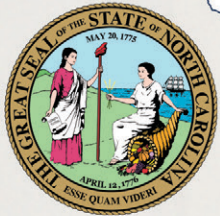# 2013 ANNUAL PERFORMANCE REPORT

North Carolina

Race to the Top
Early Learning Challenge

Annual Performance Report

North Carolina

2013

Table of Contents

*Note: All information in this document was prepared and submitted by the **Grantee** as their annual performance report (APR). For reference, the instructions and prompts from the approved APR form are included in italics throughout the document. Check marks in tables indicate the Grantee selected the option. A blank cell in a table indicates that the Grantee did not provide data or did not select the option.*

APR Cover Sheet

General Information

1. PR/Award #: S412A120027

2. Grantee Name: Office of the Governor, State of North Carolina

3. Grantee Address: Raleigh, NC

4. Project Director Name: Lucy Roberts

       Title: Executive Director, North Carolina Early Childhood Advisory Council

       Phone #: (919) 814-2044

       Email Address: lucy.roberts@nc.gov

Reporting Period Information

5. Reporting Period: 1/1/2013 **to** 12/31/2013

Indirect Cost Information

6. Indirect Costs

  a. Are you claiming indirect costs under this grant? ☑ Yes ☐ No

  b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? ☑ Yes ☐ No

  c. If yes, provide the following information:

      Period Covered by the Indirect Cost Rate Agreement(s):   07/01/2012 to 06/30/2013

      Approving Federal agency: ☐ ED ☑ HHS ☐ Other

Certification

The Grantee certifies that the State is currently participating in:

The Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148))

☑ Yes ☐ No

Programs authorized under section 619 of part B and part C of the Individuals with Disabilities Education Act (IDEA)

☑ Yes ☐ No

The Child Care and Development Fund (CCDF) program

☑ Yes ☐ No

To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Signed by Authorized Representative

Name: Lucy E. Roberts

Title: Executive Director, North Carolina Early Childhood Advisory Council

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

In January 2013, the State of North Carolina inaugurated a new Governor, Pat McCrory, and North Carolina's Race to the Top - Early Learning Challenge grant successfully transitioned under new leadership.   Following inauguration, the Office of the Governor named a new project director for the grant, who also serves as the Early Childhood Policy Advisor to the Governor and the Executive Director for the NC Early Childhood Advisory Council.   The Office of the Governor also placed the overall administration and fiscal management of the Early Learning Challenge grant with the Division of Child Development and Early Education in the NC Department of Health and Human Services. During 2013, the Office of the Governor also reconstituted the appointments to the NC Early Childhood Advisory Council, which will commence meeting in early 2014.

Throughout this executive transition, progress in Year 2 in North Carolina's Early Learning Challenge grant was strong.   The Office of the Governor remained committed to the stability of the grant and the grant management processes, staffing, and contracts in place. This allowed the projects and activities funded by the grant to continue to make substantial progress, including the following:

NC's Early Childhood Integrated Data System (ECIDS): This multi-agency collaborative project is building a data system that integrates high-quality education, health and social service information from participating state agencies in order to better inform early childhood policies and programs that ultimately support better outcomes for children and families. The ECIDS will link to North Carolina's longitudinal educational data system, P-20W (Pre-K to age 20/workforce).   In 2013, ECIDS leadership and staff defined a data governance structure for implementation in 2014, gathered stakeholder input, developed business and technology requirements for the system, developed plans for implementing a unique child identifier for use in participating programs and continued to generate a collaborative understanding and commitment to the project among many agency leaders, staff and participants.

In addition, the North Carolina Partnership for Children is working with all of the local Smart Start partnerships statewide to establish a set of common outcomes and implement a data system that provides high-quality Smart Start data that will link to the ECIDS.

The NC Division of Child Development and Early Education is also making progress in establishing a streamlined, enhanced early childhood workforce data system and online portal for the child care community to improve data collection and link to the ECIDS.

Transformation Zone: North Carolina's Transformation Zone initiative is a multi-agency, state and local collaboration focused on four selected counties in the northeastern region of the state that is rural and high need (Beaufort, Bertie, Chowan and Hyde).   In 2013, intensive work with state and local stakeholders supported the initiation of eight targeted intervention strategies and the building of implementation and system enhancement capacity.   The eight strategies include family strengthening using the Triple P model, nurse home visiting, literacy, and high-quality child care, with a focus on expanding high-quality care for infants and toddlers, providing health and development consultation, and providing training and technical assistance for supporting healthy social and emotional development of young children.

Each of the four selected counties established a county implementation team, which added to the existing infrastructure of county leadership teams, as well as state leadership and state implementation teams. Four county coaches and a coach coordinator were hired to support early childhood systems change efforts and

support local teams in implementing the interventions. Intensive technical assistance was provided by the National Implementation Research Network and State Implementation Specialists to build local and state capacity in applied implementation frameworks and assessing county capacity to support high-quality implementation of the eight targeted strategies

NC's Star Rated License (TQRIS): North Carolina has a mature TQRIS with many projects funded by the Early Learning Challenge grant supporting future revisions, as well as expansion of participation of early learning programs. A key project is a Validation Study that is underway, conducted by researchers at the University of North Carolina at Chapel Hill. The Validation Study is designed to provide information about how best to revise NC's Star Rated License so that the tiers more meaningfully differentiate levels of quality in early learning programs that correspond to children's growth and development. Phase 1 of the study was conducted in 2013.

Another key project is the development and pilot testing of a new program quality measurement tool that addresses critical aspects of program quality related to children's outcomes and is specifically suited for use in a revised TQRIS in North Carolina and elsewhere. This project is led by faculty at the University of North Carolina at Greensboro, working collaboratively with faculty at the University of Delaware and the University of Kentucky.

Other projects provided new professional development, certification and licensure opportunities for the early learning workforce that support higher TQRIS standards and support for quality enhancement to move programs to attain the highest star ratings. Also, North Carolina's Head Start programs are providing coaching, mentoring and technical assistance to non-Head Start early learning programs to strengthen family engagement activities through regional Head Start hubs in anticipation of enhanced family engagement standards in a revised TQRIS.

To promote increased participation in NC's Star Rated License, technical assistance and mini-grants were provided in 2013, though the percentage of programs already participating is quite high because North Carolina's TQRIS is mature and built into the state licensing system.   In addition, the North Carolina Partnership for Children convened a series of "Faith Summits" in 2013 in several locations across the state to engage faith leaders to raise awareness of and commitment to high-quality early learning programs to increase the number of faith-based child care sites in the NC Star Rated License system, which is one area where growth in participation is possible.

NC Foundations for Early Learning and Development: In 2013, North Carolina completed and widely distributed the North Carolina Foundations for Early Learning and Development, a revised publication of early learning and development standards for children birth to age five.   The Early Learning Challenge grant ensured the development of a course on Foundations in 2013 to support the early childhood workforce in its understanding and use of the standards, and efforts continue to develop strategies to ensure that Foundations is embedded in North Carolina's early learning and development programs.

K-3 Assessment: North Carolina is developing a K-3 Formative Assessment, including an annual Kindergarten Entry Assessment that is a developmentally appropriate individualized formative assessment that addresses all five domains of learning and development in the NC Foundations for Early Learning and Development. The K-3 Formative Assessment will provide K-3 teachers a more complete picture of the whole child and data to inform daily instructional practices to help meet the needs of every child.   Assessment development proceeded throughout 2013, with pilot testing scheduled to begin in the 2014-15 school year.

In addition, North Carolina's grant is funding the FirstSchool model in two selected high-need counties to strengthen the use of assessment to promote high-quality instruction in Pre-K through 3rd grade to produce

equitable outcomes for low-income students in those counties. This project is led by researchers with the FPG Child Development Institute at the University of North Carolina at Chapel Hill.

As North Carolina moves into Year 3, reflecting on lessons learned, communication continues to be a challenge in that it is difficult to ensure that key stakeholders have access to the level of information they need and that information about such a wide array of projects is available to multiple audiences.   Grant staff are developing a web site to be released in early 2014 and are planning additional communication strategies, based on results of a survey that will be conducted in 2014. One strategy may include a State grant partners meeting that will be an opportunity for grant partners leading and implementing projects to come together, share more about their projects and network, and hear from agency leaders about the impact of their projects on systems building efforts across the State. In addition, the grant monitoring process continues to be enhanced to both ensure that projects are making expected progress and to collect detailed information about each project to be reported regularly and shared among grant partners.

Also, reflecting on Year 2, the Transformation Zone work continues to be one of the most important—and most challenging—efforts in NC's Early Learning Challenge grant.   Through this initiative, North Carolina's grant leaders and partners are trying to learn implementation science principles, apply those principles, work more collaboratively, and do things differently.   The team has realized during this past year the importance of coordination of the Transformation Zone initiative, to strengthen the communication across various partners and to facilitate problem-solving as needed. The goal is also to learn from the Transformation Zone in real-time, as much as possible, to continue to refine our strategies and their implementation at the local and state level. Thus, in 2013 North Carolina developed an RFP for an evaluation that would be developmental and formative, with an expectation that the evaluators would share information regularly with the Transformation Zone leadership. The implementation of this evaluation will help further strengthen the work in 2014 and 2015.

In summary, North Carolina's Race to the Top - Early Learning Challenge grant successfully transitioned to a new administration in 2013 and continued its important work to strengthen the state's early childhood system. Communication and coordination across the 18 projects are challenges, and the grant management team has implemented strategies to address these challenges. The Transformation Zone has offered an opportunity for multiple individuals at the county and state levels to learn more about implementation science and think together about how to apply the concepts of implementation science. The multiple projects, collectively, are aimed to support early care and education, health and family strengthening for North Carolina's young children and their families.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

State Governance Structure

North Carolina's Race to the Top-Early Learning Challenge grant continues to have three Participating State Agencies responsible for implementing the grant projects and activities: the NC Department of Public Instruction, the NC Division of Child Development and Early Education, and the NC Division of Public Health. In addition, the NC Partnership for Children (Smart Start) is also a major partner agency with significant responsibility for implementing various grant activities.

In 2013, the Office of Governor Pat McCrory placed the overall administration and fiscal management of the grant with the NC Division of Child Development and Early Education, a change from the governance structure under NC's previous gubernatorial administration.   The Office of the Governor also named a new Project Director for the grant, who also serves as Early Childhood Policy Advisor to the Governor and Executive Director of the NC Early Childhood Advisory Council. The Governor's Office also began reconstituting the NC Early Childhood Advisory Council, which continues to function as the lead agency for the grant. The Council will include members required by federal law as well as others deemed appropriate by the Governor. National and local experts in early learning and development, local leaders from public schools and the early childhood field, and health experts were being recruited in 2013 for membership and the role of chairperson.

Transformation Zone Initiative

The Early Learning Challenge plan for the Transformation Zone is to implement a series of early learning strategies to support young children and their families while also attending to issues of implementation so that capacity for implementing high-quality, evidence-based programs is strengthened locally as well as at the state level. The set of strategies included in the Transformation Zone include a universal home visiting program (Family Connects), a family strengthening strategy (Positive Parenting Program), two literacy strategies (Reach Out and Read and Motheread), and several child care quality improvement strategies (Infant Toddler Expansion Grant, North Carolina Babies First, Healthy Social Behavior Project, Child Care Health Consultation). The Transformation Zone counties will also engage in building community capacity to strengthen and support an effective and aligned local early childhood system.

Key accomplishments relating to the Transformation Zone for North Carolina in 2013 included:

- the continuation of establishing the organizational structure for the Transformation Zone initiative (including the establishment of county implementation teams, hiring the 4 local county coaches and the coach coordinator),
- implementation and systems-capacity building,
- conducting implementation capacity assessment efforts,
- the initial implementation of child care strategies,

- installation activities relating to the literacy and family strengthening strategies, and
- identifying an evaluator to conduct the Transformation Zone evaluation.

Additional information regarding strategy-specific accomplishments can be found in later sections of this Annual Performance Report (child-care strategies can be found in Section B-4, C-3, and D-2, early literacy information can be found in Section C-4, and family strengthening can be found in Sections C-3 and C-4).

Establishing the Organizational Structure in the Transformation Zone:
The organizational structure was further enhanced in the Transformation Zone by establishing cross sector County Implementation Teams in each of the four Transformation Zone counties (Beaufort, Bertie, Chowan, and Hyde). County Implementation teams were built on the existing infrastructure established last year including the State Leadership Team, State Implementation Team, and County Leadership Teams. The organizational structures are to promote cross sector collaborative relationships to support a strong early childhood system and to assess and support purposeful, effective implementation of early childhood strategies.

Building County and State Capacity:
Multiple activities were conducted to support capacity building among the State Implementation Specialists, coaches, the Coach Coordinator, State and County teams.

At the county level, the State Implementation Specialist and National Implementation Research Network (NIRN) representatives attended monthly County Implementation Team meetings to help support team formation, and to engage in learning activities around applying implementation frameworks to support their work. County Implementation Coaches are increasing their facilitation roles at these monthly meetings and are guiding the County Implementation Teams' work between meetings. Also, NIRN conducted an Implementation Institute with county coaches in November to reinforce and enhance their understanding of the Applied Implementation Frameworks. Applied implementation science is evolving from past and current research and evaluation methods and findings generated by those doing the work of implementation in human services (and other fields). Active implementation frameworks provide a theoretical base for organizing the field, generating meaningful hypotheses, and more rapidly advancing applied implementation science. Applied Implementation Frameworks include:

- Usable intervention criteria – intervention description (philosophy, values, inclusion-exclusion criteria), essential components, operational definitions, fidelity assessments related to positive outcomes
- Implementation stages – exploration, installation, initial implementation, full implementation
- Implementation drivers – competency, organization, leadership, integration
- Improvement cycles – PDSA, usability testing, practice-policy communication
- Implementation teams – expertise in the above, sustainable interventions and outcomes, organization and system change

Additional information about NIRN and Implementation Science can be found on their website, http://nirn.fpg.unc.edu/.

