



**Race to the Top - Early Learning Challenge
Annual Performance Report**

CFDA Number: 84.412

California, 2012

Due: February 15, 2013



Performance Report: Cover Sheet

General Information

1. PR/Award #: S412A120003
2. Grantee Name (*Block 1 of the Grant Award Notification.*): Office of the Governor, State of California
3. Grantee Address: State Capitol, Suite 1173, Sacramento, CA 95814
4. Lead Agency Representative: Lupita Cortez Alcalá
Title: Deputy Superintendent of Public Instruction
Ph #: (916) 319 - 0654 Ext: (____)

Email Address: lalcala@cde.ca.gov

Project Director Name: Camille Maben

Title: Director

Ph #: (916) 263 - 1083 Ext: (____)

Fax #: (916) 263 – 1360

Email Address: cmaben@ccfc.ca.gov

Reporting Period Information

5. Reporting Period: From: 01/01/2012 To: 12/31/2012

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:

The California Department of Education submits an indirect cost rate proposal for each state fiscal year. For this reporting period there is an approved indirect cost rate agreement for the periods of 7/1/11 – 6/30/12 and 7/1/12 – 6/30/13.

Period Covered by the Indirect Cost Rate Agreement(s):

From: ____/____/____ To: ____/____/____ (mm/dd/yyyy)

Approving Federal agency: ED HHS Other (*Please specify*):

(*Attach current indirect cost rate agreement to this report.*)

Certification

Executive Summary

Please provide a brief summary of accomplishments, challenges, and lessons learned across the reform areas.

California's Race to the Top-Early Learning Challenge (RTT-ELC) implements a unique approach that builds upon our local and statewide successes to create sustainable capacity at the local level and addresses the geographic and cultural diversity of California. We believe this approach best meets the needs of our early learners, with a focus on those with the highest needs. To achieve its ambitious goal, California is using the majority of the funding to support the development and expansion of successful local quality improvement efforts that are focused on improved outcomes for children with high needs by implementing local Quality Rating and Improvement Systems (QRIS). Approximately 74 percent of the grant funding is being spent at the local level to support a voluntary network of 17 Regional Leadership Consortia (Consortia) in 16 counties. Each consortium is led by an established organization that is already operating or was developing a QRIS or quality improvement system (QIS) and allocating local resources to the efforts. Nearly 1.9 million children or 70 percent of children under five in California are represented by the 16 counties.

In addition, California is using a portion of the RTT-ELC grant funds to make several one-time investments in state capacity via nine projects. These investments range from supporting the professional development of home visiting program staff to enhancing the California Department of Social Services Community Care Licensing Division Web site to facilitating the coordination and alignment for three additional child development course content areas across the community college system. Grant monies will also fund a contractor to conduct the required evaluation to validate the effectiveness of the Consortia QRISs and the Three Common Tiers they have agreed to implement. Many of these additional projects are targeted at supporting the Consortia but also provide additional resources for the state as a whole. The California Department of Education (CDE) is the RTT-ELC lead agency and staff members in the Child Development Division (CDD) serve as the core of the RTT-ELC Implementation Team (Implementation Team) that provides overall grant administration, project monitoring, technical assistance, and support for the Consortia.

During the first year of the grant, California moved forward in multiple areas while also encountering some challenges and several lessons learned across the following five federal RTT-ELC reform areas:

1. Successful State Systems
2. High-Quality, Accountable Programs (QRIS)
3. Promoting Early Learning and Development Outcomes for Children
4. A Great Early Childhood Education Workforce
5. Measuring Outcomes and Progress

Accomplishments

The following are highlights of accomplishments achieved in key areas:

- **Governance Structures and Leadership**
Both locally and at the state, progress was made on the Governance Structures. Representatives from the Governor's Administration (Department of Finance, Department of Social Services, and State Board of Education) were included in all

Consortia Meetings and kept abreast of major developments. In addition to the stakeholder work, Consortia appointed QRIS administrators and key staff; developed and established grant management and operational design; developed scopes of work, budgets, and initiated the contracting process; and drafted Memorandums of Understanding (MOUs) to solidify partner organizations' commitments and partnerships. All Consortia members demonstrated leadership and strong commitment during the first year of RTT-ELC by sharing sample documents, providing feedback, and actively participating in all RTT-ELC workgroups (Definitions, Evaluation, Hybrid Matrix, and Rating and Monitoring Methodology) convened by the Implementation Team in 2012.

- **Quality Continuum Framework (Framework)/Tiered Quality Rating and Improvement System (TQRIS)**

The Consortia, along with the Implementation Team, made significant progress in California's Framework development including finalizing the Three Common Tiers across all the Consortia, moving to a hybrid system, streamlining the number of elements on which to be rated – “the few and powerful”, and creating the corresponding Quality Improvement and Professional Development Pathways (Pathways).

The Consortia solicited local community feedback on the hybrid model by engaging them numerous times, which built consensus and support for the streamlined Three Common Tiers as well as the locally determined tiers. Many consortia stated their excitement with the end product, the RTT-ELC Quality Continuum Framework Consortia Hybrid Matrix with Three Common Tiers (Hybrid Matrix or TQRIS), and were pleased that local stakeholders could see their feedback reflected in the creation of a “more solid, practical TQRIS.”

- **Stakeholder Engagement and Building of Local Consortia**

The Consortia are engaging a broad array of stakeholders in the introduction of TQRIS and in the development of their local TQRIS. Consortia are proud of the strong participation in their community stakeholder meetings, focus groups, surveys, and planning team efforts, all of which allowed them to garner input on program elements and potential opportunities and impacts for their communities. They convened extensive and inclusive community consortium meetings and brought together all the stakeholders who operate existing quality enhancement programs, providers and parents who use those programs, and other community agencies.

Consortia expressed that the ongoing full Consortia meetings and regional and/or local level meetings were extremely valuable. They provided added clarity from the state and federal governments as well as opportunity for Consortia consensus decisions, and, more importantly, consortia have shared these communications with their local stakeholders. They included local early learning and early childhood leadership to review the RTT-ELC grant vision, scope, proposed program quality elements, and requirements. The collaborative work conducted to develop a TQRIS with Three Common Tiers has reinvigorated local collaborative and associated workgroups. In addition, consortia have actively increased involvement to include representatives from more unique partners such as business community members (e.g. the Southern California Gas Company and the San Diego Economic Development Corporation), the League of Women Voters, and the American Academy of Pediatrics.

- **Communication Strategies and Community Outreach**

The Consortia and the Implementation Team worked on multiple initial communication strategies. This included developing the RTT-ELC Fact Sheet,¹ meeting with Legislative staff to brief them on RTT-ELC, highlighting RTT-ELC via presentations at state and local conferences, developing Web sites, and developing logos. Some consortia contracted with other agencies to develop a brand presence and coordinate marketing and sustainability strategies. Other consortia developed logos specifically for their TQRIS initiative.

- **Local QRIS Implementation**

Besides the significant progress made in the area of the Hybrid Matrix, progress was made at the local level in developing local TQRIS databases; outreach and engagement of sites; launching orientation sessions and communication regarding the TQRIS; conducting program and classroom baseline assessments based on the TQRIS; launching initial training and technical assistance (T&TA); fully integrating of local quality improvement and workforce development funding streams; and forging relationships with institutes of higher education, with expanded course offerings being explored.

Over half of the Consortia reported moving forward with their local RTT-ELC Action Plans and quickly adapting to the Hybrid Matrix. They are engaging programs that represent an excellent cross section of the early learning community and prioritizing those serving children with high needs. Several consortia have begun their program and classroom baseline assessments. Currently, local consortia are exploring in more depth the infrastructures needed to support marketing, cohort selection, higher education, and training for their local TQRIS.

- **Leveraging and Aligning with Other Efforts**

One of the most exciting successes to date expressed by the Consortia is the unprecedented opportunity RTT-ELC provides to refocus existing public and private investments on evidence-based and promising practices. In essence, RTT-ELC created an umbrella for other quality improvement and funding efforts. Prior to becoming a Consortia member, several consortia noted that their program quality efforts were well established but functioning as separate projects. With the TQRIS Framework and the RTT-ELC goals and objectives, these independent projects have aligned themselves with the overarching program quality improvement system and are beginning to build upon each other. The key quality improvement tools, such as the Environment Rating Scales (ERS) and the Classroom Assessment Scoring System™ (CLASS), integral to the adopted Hybrid Matrix now serve as a common foundation to align the work of other existing quality improvement efforts.

Locally, the Consortia have begun to fully integrate multiple funding streams from the federal, state, and local level into a comprehensive local quality improvement system – their TQRIS. Most of the Consortia noted in their Annual Performance Reports that they are using the local TQRIS as a framework for all their other quality efforts and using the definition of quality developed for RTT-ELC. Some consortia explicitly expressed that RTT-ELC has become a catalyst in leveraging existing programs such as the First 5

¹ Developed with support from the California Birth to Five Policy Alliance Team.

California (F5CA) Child Signature Program (CSP), F5CA Comprehensive Approaches to Raising Educational Standards (CARES) Plus, and grant funding.

As a result of the implementation of RTT-ELC, existing additional quality enhancement projects are updating their requirements to align with the requirements of RTT-ELC to create consistency across local publicly funded projects. Consortia have aligned these services to: ensure participants are prepared to be rated via the local TQRIS; support quality improvement in the participating early learning and development programs; and expand access to screenings and health care services. Many consortia noted most of the tiered program standards on the Hybrid Matrix have been in place as part of their F5CA Power of Preschool program (now the CSP) or other related quality improvement efforts.

Moreover, in recognition of their RTT-ELC participation, some local consortia received additional grants or other awards. For example, the Orange County Department of Education secured additional grant funding through the Boeing Charitable Trust and the American Academy of Pediatrics.

- **Grant Administration**

- **Grant Award Notification**

The Implementation Team completed the development of Grant Award Notification documents containing each consortium's funding amount, requirements, and assurances. These were sent to all the Consortia members and signed copies were sent back to the CDE.

- **Consortia RTT-ELC Action Plans**

Consortia developed local RTT-ELC Action Plans, including timelines and budgets that incorporated federal RTT-ELC requirements as well as followed the requirements from California's application. The Implementation Team reviewed the 17 Consortia Action Plans to ensure alignment with the RTT-ELC grant application, the Quality Continuum Framework and the Three Common Tiers, and federal and state grant requirements. The Implementation Team then worked collaboratively with individual consortia to resolve any discrepancies. As of the end of December 2012, the Implementation Team had approved 15 of the 17 Consortia RTT-ELC Action Plans and budgets with two still pending but imminent.

- **Disbursements**

Once the Grant Award Notifications and Action Plans were approved, the Implementation Team processed disbursement requests awarding 15 of the 17 consortium's annual funding amount. Funds for the remaining two will be released upon approval of their Action Plans.

- **One-time Statewide Investment Projects**

Considerable progress was made in developing contracts and/or Interagency Agreements to implement the various projects that are one-time statewide investments. These projects support the quality improvement of early learning and development programs participating in the local consortium's TQRIS as well as other early learning programs throughout the state. Nine contracts and one Interagency Agreement were executed in 2012 with the few remaining to be executed in 2013, including the RTT-ELC evaluation contract.

The following have been accomplished:

- Workforce – Contracts were executed to provide train-the-trainer on the Program Administration Scale (PAS) and the Business Administration Scale (BAS); expand Early Learning core curricula at California Community Colleges; and develop online courses for ECE providers.
- Health – Contracts were executed to provide infant/toddler trainings to California's Home Visiting Program staff; provide training on developmental screening for local consortia members; and develop several online courses providing overviews of the California Collaborative for the Social-Emotional Foundations of Early Learning (CCSEFEL) teaching pyramid.
- Interagency Work – CDE staff worked with the California Departments of Social Services and Developmental Services to develop Interagency Agreements to develop training and resources.
- TQRIS – CDE staff began the development of the Request for Proposal for a validation evaluation to study the effectiveness of the Consortia TQRIS and submitted a draft to the federal RTT-ELC team in November.

Challenges

As noted in California's application, implementation of RTT-ELC standards must address the diverse and unique needs of our vast state. Inherent in any implementation of this scale are logistical challenges, including effective communications, gaining and sustaining buy-in and engagement, and working within the bounds of multiple agencies and stakeholders. As a whole, the Implementation Team underestimated the time it would take to work through the structure and governance of these groups at multiple levels – the state, full Consortia, and each local consortium.

- **Development Process and Group Planning**

The goal of a locally determined TQRIS that has Three Common Tiers across the Consortia was an ambitious undertaking. There were many stakeholders and the decision-making took longer than originally anticipated. Consortia were progressing conservatively to ensure that resources were not wasted and to ensure program effectiveness. Additionally, the Consortia stated it was challenging to move forward with the implementation and design of their local projects while the Framework with Three Common Tiers was still under development and revision. The development and finalization of the common tiers of the QRIS took longer than expected, which delayed implementation of the rating system at the local level. Additionally, one group strongly felt that regional planning was important but also acknowledged it is more time consuming than local-only planning. Many consortia specifically stated their pleasure with the end result, and believe the time invested allowed them to fully benefit from the lessons learned by other states with existing TQRIS.

Several consortia noted challenges informing and soliciting the participation and support of local stakeholders during the numerous modifications that occurred in the development of the Hybrid Matrix with Three Common Tiers. In addition to face-to-face

meetings, conference calls were held to keep local consortium members informed. Moving to a hybrid point-based system was a new concept in a few consortia and time was needed to review research and national trends and engage stakeholders and culturally-diverse providers. As El Dorado County stated, “Our local consortium was patient while the full Consortia completed the challenging task of developing a simplified rating system and now has embraced the new hybrid point system and is eager to launch the program.”

