centers
* Indicate the number of each type of provider to be trained, in general, and those who will be trained as trainers. The two columns should be an unduplicated count (e.g.., 30 providers to attend a DLL PD course, and another 10 providers to be trained as trainers).
* Provide information about languages spoken by trainees, and language in which the curriculum and training will be available.

**Table 4. Children Benefitting from Provider Training.** Enter the estimated number, languages spoken at home, and primary race/ethnicity of children who will benefit from trained providers recorded in Table 3 (include both children served by providers in the Lead Agency’s county and other counties, as applicable).

**Table 5. Book Distribution.** Enter the estimated number of books to be distributed to children and families through the project, either directly or through providers. This count should include all books, including those that are included in any learning kits distributed to families. In addition:

* Enter the estimated number of families who will receive books and the corresponding number of children in those families.
* Provide information about the written language(s) of the books you anticipate distributing

**Table 6. Public Awareness Campaign.** Estimate the number of families the project anticipates reaching through outreach, messaging, and public awareness campaign(s), if applicable.

### Data Tables

1. **Unduplicated Number of Families to Be Served Directly: Total and by Primary Language Spoken at home**

| **Data Element** | **Targets** (enter # or NA) |
| --- | --- |
| Estimated total families to be served directly  |  |
| Estimated number of families by primary language spoken at home |  |
| Spanish  |  |
| Other language group (identify):  |  |
| Other language group (identify):  |  |
| Other language group (identify): |  |
| Other language group (identify):  |  |

1. **Unduplicated Number of Children in Families Served Directly: Total and by Race/Ethnicity of Child**

| **Data Element** | **Targets** (enter # or NA) |
| --- | --- |
| Estimated total number of children ages 0 to 5 years in households of family members served directly |  |
| Estimated number of children by race/ethnicity |  |
| Latinx |  |
| White, non-Latinx |  |
| Black, non-Latinx |  |
| Asian |  |
| Two or more races |  |
| Other racial or ethnic group (identify):  |  |

1. **Unduplicated Number of Providers to Be Trained Within and Outside Lead Agency’s County: Total and by type of provider**

|  |  |  |
| --- | --- | --- |
| **Data Element** | **Trained Providers** (not trained as-trainers) | **Trained as Trainers** |
| * 1. Total number of individual providers to be trained who work within your county
 |  |  |
| Estimated number of trainees from the county by provider type |  |  |
| a1. Number of family child-care providers/educators |  |  |
| a2. Number of center-based providers/educators |  |  |
| a3. Number of providers from unlicensed community based settings (see definition in section III.A. Guidance).  |  |  |
| a4. Other: |  |  |
| * 1. Total number of providers to be trained who work outside of your county, if applicable
 |  |  |
| Estimated number of trainees outside the county by provider type |  |
| b1. Number of family child-care providers/educators |  |  |
| b2. Number of center-based providers/educators |  |  |
| b2. Number of providers from unlicensed home or community-based settings, including Family, Friend and Neighbor providers, home visitors, or family resource centers |  |  |
| b4. Other: |  |  |

* 1. What language(s) are spoken by staff receiving training? Check all that apply and track languages spoken by staff receiving training.
* English only
* Spanish only
* Other language(s) only (identify all):
* Bilingual English/Spanish
* Bilingual English/Other language (identify):
* Other (Please explain.)
	1. In what language(s) is the training curriculum available? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	2. In what language(s) will the training be offered? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
1. **Unduplicated Number of Children Benefitting from Provider Training (e.g., Children Served Indirectly) by Language and Race/Ethnicity**

| **Data Element** | **Targets** (enter # or NA) |
| --- | --- |
| Estimated total number of children indirectly benefiting from providers who receive training (both within and outside your county) |  |
| Estimated number of children by race/ethnicity |  |
| Latinx |  |
| White, non-Latinx |  |
| Black, non-Latinx |  |
| Asian |  |
| Two or more races |  |
| Other racial or ethnic group (identify):  |  |
| Estimated number of children by primary language spoken at home |  |
| Spanish |  |
| Other language group (identify):  |  |
| Other language group (identify):  |  |
| Other language group (identify):  |  |
| Other language group (identify):  |  |

1. **Number of Books to Be Distributed and Estimated Number of Children and Families to Receive Them**

| **Data Element** | **Targets** (enter # or NA) |
| --- | --- |
| 1. Total number of books to be distributed
 |  |
| 1. Estimated number of children and families to receive books
 |  |
| Total number of families receiving books |  |
| Total number of children in families receiving books |  |

1. In what languages will the books be written? Check all that apply and track number and languages of actual books purchased and distributed.
* Wordless picture books
* English only
* Spanish only
* Bilingual English/Spanish
* Other language(s) only (identify):
* Bilingual English/Other language (identify):
* Other (Please explain.)
1. **Estimated number of families to be reached through indirect outreach and messaging to families**

| **Data Element** | **Targets** (enter # or NA) |
| --- | --- |
| Estimated number of families to be reached through public awareness/media campaign: |  |
| Estimated number of families to be reached through other outreach efforts (describe): |  |

## Additional Questions

The following three questions are designed to augment the county’s application and provide specific information about outreach to the hardest-to-reach populations.

1. **Recruiting Providers**. What strategies will be used to recruit and engage the hardest-to-reach providers for professional development opportunities? How do these strategies differ from or incorporate lessons learned from past strategies? If applicable, specify by provider type or demographic factor(s).
2. **Engaging Families**. What strategies will be used to identify and engage the most underserved DLL families for project activities, particularly DLL families who have been marginalized during the pandemic? How do these strategies differ from or incorporate lessons learned from past strategies? If applicable, specify by demographic factor(s).
3. **Identifying DLL Children.** The DLL Policy Platform recommendsthere be a uniform process to identify DLLs across the ELC system.Will this project be developing and/or incorporating a process to identify DLLs across the local early learning system?
* No
* Yes (Please describe.):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_