At the state level, NIRN and NCPC representatives supported Child Care Health Consultant model staff in developing a practice profile. This has already resulted in state-wide distribution to all NCPC funded Child Care Health Consultation programs.   An initial exploratory meeting was held with Transformation Zone child care strategy leaders and purveyors to discuss NIRN support of developing practice profiles for Healthy Social Behaviors Specialists and Infant Toddler Specialists. In addition, the State Implementation Specialists partnered with the North Carolina Partnership for Children (NCPC) to create an Implementation Informed Contracting

guidance to support contracting efforts for the Transformation Zone literacy strategies. At the local level, County Coaches and Implementation Teams are providing guidance for the instillation and implementation of these strategies.

NCPC and NIRN worked collaboratively to create a professional development plan for building state and local capacity around foundational skills related to systems building, including facilitation skills and Motivational Interviewing training. In addition, NCPC and NIRN developed a training plan for county coaches that is being carried out through weekly coaching and training sessions. Participants from all four counties and state level partners attended. Collectively, NIRN representatives, county and state partners began to work together to develop an implementation-informed data dashboard so that members can stay informed of strategy progress and to use as a tool for process improvements.

Implementation Capacity Assessments:
The State Implementation Specialists and NIRN representatives began conducting tiered Implementation Capacity Assessments to inform the work of county partners. Three initial assessments were begun with county Implementation coaches, County Implementation teams, and County Leadership Teams. These tools will be available to county leaders, implementation teams, and implementation coaches for on-going assessment and guidance. Plans are in place to conduct a formal reassessment at least every six months to help guide and support the work of county partners.

Transformation Zone Evaluation:
The Transformation Zone Evaluation project is an effort to provide a better understanding of the challenges of early childhood system building efforts in under-resourced rural counties and to determine the benefit of investing in a set of cross-sector effective early childhood practices with intentional support and capacity building from a state team. The Grant Management Team, in conjunction with the Division of Child Development and Early Education, conducted a Request for Application (RFA) process to identify the selected evaluator. A RFA was released in October that provided guidance regarding the needs of the Transformation Zone evaluation. As stipulated in the RFA, the evaluation was to be an evaluation that addressed key questions using a systems-level evaluation framework, and emphasized evaluator qualifications in conducting systems level evaluations, collaborative approaches to evaluation, and appropriate mixed methodologies to conduct the work. Two applicants applied to the RFA, proposing distinct evaluation designs. A cross-sector review team conducted independent reviews, using an established scoring rubric, and also attended a meeting to discuss the merits of applicants. Frank Porter Graham Child Development Institute was selected as the best qualified candidate to conduct the evaluation and was notified of their award in December. Contracting processes began and were still underway through the end of the year.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

North Carolina has continued to involve a range of stakeholders in the second year of the Early Learning Challenge (ELC) grant, including early learning teachers and directors, family child care providers, Head Start staff, early interventionists and therapists, the Child Care Commission, Child Care Resource & Referral agencies, NC Association for the Education of Young Children leadership and conference participants, NC Licensed Child Care Association members, NC Head Start Association, community college and university faculty, faith-based

organizations, local school leaders, local agency and community leaders, local Smart Start partnerships, other non-profit organizations, families of young children, and state legislators. Stakeholders served on advisory groups, participated in focus groups and webinars, attended trainings, helped review and revise project plans, heard presentations about the ELC work, piloted curricula materials, and worked with the county teams to develop and implement plans for the Transformation Zone.

Local Leadership Development

In 2013, the Early Learning Challenge work in North Carolina has continued a focus on leadership development at the local level. The North Carolina Partnership for Children implemented the Leaders' Collaborative to build broad stakeholder ownership to address the goals of the ELC. Specifically, the Leaders' Collaborative focused on: a) driving results-based accountability, b) closing the gap on disparities, and c) building collaborative leadership, all in support of the ELC grant's goal of ensuring that the most vulnerable children have the support and services needed to enter kindergarten ready to succeed. During 2013, the second cohort of 16 leaders participated bringing the total to 32 since the grant began. Two more cohorts of leaders will participate in the remaining years of the grant. As a result of the 2013 Leaders' Collaborative, these leaders have increased their knowledge and competencies in leading their communities and our state toward improved outcomes for children and closing the achievement gap. Enrollment has become competitive as executive directors of local Smart Start Partnerships have heard such positive reviews from their peers.

From the Leaders' Collaborative, five leaders were selected in 2013 to host Leading for Equity retreats in their communities bringing the grant total to ten. These are three-day facilitated sessions with a carefully selected group of diverse stakeholders to foster dialogue and action that results in increased opportunities for the success of all children.

Another project, the Early Childhood Director Leadership Institute, is designed to offer intensive training to program administrators to improve their leadership and program management skills. The first Institute was convened in October 2013 for 101 early childhood education administrators and 10 coaches. The Institute included a .5 CEU course "Introduction to Childhood Leadership and Management", a .5 CEU course "Widening the Lens" (Program Administration Scale training), and additional professional development including "The Four Factors of Effective Leadership", "On-line Platform Training", "Team Building", and "Leading the Way to Quality".

In 2013, NC also made progress in another leadership development activity: establishing an On-Line Master's Degree Program in Early Childhood Leadership and Management. This degree is intended as a next step in professional development for early childhood leaders available across the state. Identifying course availability in major topics (personnel development and support, budgeting and financial management, research in early childhood, early childhood systems, the art of leadership, communication and public engagement, diversity and inclusion) is in progress. Core competencies for the coursework are being aligned across the state university system.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

Nothing to report for 2013.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

In 2013, the Office of Governor Pat McCrory placed the overall administration and fiscal management of the grant with the NC Division of Child Development and Early Education, a change from the governance structure under NC's previous gubernatorial administration. Therefore, the Division of Child Development and Early Education assumed an enhanced level of responsibility for grant implementation.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application)

During the current year, has the State made progress in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards that include—

(1) Early Learning & Development Standards	
Yes or No	Yes
Early Learning & Development Standards that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(2) A Comprehensive Assessment System	
Yes or No	Yes
A Comprehensive Assessment System that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(3) Early Childhood Educator qualifications	
Yes or No	Yes
Early Childhood Educator qualifications that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Continued)

(4) Family engagement strategies	
Yes or No	Yes
Family engagement strategies that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(5) Health promotion practices	
Yes or No	Yes
Health promotion practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

(6) Effective data practices	
Yes or No	Yes
Effective data practices that currently apply to:	
State-funded preschool programs	✓
Early Head Start and Head Start programs	✓
Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	✓
Early Learning and Development Programs funded under Title I of ESEA	✓
Early Learning and Development Programs receiving funds from the State's CCDF program:	✓
Center-based	✓
Family Child Care	✓

The State has made progress in ensuring that:	
TQRIS Program Standards are measurable	✓
TQRIS Program Standards meaningfully differentiate program quality levels	✓
TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children	✓
The TQRIS is linked to the State licensing system for Early Learning and Development Programs	✓

Describe progress made during the reporting year in developing or revising a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

Explanation for Previous Check Boxes: We believe the intent of the previous set of questions is to indicate which program standards will apply to which programs under the revised TQRIS. NC is currently in the process of revising its TQRIS, so we answered the questions based on what we expect to be in place once the TQRIS revisions have been completed. Many of the program types listed in the previous set of questions are licensed in NC. All of those licensed programs will have to meet the new standards in the revised TQRIS because our TQRIS is built into licensing. We realize that a few Head Starts/Early Head Start programs and public schools may not be licensed, but most will--and so answered the questions as "yes" for those program types.

North Carolina has a mature TQRIS that includes standards related to educator qualifications, measures of environmental quality (the Environment Rating Scales), family engagement, and health promotion practices, as well as other aspects of program quality. All licensed programs participate in the TQRIS. Proposed revisions to the TQRIS will ensure that the program standards address the six areas specified in the ELC grant requirements. Validation and implementation of a revised TQRIS is a key component of North Carolina's Early Learning Challenge plan. The TQRIS Validation is in progress as described below in the section "Validating the effectiveness of the State TQRIS".

Incentives have been key to helping the early childhood community embrace and work toward newer and better standards. The ELC grant has helped NC develop and roll-out CEU bearing courses related to the Early Learning Standards, cultural competence, curriculum and instructional assessment, family engagement, and improving the early childhood work environment, and put in place a bonus program to reward programs that can demonstrate inclusion of these policies and practices in their programs. Specific eligibility criteria have been developed for early learning and development centers and family child care homes that serve or have indicated a willingness to and history of serving children receiving child care subsidy, Head Start or NC Pre-K assistance. Additional information on the progress of specific coursework is provided in the sections below, "Promoting Early Learning Outcomes: Comprehensive Assessment System", and "Supporting Early Childhood Educators in Improving Their Knowledge, Skills, and Abilities", and "Engaging and Supporting Families".

Additional information about the 6 program standards delineated in the previous pages of this section is provided below.

1. Early Learning and Development Standards: NC revised its ELDS and has developed various professional development tools to support early childhood educators' awareness and use of the new ELDS. Multiple early childhood programs use the ELDS as a guide to their work. The revised TQRIS is expected to include the ELDS at some level of the rating system.

2. Comprehensive Assessment Systems: Various early childhood programs implement aspects of a comprehensive assessment system. We have also provided additional trainings on the CLASS, a measure of teacher-child interactions. The CLASS is also being considered in the revised TQRIS. Professional development related to curriculum and assessment of children to guide instruction has also been developed for the early childhood community, in anticipation of the possible addition of assessment standards in the revised TQRIS.

3. Early Childhood Educator Qualifications: Early childhood educator qualifications are important to many programs in NC. We expect educator qualifications to continue to be an important standard in the revised TQRIS.

4. Family Engagement Strategies: The revised TQRIS is expected to include additional family engagement standards. In anticipation of the possible additional family engagement standards—and in recognition of Head Start's expertise in meaningfully engaging families, we are utilizing some Head Start programs as "hubs" to provide technical assistance about family engagement strategies to community-based early learning programs.

5. Health Promotion Practices: The revised TQRIS is expected to include additional health promotion practices, and various projects are supporting health practices in early childhood programs.

6. Effective Data Practices: We have program and child-level data from various early childhood programs, but we are not able to combine those data across programs yet. The development of an early childhood integrated data system will enable us to better answer critical policy questions that require data from multiple programs. We have also developed training to support early childhood educators' use of child assessment to guide instruction.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

North Carolina has a mature TQRIS built into its licensing system. Therefore, a large percentage of North Carolina's early learning and development (ELD) programs are already included in the TQRIS. Financial incentives, technical assistance, and other supports are used to keep and increase, where possible, the number and percentage of programs participating in TQRIS. Several ELC Activities promote participation in the TQRIS.

The activity "Support to Enter the TQRIS" provides technical assistance and mini-grants to bring unlicensed public school and faith-based ELD program into the TQRIS. Through this activity 24 public schools in eight counties have applied for and been granted a prelicensing mini-grant, and 12 faith-based programs operating with a GS 110-106 letter of compliance in eight counties have applied for and been granted a prelicensing mini-grant.

The activity "A Task Force on Licensing" will hold regional meetings of programs not currently participating in (or required to participate in) NC's Star Rated License. These meetings will bring together part-day preschool and family/friend/neighbor care providers across the state, review current licensing requirements, and gather data for a report on the barriers that prevent these programs from participating in the Star Rated License. Input from stakeholders has been collected regarding the focus of the task force and multiple conversations with NC Division of Child Development and Early Education Regulatory Section have occurred to determine the best approach for the Task Force. Five regional locations throughout the state have been identified in which to hold focus groups in early 2014. Information gathered from these regional meetings will help inform the final report of the Task Force on Licensing.

The activity "Faith-Based Engagement" was designed to reach out to faith-based child care programs to discuss and support their possible inclusion in the TQRIS system. All four Regional Faith Summits were completed in 2013. Over 500 faith and early childhood leaders attended. The Summits included speakers addressing the First 2000 Days and Early Brain Development, a panel of local faith leaders and child care specialists speaking to their commitment to quality early childhood programs, especially high-quality child care, and in some cases a tour of a 4 or 5 star child care center associated with the host congregation for the Summit. A Faith Summit Wrap Up in digital story format and a full-length faith summit from Concord are posted on Smart Start's YouTube channel. The Activity has been completed through the ELC grant but the work continues with further outreach and follow-up with groups and individuals, their commitments, requests for additional information and support. Some counties now wish to hold their own local Faith Summits. For those programs expressing interest in next steps toward licensure, efforts are being made to help them connect with the Regulatory Section of the Division of Child Development and Early Education for support to enter the TQRIS.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Targets Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	850	75.0%	990	90.0%	1,045	95.0%	1,078	98.0%	1,100	100%
Early Head Start & Head Start[1]	350	95.0%	350	95.0%	350	95.0%	350	95.0%	350	95.0%
Programs funded by IDEA, Part C	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Programs funded by IDEA, Part B, section 619	522	54.0%	539	56.0%	567	59.0%	596	62.0%	616	64.0%
Programs funded under Title I of ESEA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Programs receiving from CCDF funds	6,467	88.0%	6,573	90.0%	6,719	92.0%	7,012	96.0%	7,012	96.0%

[1] *Including Migrant and Tribal Head Start located in the State.*

Actuals Number and percentage of Early Learning and Development Programs									
Type of Early Learning & Development Program in the State	Baseline			Year 1			Year 2		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	1,100	850	75.0%	1,121	1,028	84.0%	1,218	1,027	84.0%
Specify:	NC Pre-K								
Early Head Start & Head Start[1]	368	350	95.0%	368	350	95.0%	368	350	95.0%
Programs funded by IDEA, Part C			0.0%			0.0%			0.0%
Programs funded by IDEA, Part B, section 619	962	522	54.0%	962	545	57.0%	962	568	59.0%
Programs funded under Title I of ESEA			0.0%			0.0%			0.0%
Programs receiving from CCDF funds	7,304	6,467	88.0%	6,190	5,694	91.0%	5,525	5,129	93.0%

[1] *Including Migrant and Tribal Head Start located in the State.*

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

For State-funded preschool (NC Pre-K): Pre-K programs in public schools are required to be licensed by July 1, 2014. The number of NC Pre-K sites participating in the TQRIS may increase significantly because of this law. DCDEE will issue no exceptions or transition periods. Programs may operate under a DCDEE Temporary License, which any facility – public or private—may qualify (e.g., change of ownership), while working to meet four or five star licensure according to facility licensure provisions.