- **Program Participation**

The reluctance on the part of early learning and development program providers, especially family child care home (FCCH), to participate was greater than anticipated. Many stakeholders were skeptical of a TQRIS, and many programs were reluctant to sign on to the local TQRIS without fully knowing the quality elements, participation requirements, and expectations. In addition, the potential broadcasting of ratings is much more frightening for providers than expected. In response to these concerns, some consortia have shifted more of their focus on planning for communication with providers, including more discussions about the benefits of participation. There is a sense that the finalized TQRIS will be more conducive to diverse providers including FCCH.

- **Rating and Monitoring Process and Data Systems**

Guaranteeing equity in rating the Three Common Tiers across Consortia is a significant challenge. To ensure consistency, a Rating and Monitoring Protocol is in the final stages of development by the Consortia. Many details have been addressed both at the full Consortia level and at the local level. For example, determining the random selection protocol based on number of classrooms in each age group is complicated and we anticipate further clarification as implementation expands. For some consortia, the first year has been challenging as they are in the development and implementation stage at the same time. There were multiple changes along the way, which required them to modify the progress they made with programs, limiting their ability to complete full ratings with participating programs.

Multiple capacity issues also created challenges in fully implementing the assessment and rating process to establish an initial rating for existing sites. For example, finding enough reliable, independent assessors needed to complete the ERS and the CLASS assessments was challenging for many of the Consortia. In addition, with the deepening use of data-driven practices, a few consortia encountered participation barriers as some childhood providers are not familiar with, or have limited access to, the Internet or technology.

The development of local databases and finalization of common data elements also has been challenging. Consortia share information to better learn from each other and in several cases, are developing shared regional databases to maximize efficiencies and share costs. The necessary common data elements for the required evaluation have not yet been fully clarified but once finalized the Consortia feel positioned to move forward quickly.

- **Coordination of Essential Training**

There were challenges in terms of the coordination of essential training and building the capacity of training opportunities in areas such as the ERS, CLASS certification, Desired Results Developmental Profile (DRDP), and the CCSEFEL. Many consortia struggled with additional issues with regard to costs and minimum attendance requirements,

geographical isolation, the diversity of languages spoken by providers, and capacity building due to training restrictions.

While some consortia expressed strong partnerships with higher education institutions, others noted challenges, often due to several years of budget cuts, in engaging the community college and state university systems to align coursework with the evolving and emerging best practices from the national movement to create TQRIS. This includes a necessity to expand and deepen the content knowledge on the use of the ERS and CLASS needed by soon-to-be practitioners as part of informing effective teacher practices.

- **Staffing and Contracts**

The final TQRIS model is more multi-faceted and comprehensive than first anticipated. This has presented staffing challenges at all levels. For some, the intent was to implement with existing staff, building on what they were already doing, and contract out some of the work to develop and maintain the system. However, several consortia later determined adding internal staff was a more efficient and effective way to implement the project. Many consortia stated they have experienced delays in implementing their RTT-ELC pilot as they build their teams and search for qualified staff. Others are struggling with hiring freezes and staffing restrictions and must use existing staffing to support planning, coordination, and various tasks for TQRIS implementation. The amount of time needed to execute contracts creates another added layer to staff workload and contributes to program implementation delays.

Lessons Learned

- **TQRIS**

The most significant planning lesson learned to date has been that “less is more” and the importance of limiting the number of items assessed on a TQRIS in order to avoid creating a confusing and cumbersome system. This was made evident during the Consortia planning meetings that were convened to design the Three Common Tiers into the Framework. The process of defining what these standards would be was intense and time consuming, yet the Consortia members stated the emergent framework is straightforward, focused, tied to improved child outcomes, and easier to explain to program providers.

- **Stakeholders and Partnerships**

The importance of ensuring that each consortium was inclusive of key stakeholders in the community, including representatives from the early learning profession (public and private), community agencies, county agencies, and higher education institutions was key to the success of the planning phase for RTT-ELC. This inclusive process enabled stakeholders and partners to realize their voices were heard in the development of local tiers and also facilitated commitment to a shared implementation vision of the local TQRIS. The development of partnerships at the local level allows Consortia members to use shared resources to maximize efficiencies and effectiveness. For example, in Los Angeles, they partnered with Los Angeles County Office of Education Head Start/Early Head Start in readily identifying 100 providers with whom they would be working. Using this partnership has allowed them to focus on enhancing their data collection systems, coaching model, and independent ratings and assessment procedures.

The partnerships between the Implementation Team and the Consortia, as well as across local consortia and across regions, are extremely valuable and powerful. The consistency in planning and the ability to bring local feedback up to the state level impacted change and direction. The Implementation Team provided the Consortia with relevant and timely research regarding TQRIS implementation nationwide and provided summaries about the advances in the science of early childhood education. The Consortia stated that participation in the Implementation Team-facilitated workgroups was highly useful in creating a community of learners. They gained significant expertise from each other, especially regarding local policies and challenges experienced by larger counties or counties where a TQRIS has been operating. As a result, the local effort and local TQRIS have benefited from the full Consortia expertise around the Three Common Tiers.

- **Flexibility and Patience**

Flexibility and patience were crucial to the program development process. It takes a minimum of a year to launch a major initiative, as time is needed for development and recruitment prior to implementation. It is imperative to the success and sustainability of the TQRIS to ensure that highly functional systems are in place prior to a formal public launch of the program.

Successful State Systems

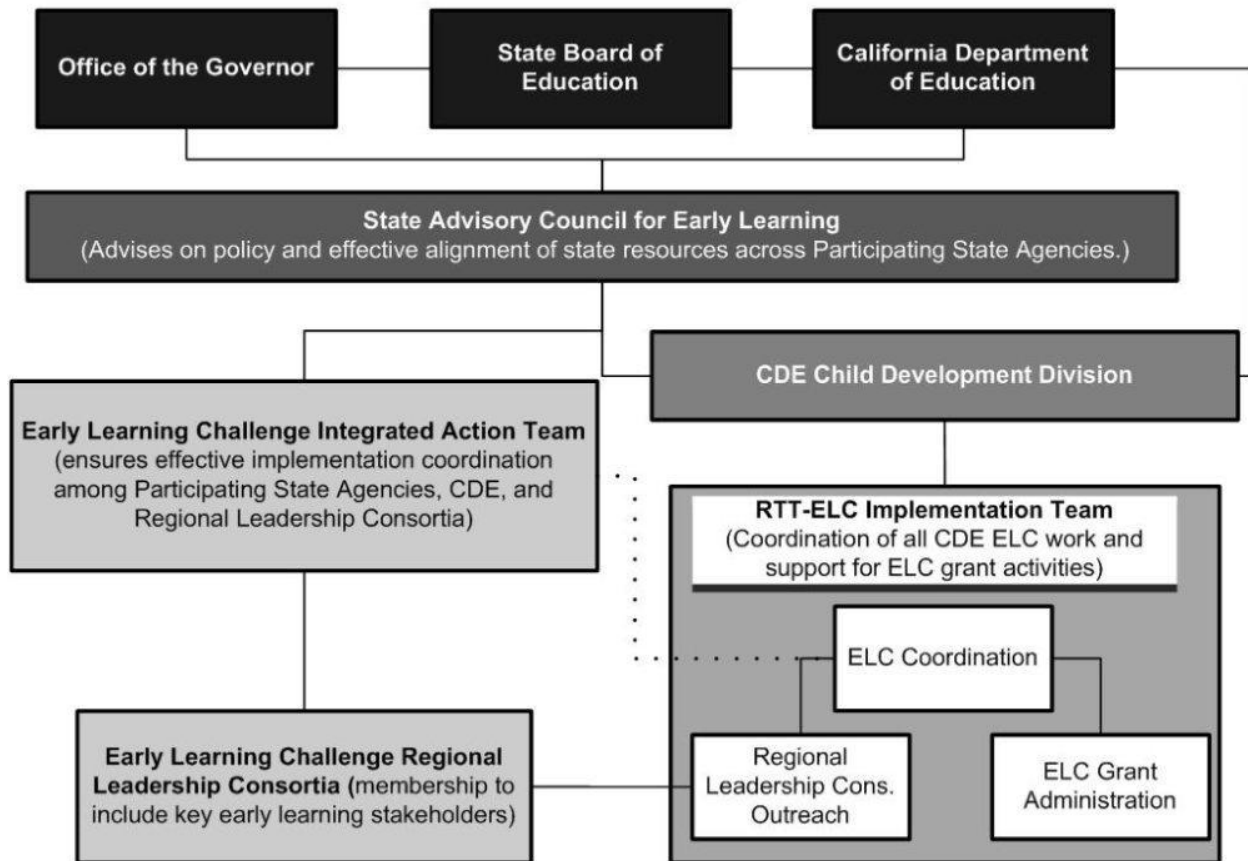
Aligning and coordinating early learning and development across the State.

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).

As illustrated by the inserted organizational chart below, California's Race to the Top-Early Learning Challenge (RTT-ELC) governance structure builds on a strong tradition in California of interagency collaboration and governance. While not many changes occurred at the top of the chart, there are some updates throughout.

State of California Early Learning Challenge Organizational Chart



California Administration: Office of the Governor, State Board of Education, and California Department of Education (CDE)

Representatives from the Governor's Administration (Department of Finance, Department of Social Services, and State Board of Education) were kept abreast of all Consortia Meetings and major developments. At the state level, the CDE is the lead agency for the RTT-ELC grant. In

December 2012, Camille Maben, the grant project director, became the Executive Director of First 5 California (F5CA). Ms. Maben worked with CDE's executive staff to determine her continued facilitation and support of California's RTT-ELC grant. This allows her relationship with the Consortia to continue while also providing an opportunity to model one of the RTT-ELC grant's main goals – coordination and partnerships across Participating State Agencies (PSAs) at the state level.

At this time, Ms. Maben is continuing in a similar role to the one she played before her move to F5CA - facilitating the meetings and working with the RTT-ELC Implementation Team to determine content and direction of the meetings and technical assistance. While the grant's fiscal and administrative management remains with the CDE, F5CA will bring additional resources in providing support and coordination. The funding and related projects remain under the CDE with staff in the Child Development Division (CDD), Quality Improvement Office continuing to monitor them and their corresponding contracts and scopes of work.

A strong partnership between the CDE and F5CA also allows F5CA to bring additional resources and staff to better support the project and to increase the coordination and alignment of several of their projects with RTT-ELC. The past collaborative efforts between F5CA and the CDE in numerous programs, including work on the Early Childhood Educator Competencies and Comprehensive Approaches to Raising Educational Standards (CARES)/CARES Plus, have yielded excellent results. This relationship creates additional opportunities for coordination and a greater impetus for alignment across initiatives.

State Advisory Council (SAC)

California's newly reconstituted State Advisory Council on Early Learning and Care (SAC) has been actively meeting. Almost all of the RTT-ELC Participating State Agencies (PSAs) are part of the SAC. Representatives from the Department of Education (Camille Maben in 2012 and Lupita Cortez Alcalá, Deputy Superintendent, Instruction and Learning Support Branch going forward in 2013) and Department of Social Services (Pete Cervinka, Program Deputy Director, Benefits and Services) serve as co-chairs. The twelve members represent a broad range of agencies and organizations with a stake in the early childhood field, including social services, health and mental health, and higher education. Two of the governor-appointed members are leaders in two of the local consortia participating in RTT-ELC. Maintaining this connection between RTT-ELC and the SAC is of key importance. At the August meeting, the California RTT-ELC Implementation Team (Implementation Team) presented an overview of the locally-driven RTT-ELC Quality Continuum Framework structure and the additional RTT-ELC projects that support not only the Consortia, but also early learning across the state. The SAC will receive regular updates on RTT-ELC with opportunities to provide input throughout the life of the grant.

RTT-ELC Implementation Team (Implementation Team)

As the lead agency, the CDE established an Implementation Team within CDD. The Implementation Team leads the overall grant administration. This includes ensuring all federal reporting requirements are met and supporting the work of the Integrated Action Team, the Consortia, and the portion of the SAC's work dedicated to RTT-ELC activities. In addition, the Implementation Team develops and monitors all contracts related to grant projects and ensures scopes of work are updated in the federal database. The team is also developing a Request for Proposal (RFP) to procure an independent evaluator to conduct the validation and effectiveness study of the Quality Continuum Framework with a focus on the Three Common Tiers across the

Consortia's Tiered Quality Rating and Improvement Systems (TQRIS).

The largest portion of the team's work is directed toward supporting the Consortia, including facilitating regular in-person meetings, conference calls, workgroups, and Professional Learning Communities; developing grant award agreements and report templates; reviewing Action Plans, Action Plan amendments, expenditure reports, and Annual Performance Reports (APRs); monitoring; and providing training and technical assistance (T&TA). The Implementation Team also coordinates support and T&TA to the Consortia through an RTT-ELC Professional Learning Community and the following Consortia workgroups: (1) Evaluation, (2) Hybrid Matrix, (3) Rating and Monitoring, (4) Quality Improvement and Professional Development Pathways, (5) Family Engagement, and (6) Communication. In the near future, F5CA staff will be added to create a cross-agency Implementation Team and provide more support for RTT-ELC implementation, especially with the Consortia.

RTT-ELC Regional Leadership Consortia (Consortia)

The CDE invited 17 leading organizations that were already operating or developing the most rigorous QRIS or QIS and dedicating local resources to their efforts to jointly participate in this new opportunity for California by creating a network of consortia. This opportunity to achieve greater levels of scale and impact through the Consortia is larger than any other such effort in the nation, as close to 1.9 million children under age 5 reside in the counties they serve, representing almost 70 percent of the total number of children birth to five in California.²

The Consortia includes the following:

California County	Administering Agency
Alameda County	First 5 Alameda
Contra Costa County	First 5 Contra Costa
El Dorado County	First 5 El Dorado
Fresno County	Fresno County Office of Education
Los Angeles County	Los Angeles County Office of Child Care
Los Angeles County	Los Angeles Universal Preschool
Merced County	Merced County Office of Education
Orange County	Orange County Office of Education
Sacramento County	Sacramento County Office of Education
San Diego County	First 5 San Diego
San Francisco County	First 5 San Francisco
San Joaquin County	First 5 San Joaquin
Santa Barbara County	First 5 Santa Barbara
Santa Clara County	First 5 Santa Clara
Santa Cruz County	First 5 Santa Cruz
Ventura County	First 5 Ventura
Yolo County	First 5 Yolo

Throughout 2012, the Consortia met as a group six times via in-person meetings and six times via conference calls. Each consortium sent two to three members to meetings. The 2012 meetings and calls focused on grant goals and developing consensus on the Three Common Tiers across the TQRIS. At the local level, each consortium met with local stakeholders (see

²Children Now, 2011

Stakeholder Involvement below) and used these meetings as both a way to share federal and state information and to gather local ideas and feedback to provide this information to the Implementation Team.