For Early Head Start and Head Start: All Early Head Start and Head Start programs in the state are licensed and participate in the TQRIS, with the exception of two school districts. School districts are not required to be licensed, but all except two voluntarily participate in the TQRIS.

For Programs funded by IDEA, Part C: North Carolina does not fund ELD programs through Part C of IDEA, but rather provides funds for supports and services to be provided in the child's natural setting. Thus, if a young child receiving Part C of IDEA services is enrolled in a licensed child care center or a registered family child care home, then the licensed/registered program would participate in the TQRIS, but there are not separate ELD programs in NC funded under Part C of IDEA.

For Programs funded by IDEA, Part B, section 619 and Title I of ESEA: North Carolina has worked to blend different funding streams to create inclusive early childhood settings. Therefore, data for programs funded under IDEA Part B, section 619 and Title I of ESEA cannot be separated out as they are for blended programs. We have attempted to estimate the numbers separately for Part B and Title I, but were not able to do so this year. Therefore the data entered into the row for IDEA, Part B, section 619 is actually the combined data for IDEA Part B, section 619, and Title I of ESEA. And the Title I of ESEA row is intentionally left blank because it is already represented in the row above.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

State-funded preschool (NC Pre-K): the percentage of pre-k sites participating in the TQRIS remained the same from last year (84%), and the actual number for this year (1,027) dropped by one. However, both the number and percentage for preschool programs did not meet the targets set. This may because the original targets for preschool were based on a one-time expansion fund for NC Pre-K that increased the number of programs in the state. Several efforts we hope will increase the number of preschool programs participating in the TQRIS for the following years. First, a law is in effect that requires preschool programs to be licensed by July 1, 2014, and since licensing is tied to the TQRIS, we anticipate this increasing the number of programs in the TQRIS. Second, there is a RTT-ELC project that provides incentives and supports for public schools to voluntarily apply for a star-rated license should help increase the number of sites participating in the TQRIS.

Head Start/Early Head Start: We did meet this target of 350 programs (95%) participating in the TQRIS. As noted in the data notes, all Head Start and Early Head Start programs in the state are licensed and participate in the TQRIS with the exception of two school districts. Therefore both the targets and actuals are an estimate of 95% of programs in the state (a total of approximately 368) participating in the TQRIS, which is expected to remain stable for the next few years.

Programs receiving CCDF funds: The actual number of programs receiving CCDF funds participating in the TQRIS decreased to 5,129 programs. However, the baseline number of programs also decreased to 5,525 programs. So when calculating the percentage for CCDF programs in the TQRIS, our target of 92% was actually exceeded with 93% of programs. Because of the baseline number changing, we compared our target and actual percentages rather than numbers which meant that we in fact met and exceeded our target for CCDF programs participating in the TQRIS.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application)

Has the State made progress during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that:

System for Rating & Monitoring	
Includes information on valid and reliable tools for monitoring such programs	Yes
Has trained monitors whose ratings have an acceptable level of inter-rater reliability	Yes
Monitors and rates Early Learning and Development Programs with appropriate frequency	Yes
Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)	Yes
Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs	Yes

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

North Carolina has a mature system for rating and monitoring the quality of early learning and development (ELD) programs that participate in the TQRIS, the NC Star-Rated License system. See the narrative related to revising the TQRIS for detailed information about plans to enhance this system. Recommendations for changes in rule and statute to enhance the current system will be submitted to the appropriate decision-making bodies following completion of the TQRIS Validation Study in 2015.

Another project in NC's Early Learning Challenge plan is the Measure Development Project, which is contracted with the University of North Carolina at Greensboro. The goal of this project, which is being carried out by a multi-state consortium led by North Carolina, is to develop a new program quality measure designed specifically for use in a TQRIS. The multi-state consortium includes Delaware, Kentucky and North Carolina. The goal is to coordinate the pilot of the new measure with the pilot of proposed revisions to the TQRIS. A broad review of early learning standards from states across the nation was as well as Head Start standards has informed the work of the consortium. The measure will assess program quality from the standpoint of child experiences, teacher experiences, and administrative support for and attention to continuous quality improvement. It will assess environmental quality, teacher-child interactions, use of appropriate curriculum and formative assessment practices, family engagement, health promotion practices, program support for the development of

educator knowledge and skills, and other quality indicators shown by research to be associated with positive developmental and learning outcomes for children.

During 2013, the consortium developed a measurement framework, reviewed the fit of implementation science into the framework, generated key practices and subcategories to organize items, and generated initial items to evaluate program administration and leadership. Videos of classrooms were prepared for piloting the items included in key practices, team members reviewed and reached agreement on key practices and reviewed feedback on the items. Agreements between the consortium states are being developed to ensure that the study will include adequate numbers of programs from different regions of the country. Ongoing meetings with members of the Measurement Development Project and project leaders for NC's TQRIS Validation Study are being held to share information about the two projects, discuss possible points of intersection, and plan possible collaborations. Efforts are being made to coordinate the pilots for these two projects to maximize resources.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application)

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices?

Policies and Practices Supporting Program Quality	
Program and provider training	Yes
Program and provider technical assistance	Yes
Financial rewards or incentives	Yes
Higher, tiered child care subsidy reimbursement rates	Yes
Increased compensation	Yes

Number of tiers/levels in the State TQRIS
5

How many programs moved up or down at least one level within the TQRIS over the last fiscal year?

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level							
TQRIS Programs that Moved Down at Least One Level							

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas?

High-Quality Benchmarks at the Highest Level(s) of the TQRIS	
Standards alignment or reciprocity with Early Learning and Development Programs that meet State preschool standards (e.g., content of the standards is the same, or there is a reciprocal agreement between State preschool and the TQRIS)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet Federal Head Start Performance Standards (e.g., content of the standards is the same, there is a reciprocal agreement between Head Start and the TQRIS, or there is an alternative pathway to meeting the standards)	Yes
Standards alignment or reciprocity with Early Learning and Development Programs that meet national accreditation standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)	Yes
Early Learning and Development Standards	Yes
A Comprehensive Assessment System	Yes
Early Childhood Educator qualifications	Yes
Family engagement strategies	Yes
Health promotion practices	Yes
Effective data practices	Yes
Program quality assessments	Yes

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in developing high-quality benchmarks at the highest level(s) of the TQRIS by the end of the grant period.

North Carolina has a mature TQRIS that includes high quality benchmarks related to educator qualifications, measures of environmental quality (the Environment Rating Scales), family engagement, and health promotion practices, as well as other aspects of program quality. As described in the section related to revising the TQRIS, North Carolina has recommended high-quality benchmarks at the highest levels of the to-be-revised TQRIS. NC is conducting the TQRIS Validation Study that will be used to guide recommendations about proposed TQRIS benchmarks. The mapping process completed by Division of Child Development and Early Education (DCDEE) staff, which provided the starting point for development of alternative TQRIS models to be tested in phase I of the validation study, proposed progressively higher benchmarks at each level, including use of Early Learning and Development Standards, appropriate use of curriculum and formative assessment, environmental quality as measured by environment rating scales or other measurement tools, teacher-child interaction as measured by the CLASS or other rating scale, educator qualifications, family engagement strategies, and health promotion practices.

Even while NC studies possible revisions to its TQRIS, several strategies are in place to prepare the workforce and support programs to meet high quality benchmarks and ensure that measureable progress will be made by the end of the grant period.

The Professional Development Bonus Program provides incentives for ELD programs that implement certain policies and practices related to staff professional development, including requiring professional development plans, requiring training on the new ELDS, and using a salary schedule that rewards education and retention.

The activity "Enhanced Child Care Resource & Referral" provides CEU based courses developed in other ELC projects in order to increase the knowledge and skills of the ELD workforce in the areas of Cultural Competence;

Program Administration; ELD Standards; & Choosing and Using Appropriate Curricula and Formative Assessment.

NOTE:

North Carolina's response to the question above "How many programs moved up at least one level within the TQRIS over the last fiscal year?" is:

- 539 child care centers increased their star rating in calendar 2013
- 315 family child care homes decreased their star rating in calendar 2013

The Division of Child Development and Early Education can only provide this information for the number of child care centers and family child care homes. Further delineation is not possible at this time.

North Carolina's response to the question above "How many programs moved down at least one level within the TQRIS over the last fiscal year?" is:

- 76 child care centers increased their star rating in calendar 2013
- 49 family child care homes decreased their star rating in calendar 2013

The Division of Child Development and Early Education can only provide this information for the number of child care centers and family child care homes. Further delineation is not possible at this time.

Performance Measure (B)(4)(c)(1)

In the table, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals	
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Total number of programs covered by the TQRIS	8,101	8,341	8,341	8,341	8,341	7,614	7,251
Number of Programs in Tier 1	1,119	756	630	516	410	637	484
Number of Programs in Tier 2	892	434	350	281	220	511	335
Number of Programs in Tier 3	1,722	2,335	2,512	2,638	2,755	1,811	1,701
Number of Programs in Tier 4	1,811	2,035	2,065	2,114	2,155	1,884	1,890
Number of Programs in Tier 5	2,002	2,226	2,259	2,297	2,336	2,128	2,228

Performance Measure (B)(4)(c)(1) Data Notes
Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

For Total number of regulated programs: The TQRIS is built into the state's licensing system. Centers in this table include public schools that are licensed. Other regulated programs not in tiers include GS110s which are religious affiliated programs, as well as approximately 250 programs that have temporary licensing and are not eligible to be in the tiered system until they have been in existence for more than six months. For 2013, there were 613 other regulated programs not in Tiers.

Performance Measure (B)(4)(c)(1) Target Notes
For all targets that were not reached in the reporting year, please *describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.*

When looking at the progress made for increasing the number of ELD programs in the top tiers of the TQRIS, the percentages of programs must be compared rather than the numbers as the baseline number of Total Number of Regulated Programs has decreased. The total number of programs for the 2013 year was 7,251. Therefore, when looking at the numbers for each tier, the percentages must be calculated using the new baseline of 7,251.

When comparing the target and actual percentages for each tier:

* Tier 1 exceeded our target percentage by 1% (target- 8%, actual- 7%) which met the target since we want to see the lower tiers decrease in numbers/percentages.

* Tier 2 however was not met as it increased by 1% (target-4%, actual-5%) instead of decreasing.

* Tier 3, which we would like to see increase, went down by 7%, (target-30%, actual- 23%) but it is not known if that was because some of those programs moved up to Tiers 4 and 5, or if the number of centers and family homes decreased due to closings or other reasons. North Carolina does not track the movement of programs between tiers, so this information is not available.

* Tiers 4 and 5 both increased in percentage of programs in those tiers (by 1% (target-25%, actual-26%)and by 4% (target-27%, actual- 31%) respectively), meeting targets for both the tiers.

For more specific data on the programs in each tier, including the actual numbers and percentages of child care centers versus family homes, please refer to the word document that was sent separately.

Performance Measure (B)(4)(c)(2)

In the table, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	18,568	75.0%	22,281	90.0%	23,519	95.0%	24,262	98.0%	24,757	100%
Early Head Start & Head Start[1]	22,348	92.0%	22,348	92.0%	22,348	92.0%	22,591	93.0%	23,076	95.0%
Programs funded by IDEA, Part C	9,842	100%	9,940	100%	10,040	100%	10,140	100%	10,242	100%
Programs funded by IDEA, Part B, section 619	13,160	54.0%	13,646	56.0%	14,377	59.0%	15,108	62.0%	15,596	64.0%
Programs funded under Title I of ESEA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Programs receiving from CCDF funds	60,178	61.0%	62,253	63.0%	64,229	65.0%	66,205	67.0%	69,170	70.0%

Targets — Number and percentage of Children with High Needs in programs in top tiers of the TQRIS

[1] *Including Migrant and Tribal Head Start located in the State.*

	Baseline			Year 1			Year 2		
Actuals **Number and percentage of Children with High Needs in programs in top tiers of the TQRIS**									
Type of Early Learning & Development Programs in the State	**# of Children with High Needs served by programs in the State**	**#**	**%**	**# of Children with High Needs served by programs in the State**	**#**	**%**	**# of Children with High Needs served by programs in the State**	**#**	**%**
State-funded preschool	24,757	18,568	75.0%	27,531	23,632	86.0%	28,986	25,553	88.0%
Specify:	NC Pre-K								
Early Head Start & Head Start[1]	24,291	22,348	92.0%	24,291	22,348	92.0%	24,970	22,972	92.0%
Programs funded by IDEA, Part C	9,842	9,842	100%	10,206	10,206	100%	10,190	10,190	100%
Programs funded by IDEA, Part B, section 619	24,369	13,160	54.0%	23,459	13,372	57.0%	22,661	13,370	59.0%
Programs funded under Title I of ESEA			0.0%			0.0%			0.0%
Programs receiving from CCDF funds	98,814	60,178	61.0%	73,766	51,433	70.0%	65,753	48,367	76.0%

[1] *Including Migrant and Tribal Head Start located in the State.*

Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Note: The top tiers of NC's TQRIS are defined as having a four or five star license. This data includes children served at any time (as they can go in and out of the system) during that year in a 4 or 5 star program.

For State funded preschool (NC Pre-K): Pre-K programs in public schools are currently not required to be licensed. The number of NC Pre-K sites participating in the TQRIS will increase significantly because a new law requires Pre-K sites in public schools to have a four or five star license by the 2012-2013 school year. Although the law is changing, we expect there to be a transition period. The targets represent our best estimate of the timing of this transition. The Governor authorized funding during the 2011-2012 year that allowed us to serve more children than anticipated.

For Early Head Start and Head Start: It is estimated that 92% of Early Head Start and Head Start children in the state are in the top tiers of the TQRIS; actual data is not available.

For Part C programs, baseline and targets are from the December 1, 2010 Headcount Data and assumes a 1% increase per year. Actual data for 2012 are from the December 1, 2012 Headcount Data, and actual data for 2013 are from the December 1, 2013 Headcount Data.

For Part B and Title I programs: North Carolina has worked to blend different funding streams to create inclusive early childhood settings. Therefore, data for programs funded under IDEA Part B, section 619 and Title I of ESEA

are cannot be separated out as they are for blended programs. We have attempted to estimate the numbers and percentages for Part B and Title I, but were unable to do so. The data for Title I therefore is merged in with the IDEA Part B, section 619 data, which is why the Title I row is intentionally left blank.

Performance Measure (B)(4)(c)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

All targets were met for all programs except for the state-funded preschool program. The baseline numbers for both the IDEA, Part B/Title I programs and the CCDF programs both decreased, so when you look at the actual numbers, it looks like the targets were not met. However, in order to accurately compare the targets and actuals for Year Two, you need to compare the percentages, not the numbers since the baselines decreased. When looking at the percentages for Part B/Title I and CCDF both were met. Part B/Title I had a target of 59% which was met exactly. And CCDF had a target of 65% which was greatly exceeded and was 76%.

For state-funded preschool, the percentage of children served in NC Pre-K did increase from 86% in Year 1 to 88% in Year 2 (the baseline for Year 2 was 28,986). However, the number of pre-k children served in programs participating in the TQRIS still did not meet the target originally set (95%). This may because the original target for preschool were based on a one-time expansion fund for NC Pre-K that increased the number of programs in the state. Several efforts we hope will increase the number of preschool children participating in the TQRIS for the following years. First, a law is in effect that requires preschool programs to be licensed by July 1, 2014, and since licensing is tied to the TQRIS, we anticipate this increasing the number of programs in the TQRIS and therefore increase the number of children served. Second, there is a RTT-ELC project that provides incentives and supports for public schools to voluntarily apply for a star-rated license should help increase the number of sites participating in the TQRIS.

Validating the effectiveness of the State TQRIS (Section B(5) of Application)

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

The TQRIS Validation Study is designed to conduct studies to provide information about how best to revise the TQRIS so that tiers meaningfully differentiate levels of quality in early learning and development (ELD) programs that correspond to changes in children's progress. North Carolina's TQRIS Advisory Committee developed recommendations to revise the TQRIS. The executive summary of recommendations has been posted on the website of the Division of Child Development and Early Education and shared with key stakeholders (http://ncchildcare.nc.gov/).

A contract was executed with the FPG Child Development Institute at the University of North Carolina at Chapel Hill to conduct the validation studies to inform the revisions. Phase I of the study is being finalized, and alternative models are being developed for the revised TQRIS, with different sets of requirements and data used to determine the likely distribution of providers at revised TQRIS levels. Phase II validation and evaluation plans were developed and approved by the federal ELC team and Phase II will soon be underway. A framework for mapping of data for center-based programs to alternative models was selected, providers identified, and data is being collected. Potential alternatives for mapping of family child care homes have been developed for consideration.

Ongoing meetings with members of the Measurement Development Project are being held to share information about the two projects, discuss possible points of intersection, and plan possible collaborations. Efforts are being made to coordinate the pilots for these two projects to maximize resources.

Based on the recommendations of the TQRIS Advisory Committee and the continued work on the validation study, it is anticipated that the revised TQRIS will include assessment of quality indicators related to use of North Carolina's revised Early Learning and Development Standards (Foundations), use of curriculum and ongoing formative assessment aligned with these standards, global environmental quality (the Environment Rating Scales or other measurement tool), teacher-child interactions, educator qualifications, health promotion practices, family engagement, and accreditation by nationally-recognized organizations such as the National Association for the Education of Young Children. Emphasis is being placed on selecting quality indicators that are measurable and reflective of high expectations. Phase II of the validation study will ensure that the revised TQRIS levels meaningfully differentiate program quality and are associated with children's outcomes.

Focused Investment Areas: Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan. Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

☑ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.

☑   (C)(2) Supporting effective uses of Comprehensive Assessment Systems.

☑   (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

☑   (C)(4) Engaging and supporting families.

☐ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

☑   (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

☑   (E)(1) Understanding the status of children's learning and development at kindergarten entry.

☑ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Promoting Early Learning Outcomes

Early Learning Development Standards (Section C(1) of Application)

Has the State made progress in ensuring that its Early Learning and Development Standards:

Early Learning and Development Standards	
Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers	Yes
Cover all Essential Domains of School Readiness	Yes
Are aligned with the State's K-3 academic standards	Yes
Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities	Yes

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

North Carolina completed and released its revised Early Learning and Development Standards in 2103 (titled NC Foundations for Early Learning and Development). Training and professional development for early childhood educators has been a focus in the Early Learning Challenge grant for 2013. A .5 CEU course has been developed and train the trainer sessions have been scheduled through the Child Care Resource and Referral Network to ensure a broad dissemination, awareness and utilization of the revised Foundations document. Planning was underway in 2013 to include the revised ELDS in coursework, projects and messaging at the community college and university level, as well, recognizing the importance of grounding pre-service education in the revised ELDS. NC's Birth through Kindergarten Consortium offers a venue to inform key leaders in the higher education system.

Comprehensive Assessment Systems (Section C(2) of Application)

Has the State made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to:

Comprehensive Assessment Systems	
Select assessment instruments and approaches that are appropriate for the target populations and purposes	Yes
Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems	Yes
Articulate an approach for aligning and integrating assessments and sharing assessment results	Yes
Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

NC has continued working on components of a Comprehensive Assessment System. NC Pre-K and Head Start utilize child assessment tools that are appropriate for young children, and the TQRIS Advisory Committee recommended that child assessment standards be included in the childhood educators' understanding of the purposes and uses of assessment, as well as appropriate administration of assessment tools, by developing a .5 CEU course on Choosing and Using Curriculum and Formative Assessment. The course has been developed and is now being offered statewide to child care directors and staff through the Child Care Resource and Referral Network.

NC has provided three observation trainings and four train-the-trainer sessions on the Classroom Assessment Scoring System (CLASS). As a result, 40 certified CLASS trainers are offering training statewide.

In addition, the NC Department of Public Instruction is working with the FirstSchool initiative of the FPG Child Development Institute at the University of North Carolina at Chapel Hill on the ELC activity "Using Data to Improve Classroom Instruction." This activity will strengthen the use of assessment data to guide instruction in schools pre-kindergarten through third grade. The FirstSchool model will be implemented in Bertie and Martin Counties, which are two adjacent small school districts in Northeastern NC.

FirstSchool develops school leaders' and teachers' knowledge and skills in order to improve the school experiences and outcomes for children across the PreK-3 continuum. The approach emphasizes collaboration and the use of data and inquiry to guide and monitor change efforts. Observational data from the FirstSchool Snapshot and CLASS are used to address evidence based characteristics of practices that support children.

During 2013, classroom observations were conducted and data collected and shared with individual teachers, principals, and leadership teams. Full-day coaching visits with ten participating schools were completed and professional development sessions and meetings were held with Superintendents to provide progress updates.

Health Promotion (Section C(3) of Application)

Has the State made progress in:

Child Health Promotion	
Establishing a progression of standards for ensuring children's health and safety	Yes
Ensuring that health and behavioral screening and follow-up occur	Yes
Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards	Yes
Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards	Yes
Promoting healthy eating habits, improving nutrition, expanding physical activity	Yes
Leveraging existing resources to meet ambitious yet achievable annual targets	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

In 2013, North Carolina's Early Learning Challenge activities that promote young children's health included the following:

- The proposed revised TQRIS includes more standards on health promotion.
- The North Carolina Partnership for Children (NCPC) has continued efforts in 2013 to expand the Assuring Better Child Health and Development (ABCD) model, a proven, universal approach to screening young children in primary health care settings. ABCD works to increase health and developmental screening and referral rates for all young children within the medical home by integrating routine developmental screening into well-child visits, using either the Ages and Stages Questionnaire (ASQ) or the Parents Evaluation of Developmental Skills (PEDS). Medical professionals are also taught to use the Modified Checklist for Autism in Toddlers (MCHAT). NCPC's goals are to leverage current programs and link with Community Care Network of NC (CCNC) to expand ABCD statewide. In 2013, NCPC hired the ABCD Project Coordinator, worked with local partnerships that currently fund ABCD projects to expand services to increase ABCD coverage to additional counties, and selected local partnerships to lead planning and implementation efforts in all other CCNC regions. Ten regions in total will be implementing ABCD in 2014 and the remaining four regions will complete their planning process for implementation in 2015. As the expansion is rolling out, regular meetings are being held with ABCD Coordinators and CCNC Regional Network Quality Improvement Specialists to develop Quality Improvement plans specifying targeted practices and methods for coordinating efforts. ABCD Coordinators are in the process of providing on-site training and technical assistance as defined in the Quality Improvement plans, and they collect and report required program data.
- NCPC, in partnership with University of North Carolina at Chapel Hill's NC Child Care Health and Safety Resource Center (NCCCHSRC) is also building statewide capacity and effectiveness for child care health consultation. The project has established a regional coaching model for Child Care Health Consultants (CCHCs) targeting promotion of a medical home for ongoing preventive health care and promotion of health literacy. Three regional coaches were hired and received intensive training and supervision from

the NCCCHSRC in the coaching model. These regional coaches will train CCHCs across the state, who will then utilize the coaching approach during their consultation visits with child care providers. In 2012, 56 CCHCs were providing training and technical assistance to child care programs in 50 counties. In 2013, two additional CCHCs were hired to provide coaching, training, and technical assistance to centers in the Transformation Zone to integrate children's connection to a medical home into the centers' routines and policies, as well as overall health promotion coaching, including health literacy. NCPC continues to plan with the National Implementation Research Network (NIRN), NCCCHSRC, the Division of Child Development and Early Education, Child Care Services Association, and Child Care Resources to develop a coordinated approach across all strategies to strengthen child care quality.

- The NC Division of Public Health (DPH) has executed a contract with Child and Parent Support Services to implement Family Connects (formerly known as NorthEast Connects), a universal nurse home-visiting program for newborns and their families. Key community partners in the Transformation Zone, such as County Leadership Teams, County Implementation Teams, and local health departments, have engaged in discussion with members of the State Leadership and Implementation Teams to determine a suitable and sustainable organizational home for the program. Negotiations were underway with local health departments through the end of the year. In addition, DPH is working with the National Implementation Research Network (NIRN) and the State Implementation Specialists, to ensure the effective and sustainable implementation of the program.

Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

	Baseline	Targets				Actuals	
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Number of Children with High Needs screened	313,506	316,724	323,967	329,648	333,673	349,155	340,310
Number of Children with High Needs referred for services who received follow-up/treatment							
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care							
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	348,776	355,102	363,674	374,021	381,268	341,406	337,956

Performance Measure (C)(3)(d) Data Notes
Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Note: High needs children in this table are defined as children ages 0-5 who are eligible for Medicaid. The numbers in the tables are estimates based on calculations. The original targets and subsequent are actually reported by percentages, not numbers. However, in order to fill in the tables using the format provided, calculations were done to be able to provide numbers. It is recommended though that when looking at progress made and comparing the targets to the actuals, the percentages below be examined instead, especially because the baseline numbers change from year to year so comparing the numbers do not accurately portray the annual changes made.

**** For Number of Children with High Needs Screened: Data represent the number of children by years of age who are eligible for Medicaid and received at least one initial or periodic screening during the year. Data source: CMS HCFA-416 Annual EPSDT Participation Report http://www.ncdhhs.gov/dma/healthcheck/cms416fy0708.pdf. Data for the 2012 and 2013 years are from the 2011-2012 and 2012-20113 CMS HCFA-416 Annual EPSDT Participation Reports http://www.ncdhhs.gov/dma/healthcheck/cms416reports.htm.

* Baseline data (2007-2008 year, which was the most recent available data at the time of the application)
- <1: 74,256 (92%)
- 1-2 years: 125,043 (80%)
- 3-5 years: 114,207 (69%)

* Year 1 data:
- <1: actual 95% (target 92%)
- 1-2: 80% (target 81%)
- 3-5: 69% (target 70%)

* Year 2 data:
- <1: actual 97% (target 93%)
- 1-2: 86% (target 83%)
- 3-5: 74% (target 72%)

**** There are no data available for the number of children with high needs referred for social services who received follow-up treatment.

****For Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care: Data are not available on the number of children who participate in ongoing health care as part of a schedule of well child care. However, data are collected on screenings using a Screening Ratio, which indicates the extent to which EPSDT eligibles receive the number of initial and periodic screening services required by the State's periodicity schedule, adjusted by the proportion of the year for which they are Medicaid eligible (using a CMS formula).

Baseline data: (2007-2008 year, the most recent available data at time of application), for children under age 1, the screening ratio was 1.59; the screening ratio for children ages 1-2 years was 1.05; and it was 0.74 for children ages 3-5 years. Because EPSDT allows for additional interperiodic well child checkups and screenings for children when needed, these screening ratios may exceed 1.0 (or 100%). For the 2012-2013 year, the screening ratios were <1= 1.00, 1-2= 1.00, 3-5= 0.79.

**** For Of these participating children, the number or percentage of children who are up-to date in a schedule of well child care: Data are only available for those children on Medicaid who were continuously eligible for the year ending in March, and looks at children at two time periods, 15 months old and 3-6 years old. Therefore, these numbers do not represent children who participated in ongoing health care, but were not continuously eligible. For a 15 month old to be considered up-to-date, they must have received 6+ visits; while children ages 3-6 years old must have received an annual visit. Data sources: Quality Measurement and Feedback Initiative Data (QMAF) Report, 2011, 2012, 2013.

* Baseline data:
- 66.7% of children with high needs at 15 months old are up-to-date
- 70.9% of high needs children ages 3-6 years are up-to-date.

* Year One data:
- actual: 65% of children with high needs at 15 months are up-to-date (target 68%)
- actual 70% of high needs children ages 3-6 years are up-to-date (target 72%)

* Year Two data:
- actual: 64% of children with high needs at 15 months are up-to-date (target 70%)
- actual 70% of high needs children ages 3-6 years are up-to-date (target 73%)

Performance Measure (C)(3)(d) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

When examining the actual data for the year against the targets, it is important to compare the percentages rather than the numbers in the table. This is because the baseline numbers change from year to year so it is more accurate to compare percent changes. However, percentages could not be entered into the tables due to formatting restrictions.

For the number of children with high needs screened, we exceeded our targets for children of all ages:

- <1: target 93%, actual 97%
- 1-2 years: target 83%, actual 86%
- 3-5 years: target 72%, actual 74%

For the percentage of participating children who are up-to-date on well-child visits, we did not meet the targets for year two. We believe the Child Care Nurse Consultant and Assuring Better Child Health and Development RTT-ELC projects will help ensure that more young children with high needs receive appropriate developmental screenings and are up-to-date on well-child visits in the future years.