While each consortium is independent and has a separate grant award agreement with the CDE, consortia are also working regionally. Two strong examples are in the San Francisco Bay Area and Los Angeles (LA).

The Bay Area decided it was in the best interest of children and families to collaborate as a region and have a larger, collective impact among the five consortia in their region. They formed the Bay Area QRIS Regional Partnership (BAQRISP) to pool funds and resources to implement a regional approach to an early childhood education TQRIS that will allow for efficient use of resources, consistent communication, and a common framework for bringing the TQRIS to scale region-wide. Partners include Alameda, Contra Costa, San Francisco, Santa Clara, and Santa Cruz. Their BAQRISP includes workgroups, charters, and a regional coordinator.

The two consortia in LA are working together on a shared local TQRIS to ensure that quality indicators and communication are the same for families and early learning and development programs in the county. They currently operate separate and different QRISs that, over the period of the grant, will be combined into one system that aligns with the RTT-ELC Framework.

Early Learning Challenge Integrated Action Team (Integrated Action Team)

The Integrated Action Team consists of representatives from the PSAs, the Implementation Team, and the Consortia. This body is charged with active coordination on an implementation level of the key activities and initiatives described by California's RTT-ELC application.

The Integrated Action Team will convene in 2013, following the execution of contracts and the launch of each consortium's local TQRIS. The Integrated Action Team and local consortia will address issues, policies, and barriers to increase families' access to high-quality early learning programs within existing resources. At a broader level, the group will support the engagement of other programs, such as the California Home Visiting Program (CHVP), Early Start, and F5CA programs, and address how to create improved alignment.

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.

At the state level, stakeholder engagement is underway. Through a grant funded by the Birth to Five Policy Alliance, a California team of advocates communicated regularly with the Implementation Team. Working together, a fact sheet on California's RTT-ELC grant was created and disseminated publicly, with a newsletter in the works. The Implementation Team also worked with the advocates to access technical assistance from national partners.

In order to engage a wider group of stakeholders across the state, California is planning a meeting scheduled for January 2013. This meeting will provide background and an update on RTT-ELC, as well as highlights of the work being done locally by consortia. The meeting will be open to the public and invitations will be sent specifically to legislative staff, advocacy

organizations, projects funded through Child Care and Development Fund (CCDF), state agencies, federal program partners, and related professional associations.

At the local level, the Consortia were very focused on engaging stakeholders in RTT-ELC. All consortia have formed stakeholder and advisory groups and convened multiple meetings throughout 2012 to gather input and provide information. These groups included representation from higher education, child care resource and referral agencies, local child care planning councils, health and human service agencies, home visiting, Head Start/Early Head Start, county offices of education, school districts, First 5 county commissions, community service organizations, private child care providers, tribal and migrant representatives, parents, and members of the business community.

The Consortia engaged local stakeholders in the following ways:

- Conducted key informant interviews and surveys.
- Held parent focus groups and developed and disseminated family-friendly materials.
- Scheduled topical workgroups.
- Employed communications strategies – Web sites and traditional and social media campaigns.
- Leveraged resources and worked with existing programs.
- Targeted outreach to specific types of providers such as family child care.
- Made presentations to local groups and at conferences.
- Sponsored public information sessions.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that may have/had an impact on the RTT-ELC State Plan.

In the 2012–13 California Budget Act, the appropriation for Child Care and Development programs was reduced to \$1.79 billion. In the previous fiscal year (FY), 2011–12, the appropriation was \$1.97 billion, In FY 2008–09, the CDD had an appropriation of \$2.6 billion.

The 2012–13 California Budget Act authorizes the following:

- Requires that family fees will be assessed for families who have been exempt from paying such fees since the inception of the program in 1965. This is a major administrative responsibility for providers and may result in California State Preschool Programs (CSPP) being reluctant to participate in the RTT-ELC effort due to the necessary administrative commitment to this project as well.

- Changes the preschool age eligibility to align with kindergarten age eligibility. It also allows those children who turn 5 between November 1 and December 2 the option of attending CSPP or transitional kindergarten.
- Repeals Prekindergarten Family Literacy (PKFL) program requirements and aligns the PKFL program with the CSPP program requirements. Contractors will continue to receive supplemental grants to provide family literacy services in CSPP classrooms in catchment areas with low Academic Performance Index schools.
- Requires the CDE to submit a report to the fiscal committees of the Legislature and the Administration by March 1 of each fiscal year on RTT-ELC state and local activities.

Participating State Agencies

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

California's five Participating State Agencies (PSAs) are continuing their participation and commitment to the RTT-ELC as stated in the application. One PSA, F5CA, is in the process of amending its Scope of Work to indicate the increased involvement of F5CA's Executive Director and the additional resources this agency is providing to assist in grant implementation.

Upon approval of California's application, the CDE, as the lead agency, established working relationships with each PSA. The Implementation Team held one initial RTT-ELC meeting with PSAs in January 2012 to go over the grant goals and review the scopes of work and next steps. Within CDE's Child Development Division, staff consultants were identified to serve as liaisons to the PSAs in assisting them in fulfilling their commitments as described in their scopes of work. The consultants also provide grant updates and monitor timelines and accomplishments.

The CDE initiated the development of Interagency Agreements (IA) with two of the PSAs, California Departments of Developmental Services and Social Services. These Agreements serve as the legal vehicle to transfer RTT-ELC funds from CDE to the two departments. In addition, the IAs, which are in the final stages of completion and approval, specify the detailed tasks and timelines described in these departments' scopes of work. The other three PSAs do not need IAs because they are not receiving any RTT-ELC funds to support their involvement. Instead they are providing in-kind support to carry out their scopes of work.

Throughout 2013, the CDE will host periodic meetings for all PSA representatives to come together to discuss and share issues of mutual concern. The agendas will cover topics such as further supporting the RTT-ELC grant, strengthening California's overall services for children with high needs among all of the appropriate departments/agencies, and showcasing best practices and program successes. The PSAs will also participate as members on the Integrated Action Team that the Implementation Team will launch in 2013. This body is charged with the active coordination on an implementation level of the key activities and initiatives described in the RTT-ELC application.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS).

During this 1st year of RTT-ELC implementation, has the State made progress in developing a TQRIS that is based on a statewide set of tiered Program Standards that include--

(1) Early Learning and Development Standards

- No
 Yes

If yes, these standards currently apply to (please check all that apply):

- 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

- No
 Yes

If yes, these standards currently apply to (please check all that apply):

- 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

- No
 Yes

If yes, these standards currently apply to (please check all that apply):

- 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

(4) Family engagement strategies

- No
✓ Yes

If yes, these standards currently apply to (please check all that apply):

- ✓ 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

- No
✓ Yes

If yes, these standards currently apply to (please check all that apply):

- ✓ 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

- No
✓ Yes

If yes, these standards currently apply to (please check all that apply):

- ✓ 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

Describe progress made in developing a TQRIS that is based on a statewide set of tiered Program Standards.

Rather than mandating a one-size-fits-all system throughout such a diverse state, California identified in the RTT-ELC application multiple research-based common elements of a high-quality QRIS and created “a Quality Continuum Framework (Framework) that can be used by communities throughout the state – building upon the extensive early learning efforts that the state and local communities have already undertaken.”³ This Framework is being implemented in the Consortia and is designed to both evaluate early learning programs based on scientific early childhood research and provide a quality improvement pathway. The Framework includes common, research-based elements; tools; and resources grouped into three core areas: (1) Child Development and School Readiness, (2) Teachers and Teaching, and (3) Program and Environment.

After receiving the RTT-ELC grant award, California signed a federal assurance agreeing to implement a minimum of two common tiers across the Consortia. To ensure access and participation by all interested early learning programs, California’s application stated the base, or first tier, of each local system, would start at California’s Title 22 (Department of Social Services [DSS]) licensing standards. The Consortia agreed to develop two common tiers in addition to the entry tier. Most of 2012 was spent developing the Framework’s Three Common Tiers through Consortia meetings and a workgroup that included a representative from each consortium.

The Consortia initially chose a block system approach based on tiers three and four identified in California’s Early Learning Quality Improvement Advisory Committee’s Report. After reviewing recent research and findings on TQRIS, the Consortia ultimately chose a hybrid rating system and developed and approved the RTT-ELC Quality Continuum Framework Consortia Hybrid Matrix with Three Common Tiers (Hybrid Matrix or TQRIS) in September 2012. In addition, following a discussion and much sharing of recent research findings and national trends by the Implementation Team, the Consortia streamlined the elements/indicators for rating to focus on the “few and powerful.” In that pivotal September meeting, the Consortia moved approximately half of the elements from the Framework out of the Hybrid Matrix into the newly created corresponding Quality Improvement and Professional Development Pathways (Pathways) (see table below). Many of the items moved to the Pathways were rated via another tool still on the Hybrid Matrix, such as the Environment Rating Scales (ERS) or Classroom Assessment Scoring System™ (CLASS); extremely challenging to rate objectively; or more of a professional development resource or activity in nature.

In addition, this streamlining allowed the Consortia to prioritize research-based tools that demonstrate improved child outcomes (e.g. the CLASS) and narrow the Hybrid Matrix to include only seven rated elements for center-based sites and five rated elements for family child care homes (FCCH). By moving some of the elements into the Pathways, they then become part of the participating program’s quality improvement plan and each consortium’s continuous program improvement process rather than being rated items. This allows California to narrow the QRIS focus on the “R” in the rating and still have resources to dedicate to the corresponding “I” for improvement.

The table below illustrates the elements and resources included in each core area in the TQRIS.

³ California’s October 2011 RTT-ELC Application, pg. 72.

Rated Elements/Indicators (in the Hybrid Matrix)	Quality Improvement and Professional Development/Resources (in the Pathways)
CORE I: Child Development & School Readiness	
<ul style="list-style-type: none"> • Child Observational Assessments • Developmental & Health Screenings 	<ul style="list-style-type: none"> • Infant/Toddler and Preschool Learning Foundations and Curriculum Frameworks • California Collaborative for the Social-Emotional Foundations of Early Learning (CCSEFEL) • Health and Nutrition (USDA Child and Adult Food Program), physical education/activity, and tobacco cessation training
CORE II: Teachers and Teaching	
<ul style="list-style-type: none"> • Lead Teacher/FCCH Owner Education and Professional Development • Classroom Assessment Scoring System (CLASS) Assessments 	<ul style="list-style-type: none"> • Professional Growth Plan • CLASS or PITC Program Assessment Rating Scale (PARS)
CORE III: Program and Environment	
<ul style="list-style-type: none"> • Environment Rating Scales (ERS) • Ratios & group size (Centers only) • Director Qualifications and professional development (Centers only) 	<ul style="list-style-type: none"> • Program Administrative Scale (PAS) or Business Administrative Scale (BAS) • Family Engagement

Due to the hybrid nature of the TQRIS, the first tier is blocked and the additional Two Common Tiers are based on point values. Each consortium determined how local Tiers 2 and 5 would be defined on its local TQRIS, and decided whether these tiers would be blocked or point-based. While a few consortia have additional local criteria and others have pending stakeholder meetings to determine the local nuances of local Tiers 2 and 5, the majority are moving forward with the points in the Hybrid Matrix as set by the Consortia for the first year of implementation. There seemed to be a common philosophy that most consortia wanted no additional local criteria in order to keep a simple, streamlined continuum that is easy to understand. A few consortia kept the same criteria but raised the points on some scales in their highest tiers. See the section on *“developing high-quality benchmarks at the highest level(s) of the TQRIS”* (starting on page 32) for more information on local Tier 5 and see below for information on the Consortia Hybrid Matrix with Three Common Tiers.