* Percentage of children with high needs up-to-date at 15 months: target 70%, actual 64%
* Percentage of children with high needs up-to-date at 6 years old: target 73%, actual 70%

Engaging and Supporting Families (Section C(4) of Application)

Has the State made progress in:

Family Engagement	
Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards	Yes
Including information on activities that enhance the capacity of families to support their children's education and development	Yes
Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies	Yes
Promoting family support and engagement statewide, including by leveraging other existing resources	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

North Carolina made progress on engaging and supporting families during 2013 with the following ELC activities:

- The revised TQRIS is recommended to include a more robust set of family engagement standards, based in part on the Head Start Performance Standards.
- The NC Head Start State Collaboration Office is engaged in a statewide family engagement training/coaching initiative designed to build the capacities of early childhood educators in a range of settings (including private child care, local education agencies, religious-sponsored child care and military child care) to work with the families they serve to support their children's development. This initiative leverages the expertise of high quality Head Start programs in the State to lead the training/coaching efforts. A well-coordinated information-sharing campaign is in place to disseminate news of available family engagement activities for early childhood programs in NC that includes direct mailings and press releases, and referrals by partners like Child Care Resource and Referral agencies and local Smart Start partnerships. Twenty-two Head Start training hubs were selected in two phases and now operating, providing training on family engagement strategies, technical assistance, demonstration and coaching, and follow-up as needed to the early childhood workforce in ELD programs regulated by the State Child Care Administrative Agency. The training hubs are in varying stages of implementation. One of the original eight has completed its ELC work, and others continue to implement project activities. Professional Learning Community Technical Assistance Support meetings were convened this year on a regional basis to provide support to the hubs. These meetings will convene twice a year regionally.
- Family Connects is a universal nurse home-visiting program for newborns and their families that provides support by identifying the family and child's needs and referring them to needed services after coming home from the hospital. This program is being implemented in the Transformation Zone through the NC Division of Public Health (DPH). Details about this activity and the progress made during 2013 are included in the previous section "Health Promotion".
- The NC Division of Public Health (DPH), with support from Triple P America, is building on its experience in counties currently implementing Triple P (Positive Parenting Program), to expand to include the Transformation Zone and additional counties in northeastern North Carolina. Triple P is a multi-level,

evidence-based parenting and family support system designed to prevent or reduce the severity of behavioral, emotional, and developmental problems in children. The program incorporates five levels of intervention with increasing intensity, ranging from public campaigns to professional development for existing professionals (e.g., physicians) to individual sessions with highly trained and accredited Triple P providers. These multilevel programs are designed to create a family-friendly community environment that better supports parents in the job of raising their children, with a range of programs tailored to the differing needs of parents. DPH has developed a statewide Triple P Learning Collaborative that will allow 19 counties in Northeasern NC (including the Transformation Zone counties) to learn from and with current Triple P coordinators. DPH is also in the process of hiring a Triple P Implementation Specialist who will coordinate and support implementation of Triple P in northeastern North Carolina, with additional support from the National Implementation Research Network and the State Implementation Specialists. During 2013, 19 counties were organized into eight county clusters to provide services through local health departments that will hire Triple P coordinators and support the implementation of Triple P. Title V funds and ARRA funds were used to support the Triple P Stay Positive Campaign (including website and print materials). Four Triple P Learning Collaborative meetings were held over the course of 2013 that provided participating counties an overview of the Triple P Implementation Framework, updates from existing sites, and an overview of the evaluation and communication plans.

- The North Carolina Partnership for Children has begun building the capacity of Transformation Zone counties to improve the literacy skills of young children by reaching out to families using the "Motheread" and "Reach Out and Read" programs. During 2013, counties conducted and completed early literacy community needs assessments. This included reviewing available county data relating to literacy, holding literacy summits, village meetings, and county team meetings. From information gathered, counties generated County Early Literacy Readiness Plans and the contracting process has begun. NCPC and NIRN collaborated to develop a contract template that incorporates implementation science to be used with each county during the contracting process.

Early Childhood Education Workforce

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities (Section D(2) of Application)

Has the State made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes:

Supporting Early Childhood Educators	
Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework	Yes
Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including:	Yes
Scholarships	Yes
Compensation and wage supplements	Yes
Tiered reimbursement rates	Yes
Other financial incentives	Yes
Management opportunities	Yes
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework	
Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework	Yes

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Progress made in 2013 on North Carolina's activities that support early childhood educators in improving their knowledge, skills, and abilities are briefly described below.

- A Master's Degree in Early Childhood Program Leadership and Management as an online degree through constituent universities in the University of North Carolina System is in the planning stages, with the goal of making this online opportunity available across the state as a "next step" in the professional development pathway for early childhood professionals. Additional details are described in the section "Local Leadership Development".
- An annual Early Childhood Educator Statewide Workforce Study is being conducted of early childhood educator's education, compensation, and retention levels to better identify the strategies needed to improve child access to high quality ELD program. The first workforce study was completed and the full

report is posted on the website of the Division of Child Development and Early Education. The second workforce study is in progress, and data are being analyzed.

- A course on Coaching Mentoring, Technical Assistance has been developed and field tested and delivery will begin January 2014.
- The development of the course on "Choosing and Using Curriculum and Assessment" was completed and it is now being offered statewide.
- The CCR&R System developed a framework for and rolled out training on facilitation of communities of practice for their TA providers in 2013. The Community of Practice (COP) meetings are being held regularly with regional technical assistance and professional development providers and topic areas are identified for future discussions.
- A Healthy Social Behavior (HSB) Specialist has been hired in the Transformation Zone to provide technical assistance and training the ELD programs to improve program capacity to support healthy social/emotional development of children in their care, using the teaching pyramid framework and strategies. The HSB Specialist is working with county implementation teams on strategies to reach providers and identify ways to help meet county visions for their early care and education systems in all Transformation Zone Counties.
- Support for Birth-Kindergarten licensed teachers in non-public school settings is reaching an expanding number of teachers to support their teaching licensure process with mentoring and evaluation services. A total of 192 teachers are enrolled and 144 have a mentor/evaluator assigned.
- A Technical Assistance Endorsement was developed to provide professional recognition for the education and experience of those who provide technical assistance, coaching and mentoring for teachers and administrators in early childhood settings. A cross-sector group collaborated on a set of technical assistance (TA) competencies to help to inform the TA Endorsement as well as on the requirements of the endorsement itself. A total of 26 field test participants have received their TA Endorsements. Field test criteria are being reviewed as well as barriers to endorsement in order to finalize the TA Endorsement criteria.
- Reduced fees are offered for Early Educator Certification to encourage full participation in the system. As of December 31, 2013, a total of 2,577 early educators applied for certification with support from the ELC grant, and a total of 2,114 individuals were certified (1,224 initial and 890 renewal).
- Grants are being offered to assist community colleges to achieve the National Association for the Education of Young Children's Early Childhood Associate Degree accreditation. Twenty colleges participated in training from NAEYC and working sessions with the colleges and their respective Subject Matter Experts. One grantee had their site visit and is awaiting the decision of whether to award accreditation. All grantees are making progress toward submitting their Phase II/Self Study.
- A Community College Innovation Fund has been established to support innovative strategies that expand access and improve student success in early childhood associate degree programs. Grants were awarded and all grantees are making progress toward their goals, efforts to offer more online courses are in progress and enrollment in new cohort courses is increasing.
- WAGE$ supplements are being offered in the Transformation Zone. WAGE$ is an education based salary supplement designed to incentivize and reward teacher education and retention. Five hundred thirty-six (536) participants received ELC funds for completing commitment periods during the reporting period (January - December). This number exceeded expectations. In addition, the turnover rate for WAGE$ participants receiving ELC funds in the seventeen participating counties was only 7%, well below the benchmark of 20%. This represents increased stability for children.

- Enhanced T.E.A.C.H. Scholarships are being provided in the 17 counties that were eligible to apply for Transformation Zone status, as well as new scholarships for other members of the early childhood workforce statewide. A total of twenty four students are participating in a new Infant Toddler program of study and related scholarship (NCFITC) for teachers working with children birth to 36 months of age. Eighty T.E.A.C.H. recipients received the enhanced Transformation Zone scholarship in 2013. Nine Early Care and Education Community Specialist Scholarships were awarded in 2013.
- The Cultural Competence Support project is designed to increase the competency of the early childhood workforce to work with all young children and families. The change framework and draft curriculum modules were completed and the curriculum was piloted with collaborative learning teams of coaches and participants. Technical assistance and professional development providers are now working with their teams to implement small tests of change (test potential improvements that have the potential to transform care small ways), and each regional team will be reconvening early in 2014 to review their progress and discuss next steps.
- The Early Childhood Directors Leadership Institute, which supports the leadership and program management skills of early learning program administrators, convened the first Institute in 2013. Additional detail about this activity is provided on page 15 under "Local Leadership Development".

Performance Measure (D)(2)(d)(1)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

		Targets				Actuals	
	Baseline	Year 1	Year 2	Year 3	Year 4	Year 1	Year 2
Total number of "aligned" institutions and providers	79	79	79	79	79	79	79
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	2,915	2,989	3,063	3,139	3,217	2,618	2,317

Performance Measure (D)(2)(d)(1) Data Notes

The data in the table represents the sum of all credentials for early childhood educators for Years 1 and 2. However, BA ECE data were not available for the 2012 and 2013 years (Years 1 and 2), therefore the totals in the table are not accurate as they do not account for all credentials and degrees therefore making it difficult to provide a year to year comparison. So while it looks like the actuals decreased and did not meet the targets, we cannot determine that because we do not have all the necessary data to draw that conclusion.

The Year 2 data were from a survey done in 2012 as 2013 data were not yet available. In addition, we feel it is important to breakdown the total number of early childhood educators by the type of degree or credential. Below is a breakdown by degree/credential as well as by year:

* Baseline breakdown:

- 469 BA ECE
- 350 BK License
- 1,070 AAS
- 116 Diploma
- 910 Certificate

* Year 1 breakdown:

- BA ECE Not available
- 415 BK License
- 1,079 AAS
- 123 Diploma
- 1,001 Certificate

* Year 2 breakdown:

- BA ECE Not available
- 653 BK License
- 980 AAS
- 120 Diploma
- 564 Certificate

For the 2013 year, there was a large increase in the number of BK Licenses. This increase is a result of collaborative partnerships that have been created between the counties/regions and the Division of Child Development and Early Education (DCDEE). These collaborative partners in the counties/regions provide mentoring and evaluation services which increases the capacity of DCDEE to serve more teachers by leveraging resources that will sustain these efforts, while building those mentoring and evaluation skills in other ECE partner agencies such as Smart Start, school systems, Head Start.

An additional data set includes the total number of accredited community colleges in NC. Baseline data there were 14 accredited community colleges; in Year 1 the target was 22, (actual 20); and in Year 2 the target was 30 (actual 25).

Performance Measure (D)(2)(d)(1) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Total number of Early Childhood Educators credentialed by an "aligned" institution or provider: The data provided in the table represents the sum of all credentials for early childhood educators for Years 1 and 2. However, BA ECE data were not available for the 2012 and 2013 years (Years 1 and 2), therefore the totals in the table are not accurate as they do not account for all credentials and degrees therefore making it difficult to provide a year to year comparison. So while it looks like the actuals decreased and did not meet the targets, we cannot determine that because we do not have all the necessary data to draw that conclusion. In addition, different data sources for the credentials of early childhood educators in an "aligned" institution were used in the baseline and targets than in the actual data being reported currently, which may explain the lower number of AAS degrees in 2013 than originally anticipated. The decrease in degrees, diplomas and certificates may be a result of increased program costs, programs that are still gearing back up because of the economy, teachers needing to work second jobs and not being able to take classes, or the fact that more teachers have higher education credentials already.

For the 2013 year, there was a large increase in the number of BK Licenses (in 2012, it was 415, in 2013 it was 653 (and the target for 2013 was 368). This increase is a result of collaborative partnerships that have been created between the counties/regions and the Division of Child Development and Early Education (DCDEE). These collaborative partners in the counties/regions provide mentoring and evaluation services which increases the capacity of DCDEE to serve more teachers by leveraging resources that will sustain these efforts, while building those mentoring and evaluation skills in other ECE partner agencies such as Smart Start, school systems, Head Start.

Total number of accredited community colleges: 25 (actual) instead of 30 (target) community colleges are reported as being accredited, therefore not meeting the target set. However, some colleges may be in the process of getting accredited, but have not received official notice yet of accreditation, so there may be more than 25 colleges that will soon be accredited.

Performance Measure (D)(2)(d)(2)

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

	Targets									
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
Progression: High to Low	**Baseline**		**Year 1**		**Year 2**		**Year 3**		**Year 4**	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1	1,905	9.1%	2,033	9.3%	2,166	9.5%	2,342	9.8%	2,500	10.0%
Specify:	BA/BS in Child Development or ECE with Birth-Kindergarten License									
Credential Type 2	1,170	5.6%	1,290	5.9%	1,414	6.2%	1,554	6.5%	1,750	7.0%
Specify:	BA/BS in Child Development or ECE									
Credential Type 3	472	2.2%	612	2.8%	798	3.5%	980	4.1%	1,250	5.0%
Specify:	BA/BS in non-ECE plus at least 6 ECE courses									
Credential Type 4	4,568	21.7%	4,919	22.5%	5,312	23.3%	5,808	24.3%	6,250	25.0%
Specify:	AAS in Early Childhood Education									
Credential Type 5	1,255	6.0%	1,224	5.60	1,186	5.2%	1,147	4.8%	1,125	4.5%
Specify:	BA/BS in non-ECE plus 1-5 courses									
Credential Type 6	497	2.4%	525	2.4%	524	2.3%	526	2.2%	500	2.0%
Specify:	BA/BS in non-ECE and no ECE courses									
Credential Type 7	577	2.7%	568	2.6%	524	2.3%	526	2.2%	675	2.0%
Specify:	AA/AAS in non-ECE plus at least 1 ECE course									
Credential Type 8	174	0.8%	175	0.8%	160	0.7%	143	0.6%	125	0.5%
Specify:	AA/AAS in non-ECE and no ECE courses									
Credential Type 9	5,041	24.0%	5,246	24.0%	5,472	24.0%	5,784	24.2%	6,250	25.0%
Specify:	HS diploma plus at least 6 ECE courses									
Credential Type 10	4,680	22.3%	4,700	21.5%	4,742	20.8%	4,732	19.8%	4,750	19.0%
Specify:	HS diploma plus 1-5 ECE courses									
Credential Type 11	678	3.2%	568	2.6%	502	2.2%	359	1.5%	-	0.0%
Specify:	HS diploma with no ECE coursework									

Actuals						
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*					
Progression: High to Low	**Baseline**		**Year 1**		**Year 2**	
	#	%	#	%	#	%
Credential Type 1	1,905	9.10%		0.00%	1,517	6.70%
Specify:	BA/BS in Child Development or ECE with Birth-Kindergarten License					
Credential Type 2	1,170	5.60%		0.00%	1,243	5.50%
Specify:	BA/BS in Child Development or ECE					
Credential Type 3	472	2.20%		0.00%	483	2.10%
Specify:	BA/BS in non-ECE plus at least 6 ECE courses					
Credential Type 4	4,568	21.70%		0.00%	5,095	22.30%
Specify:	AAS in Early Childhood Education					
Credential Type 5	1,255	6.00%		0.00%	3,127	13.70%
Specify:	BA/BS in non-ECE plus 1-5 courses					
Credential Type 6	497	2.40%		0.00%	330	1.40%
Specify:	BA/BS in non-ECE and no ECE courses					
Credential Type 7	577	2.70%		0.00%	1,115	4.90%
Specify:	AA/AAS in non-ECE plus at least 1 ECE course					
Credential Type 8	174	0.80%		0.00%	270	1.20%
Specify:	AA/AAS in non-ECE and no ECE courses					
Credential Type 9	5,041	24.00%		0.00%		0.00%
Specify:	HS diploma plus at least 6 ECE courses					
Credential Type 10	4,680	22.30%		0.00%		0.00%
Specify:	HS diploma plus 1-5 ECE courses					
Credential Type 11	678	3.20%		0.00%	634	2.80%
Specify:	HS diploma with no ECE coursework					

Performance Measure (D)(2)(d)(2) Data Notes
Please describe the methodology used to collect the data, including any error or data quality information.

Baseline as well as target data for this table were from a not yet completed statewide workforce study and therefore some estimations were made. In addition, baseline and target data were based only on lead teachers and did not include data on other early childhood educators. A follow up statewide workforce study was done in 2012 that included lead teachers as well as assistant teachers, directors, and family childcare providers.

The 2012 survey data were not available at the time of the 2012 APR report, therefore the 2012 APR (Year 1) data were not presented and the baseline should be examined instead. For the Year Two (APR 2013) data, the 2012 survey data were used as the 2013 statewide workforce study were not yet available at the time of the report.

In the tables provided, only one number/percentage is able to be entered in each cell due to the formatting. Therefore to keep the data for Year two consistent with previous years and to due to formatting issues, the data in the table represent only those of lead teachers. However, we do now have available the numbers and percentages of all early childhood educators, not just lead teachers, for each credential category, which we believe is more informative.

For AA/AAS in non-ECE plus at least 1 ECE course: Anyone who holds a Master's degree or Ph.D. were counted as having a Bachelor's degree in the selected categories above.

For HS diploma data: In the 2012 statewide workforce study, two categories, HS diploma plus 6 or more courses and HS diploma plus 1-5 courses were combined and therefore not able to be broken out. Combined for 2012, 8987 teachers have a HS diploma and at least one course.

Performance Measure (D)(2)(d)(2) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

The original targets set for the number and percentages of early childhood educators receiving credentials were based on estimates made since at the time since the original survey used to collect this data was not available. Therefore, when now comparing the targets with the actual data, the actuals look very different from the targets. In addition, the survey has changed how it has collected its data for the past few years, making it difficult to compare even from year to year. So it is difficult to know if the numbers have actually decreased or increased for each type of credential or if it was instead a result of the original targets being estimated inaccurately.

Measuring Outcomes and Progress

Understanding the Status of Children's Learning and Development at Kindergarten Entry (Section E(1) of Application)

Has the State made progress in developing a common, statewide Kindergarten Entry Assessment that:

Kindergarten Entry Assessment	
Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness	Yes
Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities	Yes
Is administered beginning no later than the start of the school year in the third year of the grant to children entering a public school kindergarten (e.g., the 2014-2015 school year for Round 1 grantee states, the 2015-2016 school year for Round 2 grantees). States may propose a phased implementation plan that forms the basis for broader statewide implementation	Yes
Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws	Yes
Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA)	Yes

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The revision of North Carolina's existing K-2 Assessment will expand the areas assessed in the early grades from two (reading and mathematics) to all developmental domains included in North Carolina's early learning and development standards and specified in the RTT-ELC's Essential Domains of School Readiness (approaches to play and learning, emotional and social development, health and physical development, language development and communication, and cognitive development). In addition, the use of the assessment will be extended into 3rd grade. This revision process will result in a K-3 Formative Assessment that includes a kindergarten entry assessment to be administered annually at the beginning of the kindergarten year. The NC State Board of Education has been apprised of the goals and outcomes of the K-3 Assessment Project, and has endorsed the principles outlined in the RTT-ELC application that will guide the development of the K-3 Assessment.

Evaluating the validity of the K-3 Formative Assessment, including its kindergarten entry assessment, requires developing a set of claims that, if met by empirical evidence, support the validity of interpretations. The project's theory of action articulates that assessments mapped to learning progressions and paired with effective professional development will lead to the following outcomes:

- Improve teacher outcomes by enhancing teachers' clarity about learning development and goals, understanding of the evidence that demonstrates student learning/needs, and abilities to provide effective feedback.

- Improve student outcomes by enhancing students' clarity about learning goals, awareness of learning performance, responses to feedback, and feelings of success.

The claims are undergoing a validation process designed to compile evidence that substantiates these claims. The validation process includes a series of reviews for all components of the assessment, including learning progressions, performance descriptors, and assessment tasks. Reviewers include a panel of experts, as well as teachers from Kindergarten through 3rd grade. In addition to content validation, pilot testing will be conducted to ensure that the K-3 assessment along with its kindergarten entry assessment, measures what it is intended to measure.

Legislation was passed in 2012 mandating the Kindergarten Entry Assessment be launched beginning in Fall 2014. A phase-in process is planned, providing support and assistance to a set of counties, and using lessons learned from that process for statewide implementation, which is set to begin in the fall of 2015.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

A Think Tank of scientists, researchers, and practitioners was convened in February 2013. This group conducted a literature review and developed claims, supported by research, about what is essential for children to know and be able to do in kindergarten through third grade. The Think Tank developed a report which was presented to the State Superintendent in October. The RTT-ELC Leadership Team developed a scope of work and timeline for the assessment development process, executed a contract with a nationally recognized expert in formative assessment to assist with the process, and formed an Assessment Design Team that includes content experts and practitioners. The Assessment Design Team has been meeting regularly, deconstructing the Think Tank claims (broad statements of what children should know and be able to do) to identify individual constructs, creating Learning Progressions for each of the constructs, and developing performance descriptors for each step on the learning progressions. Careful consideration is being given to validity and reliability throughout the development process.

Stakeholder engagement has been a priority of the Department of Public Instruction, so numerous events have been implemented to gather input/feedback on every level of work. A series of teacher focus groups were held across the state to gather input for the development process. Input sessions have been held with principles, Central Office staff, and charter schools to inform design and implementation. In addition, multiple expert reviews have been conducted, including the content of Think Tank claims, learning progressions, and performance descriptors, all used to inform content revision. Regional Consultants continue to work with districts in regions, providing and receiving information from the field to provide feedback to the K-3 Project.

Work has begun on the development of an implementation plan for scaling up the assessment statewide. In addition, feasibility testing will be conducted to determine the systems and structures needed for statewide implementation, which is set to begin in the fall of 2015.

Early Learning Data Systems (Section E(2) of Application)

Has the State made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that:

Early Learning Data Systems	
Has all of the Essential Data Elements	Yes
Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs	Yes
Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data	Yes
Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making	Yes
Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws	Yes

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

NC is building an Early Childhood Integrated Data System (ECIDS) that will be interoperable with NC's Statewide Longitudinal Data System, NC CEDARS (Common Education Data Analysis and Reporting System). In 2012, NC developed a detailed project plan and budget for ECIDS, and executed a contract with the NC Office of Information Technology Services (ITS) for the technological components of the application. In 2013 highly-qualified staff including a project director and project manager were hired to develop the ECIDS application, create its associated governance structure, and establish memorandums of agreement with all participating agencies. The ECIDS management and ITS staff continue to participate as members of NC's Pre-K to Age 20/Workforce (P-20W) Council, which is building a P-20W longitudinal data system, to ensure that once ECIDS is built the two will be able to be aligned.

Business and technical representatives from key participating state agencies that will be contributing data to ECIDS were hired in 2013 to work on ECIDS. The agency representatives support the ECIDS staff in making decisions about the business requirements and workflow processes of the system, as well as the specific data to be incorporated and the building of the governance structure. To date, many of the business requirements and workflow processes for the system have been drafted which will allow for ITS to begin building parts of the system starting in early spring of 2014. During this time, additional business requirements and workflow processes will continue to be developed. ECIDS staff has met with the division directors of all participating agencies to discuss the project and their roles in the governance structure. A Governance Council meeting with internal stakeholders, who are from the key participating agencies, is expected to be held in the spring of 2014. In addition, an external stakeholder meeting was held in the fall of 2013 to obtain feedback and solicit engagement and support from early childhood experts and potential users of the system.

The foundation of ECIDS is dependent on the assignment of unique identifiers (UIDs) for each child in the system, which will allow information to be linked across agencies for an individual child, and provide unduplicated counts of where children are being served. ECIDS will be using the same UID software as the P-20W system so that the systems can easily be linked and aligned.

The Smart Start Data Project will enable the North Carolina Partnership for Children (NCPC) to provide resources necessary for 76 Smart Start local partnerships to collect and provide data to a unified system that will link to the ECIDS. In 2013 NCPC completed an assessment of Smart Start local partnership data capacity and needs.   A Data Advisory Group with representatives from 12 Smart Start local partnerships was formed to help determine common early childhood education, family support, and health outcomes for the Smart Start system. The Data Advisory Group made significant progress on early childhood education, developing program level, teacher level, and child level outcomes. Work on selecting measurement tools for these outcomes began in 2013 and is continuing in 2014. The Data Advisory Group and NCPC staff engaged in conversations with all local partnerships and purveyors about the potential use of the "CLASS" (Classroom Assessment Scoring System) in particular. NCPC also began conceptual work on a new web-based Smart Start data reporting system in 2013. This system will ultimately link the outcome data from the local partnerships to ECIDS. In 2014, the Data Advisory Group will select outcomes for family support and health, finalize measurement tools, pilot data collection with local partnerships, and begin to build the new data reporting system.

The Child Care Workforce Data Project will establish an improved early childhood workforce data system that will replace the current system, interface with existing systems, create an online portal for providers and link to the ECIDS. A project manager was hired and scope and timeline for this work was presented to the Division of Information Resource Management and other Information Technology Stakeholders for review. A common data elements grid and unit workflow charts have been completed and assessments of the Division of Child Development and Early Education (DCDEE) individual systems was completed. Meetings were held with staff of the Department of Public Instruction to review the Human Resources Management System, and with the Early Education Unit Pre-K staff with DCDEE to review the new Online Licensure System. This information will help inform a plan and contract requirements for ITS or an outside vendor in consultation with ITS to develop the workforce database.

Data Tables

Commitment to early learning and development

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income families, by age

Table (A)(1)-1: Children from Low-Income[1] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1	69,010	58.6%
Toddlers ages 1 through 2	119,205	47.8%
Preschoolers ages 3 to kindergarten entry	174,501	48.5%
Total number of children, birth to kindergarten entry, from low-income families	362,715	49.9%

[1] Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Data Table (A)(1)-1 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

Data source: U.S. Census Bureau's Current Population Survey & State Center for Health Statistics, NC, Annual Social and Economic Supplements (ASEC) estimates for 2012; 2013 CPS ASEC estimates are not yet available, and therefore 2011 estimates were used for 2012 data. Available at: http://www.census.gov/cps/data/cpstablecreator.html.   According to ACS estimates, the total population of NC children ages 0-5 was 726,683 in 2012.

Table (A)(1)-2: Special Populations of Children with High Needs

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who…	**Number of children (from birth to kindergarten entry) in the State who…**	**Percentage of children (from birth to kindergarten entry) in the State who…**
Have disabilities or developmental delays[1]	22,383	3.1%
Are English learners[2]	80,983	10.8%
Reside on "Indian Lands"	54,504	7.3%
Are migrant[3]	1,365	0.2%
Are homeless[4]	7,811	1.1%
Are in foster care	3,617	0.5%
Other as identified by the State	49,423	6.7%
Describe:	Military children (43,187 children of active duty families; 6,236 children of Guard and Reserve families). Data from the 2012 provided as 2013 data are not yet available.	

[1]*For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).*
[2]*For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.*
[3]*For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).*
[4]*The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).*

Data Table (A)(1)-2 Data Notes
Indicate the data source and clarify or explain any of these data if needed.

Data source for children with disabilities- ISFP and IEP data are from December 1, 2013 Headcount Data for the Part C Program, as of Dec. 1, 2013. There were 10,190 infants and toddlers with or at established risk for developmental disabilities or delays had an IFSP, and 12,193 children who had an IEP. Infants and toddlers enter and exit the program at differing times across the fiscal year.

Data Source for English learners: American Community Survey (2008 - 2012) estimates applied to 2012 bridged population estimates from the Census Bureau and the National Center for Health Statistics. Data for 2013 are not yet available.

Data source for Reside on "Indian Lands": American Community Survey (2008-2012) estimates of children under age 5 residing on Indian lands applied to 2012 bridged population estimates for ages 0 through 5 from the Census Bureau and the National Center for Health Statistics. Data for 2013 is not yet available. Note: Of this total, an estimated 907 were Cherokee children ages 0 through 5 who resided on federally designated Indian land.