**RTT-ELC Quality Continuum Framework Consortia Hybrid Matrix
with Three Common Tiers**

ELEMENT	BLOCK (Common Tier 1)Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS					
1. Child Observation	<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/ observation tool once a year	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA <i>Foundations & Frameworks</i> twice a year	<input type="checkbox"/> DRDP 2010 (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP 2010 twice a year and uploads into DRDP Tech and results used to inform curriculum planning
2. Developmental and Health Screenings	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care Licensing form LIC 701 "Physician's Report - Child Care Centers") used at entry, then: 1. Annually OR 2. Conducts vision and hearing screenings annually	<input type="checkbox"/> Program works with families to screen all children using a valid and reliable child screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to screen all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to screen all children using the ASQ & ASQ-SE , if indicated, at entry, then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING					
3. Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)	<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Center: 24 units of ECE (core 8) <input type="checkbox"/> FCCH: 12 units of ECE (core 8)	<input type="checkbox"/> 24 units of ECE (core 8) and 16 units of General Education AND <input type="checkbox"/> 21 hours professional development (PD)	<input type="checkbox"/> Associate's degree (AA) in ECE OR 60 degree-applicable units, including 24 units of ECE OR AA in any field plus 24 units of ECE	<input type="checkbox"/> Bachelor's degree in ECE (or closely related field) with 48+ units of ECE OR master's degree in ECE

ELEMENT	BLOCK (Common Tier 1)Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
			annually	AND <input type="checkbox"/> 21 hours PD annually	AND <input type="checkbox"/> 21 hours PD annually
4. Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS (e.g., 2-hour Overview training) for appropriate age group as available by one representative from the site (on-line or face-to-face via facilitator)	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program's professional development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: <ul style="list-style-type: none"> ▪ Emotional Support - 5 ▪ Instructional Support – 3 ▪ Classroom Organization – 5 	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: <ul style="list-style-type: none"> ▪ Emotional Support – 5.5 ▪ Instructional Support – 3.5 ▪ Classroom Organization – 5.5
CORE III: PROGRAM AND ENVIRONMENT - Administration and Leadership					
5. Ratios and Group Size (Centers Only beyond licensing regulations)	<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations (<i>excluded from point values in ratio and group size</i>)	<input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 3:12 Toddler – 2:12 Preschool – 2:24	<input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio:Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 3:20 or better
6. Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)	<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 4.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5

ELEMENT	BLOCK (Common Tier 1) Licensed In-Good Standing	2 POINTS	3 POINTS	4 POINTS	5 POINTS
7. Director Qualifications (Centers Only)	<input type="checkbox"/> 12 units core ECE (early childhood education, child development, family/consumer studies, or related field), 3 units management/administration	<input type="checkbox"/> 24 units core ECE, 16 units General Education, 3 units management/Administration	<input type="checkbox"/> Associate's degree with 24 units core ECE, 6 units management/administration, 2 units supervision <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units core ECE, 8 units management/administration <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 30 units core ECE including specialized courses, 8 units management/administration, or Administrative Credential <u>AND</u> <input type="checkbox"/> 21 hours PD annually
TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2 ⁴	Common-Tier 3	Common-Tier 4	Local-Tier 5 ⁵
Centers 7 Elements for 35 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	Blocked (No Point Value) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above

⁴ Local-Tier 2: Local decision if Blocked or Points and if there are additional elements.

⁵ Local-Tier 5: Local decision if there are additional elements included.

The Consortia also have pledged to assume a mentoring role and provide leadership to other localities and peers across the state. The Implementation Team will provide training and technical assistance (T&TA) to support alignment and incorporation of the Framework (both the Hybrid Matrix and the Pathways) with the understanding that each local system will reflect the nuances, needs, and priorities of the local community.

*Is the state in the process of **revising** tiered Program Standards in any of the following categories? (If yes, please check all that apply):*

Not applicable. The Consortia finalized their Hybrid Matrix in December and decided to wait for their Family Engagement workgroup's recommendations as well as any evaluation findings before determining if any standards will be revised.

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

*For those Program Standards that have not been revised during this 1st year of implementation, is there a **plan to revise** the tiered Program Standards in the upcoming year (if yes, please check all that apply):*

Not applicable.

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator qualifications
- Family engagement strategies
- Health promotion practices
- Effective data practices

The State has made progress in ensuring that (please check all that apply):

- ✓ 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.

*Please describe progress made in **revising** TQRIS Program Standards.*

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

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.

Please note: As stated in the Executive Summary under Challenges, the goal of a locally determined TQRIS that has Three Common Tiers across 17 Consortia was an ambitious undertaking. To design the most effective locally-driven quality rating tool with the Three Common Tiers required the Consortia members to meet frequently throughout 2012 to determine the approach, structure, and rating elements. The High-Quality, Accountable Programs Section clearly describes the developmental process resulting in the final rating instrument. Since 2012 was devoted to this developmental process, the 2012 actual numbers on the Table below reflect limited implementation activity. In 2013, the Consortia will actively increase program implementation by increasing the number of participating providers serving children with high needs receiving quality ratings.

Because California is now working on implementation, targets for 2013, 2014 and 2015 will be included in upcoming Annual Performance Reports.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.											
Type of Early Learning and Development Program in the State	Number of programs in the State	Number and percentage of Early Learning and Development Programs in the TQRIS									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target)- Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>	3,049	A baseline was not identified in California's original application. As specified in the application, year one enrollment numbers have been included.	15	0.5%							
Early Head Start and Head Start ⁶	218		15	6.9%							
Programs funded by IDEA, Part C	68		0								
Programs funded by IDEA, Part B, section 619	117		0								
Programs funded under Title I of ESEA	158		1	0.6%							
Programs receiving from	11,268		3	0.03%							

⁶ Including Migrant and Tribal Head Start located in the State.

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

Type of Early Learning and Development Program in the State	Number of programs in the State	Number and percentage of Early Learning and Development Programs in the TQRIS									
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target)- Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
CCDF funds											
Other											

In total, California's Race to the Top Early Learning Challenge TQRIS enrolled 21 sites and has engaged 652 sites for full enrollment in 2013. Engaged programs include those sites participating in the TQRIS at various levels of involvement, including programs receiving only Quality Improvement resources prior to a rating, those who have not yet completed rating activities, and those sites who have been fully rated.

This table reflects duplicated programs across program types when programs received funding from more than one source.

Data Sources for Total State Early Learning and Development Programs:

State Funded Preschool: California Department of Education (CDE) Child Development Management Information System (CDMIS) for August 2011.

Early Head Start and Head Start data: Head Start Program Information Report Enrollment Statistics Report September 2011.

IDEA Part C: California Department of Developmental Services Early Start Program for October 2011. Note that these 68 programs are not Early Learning and Development Programs that will participate in QRIS. They provide supports and specialized services to children with IFSPs and their families. California does not fund Early Learning and Development Programs with Part C funds.

IDEA Part B Section 619: CDE Special Education Division for October 2011. Note that these 117 programs are not Early Learning and Development Programs that will participate in QRIS. They provide supports and specialized services to children with IEPs. California does not fund Early Learning and Development Programs with Part B funds.

Title 1 of ESEA: CDE Consolidated State Performance Report (CSPP) for School Year 10-11.

Programs receiving CCDF funds: CDE CDMIS for August 2011.

Data Source for Actual 2012 TQRIS Enrollment Numbers:

Participating Consortia Annual Performance Report (APR) for Calendar Year 2012.

Please describe the State's strategies to ensure that measurable progress will be made in increasing the number and percentage of Early Learning and Development Programs participating in the State's TQRIS System by the end of the grant period.

Consortia are using a variety of strategies to ensure measureable progress in TQRIS participating sites. All local consortia are creating an easily accessible and streamlined program that seeks to make participation a positive experience, and strives to engage and outreach to sites using trusted staff with established relationships with local providers.

Local consortia are also using the following strategies at the local level:

- Incentives for site participation and individual participation. Some consortia are offering monetary incentives to sites and to individuals (to assist with the cost of textbooks, reimbursement for “lost wages” for their student teaching, and course stipends, etc.). Monetary incentives for sites are typically based on a tiered rating and support the site’s quality improvement plan. Other consortia not providing stipends are offering free training, coaching, and resources to individuals and sites to incentivize participation in QRIS.
- Partnership with workforce support and professional development programs, including leveraging existing state-funded programs. Statewide programs include First 5 California’s CARES Plus and CDE’s AB 212 (for staff working in state-funded programs). These programs provide professional development and stipends for degree attainment. Some consortia also fund local professional development programs and cohorts for AA/BA attainment, general education, or ECE content areas.
- Research-based professional development and coaching practices, including Web-based training options and resources.
- Achievement awards for programs reaching tier thresholds (determined locally).
- Non-monetary incentives such as free advertising of their programs on the local TQRIS Web site, including a program directory that highlights quality levels to parents.
- Targeted outreach to program types that are often harder to engage, such as private and FCCH providers.
- Targeted outreach to hard-to-reach high need communities.
- Community engagement through presentations to local organizations and distribution of marketing materials.
- Expand a locally-funded quality improvement initiative to support an increase of early learning and development programs achieving higher levels of quality.

Rating and monitoring Early Learning and Development Programs.

Has the State made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- ✓ Includes information on valid and reliable tools for monitoring such programs
- ✓ Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- ✓ Monitors and rates Early Learning and Development Programs with appropriate frequency
- ✓ 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)

- ✓ 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.

Describe progress made in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS.

Consortia are in the process of scheduling and conducting training or hiring trained assessors to begin rating sites. A Rating and Monitoring workgroup was convened to facilitate the creation of a rating and monitoring protocol and achieve consistency in point ranges and scoring to ensure equity across the Three Common Tiers. The protocol addresses items such as documentation, selection of classrooms for observation, and rating frequency. Also addressed were any issues that were determined by the Consortia to be local decisions. A written set of guidelines, via an Implementation Guide, is currently under development and will further clarify the protocol. Consortia also have coordinated locally around the following issues:

- **Training and inter-rater reliability of assessors**

Hiring and training of assessors occurs locally at the consortium level. The following are some variations in implementation:

- Regional coordination of assessors – specifics vary between consortia but may include: development of local guidelines for validator training and quality control, including regionally supported training of qualified assessors, developing protocols for maintaining certification and reliability on the various rating tools, similar fee structures, expectations, and timelines.
- Inter-county coordination and sharing of reliable assessors, including those from other local quality initiatives and programs, such as Head Start.
- Development of a highly-trained and tightly-calibrated External Review Team (ERT) with nine (9) members and a Lead Assessor.
- Open recruitment and hiring of a pool of qualified regional assessors for ERS and CLASS and utilization of a contractor to identify gaps in assessor capacity and plan training accordingly.
- Regional exploration of resources for quality assurance mechanisms, including anchoring and inter-rater reliability.
- Development of a contract with other entities such as a public universities or local planning councils for RTT-ELC quality rating services.
- Training of assessors, including the consortium's rating process around the independent assessments in order to provide accurate and consistent feedback to providers and teachers.

- **Overall rating processes (e.g. ongoing quality control, etc.)**

Consortia-wide, programs voluntarily agree to participate in the TQRIS and are evaluated by a team of independent and qualified assessors based on seven elements in three core areas: (1) child development and school readiness (child observations and

implementation of developmental and health screenings), (2) teachers and teaching (teacher qualifications professional development and teacher-child interactions), and (3) program and environment (ratios and group size, environmental structure, and director qualifications). Participating programs receive a rating based on the assessment and a corresponding Quality Improvement Plan. The local consortia then provide T&TA along a quality improvement pathway to support the program in achieving higher quality.

Ongoing inter-rater reliability in all consortia will be established using the guidelines set by developers of rating tools (ERS and CLASS). Many consortia are also considering using anchors or lead assessors to ensure ongoing quality control. User-friendly assessment report formats and support materials will be provided to TQRIS participants to further ensure their understanding of the overall rating process.

An additional layer of reliability will occur with inter-rater reliability checks across the Consortia to assist all of them in maintaining an appropriate degree of rigor in their rating processes. The Implementation Team will provide oversight and work collaboratively with the entity charged with inter-rater reliability to ensure that each consortium has a comprehensive system for rating and monitoring that meets a high standard for inter-rater reliability in relation to application of the common elements and utilization of common tools and resources.

- **Site Monitoring**

Some general agreements on frequency of monitoring, rating triggers, and re-rating have been made through the work of the Rating and Monitoring workgroup. Specific details related to monitoring of sites are still in development. As the monitoring protocol is finalized, consortia are beginning the process of recruiting staff to provide ongoing monitoring and quality improvement coaching. Site monitoring will inform consortia of the type of training, technical assistance, and support that is required for each site, including coaching and mentoring. At a local level, site monitoring may include monthly meetings with consortia staff and may include professionals such as family support and mental health consultants. Monitoring also includes the use of a database and consortia are either utilizing an existing database or in the process of purchasing a new system. In addition, local issues and challenges around implementation of the monitoring protocol will be discussed with the Rating and Monitoring workgroup to determine any needed changes and updates to the pending Implementation Guide.

- **Providing quality rating and licensing information to parents enrolled in early learning programs (at the site level)**

Consortia are utilizing a variety of strategies to communicate with parents. Multiple consortia are creating certificates to be posted onsite for parent information. Materials such as letters, PowerPoint templates, and fact sheets are available to participating providers to use with families describing the local TQRIS and the benefits of participation for the staff and children. One consortium is utilizing parents to help develop parent-friendly materials to be distributed at rated sites.

Public awareness of site quality ratings, and other information such as licensing history:

Site ratings will be shared via locally-established Web sites. All sites must be licensed and in good standing to be included in the TQRIS. Coordination between the TQRIS and DSS

Community Care Licensing will be established at a state and local level. Some consortia will also pursue media campaigns to further public awareness, including radio, newspaper, and newsletter promotion.

Where progress has not been made, please 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.

As specified above, 2012 was spent on development and coordinating TQRIS implementation for 2013. California does not anticipate challenges in implementing the rating and monitoring plan as identified in the previous sections.

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.

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? (If yes, please check all that apply.)

- ✓ Program and provider training
- ✓ Program and provider technical assistance
- ✓ Financial rewards or incentives
- Higher, tiered child care subsidy reimbursement rates *(Please note: California stated in its approved application that "Due to the locally-driven nature of the plan, California's Framework will not include statewide policies that set tiered reimbursements." Reimbursements for California's subsidized early learning programs are governed by California law, which does not provide for higher reimbursement rates based on quality tiers. Consortia are designing locally tiered quality incentives and/or other incentives and supports that encourage and reward programs for improving quality. California's model provides discretion to the Consortia to develop the incentives most likely to encourage participation and improve quality in their local communities.*
- ✓ Increased compensation

Number of tiers/levels in the State TQRIS

The locally-developed Consortia TQRIS has Three Common Tiers and two additional local tiers for a total of five tiers.

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

The Consortia spent 2012 developing the TQRIS; they will launch implementation in 2013 and at the end of that year California will have data to report.

- 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 _____
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based _____
 - Family Child Care _____

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

The Consortia spent 2012 developing the TQRIS; they will launch implementation in 2013 and at the end of that year California will have data to report.

- 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 _____
- Early Learning and Development Programs receiving funds from the State's CCDF program:
 - Center-based _____
 - Family Child Care _____

Has the State made progress in developing high-quality benchmarks at the highest level(s) of the TQRIS in the following areas? (If yes, check all that apply.)