Data source for migrant: Program Monitoring Section, Department of Public Instruction (2012-2013 school year).

Data source for homeless: http://www.homelesschildrenamerica.org/pdf/report_cards/short/nc_short.pdf. This is the most recent report from June 2007, and it is estimated that this number has increased over the last four years. Since this report, data are no longer available that are broken down by age, so the best estimate remains from June 2007.

Data source for foster care: Management Assistance for Child Welfare, Work First & Food & Nutrition Services Website- URL: http://ssw.unc.edu/ma/ (December, 2013).

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	0	0	28,986	28,986
Specify:	NC Pre-K Program			
Data Source and Year:				
Early Head Start & Head Start[1]	1,895	3,915	22,987	28,797
Data Source and Year:	Head Start Program Information Report (PIR) 2012-2013			
Programs funded by IDEA, Part C and Part B, section 619	1,446	8,744	12,193	22,383
Data Source and Year:				
Programs funded under Title I of ESEA			10,468	10,468
Data Source and Year:				
Programs receiving funds from the State's CCDF program	10,422	39,135	58,962	108,519
Data Source and Year:				

[1] *Including Migrant and Tribal Head Start located in the State.*

Data Table (A)(1)-3a Data Notes
Enter text here to clarify or explain any of these data if needed.

For programs receiving funds from the State's CCDF program, facility payments are a mix of state/federal funds. CCDF and TANF funds transfer into CCDF, and state funds used for CCDF match and MOE are a large portion of these blended funds. The data in the table above are not unduplicated counts as children can be counted in multiple groups. For example one month a child could be captured in the under age 1 group, but the next month could have a birthday and would now be in the toddler group.

Average Monthly totals for CCDF programs (Year totals are in the table above): Infants under age 1: 3,668; Toddlers ages 1 - 2: 16,072; Preschoolers ages 3 until kindergarten entry: 24,158.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
Table (A)(1)-3b: Number of Children							
State-funded preschool	6,969	2,959	1,113	12,364	616		15,412
Specify:							
Early Head Start & Head Start[1]	8,891	930	226	13,048	28	5,538	7,037
Early Learning and Development Programs funded by IDEA, Part C	1,750	128	174	2,790	10	211	5,127
Early Learning and Development Programs funded by IDEA, Part B, section 619							
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	676	1,087	276	38,932	3		24,850

[1] *Including Migrant and Tribal Head Start located in the State.*

Data Table (A)(1)-3b Data Notes
Enter text here to clarify or explain any of these data if needed.

NC Pre-K race/ethnicity does not separate out Hispanic/Non-Hispanic from races, so a child may be counted twice as both Hispanic and as another race.

Head Start race/ethnic data are only reported out based on cumulative totals, which is a record of all children served including those who may have been served for partial years, dropped out, and then replaced by a new child.

Title I of ESEA programs do not collect race/ethnicity data.

No race/ethnicity data were available at the time of this report for IDEA Part B and 619 programs.

Table (A)(1)-4: Data on funding for Early Learning and Development

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Table (A)(1)-4: Funding for each Fiscal Year			
Type of investment	**Baseline**	**Year 1**	**Year 2**
Supplemental State spending on Early Head Start & Head Start[1]			
State-funded preschool	$128,567,170	$136,131,403	$146,677,519
Specify:	NC Pre-K		
State contributions to IDEA, Part C	$34,756,653	$26,928,108	$22,734,298
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	$50,136,492	$43,469,505	$57,117,000
Total State contributions to CCDF[2]	$66,714,075	$63,443,423	$65,831,832
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met
If exceeded, indicate amount by which match was exceeded			
TANF spending on Early Learning and Development Programs[3]	$162,703,098	$148,552,149	$140,300,156
Other State contributions 1	$21,332,183	$24,841,731	$22,032,186
Specify:	Developmental Day, Gov Morehead Schl and Deaf / Hard of Hearing		
Other State contributions 2	$48,196,046	$39,547,346	$36,637,007
Specify:	Smart Start Subsidy through DCD system		
Other State contributions 3	$11,315,223	$10,105,417	$10,728,420
Specify:	Dual subsidy expenditures		
Other State contributions 4	$26,859,847	$20,686,818	$22,319,717
Specify:	Children not eligible for CCDF – i.e. CPS, child welfare		
Other State contributions 5	$70,785,241	$55,135,843	$52,455,430
Specify:	Additional Smart Start Initiatives		
Other State contributions 6	$22,981,570	$16,963,180	$18,486,324
Specify:	Family Support Services including Home Visiting, Group Parent Education & Literacy Programs		
Total State contributions:	$644,347,598	$585,804,923	$595,319,889

[1] *Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.*
[2] *Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.*
[3] *Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.*

Data Table (A)(1)-4 Data Notes
Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

For Supplemental State spending on Early Head Start and Head Start: There is no state supplemental spending for Early Head Start and Head Start, aside for state pre-K funds that are used to enhance standards of pre-K programs located in Head Start classrooms. Those funds are already included in the state-funded preschool funding amounts above.

For State-funded Pre-K: North Carolina's state-funded preschool program, NC Pre-K, was formally called More at Four prior to 2011. During the 2009-2010 fiscal years, TANF and ARRA funds were used in place of some state-funded preschool funds to fund the state-funded preschool program. These TANF and ARRA funds are listed instead in the TANF section of this chart and combined with the TANF dollars for child care subsidies. The state fiscal year 2012 state-funded preschool amount includes $9 million in expansion funds, some of which are carried forward because some services continued into the SFY 2013.

For Other State Contributions: Data source is Smart Start actual expenditures for fiscal year ending June 30. Additional Smart Start Initiatives include: Quality Support and Improvement Services, Childcare Workforce Development including Salary Supplements, Enhanced Early Intervention Services, and Health Services including Health Access and Support, and Prenatal and Newborn Services.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program[1]			
Type of Early Learning and Development Program	**Baseline**	**Year 1**	**Year 2**
State-funded preschool *(annual census count; e.g., October 1 count)*	24,757	27,531	28,986
Specify:			
Early Head Start and Head Start[2] *(funded enrollment)*	24,291	24,291	24,970
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	9,842	10,206	10,190
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*	24,369	23,459	22,661
Programs receiving CCDF funds *(average monthly served)*	98,814	73,766	65,753
[1] *Include all Children with High Needs served with both Federal dollars and State supplemental dollars.* [2] *Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.*			

Data Table (A)(1)-5 Data Notes
Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

None.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Check marks indicate the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards			
Essential Domains of School Readiness	**Age Groups**		
	Infants	**Toddlers**	**Preschoolers**
Language and literacy development	✓	✓	✓
Cognition and general knowledge (including early math and early scientific development)	✓	✓	✓
Approaches toward learning	✓	✓	✓
Physical well-being and motor development	✓	✓	✓
Social and emotional development	✓	✓	✓

Data Table (A)(1)-6 Data Notes
Enter text to explain or clarify information as needed.

North Carolina's Foundations for Early Learning and Development address all five of the Essential Domains of School Readiness. Originally published in 2008 and 2005 respectively as two separate documents, Infant/Toddler Foundations and Preschool Foundations, the Foundations were revised in 2013 to ensure alignment with the Common Core Standards for Kindergarten and the Head Start Child Development and Early Learning Framework and to reflect recommendations and reports such as the National Early Literacy Panel and the National Research Council's Committee on Early Childhood Mathematics.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Check marks indicate where an element of a Comprehensive Assessment System is currently required.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
	Elements of a Comprehensive Assessment System				
Types of programs or systems	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	✓	✓	✓	✓	
Specify:	NC Pre-K				
Early Head Start & Head Start[1]	✓	✓	✓	✓	✓
Programs funded by IDEA, Part C		✓			
Programs funded by IDEA, Part B, section 619	✓	✓	✓	✓	
Programs funded under Title I of ESEA	✓	✓	✓	✓	
Programs receiving CCDF funds			✓		
Current Quality Rating and Improvement System requirements (Specify by tier) **Tier 1**			✓	✓	
Tier 2					
Tier 3					
Tier 4					
Tier 5					
State licensing requirements			✓	✓	
[1] *Including Migrant and Tribal Head Start located in the State.*					

Data Table (A)(1)-7 Data Notes
Enter text here to clarify or explain any of the data, if necessary.

For the state preschool program (NC Pre-K), other elements include an on-going external evaluation of program quality and child outcomes.

For Early Head Start and Head Start, all Comprehensive Assessments are required by the federal government, not the State. Another element of the comprehensive assessment system is a Triennial Review which includes a range of factors and services for all Early Head Start and Head Start programs.

For Programs funded under IDEA Part C, formative assessments include child outcomes data.

For Programs funded under IDEA part B, section 619, children must have screening and comprehensive evaluations to be eligible for the program. Once in the program, certified teachers must conduct on-going assessments in order to complete the Child Outcome Summary Form rating. This rating is completed at least two times (upon program entry and exit) and the child's overall developmental trajectory is charted and

reported in the state performance plan and annual report. Each certified teacher is evaluated via the NC teacher evaluation instrument which targets environmental quality and adult-child interactions.

For Programs funded under Title I of ESEA: For the screening measures elements, eligibility for Title I Pre-K must be determined on the basis of multiple, educationally relevant, objective criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures of child development. Developmentally appropriate measures are those which screen multiple developmental domains. The NC DPI has identified four instruments as appropriate for determining risk. The formative assessments, Measures of Environmental Quality, and Measures of the Quality of Adult-Child Interactions indicate the requirements as Title I programs are required to have certified teachers. These certified teachers utilize the NC Teacher Evaluation Instrument, which addresses these areas.

For Programs receiving CCDF funds: As of the 2011 legislative session, only programs that have received 3 or more stars will be eligible to receive CCDF funds. This change is in the process of being implemented. North Carolina's TQRIS is integrated in to our state licensing system.

For Current Quality Rating and Improvement System requirements: For measures of environmental quality, to earn 3 to 7 points on the 1 to 7 point scale for the program standards component of the NC TQRIS, an Environmental Rating Scale (ERS) is required. For measures of the quality of adult-child interactions, the ERS is used which has some items about adult-child interactions.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category

Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Summary Table

Budget Summary Table			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$161,822.74	$855,121.50	$1,016,944.24
2. Fringe Benefits	$27,794.87	$249,985.86	$277,780.73
3. Travel	$3,462.60	$138,725.31	$142,187.91
4. Equipment	$14,352.90	$12,844.41	$27,197.31
5. Supplies	$1,147.14	$5,032.98	$6,180.12
6. Contractual	$284,864.01	$6,958,391.18	$7,243,255.19
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$776.72	$63,404.62	$64,181.34
9. Total Direct Costs (add lines 1-8)	$494,220.98	$8,283,505.86	$8,777,726.84
10. Indirect Costs	$0.00	$5,060.06	$5,060.06
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$3,241.19	$15,428.30	$18,669.49
13**. Total Grant Funds Requested** (add lines 9-12)	$497,462.17	$8,303,994.22	$8,801,456.39
14. Funds from other sources used to support the State Plan	$3,132,475.00	$120,000.00	$3,252,475.00
15. **Total Statewide Budget** (add lines 13-14)	$3,629,937.17	$8,423,994.22	$12,053,931.39

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

North Carolina reports expenditures on the APR consistent with its federal draw-downs. These expenditures in total for 2013 are lower than the overall budget, as explained in the project specific narratives, but expenditures in 2014 are expected to increase significantly. Grant management staff are closely monitoring projects to ensure expected progress and to revise project budgets as needed.

Budget Summary Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

None.

Budget Table: Project 1 – ELC Grant Management and Implementation Support

Budget Table: Project 1			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$51,955.41	$97,603.46	$149,558.87
2. Fringe Benefits	$14,628.01	$23,823.58	$38,451.59
3. Travel	$0.00	$142.50	$142.50
4. Equipment	$779.90	$695.00	$1,474.90
5. Supplies	$212.20	$575.62	$787.82
6. Contractual	$0.00	$766,344.39	$766,344.39
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$381.08	$3,862.38	$4,243.46
9. Total Direct Costs (add lines 1-8)	$67,956.60	$893,046.93	$961,003.53
10. Indirect Costs	$0.00	$5,060.06	$5,060.06
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$3,241.19	$15,428.30	$18,669.49
13. **Total Grant Funds Requested** (add lines 9-12)	$71,197.79	$913,535.29	$984,733.08
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$71,197.79	$913,535.29	$984,733.08

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Project 1 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Expenditures are lower than budgeted amounts due to the following factors:

1. a position in the personnel line was unfilled
2. the time required for the reimbursement process for the major contractor resulted in some Grant Year 2 expenses being reimbursed by the RTT-ELC grant in Grant Year 3
3. a contract was not executed in Grant Year 2, as originally planned, for the Transformation Zone evaluation. It was executed in early 2014.
4. lower than expected travel

Project 1 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

There are no substantive changes anticipated other than carry over of unexpended funds into Grant Years 3 and 4. The classification of the unfilled state position is under consideration by grant management staff and the Division of Child Development and Early Education, and is expected to be filled in 2014.

Budget Table: Project 2 – NC Early Childhood Integrated Data System (ECIDS)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 2			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$497.60	$497.60
4. Equipment	$0.00	$2,400.00	$2,400.00
5. Supplies	$0.00	$158.51	$158.51
6. Contractual	$0.00	$389,947.58	$389,947.58
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$0.00	$2,920.03	$2,920.03
9. Total Direct Costs (add lines 1-8)	$0.00	$395,923.72	$395,923.72
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$0.00	$395,923.72	$395,923.72
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$0.00	$395,923.72	$395,923.72

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Project 2 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Expenditures are below budgeted amounts due to time required for the reimbursement process between the major contractors and the fiscal agency, as well as a delay in the purchase of software and additional contracting for information technology staff. The purchase of software and IT services is currently delayed beyond the original timeline due to the state government IT purchasing review process, which has not approved these purchases to date.   Once this approval is received, there will be significant expenditures within this Project in 2014.

Project 2 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

No substantive changes are expected other than carry-forward of unexpended funds.