- ✓ 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)
- ✓ 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)
- ✓ 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)
- ✓ Early Learning and Development Standards
- ✓ A Comprehensive Assessment System
- ✓ Early Childhood Educator qualifications
- ✓ Family engagement strategies
- ✓ Health promotion practices
- ✓ Effective data practices
- ✓ Program quality assessments

Please provide more detail on your development of high-quality benchmarks at the highest level(s) of the TQRIS.

The California RTT-ELC Consortia TQRIS includes Three Common Tiers and two locally defined tiers. In sequence, California's structure is as follows:

- Tier 1 – Common (licensing)
- Tier 2 – *Locally determined*
- Tier 3 – Common
- Tier 4 – Common
- Tier 5 – *Locally determined*

Some Consortia (e.g. El Dorado, the five in the Bay Area, the two LA consortia, Orange, and San Joaquin) have decided to assign local tiers at Tiers 2 and 5 to be consistent with Tier 2 and Tier 5 values on the TQRIS Hybrid Matrix. A few consortia have blocked local Tier 2 (Fresno and San Diego) while most are using point values.

Other consortia (e.g. Fresno, Merced, Sacramento, San Diego, Santa Barbara, Yolo, and Ventura) have added unique requirements or higher score requirements to Tier 5 to address local needs and priorities including increased alignment with other initiatives. They include:

- Six units or 90 hours of specialized classes or training for lead teachers on working with children with special needs.
- Implementation of a Developmental Cultural Linguistic Approach (DCLA) in lesson plans and classroom materials, provision of written development and health information in the home language of parents, and one member of the teaching team fluent in any language that represents at least 20 percent of children in the classroom.
- Fifty percent of teachers have a Bachelor's Degree.
- Overall ERS score of 6 (rather than 5.5).
- Providers are required to offer information on community-based resources including family strengthening protective factors related to social and emotional competence of children.
- National accreditation requirement.
- Additional requirements at the top tier to align with existing quality programs, including F5CA's CSP and Head Start.

For those areas where progress has not been made, 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.

Not applicable. All consortia have finalized their local Tier 5 or will finalize it by January 2013.

Performance Measures (B)(4)(c)(1) and (2)

In the table below, 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.

Please note: As stated in the Executive Summary under Challenges, the goal of a locally determined TQRIS that has Three Common Tiers across 17 Consortia was an ambitious undertaking. To design the most effective locally-driven quality rating tool with the Three Common Tiers required the Consortia members to meet frequently throughout 2012 to determine the approach, structure, and rating elements. The High-Quality, Accountable Programs Section clearly describes the developmental process resulting in the final rating instrument. Since 2012 was devoted to this developmental process, the 2012 actual numbers on the Table below reflect limited implementation activity. In 2013, the Consortia will actively increase program implementation by increasing the number of participating providers serving children with high needs receiving quality ratings.

**Each of California’s consortia is administering a five-tiered QRIS. Due to the federal requirement to create a minimum of two common tiers, the Consortia designed a new system, electing to develop three common tiers. This new requirement necessitated that each consortia modify their existing QIS/QRIS to align to the Three Common Tiers. As a result, California’s baseline has been reset to zero. The targets originally submitted in the RTT-ELC application were based on a grant award amount of \$100 million. Due to California’s reduced funding level and the Three Common Tiers, new targets will be identified in forthcoming Annual Performance Reports.*

California considers Tiers 3, 4 and 5 to be its top tiers linked to highest quality.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
	Baseline	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Total number of programs covered by the TQRIS	1,097*	(1,375) 21			
Number of programs in Tier 1 (Lowest)	0	0			
Number of programs in Tier 2		3			
Number of programs in Tier 3		9			

Number of programs in Tier 4		9			
Number of programs in Tier 5 (Highest)		0			

In the table below, 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.

Please note: As stated in the Executive Summary under Challenges, the goal of a locally determined TQRIS that has Three Common Tiers across 17 Consortia was an ambitious undertaking. To design the most effective locally-driven quality rating tool with the Three Common Tiers required the Consortia members to meet frequently throughout 2012 to determine the approach, structure, and rating elements. The High-Quality, Accountable Programs Section clearly describes the developmental process resulting in the final rating instrument. Since 2012 was devoted to this developmental process, the 2012 actual numbers on the Table below reflect limited implementation activity. In 2013, the Consortia will actively increase program implementation by increasing the number of participating providers serving children with high needs receiving quality ratings.

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 and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify:</i>	101,414	A baseline was not identified in California's original application. As specified in the application, year one enrollment numbers have been included.		1,241	1.2 %						
Early Head Start and Head Start ⁷	121,506			992	0.8 %						
Early Learning and Development Programs funded by IDEA, Part C	18,383			0							
Early Learning and Development	64,763			0							

⁷ Including Migrant and Tribal Head Start located in the State.

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 and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
Programs funded by IDEA, Part B, section 619											
Early Learning and Development Programs funded under Title I of ESEA	25,580		0								
Early Learning and Development Programs receiving funds from the State's CCDF program	125,899		1,263	1%							
Other <i>Describe: F5CA CSP (formerly the Power of Preschool Bridge Program)</i>	25,986		725	2.8%							

For those areas where progress has not been made, describe the State's strategies to ensure that measurable progress will be made in promoting access to high-quality Early Learning and Development Programs for Children with High Needs by the end of the grant period.

In 2012, the Contra Costa consortium enrolled 21 sites in their TQRIS. Of these sites, most were rated in the top tiers (Tiers 3-5). These high quality sites served 1,436 children (91 percent). Because 2012 was primarily spent planning and developing a local TQRIS, the other consortia do not yet have data to report.

The Consortia-led TQRISs are intentionally recruiting programs that are known to serve the targeted population. As California enters into an implementation phase, each consortium will identify barriers and develop a plan to mitigate their impact.

Validating the effectiveness of the State TQRIS.

Has your State made progress in validating the effectiveness of the TQRIS?

- Yes
 No

Describe progress made in validating the effectiveness of the TQRIS, or, if progress has not been made, describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

A Request for Proposal (RFP) to secure a vendor to perform a Consortia-wide evaluation is currently in development. The scope of work for the RFP will include validation of the Hybrid Matrix with Three Common Tiers and a thorough analysis to demonstrate impact on teacher, program, and child outcomes. The RFP under development will be released within the next six months.

Please describe the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality.

The strategies to validate the TQRIS tiers will be proposed by contractors as part of the RFP process.

Please describe the State's strategies, challenges, and progress toward assessing the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

The strategies toward assessing children's learning, development, and school readiness will be proposed by contractors as part of the RFP process.

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

Check the Focused Investment Areas addressed in your RTT-ELC 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.

Grantee should complete those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Early Learning and Development Standards

The State has made progress in ensuring that it's Early Learning and Development Standards (check all that apply):

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

Describe the progress made, where applicable. In addition, describe any 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.

The CDE has completed its entire series of Early Learning and Development Standards. These are found in the Infant/Toddler Learning and Development Foundations (social-emotional development, language development, cognitive development, and perceptual and motor development) and the Preschool Learning Foundations (social-emotional development, language and literacy development, English language development, mathematics, history/social science, science, visual and performing arts, physical development, and health). The

Foundations were written based on current research and are attentive to developmental, cultural, and linguistic diversity.

An alignment review of the Foundations with the national kindergarten common core and the California kindergarten content standards was conducted. The Alignment of the Preschool Learning Foundation and was publicly released in 2012 and can be found on the Child Development Resources Web page at <http://www.cde.ca.gov/sp/cd/re/psalignment.asp>.

As part of California's Framework, the Consortia recently developed the Pathways document that utilizes the online training modules that are being developed through RTT-ELC. The modules will provide an overview and understanding of each of the Foundations' domains and provide a certificate of completion for both the Infant/Toddler Foundations and the Preschool Foundations. These are aimed at programs just beginning their path to quality improvement. The Pathways also utilize two of California's CCDF Quality Improvement professional development providers, the Program for Infant/Toddler Care (PITC) and the California Preschool Instructional Network (CPIN) to conduct training on the state's Foundations. These are aimed at programs who have demonstrated quality. Both of these elements of the Pathways are supported by AB 212 and F5CA's CARES Plus staff education, professional development, and retention activities.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not applicable.

Comprehensive Assessment Systems

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

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

Describe the progress made, where applicable.

Not applicable.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not applicable.

Health Promotion

The State has made progress in (check all that apply):

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

Describe the progress made, where applicable.

California's Early Learning and Development Standards are found in the Infant/Toddler Learning and Development Foundations and the Preschool Learning Foundations. Physical Development is covered in the Preschool Foundations and has three strands: (1) Fundamental Movement Skills (balance, locomotor skills, and manipulation skills), (2) Perceptual-Motor Skills and Movement Skills (body awareness, spatial awareness, and directional awareness), and (3) Active Physical Play (active participation, cardiovascular endurance and muscular strength, endurance, and flexibility). Health has three strands covered in the Preschool Foundations: (1) Health Habits (basic hygiene, oral health, knowledge of wellness, and sun safety), (2) Safety (injury prevention), and (3) Nutrition (nutrition knowledge, nutrition choices, and self-regulation of eating). Both the Infant/Toddler and Preschool Foundations also address social-emotional development.

Professional development on health standards, including the Foundations, is accessible in a variety of ways. The Pathways created by the Consortia to accompany the Hybrid Matrix are a starting point for creating Quality Improvement plans for participating sites. As previously mentioned, the Pathways incorporates online training modules that are being developed which will provide an overview and understanding of each of the Foundations' domains, including health and physical development.

Health, including screening, is also incorporated into the TQRIS through both rated (Hybrid Matrix) and quality improvement (Pathways) elements in the following ways:

- Hybrid Matrix
 - Community Care Licensing as Tier 1 (health, safety, and nutrition)
 - ERS (health and safety)
 - CLASS (social-emotional)
 - Screening, both developmental (social-emotional) and health.
 - Child Observation (DRDP includes social-emotional and physical development and health)

- Pathways
 - CCSEFEL (social-emotional)
 - Health and Nutrition (incorporates nutrition, physical education/activity, and tobacco cessation training)
 - Early Learning Foundations and Frameworks (health-related areas are listed above)
 - ERS (health and safety)
 - CLASS (social-emotional)
 - Early Childhood Educator Competencies (health, safety and nutrition)

RTT-ELC is also leveraging various screening efforts across the state in order to increase the number of children receiving screening and follow-up. Implementation Team members represent the CDE and the RTT-ELC work at regular workgroup meetings of the State Interagency Team (SIT). The SIT workgroup is sponsored by the California Department of Public Health and focuses on the California Home Visiting Program, which incorporates screening into its program design. This workgroup has decided to make access to quality child care a focus area. With this focus, California is hopeful that increased awareness of high quality child care will encourage more families, especially those with children with high needs, to enroll them in quality programs, and therefore increase the number of children receiving screening and follow-up.

RTT-ELC funds are providing training for Consortia members in all 16 counties to attend train-the-trainer sessions on the Ages and Stages Questionnaire (ASQ) and ASQ-Social Emotional screening tools. This training will not only increase access to screening, but will also include a component on providing follow-up and appropriate referrals.

Finally, California's TQRIS is well-aligned with F5CA's CSP at the highest tiers. The CSP also includes developmental screening as a program requirement.

The CDE is also participating in of the following health-related efforts aimed at increasing the knowledge base of early childhood education (ECE) providers:

- Collaborating with Emergency Medical Service Authority in an effort to increase the amount of Health and Safety hours that are required for licensed child care providers.
- Supporting efforts to encourage local child care resource and referral agencies to participate in the federal *Let's Move* campaign.
- Developing age-appropriate messages for early childhood for the Superintendent of Public Instruction's Team California Healthy Kids campaign.
- Incorporating Health and Safety Best Practices into written training modules for child care providers and center staff in every county across the state.

- Participating in the Department of Defense-funded Health and Safety Regulatory Group that has led to the DSS, Community Care Licensing Division proposing regulation changes for safe sleep and other topics.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not applicable.

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.					
	<i>Baseline and annual targets</i>				
	Baseline (from application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Number of Children with High Needs screened	126,184	(128,707) 157,008			
Number of Children with High Needs referred for services who received follow-up/treatment	43,433	(44,201) 87,836			
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	1,149,408	(1,157,902) 1,149,408			
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	93.2%	(93.5%) 93.2%			
<p><i>Data included are actual child counts, as reported by California's TQRIS Consortia for Calendar Year 2012, Head Start/Early Head Start for Calendar Year 2012, and the 2009 California Health Interview Survey, and the Department of Developmental Services Early Start Program DATE for 2012. Data on the total number of children with high needs screened may be under-reported due to California's varied screening delivery systems and lack of a centralized data system.</i></p> <p><i>Please note that updated health care screening and utilization data are not yet available. As such, last year's estimates have been re-reported.</i></p>					

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (from applicatio n)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual

Describe strategies for moving forward on meeting the targets for performance measure (C)(3)(d).

As noted above, RTT-ELC is leveraging various screening efforts across the state in order to increase the number of children receiving screening and follow-up. Additionally, a few of the consortia participate in screening initiatives at the local level. Efforts to increase the number of children screened and receiving follow-up are detailed in the Health Promotion Section above.

Engaging and Supporting Families

Not applicable.

The State has made progress in (check all that apply):

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

Describe the progress made, where applicable.

Not applicable.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not applicable.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

Not applicable.

The State has made progress in developing (check all that apply):

- A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes; and
- A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

Describe the progress made, where applicable.

Not applicable.

Describe State progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework.

Not applicable.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in any or all of these workforce areas by the end of the grant period.

Not applicable.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

The State has 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 (check all that apply):

- ✓ Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- ✓ 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
 - ✓ Scholarships
 - ✓ Compensation and wage supplements,
 - Tiered reimbursement rates,
 - ✓ Other financial incentives,
 - ✓ Management opportunities
- ✓ Publically reporting aggregated data on Early Childhood Educator development, advancement, and retention
- ✓ Setting 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; and
- ✓ 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.

Describe the progress made, where applicable.

Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework:

The State Advisory Council (SAC) ARRA project, the Competencies Integration Project (CIP), developed a rubric for mapping the CA Early Childhood Educator Competencies to course work and professional development (PD) training activities. Because of the breadth of these competencies the CIP also created a web-based Mapping Tool that will assist faculty and PD providers to map their learning objectives to specific competencies. It has gone through an initial round of testing. The tool will be complete by the end of June 2013 and ready for broad implementation as of August 1, 2013.

As noted in California's application, California community colleges have engaged in the Curriculum Alignment Project (CAP) and developed the "Early Childhood/Child Development Lower Division 8" as a shared and essential portion of a lower division program of study. The "Lower Division 8"/"Core 8" are the following three-unit courses: Child Growth and Development; Child, Family and Community; Introduction to Curriculum; Principles and Practices of Teaching Young Children; Observation and Assessment; Health, Safety and Nutrition; Teaching in a Diverse Society; and Practicum. The RTT-ELC expansion of early learning core curricula at California Community Colleges is in progress. Faculty are convening a series of meetings and identifying coursework on infants and toddlers, children with special needs, and program administration. The expansion of the "Core 8" with the three additional courses will fully support the workforce continuum. Participants are having opportunities to discuss which courses properly align with the three selected topic areas. Presentations are being made to statewide and regional groups on this curricula expansion effort, including the California Community College Chancellor's Office Early Childhood Education Advisory Committee and other curriculum content stakeholders.

Online overviews of the California Infant/Toddler Learning and Development Foundations and the Preschool Learning Foundations are in the process of being developed to support understanding of the state's early learning standards. These are intended as initial steps in the RTT-ELC Quality Improvement and Professional Development Pathways (Pathways). The Consortia have also included utilization of the Program for Infant/Toddler Care (PITC) and the California Preschool Instructional Network (CPIN) to support growth along the Pathways. Using Child Care and Development Funds, online PITC modules are being developed which will extend their reach. Likewise, an online overview of the CCSEFEL Teaching Pyramid is being developed as part of the Pathways.

The California Early Childhood Mentor Program has completed the first series of Program Administration Scale (PAS) for its center Director Mentors and Business Administration Scales

(BAS) trainings for its Family Child Care Home (FCCH) owners. Participants received instructional material and the instrument manuals. The trained Director Mentors and FCCH Mentors are being deployed in the field to improve the administrative skills of early learning and development providers and support the local consortia efforts.

In addition to progress made with adopting the California Early Childhood Educator Competencies, individual consortia members report that they have engaged postsecondary institutions and professional development providers in the following activities related to the competencies:

- Higher education representatives are participating in local consortia workgroups and discussing the Competencies Integration Project, i.e., the integration of the California Early Childhood Educator Competencies (competencies) into college coursework.
- Printed copies of the competencies are being distributed to local directors and higher education faculty.

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:

Each of the Consortia members is leveraging the existing CDE AB 212: Child Care Salary and Retention Incentive Program and most also are leveraging F5CA's CARES Plus to provide financial incentives for professional development and academic advancement and access to CLASS and MyTeachingPartner, as well as stipends for Child Development Permits and Career Incentive Grants.

The SAC ARRA project to create Early Care and Education (ECE) Competencies-based self-assessment is underway and will be available for Consortia use for professional growth plans as of July 2013. The Implementation Team and the Consortia members are attentive to two projects at work in this area in the state. One is the Workforce Integration Project being conducted by the WestEd E3 Institute, funded by the David and Lucille Packard Foundation. The Workforce Integration Project established an ECE Credential Working Group made up of a panel of experts throughout California to develop a comprehensive analysis and recommendations for an ECE Credential and Career Ladder in California aligned with the California Early Childhood Educator Competencies.

An initial draft of these recommendations will be reviewed and refined with input from the California State University Chancellor's Office, the CDE, and the representatives from the California Commission on Teacher Credentialing (CCTC). A final draft of these recommendations will then be reviewed by ECE stakeholder groups for input and feedback. The final recommendations will be sent to ECE policy and advocacy groups, and the CCTC so they can determine how best to move forward. At this time it is anticipated that the final recommendations will be ready by September 2013.

The second project is the Early Childhood Higher Education Inventory, administered by the Center for the Study of Child Care Employment at UC Berkeley. This Inventory provides a mechanism for states to establish baseline descriptions of higher education offerings for early learning and development practitioners and assess changes in the capacity of the higher education system over time. Planning for an early learning credential and TQRIS is an active responsive measure to the new and ongoing developments in the field. Funded by the David

and Lucile Packard Foundation and the Heising-Simons Foundation, the Higher Education Inventory will be conducted in California with faculty of community colleges and public and private colleges to answer specific questions on degree programs, clinical experience, program articulation, challenges and services to students on degree attainment, and academic and professional background of college faculty.

Publically reporting aggregated data on Early Childhood Educator development, advancement, and retention:

Consortia members will be submitting their AB212 and CARES Plus data to F5CA. Two of the consortia counties, San Francisco and Los Angeles, are piloting a Workforce Registry. See <https://www.caregistry.org/>, and encouraging neighboring consortia counties to use this Registry to capture workforce data. To capture data on the early childhood workforce's access to the professional development opportunities provided using CCDF monies, the CDD developed a professional development participant profile form. In 2011–12, the profile form was launched with a pilot phase and data from the collected profiles can inform the Consortia. See <http://www.cde.ca.gov/sp/cd/re/documents/gipdprofilereport.pdf>.

Workforce efforts including cohort models and other higher education links:

The Consortia is addressing workforce needs in multiple ways. All consortia have engaged local community colleges and universities as part of their stakeholder groups to gather input from higher education and create stronger linkages. Most consortia also leverage the F5CA CARES Plus program to provide professional development and stipends for degree attainment. In addition, 10 consortia have established or are developing local cohort models for AA/BA attainment, general education or ECE content areas. Degree attainment is also promoted in two consortia through locally funded stipends, academic counseling, and through increased course offerings in English, as well as Spanish.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Progress was made; see above.

Performance Measures (D)(2)(d)(1) and (2):

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for:

- (1) 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; and*
- (2) 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)(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.

	Baseline (From Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Total number of "aligned" institutions and providers	31 Community Colleges	(51 Community Colleges, 1 Professional Development Provider) 51 Community Colleges			
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	19,916	(20,314) 20,943			

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.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- 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</i>									
	Baseline (From Application)		2012 (Target) Actual		2013 (Target) Actual		2014 (Target) Actual		2015 (Target) Actual	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 <i>Specify: Child Development Assistant (Lowest)</i>	4,372	2%	(4,459) 4,732	(3%) 8%						
Credential Type 2 <i>Specify: Child Development Associate Teacher</i>	6,237	4%	(6,362) 7,340	(4%) 18%						
Credential Type 3 <i>Specify: Child Development Teacher</i>	3,782	2%	(3,858) 3,444	(2%) -9%						
Credential Type 4 <i>Specify: Child Development Master Teacher</i>	999	1%	(1,019) 1,093	(1%) 9%						

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.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual Targets -- 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									
	Baseline (From Application)		2012 (Target) Actual		2013 (Target) Actual		2014 (Target) Actual		2015 (Target) Actual	
	#	%	#	%	#	%	#	%	#	%
Credential Type 5 <i>Specify: Child Development Site Supervisor</i>	3,501	2%	(3,571)	(2%)						
			2,916	-17%						
Credential Type 6 <i>Specify: Child Development Program Director (Highest)</i>	1,025	1%	(1,046)	(1%)						
			1,418	37%						
<p>California estimated baseline numbers using data from the California Commission on Teacher Credentialing and the Child Development Training Consortium. Together, these data informed an estimated total number of permits in California today. Percentages were calculated based upon an estimated total number of California's ECE workforce using data from a 2006 workforce study performed by the University of California, Berkeley and current data from the Department of Social Services, Community Care Licensing Division.</p> <p>Data for 2012 were reported by the California Commission on Teacher Credentialing for FY 2011–12.</p>										

Describe the State's challenges, lessons learned, and strategies for moving forward on meeting the targets for performance measures (D)(2)(d)(1) and (D)(2)(d)(2).

California met all performance measures in (D)(2)(d)(1). In regards to (D)(2)(d)(2), in total, California exceeded the 2012 targets of 20,315 by 628 educators. However, there were two categories (Types 3 and 5) where the identified targets were not met marginally. The strategies California will use to increase these targets include cohort models for coursework and degrees and working with community colleges to offer additional courses in ECE where budget and staffing constraints have impacted access, and a deeper collaboration with AB 212 and CARES Plus program administration.

Kindergarten Entry Assessment

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- ✓ Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

- ✓ 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;
- ✓ Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- ✓ 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; and
- ✓ 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).

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 California Department of Education (CDE) has developed the Desired Results Developmental Profile-School Readiness (DRDP-SR) as a Kindergarten Entry Assessment. The DRDP-SR currently includes the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning (including self-regulation), social and emotional development, and English language development. The CDE's assessment partners, WestEd and UC Berkeley BEAR Center, are currently developing the measures for physical well-being and motor development (including adaptive skills) under an agreement with the State of Illinois. Validity and reliability testing has been completed. The DRDP team is currently engaged in a calibration study. Each of the Consortia is working with districts in their counties to support training and utilization of the DRDP-SR within the first two months of starting Transitional Kindergarten or traditional Kindergarten.

Describe the data the State collects or will collect using the Kindergarten Entry Assessment to assess children's learning and developmental progress as they enter kindergarten.

The CDE is working with UC Berkeley BEAR Center to provide CLOUD hosting for DRDP-tech and to capture the necessary student data to ensure linkage to the California Longitudinal Pupil Achievement Data System (CALPADS). DRDP-tech will provide reports on children's development along a developmental continuum for each domain. Aggregate classroom, site, and district reports are also available.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not applicable.

Early Learning Data Systems

Not applicable.

The State has 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 (check all that apply):

- Has all of the Essential Data Elements;
- Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- 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;
- 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; and
- Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If applicable, describe the State's progress in building or enhancing a Statewide Longitudinal Data System in the State that meets the criteria described above.

Not applicable.

If applicable, please describe 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.

Not applicable.

Where progress has not been made, please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

Not applicable.

Invitational Priorities

Grantee should include a narrative for those invitational priority areas that were addressed in your RTT-ELC application.

Sustaining Program Effects in the Early Elementary Grades. (Invitational Priority 4)

Not applicable.

The State has made progress in (check all that apply):

- Enhancing your current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- Promoting health and family engagement, including in the early grades;
- Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and

Leveraging existing Federal, State, and local resources.

Describe the progress made, if applicable.

Not applicable.

Encouraging Private-Sector Support (Invitational Priority 5)

Describe State's progress in engaging the private sector in supporting the implementation of the State Plan, if applicable.

California's original application proposed that RTT-ELC funds would be used as a one-time investment to attract and leverage new private investments to build on California's existing early learning infrastructure. In the first year of implementation, the Consortia had some initial success with this and great success with leveraging and aligning existing funds. In future years, the Consortia will focus more deeply on actively attracting additional funds as a means to support sustainability of their RTT-ELC work and to increase overall investments in early education.

Private philanthropies, most notably the David and Lucile Packard Foundation, have invested tens of millions annually in early learning in California with the goal that more children achieve success in school. In 2012, their early learning investments in nine consortia focused on Transitional Kindergarten (TK) planning and implementation, preschool to third grade articulation, Educare center development, and early educator research and development. Their support includes funding to institutions such as UC Berkeley's Center for the Study of Child Care Employment to conduct early care and education workforce research, policy analysis, and coordinating activities.

Additionally in 2012, several consortia and related partners obtained foundation funds to directly support their local TQRIS, support aligned quality improvement and early childhood health efforts, or support broader advocacy efforts. This includes foundations such as the California Endowment, the Buffet Early Childhood Fund, the Bounce Learning Network, the Silicon Valley Leadership Group, the Miriam and Peter Haas Foundation, the California Community Foundation, the Morgan Foundation, the East Bay Community Foundation, the Ofralea Foundation, the Thomas J. Long Foundation, the Heising Simons Foundation, The David and Lucile Packard Foundation, the Carl and Roberta Deutsch Foundation, and The Atlas Family Foundation.

One way in which California is working to engage the business community is through a grant from the Birth to Five Policy Alliance (Alliance). Through this work, several organizations (Advancement Project, Children Now, F5CA, Preschool California, the California Child Care Resource & Referral Network, and ZERO TO THREE Western Office) focus on building champions among the business sector, legislators, and K-12 partners. Business sector funders include the Southern California Gas Company, Lakeshore Learning Materials, the Boeing Company, Kaiser Permanente, AT&T, the Bay Area Council, the Los Angeles Area Chamber of Commerce, the Silicon Valley Leadership Group, and the San Diego Economic Development Corporation. In 2012 –13, the Alliance seeks to support RTT-ELC by disseminating RTT-ELC goals and outcomes; messaging to the public, Administration, legislators, and policymakers; and providing some technical assistance to the Consortia.

Additionally, local consortia, such as San Diego and San Joaquin, have focused plans to recruit and develop a group of business partners to support their major quality initiatives including RTT-ELC. This effort enlists business partners to participate in specific projects, such as scholarship contributions or playground development. In addition, the partnerships with local business are designed to develop a core group of business leaders who are knowledgeable about the quality initiative. They will then serve as advocates for developing a sustainable source of funding to ensure the long-term implementation of high-quality early learning programs in the county.

San Diego's business engagement accomplishments focused on encouraging early learning contributions in 2012. These included everything from working with companies to provide donations; enlisting the support of local business leaders to help in distributing information about preschool openings; conducting outreach via e-mail and local social service networks; and collecting donations of theater tickets for preschool families. The San Diego League of Women Voters Education Committee monthly meetings now focus on early education and strategies for how RTT-ELC can leverage established community groups. First 5 San Joaquin also has some unique partnerships. They partnered with the local children's museum, school districts, government agencies, and community- and faith-based organizations to deliver health messages and instructional materials with the aim of educating parents and caregivers of young children. Two recent and successful local efforts include the "Get Fit" and "Rethink Your Drink" early childhood health campaigns.