Budget Table: Project 3 – Professional Development Capacity Building

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 3			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$0.00	$0.00	$0.00
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$0.00
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$0.00	$0.00	$0.00
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$0.00	$0.00	$0.00

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Project 3 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

In 2013, significant planning was conducted for both activities in this project, but a contract was not executed, as originally expected.   This contract will be executed in 2014.

Project 3 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

No substantive changes are expected to the budget.

Budget Table: Project 4 – Promoting Participation in the Revised QRIS

Budget Table: Project 4			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$8,813.34	$120,054.11	$128,867.45
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$49.20	$7.00	$56.20
9. Total Direct Costs (add lines 1-8)	$8,862.54	$120,061.11	$128,923.65
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$8,862.54	$120,061.11	$128,923.65
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$8,862.54	$120,061.11	$128,923.65

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for the grant years.

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Project 4 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Expenditures for Grant Year 2 related to Activity 4.3 (Support to Enter the TQRIS for Public Schools and Faith Based Organizations) were slower than anticipated due to late budget revision approvals in 2013 (moving unspent year 1 funds into year 2). Based upon data from the contractor, this project is on track to catch up on its spending in Grant Year 3.

Expenditures for Activity 4.4 (Task Force on Licensing) have been shifted entirely to Grant Year 3 due to unanticipated delays with securing a coordinator for this project. The first coordinator selected left the project unexpectedly. The project is now on track to be completed in Grant Year 3.

Project 4 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unexpended Grant Year 2 funds will be requested to carry forward into Grant Year 3.

Budget Table: Project 5 – TQRIS Program Quality Measurement Development

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 5			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$221.80	$221.80
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$39,809.50	$189,321.08	$229,130.58
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$32.80	$1,122.22	$1,155.02
9. Total Direct Costs (add lines 1-8)	$39,842.30	$190,665.10	$230,507.40
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$39,842.30	$190,665.10	$230,507.40
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$39,842.30	$190,665.10	$230,507.40

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

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Project 5 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Spending on this project was delayed due to delays in developing an MOA with Delaware, which pushed back the time-line of the project, and due to delays in approvals for the budget revision moving unspent Grant Year 1 funds into Grant Year 2.   The project is on track to catch up on spending in Grant Year 3.

Project 5 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

A budget amendment will request to add $500,000 to the contract related to this project, in order to fund personnel (faculty buy-out, etc.) to manage the completion of the Program Quality Measure and the large pilot. This is needed because of the delays with Delaware, as well as the fact that the contract was originally let for substantially less than the original projected budget.

Budget Table: Project 6 – Increasing Access to High Quality ELD Programs

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 6			
1. Personnel	$0.00	$13,442.31	$13,442.31
2. Fringe Benefits	$0.00	$4,798.47	$4,798.47
3. Travel	$0.00	$388.69	$388.69
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$570.32	$570.32
6. Contractual	$68,491.25	$447,567.09	$516,058.34
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$44.70	$4,682.79	$4,727.49
9. Total Direct Costs (add lines 1-8)	$68,535.95	$471,449.67	$539,985.62
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$68,535.95	$471,449.67	$539,985.62
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$68,535.95	$471,449.67	$539,985.62

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Project 6 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

All personnel assigned to the projects managed by the Division of Child Development and Early Education (Projects 4 - 14) were centralized in this project late in 2013 in order to streamline the accounting. Additionally, Activity 6.2 (Infant Toddler Expansion Project in the Transformation Zone) rolled out more slowly than originally anticipated. The Infant Toddler Specialist assigned to this project began working with the county leadership and implementation teams in the Transformation Zone in the first quarter of 2013. Although this work is progressing well, the implementation and coordination work was more time consuming than originally anticipated, and no slots were open/ eligible for the subsidy enhancement in 2013. We anticipate that slots will open in the first quarter of 2014 and that the subsidy enhancement budget of $825,000 will be expended in 2014 and 2015.

Project 6 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unexpended Grant Year 2 funds will be requested to carry over into Grant Year 3 and, as noted above, all personnel assigned to the projects managed by the Division of Child Development and Early Education (Projects 4 - 14) will be reflected in this budget.

Budget Table: Project 7 – TQRIS Validation Study

Budget Table: Project 7			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$2,933.13	$105,196.00	$108,129.13
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$32.80	$538.27	$571.07
9. Total Direct Costs (add lines 1-8)	$2,965.93	$105,734.27	$108,700.20
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$2,965.93	$105,734.27	$108,700.20
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$2,965.93	$105,734.27	$108,700.20

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 7 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Project spending is behind due to delays in amending the contract to add Phase II of the Validation Study, and due to delays in data gathering as a result of the physical move of the offices of the Division of Child Development and Early Education.

Project 7 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unexpended Grant Year 2 funds will be requested to carry over into Grant Year 3 to support project activities planned for 2014.

Budget Table: Project 8 – Enhanced Professional Development

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 8			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$39,101.36	$39,101.36
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$268.10	$268.10
6. Contractual	$10,393.87	$901,241.16	$911,635.03
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$32.80	$40,494.61	$40,527.41
9. Total Direct Costs (add lines 1-8)	$10,426.67	$981,105.23	$991,531.90
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$10,426.67	$981,105.23	$991,531.90
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$10,426.67	$981,105.23	$991,531.90

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 8 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

This project was delayed due to late contracts in 2012 and late approval of budget revisions moving unspent 2012 funds into 2013.

Project 8 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unexpended 2013 funds will be requested to carry over into 2014 to support planned tasks for each activity.

Budget Table: Project 9 – Early Learning and Development Standards

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 9			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$3,126.31	$1,819.83	$4,946.14
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$32.80	$0.00	$32.80
9. Total Direct Costs (add lines 1-8)	$3,159.11	$1,819.83	$4,978.94
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$3,159.11	$1,819.83	$4,978.94
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$3,159.11	$1,819.83	$4,978.94

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 9 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Project spending in Grant Year 2 was unexpectedly delayed due to a change in the subcontractor for development of the training on the new ELDS. A new subcontractor has been secured and approved by the Division of Child Development and Early Education and has completed and piloted the training modules. The project is on track to catch up on its spending in 2014.

Project 9 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

It is anticipated that unexpended Grant Year 2 funds will be moved into Grant Year 3 to support planned activities under this project for 2014.

Budget Table: Project 10 – Certification and Licensure

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 10			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$1,076.20	$1,076.20
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$381.34	$381.34
6. Contractual	$37,548.42	$609,054.21	$646,602.63
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$39.34	$1,968.81	$2,008.15
9. Total Direct Costs (add lines 1-8)	$37,587.76	$612,480.56	$650,068.32
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$37,587.76	$612,480.56	$650,068.32
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$37,587.76	$612,480.56	$650,068.32

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Project 10 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

This project spent at a slightly higher-than-anticipated rate in Grant Year 2 due largely to the success of activity 10.1 (Support for B-K Licensure). It is anticipated that reduced participation in year 4 will offset this year 2 increase.

Project 10 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unexpended Grant Year 2 funds are anticipated to be moved to Grant Year 3 to support planned activities in 2014.

Budget Table: Project 11 – Community College Access

Budget Table: Project 11			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$3,233.61	$40,031.07	$43,264.68
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$32.80	$0.00	$32.80
9. Total Direct Costs (add lines 1-8)	$3,266.41	$40,031.07	$43,297.48
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$3,266.41	$40,031.07	$43,297.48
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$3,266.41	$40,031.07	$43,297.48

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Project 11 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The activities in this project were slower than anticipated to expend their budgets in Grant Year 2, due in large part to the timing of NAEYC's accreditation decisions. A new staff member with the Division of Child Development and Early Education has been assigned to work with this project to ensure it is on track for project deliverables and expenditures in Grant Year 3.

Project 11 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unexpended Grant Year 2 funds will be needed in Grant Year 3 to fund planned activities in 2014.

Budget Table: Project 12 – Compensation and Retention

Budget Table: Project 12			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$38,592.66	$734,514.58	$773,107.24
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$32.80	$63.91	$96.71
9. Total Direct Costs (add lines 1-8)	$38,625.46	$734,578.49	$773,203.95
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$38,625.46	$734,578.49	$773,203.95
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$38,625.46	$734,578.49	$773,203.95

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for the grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.
Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
Line 13: This is the total funding requested under this grant.
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Project 12 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Spending for scholarships in this Project in Grant Year 2 was behind, due largely to a delay in the roll-out of a new On-Line Masters Degree that is funded in Project 3, but also due to a late start in both activities. It is anticipated that both activities will catch up on their spending in year 3 due to scholarship recruitment activities and progress in developing the On-Line Masters in Project 3.

Project 12 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

It is anticipated that unexpended Grant Year funds will be needed in Grant Year 3 for planned activities in 2014.

Budget Table: Project 13 – Cultural Competence

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 13			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$3,126.31	$192,326.45	$195,452.76
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$32.80	$34.77	$67.57
9. Total Direct Costs (add lines 1-8)	$3,159.11	$192,361.22	$195,520.33
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$3,159.11	$192,361.22	$195,520.33
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$3,159.11	$192,361.22	$195,520.33

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Project 13 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Project spending is behind due to a late start on the contract and late approvals of budget revisions moving unexpended year 1 funds into year 2. However, the project appears to be back on track and will be catching up on spending in 2014.

Project 13 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unexpended Grant Year 2 funds will be needed in year 3 for planned activities in 2014.

Budget Table: Project 14 – Early Childhood Directors Leadership Institute

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 14			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$3,126.90	$132,269.39	$135,396.29
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$32.80	$0.00	$32.80
9. Total Direct Costs (add lines 1-8)	$3,159.70	$132,269.39	$135,429.09
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$3,159.70	$132,269.39	$135,429.09
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$3,159.70	$132,269.39	$135,429.09

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Project 14 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

This project is slightly behind in spending due to a late start on the contract and delayed approval for year 1 to year 2 budget revisions. However, the project appears to be back on track and will be catching up on spending in 2014.

Project 14 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Unexpended Grant Year 2 funds will be needed in order to meet project deliverables planned for year 3 (2014).

Budget Table: Project 15 – K-3 Assessment

Budget Table: Project 15			
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Total (e)**
1. Personnel	$109,867.33	$744,075.73	$853,943.06
2. Fringe Benefits	$13,166.86	$221,363.81	$234,530.67
3. Travel	$3,462.60	$97,297.16	$100,759.76
4. Equipment	$13,573.00	$9,749.41	$23,322.41
5. Supplies	$934.94	$3,079.09	$4,014.03
6. Contractual	$14,918.71	$275,406.42	$290,325.13
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$0.00	$7,709.83	$7,709.83
9. Total Direct Costs (add lines 1-8)	$155,923.44	$1,358,681.45	$1,514,604.89
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13**. Total Grant Funds Requested** (add lines 9-12)	$155,923.44	$1,358,681.45	$1,514,604.89
14. Funds from other sources used to support the State Plan	$120,000.00	$120,000.00	$240,000.00
15. **Total Statewide Budget** (add lines 13-14)	$275,923.44	$1,478,681.45	$1,754,604.89

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 15 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The discrepancies between the approved budget and expenditures for Grant Years 1 and 2 collectively can be explained by the delayed start for the project. The time required in Grant Year 1 for the development and approval of the Scope of Work and the establishment of the budget and the new staff positions at the state agency delayed project initiation from the original timelines. The project was not fully staffed until April 2013, resulting in expenditures below budgeted amounts in all categories in Grant Year 2.

Project 15 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

A budget amendment will request to use carry-over funds in personnel and fringe to fund a new staff position responsible for coordinating the planning and delivery of professional development. The carry-over request will also increase the travel budget for Year 3 and 4 and increase the contractual budget to support initial implementation planning and to fund the technology component of the project, including information technology (IT) project management and business analysis, as well as software.

Budget Table: Project 16 – Family Engagement

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 16			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$50,750.00	$460,136.48	$510,886.48
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$50,750.00	$460,136.48	$510,886.48
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$50,750.00	$460,136.48	$510,886.48
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00
15. **Total Statewide Budget** (add lines 13-14)	$50,750.00	$460,136.48	$510,886.48

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 16 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Both Grant Year 1 and 2 budget expenditures were lower than projected because: 1) the contracts for services were awarded in fewer number than planned in Grant Year 1; and 2) the contracts in Grant Year 2 were awarded later in the year than planned. Therefore, fewer dollars were spent in each of those years than projected.

Project 16 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

No substantive changes are expected.

Budget Table: Project 17 – Family Strengthening

Budget Table: Project 17			
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$0.00	$0.00	$0.00
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$0.00
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$0.00	$0.00
14. Funds from other sources used to support the State Plan	$72,475.00	$0.00	$72,475.00
15. **Total Statewide Budget** (add lines 13-14)	$72,475.00	$0.00	$72,475.00

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 17 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The implementation of the two activities funded in this project budget began in the third quarter of 2013, according to the revised budget and implementation timelines approved pursuant to the letter signed by Libby Doggett and Linda K. Smith on November 26, 2013.   However, RTT-ELC grant funds were not paid out for these activities prior to the close of 2013. 2013 expenses will be reimbursed by the RTT-ELC grant in 2014.

Project 17 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

No substantive changes are expected.

Budget Table: Project 18 – Partnership Initiatives

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Total (e)
Budget Table: Project 18			
1. Personnel	$0.00	$0.00	$0.00
2. Fringe Benefits	$0.00	$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00
6. Contractual	$0.00	$1,593,161.34	$1,593,161.34
7. Training Stipends	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$0.00	$1,593,161.34	$1,593,161.34
10. Indirect Costs	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$1,593,161.34	$1,593,161.34
14. Funds from other sources used to support the State Plan	$2,940,000.00	$0.00	$2,940,000.00
15. **Total Statewide Budget** (add lines 13-14)	$2,940,000.00	$1,593,161.34	$4,533,161.34

Columns (a) and (b): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for the grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 18 Budget Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Discrepancies are the result of implementation delays and/or billing delays. All of the activities funded in Project 18 are currently on track. There will be additional reimbursements for 2013 expenses made in 2014. Also, the contract agency staff responsible for the activities in Project 18 are reviewing and adjusting activity budgets within the contract, but that will not result in any changes in the overall Project 18 budget beyond the carry forward of unexpended funds into Grant Year 3.

Project 18 Budget Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

No substantive changes are expected other than carry over of unexpended funds.