One of the most exciting successes to date is the unprecedented opportunity RTT-ELC provides to refocus existing public and private investments on evidence-based and promising practices. In essence, RTT-ELC has created an umbrella for other quality improvement and funding efforts. Prior to becoming a QRIS Consortia member, several consortia noted that their program quality efforts were well established but functioning as separate projects (i.e. Steps to Quality, Accreditation Facilitation, workforce development, etc.). With the QRIS Framework and the RTT-ELC goals and objectives, these independent projects have aligned themselves with the overarching program quality improvement system and are beginning to build upon each other. Program quality conversations are now around QRIS work and quality elements and less on the quality projects and initiatives. The various separate improvement projects are now viewed as the TA resource to help sites advance along the quality elements. As stated in Orange County Department of Education's APR: "The key quality improvement tools integral to the adopted rating matrix now serve as a common backbone to align the work of other existing quality improvement efforts. "

Some consortia explicitly expressed that RTT-ELC has become a catalyst in leveraging existing funding and programs such as the F5CA Child Signature Program and CARES Plus. Consortia have aligned these services to: ensure participants are prepared to be rated via the local TQRIS; support quality improvement in the participating early learning and development programs; and expand access to screenings and health care services. In California, most of the non-federal or non-state general funds supporting early learning come from Proposition 10, a tobacco tax, which supports the activities of F5CA and the 58 First 5 county commissions. Most of the Consortia shared they have directly focused First 5 dollars dedicated to early learning on RTT-ELC, through staff and other supports. In addition, many are working with their funding partners to also align their investments. For example, in Santa Barbara, they briefed funding partners on the direction RTT-ELC will take their quality improvement efforts, to engage them in transitioning to the new system. They also garnered agreement with their private foundation funding partner (who also funds other local quality initiatives) to actively look at how the foundation's other quality initiatives can align with RTT-ELC.

In El Dorado, the First 5 El Dorado Commission's 2012–17 Strategic Plan establishes a comprehensive early childhood system through leveraging six major initiatives with RTT-ELC as the overarching framework. These initiatives, displayed in the chart below, assist families to ensure their children are healthy, have access to community resources, are developing appropriately, are engaged in language and literacy activities and attend high-quality early learning programs.

Funding Type	Lead Agency	Term	Amount
Race to the Top – Early Learning Challenge Grant Funding, CA Department of Education	First 5 El Dorado Commission and Early Care and Education Planning Council	01/2012-12/2015	\$689,000
Child Signature Program – RFA #2 First 5 CA Commission	First 5 El Dorado Commission and Early Care and Education Planning Council	07/2012-06/2015	\$315,000
CARES Plus First 5 CA Commission	Early Care and Education Planning Council (state and local match)	07/2012-06/2013	\$146,394
Together We Grow First 5 El Dorado Commission	EDCOE (local match)	07/2012-06/2016	\$2,020,000
School Readiness - KSEP First 5 El Dorado Commission	EDCOE (local in-kind)	07/2012-06/2016	In-kind
Child Care Initiative Project CA Department of Education	Choices For Children, Child Care Resource and Referral	07/2012-06/2013	\$8,611
Total Funding		For 4 years	\$3,171,255

In California, financial resources that are contributing or being leveraged to support early learning advocacy, local quality improvement and healthy development, and TQRIS efforts include the following for 2012:

Local First 5 County Commissions	\$ 29,621,620
First 5 California	\$ 32,332,301
Private: Foundations/Grants/Business	\$ 2,908,098
City/County Government	\$ 12,442,886
TOTAL:	\$ 77,304,905

Additional Information

Please provide any additional information regarding progress, challenges, and lessons learned that is not addressed elsewhere in this report.

At the heart of the California's unique plan is the development of the network of Consortia around the state, support for their quality improvement efforts, and dissemination of the results of these efforts. For the quality improvement goals and activities identified in California's application, the Consortia serve as leaders and innovators that in turn serve as models and mentors for other counties and regions. The strength of this grassroots approach to quality improvement lies in its focus on empowering communities to develop improvement strategies for early learning that are rooted in the concrete circumstances of their local region and to mentor neighboring consortia, while also addressing shared common standards. As part of the Grant Award Notification documents and the Consortia Action Plans, each consortium addressed the mentoring requirement of participating in RTT-ELC.

Consortia were asked to mentor and support peer organizations in the use of the Framework, including the Hybrid Matrix and the Pathways, and in joining or implementing their own local TQRIS. They also were asked to provide incentives, through RTT-ELC grant funds and local resources, to surrounding communities who volunteer to initiate local QRIS efforts. Already, even within this first initial year of RTT-ELC implementation, neighboring counties and other partners have reached out to the Consortia. Mentoring activities have ranged from opening TQRIS related trainings and workshops to participants from neighboring counties to sharing ERS or CLASS assessors and sharing information on the Framework and local TQRIS development. In the Bay Area, Alameda, Contra Costa, San Francisco, Santa Clara, and Santa Cruz included neighboring counties as part of the RTT-ELC BAQRISP structure and will be bring them in more closely in 2013.

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.

- *Data on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.*
- *Data on program quality across different types of Early Learning and Development Programs.*
- *The number of Children with High Needs participating in each type of Early Learning and Development Program.*
- *Data on funding for early learning and development in the State.*
- *Data on the number and percentage of Children with High Needs from special populations in the State.*
- *Data on the current status of the State's early learning and development standards.*
- *Data on the Elements of a Comprehensive Assessment System currently required within the State.*

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

In the table below, provide data for the current and previous grant years on the number and percentage of children from Low-Income families in the State, by age. [Low-Income is defined as having an income of up to 200% of the Federal poverty rate.]

Table 1: Children from Low-Income families, by age (Application Table (A)(1)-1). Provide the number of low-income families in the State and the number of children from low-income families as a percentage of all children in the state.										
	2011		2012		2013		2014		2015	
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state
Infants under age 1	274,442	49%	255,019	49%						
Toddlers ages 1 through 2	270,756	49%	485,916	49%						
Preschoolers ages 3 to kindergarten entry	532,899	49%	742,551	49%						
Total number of children, birth to kindergarten entry, from	1,349,546	49%	1,486,348	49%						

Table 1: Children from Low-Income families, by age (Application Table (A)(1)-1). Provide the number of low-income families in the State and the number of children from low-income families as a percentage of all children in the state.

	2011		2012		2013		2014		2015	
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state
low-income families.										

Table 2: Special populations of Children with High Needs

In the table below, provide data for the current and previous grant years on the number and percentage of Children with High Needs from special populations in the State.

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).

	2011		2012		2013		2014		2015	
Special populations: Children who . . .	Number of children in the State who...	Percentage of children in the State who...	# of children in the State who...	% of children in the State who ...	# of children in the State who ...	% of children in the State who ...	# of children in the State who ...	% of children in the State who ...	# of children in the State who ...	% of children in the State who ...
Have disabilities or develop	49,472	2%	50,382	2%						

Table 2: Special populations of Children (from birth to kindergarten entry) with High Needs. (Application Table (A)(1)-2).

Special populations: Children who . . .	2011		2012		2013		2014		2015	
	Number of children in the State who...	Percentage of children in the State who...	# of children in the State who...	% of children in the State who ...	# of children in the State who ...	% of children in the State who ...	# of children in the State who ...	% of children in the State who ...	# of children in the State who ...	% of children in the State who ...
mental delays ⁸										
Are English learners ⁹	993,754	36%	967,947	32%						
Reside on "Indian Lands"	4,273	0.15%	4,273	0.14%						
Are migrant ¹⁰	15,550	0.57%	16,282	1%						
Are homeless	122,902	4%	158,539	5%						
Are in foster care	16,413	0.6%	16,656	1%						
Other as identified by the State:	993,000	39%	993,000	33%						

8 For purposes of this 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).

9 For purposes of this report, children who are English learners are children birth through kindergarten entry that has home languages other than English.

10 For purposes of this report, children who are migrant are children birth through kindergarten entry who meets the definition of "migratory child" in ESEA section 1309(2).

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
Early Head Start and Head Start¹¹ <i>Data Source and Year: PIR Enrollment Statistics Report 2011/12</i>	4,822	14,420	102,264	121,506	4,812	14,602	103,144	122,558												
Programs and services funded by IDEA Part C and Part B,	3,203	27,551	49,472	80,226	2,802	27,814	49,811	80,428												

¹¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Tot al	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot .	< 1	1 - 2	3 to K-entry	Tot .
CCDF program <i>Data Source and Year: CD-801A October 2012</i>																				
Other <i>Specify:</i> <i>Data Source and Year:</i>																				

Data Sources:

State Funded Preschool: California Department of Education (CDE) Child Development Management Information System (CDMIS) for April 2012.

Early Head Start and Head Start data: Head Start Program Information Report Enrollment Statistics Report for 2011-2012.

IDEA Part C: California Department of Developmental Services Early Start Program for Calendar Year 2012.

IDEA Part B Section 619: CDE Special Education Division for December 2013.

Title 1 of ESEA: CDE Consolidated State Performance Report (CSPR) for School Year 11-12.

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age																			
	2011				2012				2013				2014				2015			
	Infants < 1	Toddlers ages 1 - 2	Children ages 3 to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K-entry	Tot.
<i>Programs receiving CCDF funds: CDE CDMIS for April 2012.</i>																				

Table 4: Data on funding for Early Learning and Development

In the table below, provide data on the funding for Early Learning and Development in the State.

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 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).					
Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
Supplemental State spending on Early Head Start and Head Start¹²	0	0			
State-funded preschool <i>Specify: State General Fund</i>	373,695,000	481,003,000			
State contributions to IDEA Part C	17,824,000				
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	0	0			
Total State contributions to CCDF¹³	1,428,156,000	1,231,606,000			
State match to CCDF <i>Amount by which match was exceeded</i> <i>MOE/Match Amount</i>	756,878,774 297,582,226	456,008,900 294,594,100			
TANF spending on Early Learning and Development Programs¹⁴	408,563,000	364,998,000			

¹² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

¹³ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

¹⁴ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

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

Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
Other State contributions <i>Specify:</i> F5CA Power of Preschool Bridge Program	17,259,034	17,716,003			
Other State contributions <i>Specify:</i>	N/A	N/A			
Total State contributions:	1,871,262,034	1,614,320,003			

This data reflects the State Fiscal Year (SFY) beginning July 1 and ending June 30 of each SFY.

The sections related to State-funded preschool, Total State contributions to CCDF, and State match to CCDF reflect state general fund appropriated for the Child Care and Development Program for that SFY.

SFY 2012 data for State Contribution to IDEA Part C will not be available until approximately May 2013.

There is not a state funds grant specifically designated for special education and related services for children with disabilities, ages 3 through kindergarten entry. The amounts provided for prior years were incorrect.

Total state contributions to CCDF include all state general fund allocated to the California Department of Education (CDE) including the amounts provided in the State-funded preschool fields and the amounts allocated for Quality Improvement projects.

State match to CCDF reflects the state general fund allocated to the CDE for the Child Care and Development Program, except for the amounts provided in the State-funded preschool fields that were not used for either maintenance of effort or match. Some of the excess is used by the California Department of Social Services for TANF match.

Total State contributions is the sum of State contributions to IDEA Part C, State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry, Total State contributions to CCDF, and TANF spending on Early Learning and Development, and Power of Preschool.

Table 5: Data on the Current status of the State’s Early Learning and Development Standards

In the table below, update the data provided in the State’s application regarding the current status of Early Learning and Development Standards.

Table 5: Current status of the State’s Early Learning and Development Standards (Application Table (A)(1)-6)

Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

The California Infant/Toddler Learning and Development Foundations describe developmental domains for social-emotional, language, cognitive and perceptual/motor development. The Preschool Learning Foundations (PLF) Volume 1 (V. 1) describes developmental domains for social-emotional, language and literacy, English-language development and mathematics and addresses approaches to learning in the introductory sections of the social-emotional domain. A Preschool Curriculum Framework aligned to PCF V. 1 provides comprehensive guidance on planning a developmentally appropriate learning plan. PLF V. 2 describes developmental domains for visual and performing arts, physical development and health. PLF V. 2 and the aligned PCF V. 2 were released in December 2011. PLF V.3 describes development in history and social science and science. Both PLF V.3 and PCF V.3 are in development and will be released in 2013. The foundations and frameworks are part of California’s Early Learning and Development System, which also includes the Desired Results Assessment System, infant/toddler and preschool program guidelines, and a comprehensive system of professional development activities.

Table 6: Data on the Elements of a Comprehensive Assessment System currently required within the State

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool <i>Specify:</i>		X	X	X*	
Early Head Start and Head Start ¹⁵	X	X		X**	
Programs funded under IDEA Part C	X***	X		X	
Programs funded under IDEA Part B, section 619	X***	X***	X	X	
Programs funded under Title I of ESEA		X	X		
Programs receiving CCDF funds		X	X	X*	
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	X (Tiers 3 and 4)	X (Tiers 3 and 4)	X (Tiers 3 and 4)	X (Tiers 3 and 4)	
State licensing requirements			X		X
Other <i>Describe: Power of Preschool</i>	X	X	X	X	
<i>*Adult-Child interaction in State-funded Preschool and CCDF –funded programs are required to use the Desired Results System that includes the Environment Rating Scales with a</i>					

¹⁵ Including Migrant and Tribal Head Start located in the State.

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other

subscale on Interaction.

***Adult-Child interactions in Head Start and Early Head Start are measured using the Classroom Assessment Scoring System (CLASS) instrument.*

**** IDEA Part B, section 619, Screening instruments – Brigance Early Childhood Developmental Inventory; Behavioral Characteristics Progression (BCP) Assessment; Vision and Hearing Screening; Statewide assessment – Desired Results Developmental Profile access (DRDP access).*

Additional Performance Measures Tables

Update any additional performance measure, if applicable.

Performance Measures – Other (if applicable)					
<i>[Insert title here]</i>					
Project Goals/Desired Outcomes:					
Narrative: <i>[Briefly describe...]</i>					
Annual Targets for Key Performance Measures:					
Performance Measures for (other):					
<i>[Customize performance measure tables as appropriate]</i>					
	Baseline (from Application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual

Budget Information –

Please describe what activities and mechanisms (e.g., contracts, MOUs, etc.) the State is using to distribute funds from the RTT-ELC budget to local programs, early learning intermediary organizations, participating programs, individuals (including scholars), and other partners.

The CDE is distributing the bulk of the funds to local regional consortia through grants. The funds for the other projects are distributed through local interagency agreements and contracts.

Please describe the entities (or types of individuals) to whom the State is distributing RTT-ELC funds through sub granting.

Nearly 75 percent of California's \$53 million RTT-ELC grant will be disbursed to sub grantees comprised of a voluntary network of 17 Regional Leadership Consortia, each led by an organization that is already operating or developing a QRIS or QIS in 16 counties, including the following:

California County	Administering Agency
Alameda County	First 5 Alameda
Contra Costa County	First 5 Contra Costa
El Dorado County	First 5 El Dorado
Fresno County	Fresno County Office of Education
Los Angeles County	Los Angeles County Office of Child Care
Los Angeles County	Los Angeles Universal Preschool
Merced County	Merced County Office of Education
Orange County	Orange County Office of Education
Sacramento County	Sacramento County Office of Education
San Diego County	First 5 San Diego
San Francisco County	First 5 San Francisco
San Joaquin County	First 5 San Joaquin
Santa Barbara County	First 5 Santa Barbara
Santa Clara County	First 5 Santa Clara
Santa Cruz County	First 5 Santa Cruz
Ventura County	First 5 Ventura
Yolo County	First 5 Yolo

Please provide a brief summary of any substantive changes that were made to the State RTT-ELC budget within the past year.

N/A

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

Originally, \$730,022 was included in the Consortia line item. However, this will be moved to the contract and indirect line items. Initially, this amount was set aside to be allocated to one consortium to contract with a vendor(s) to ensure inter-rater reliability across all 17 Consortia members. Recently, it was decided that it would be more appropriate for this responsibility to be at the state level. The CDE will be contracting for this activity so the costs will be in the contract and indirect line items. An amendment will be submitted with more details.

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category--Include budget and expenditure totals for each budget category for Grant Year 1.

Budget Table 1: Overall Budget Summary by Budget Category for Grant Year 1		
Budget Categories	Budget	Expenditures
1. Personnel	71,335	22,220
2. Fringe Benefits	4,923	322
3. Travel	7,000	0
4. Equipment		
5. Supplies		
6. Contractual	3,279,075	332,048
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	3,362,333	354,590
10. Indirect Costs*	208,788	126,710
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	5,704,291	6,428,850
12. Funds set aside for participation in grantee technical assistance	100,000	12,063
13. Total Grant Funds Requested (add lines 9-12)	9,375,412	6,922,213
14. Funds from other sources used to support the State Plan		
15. Total Statewide Budget (add lines 13-14)	9,375,412	6,922,213
<p><u>Line 6:</u> 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.</p> <p><u>Line 10:</u> 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.</p> <p><u>Line 11:</u> 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.</p> <p><u>Line 12:</u> 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.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> 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.</p>		

Budget and Expenditure Table 2: by Project -- The State must complete a Budget and Expenditure Table for each project for Grant Year 1.

Budget Table 2: Project 1 <Grants Management >		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual		
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)		
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)		
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	0	0
<p><u>Line 6:</u> 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.</p> <p><u>Line 10:</u> 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.</p> <p><u>Line 11:</u> 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.</p> <p><u>Line 12:</u> 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.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> 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.</p>		

Budget Table 2: Project 2
<Regional Leadership Consortia, Expansion, and Related Activities >

Budget Categories	Budget	Expenditures
1. Personnel	60,335	22,220
2. Fringe Benefits	875	322
3. Travel	7,000	0
4. Equipment		
5. Supplies		
6. Contractual		
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	68,210	22,542
10. Indirect Costs*	15,278	6,843
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	5,704,291	6,428,850
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	5,787,779	6,458,235
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	5,787,779	6,458,235

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 Table 2: Project 3
 <Home Visiting >

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	345,000	0
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	345,000	0
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	345,000	0
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	345,000	0

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 Table 2: Project 4
 <Screening Tool Distribution >

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	160,000	0
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	160,000	0
10. Indirect Costs*	26,880	5,955
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	186,880	5,955
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	186,880	5,955

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 Table 2: Project 5
<Curricula Development for Higher Education>

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	125,000	14,418
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	125,000	14,418
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	125,000	14,418
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	125,000	14,418

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 Table 2: Project 6
<CSEFEL>

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	445,028	313,062
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	445,028	313,062
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	445,028	313,062
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	445,028	313,062

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 Table 2: Project 7
 <Licensing Website>

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	150,000	0
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	150,000	0
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	150,000	0
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	150,000	0

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 Table 2: Project 8
 <Linking KEA Data to CALPADS>

Budget Categories	Budget	Expenditures
1. Personnel	11,000	0
2. Fringe Benefits	4,048	0
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	128,834	0
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	143,882	0
10. Indirect Costs*	32,229	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	176,111	0
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	176,111	0

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 Table 2: Project 9
<PAS/BAS Training for Mentors>

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	12,000	4,568
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	12,000	4,568
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	12,000	4,568
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	12,000	4,568

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 Table 2: Project 10
<Electronic Training Materials on Existing Content>

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	270,355	0
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	270,355	0
10. Indirect Costs*	56,000	113,445
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	326,355	113,445
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	326,355	113,445

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 Table 2: Project 11
 <Required TA Set aside>

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual		
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)		
10. Indirect Costs*	22,400	467
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance	100,000	12,063
13. Total Grant Funds Requested (add lines 9-12)		
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	122,400	12,530

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 Table 2: Project 12
<Professional Development for Early Start>

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	142,859	0
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	142,859	0
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	142,859	0
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	142,859	0

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 Table 2: Project 13
<Evaluation>

Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	1,500,000	0
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)		0
10. Indirect Costs*	56,000	
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	1,556,000	0
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	1,556,000	0

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.

DEFINITIONS

Note: All definitions below are taken from the notice.

Children with High Needs means children from birth through kindergarten entry who are from Low-Income families or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on “Indian lands” as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in foster care; and other children as identified by the State.

Common Education Data Standards (CEDS) means voluntary, common standards for a key set of education data elements (e.g., demographics, program participation, transition, course information) at the early learning, K-12, and postsecondary levels developed through a national collaborative effort being led by the National Center for Education Statistics. CEDS focus on standard definitions, code sets, and technical specifications of a subset of key data elements and are designed to increase data interoperability, portability, and comparability across Early Learning and Development Programs and agencies, States, local educational agencies, and postsecondary institutions.

Comprehensive Assessment System means a coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used, that organizes information about the process and context of young children’s learning and development in order to help Early Childhood Educators make informed instructional and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood.

A Comprehensive Assessment System includes, at a minimum--

- (a) Screening Measures;
- (b) Formative Assessments;
- (c) Measures of Environmental Quality; and
- (d) Measures of the Quality of Adult-Child Interactions.

Data System Oversight Requirements means policies for ensuring the quality, privacy, and integrity of data contained in a data system, including--

(a) A data governance policy that identifies the elements that are collected and maintained; provides for training on internal controls to system users; establishes who will have access to the data in the system and how the data may be used; sets appropriate internal controls to restrict access to only authorized users; sets criteria for determining the legitimacy of data requests; establishes processes that verify the accuracy, completeness, and age of the data elements maintained in the system; sets procedures for determining the sensitivity of each inventoried element and the risk of harm if those data were improperly disclosed; and establishes procedures for disclosure review and auditing; and

(b) A transparency policy that informs the public, including families, Early Childhood Educators, and programs, of the existence of data systems that house personally identifiable information, explains what data elements are included in such a system, enables parental consent to disclose personally identifiable information as appropriate, and describes allowable and potential uses of the data.

Early Childhood Educator means any professional working in an Early Learning and Development Program, including but not limited to center-based and family child care providers; infant and toddler specialists; early intervention specialists and early childhood special educators; home visitors; related services providers; administrators such as directors, supervisors, and other early learning and development leaders; Head Start teachers; Early Head Start teachers; preschool and other teachers; teacher assistants; family service staff; and health coordinators.

Early Learning and Development Program means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting. A State should include in this definition other programs that may deliver early learning and development services in a child's home, such as the Maternal, Infant and Early Childhood Home Visiting; Early Head Start; and part C of IDEA¹⁶.

Early Learning and Development Standards means a set of expectations, guidelines, or developmental milestones that--

(a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;

(b) Are appropriate for each age group (e.g., infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;

(c) Cover all Essential Domains of School Readiness; and

(d) Are universally designed and developmentally, culturally, and linguistically appropriate.

Early Learning Intermediary Organization means a national, statewide, regional, or community-based organization that represents one or more networks of Early Learning and Development Programs in the State and that has influence or authority over them. Such Early Learning Intermediary Organizations include, but are not limited to, Child Care Resource and Referral Agencies; State Head Start Associations; Family Child Care Associations; State affiliates of the National Association for the Education of Young Children; State affiliates of the Council for Exceptional Children's Division of Early Childhood; statewide or regional union affiliates that represent Early Childhood Educators; affiliates of the National Migrant and Seasonal Head Start Association; the National Tribal, American Indian, and Alaskan Native Head Start Association; and the National Indian Child Care Association.

Essential Data Elements means the critical child, program, and workforce data elements of a coordinated early learning data system, including--

¹⁶ *Note:* Such home-based programs and services will most likely not participate in the State's Tiered Quality Rating and Improvement System unless the State has developed a set of Tiered Program Standards specifically for home-based programs and services.

(a) A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable);

(b) A unique statewide Early Childhood Educator identifier;

(c) A unique program site identifier;

(d) Child and family demographic information;

(e) Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;

(f) Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and

(g) Child-level program participation and attendance data.

Essential Domains of School Readiness means the domains of language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development.

Formative Assessment (also known as a classroom-based or ongoing assessment) means assessment questions, tools, and processes--

(a) That are--

(1) Specifically designed to monitor children's progress in meeting the Early Learning and Development Standards;

(2) Valid and reliable for their intended purposes and their target populations;

(3) Linked directly to the curriculum; and

(b) The results of which are used to guide and improve instructional practices.

High-Quality Plan means any plan developed by the State to address a selection criterion or priority in the notice that is feasible and has a high probability of successful implementation and at a minimum includes--

(a) The key goals;

(b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;

(c) A realistic timeline, including key milestones, for implementing each key activity;

(d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;

(e) Appropriate financial resources to support successful implementation of the plan;

(f) The information requested as supporting evidence, if any, together with any additional information the State believes will be helpful to peer reviewers in judging the credibility of the plan;

(g) The information requested in the performance measures, where applicable;

(h) How the State will address the needs of the different types of Early Learning and Development Programs, if applicable; and

(i) How the State will meet the needs of Children with High Needs, as well as the unique needs of special populations of Children with High Needs.

Kindergarten Entry Assessment means an assessment that--

(a) Is administered to children during the first few months of their admission into kindergarten;

(b) Covers all Essential Domains of School Readiness;

(c) Is used in conformance with the recommendations of the National Research Council¹⁷ reports on early childhood; and

(d) Is valid and reliable for its intended purposes and for the target populations and aligned to the Early Learning and Development Standards. Results of the assessment should be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early elementary school grades. This assessment should not be used to prevent children's entry into kindergarten.

Lead Agency means the State-level agency designated by the Governor for the administration of the RTT-ELC grant; this agency is the fiscal agent for the grant. The Lead Agency must be one of the Participating State Agencies.

Low-Income means having an income of up to 200 percent of the Federal poverty rate.

Measures of Environmental Quality means valid and reliable indicators of the overall quality of the early learning environment.

Measures of the Quality of Adult-Child Interactions means the measures obtained through valid and reliable processes for observing how teachers and caregivers interact with children, where such processes are designed to promote child learning and to identify strengths and areas for improvement for early learning professionals.

Participating State Agency means a State agency that administers public funds related to early learning and development and is participating in the State Plan. The following State agencies are required Participating State Agencies: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration

¹⁷ National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. http://www.nap.edu/catalog.php?record_id=12446.

Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency. Other State agencies, such as the agencies that administer or supervise the administration of Child Welfare, Mental Health, Temporary Assistance for Needy Families (TANF), Community-Based Child Abuse Prevention, the Child and Adult Care Food Program, and the Adult Education and Family Literacy Act (AEFLA) may be Participating State Agencies if they elect to participate in the State Plan.

Participating Program means an Early Learning and Development Program that elects to carry out activities described in the State Plan.

Program Standards means the standards that serve as the basis for a Tiered Quality Rating and Improvement System and define differentiated levels of quality for Early Learning and Development Programs. Program Standards are expressed, at a minimum, by the extent to which--

(a) Early Learning and Development Standards are implemented through evidence-based activities, interventions, or curricula that are appropriate for each age group of infants, toddlers, and preschoolers;

(b) Comprehensive Assessment Systems are used routinely and appropriately to improve instruction and enhance program quality by providing robust and coherent evidence of--

(1) Children's learning and development outcomes; and

(2) program performance;

(c) A qualified workforce improves young children's health, social, emotional, and educational outcomes;

(d) Strategies are successfully used to engage families in supporting their children's development and learning. These strategies may include, but are not limited to, parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;

(e) Health promotion practices include health and safety requirements; developmental, behavioral, and sensory screening, referral, and follow up; and the promotion of physical activity, healthy eating habits, oral health and behavioral health, and health literacy among parents; and

(f) Effective data practices include gathering Essential Data Elements and entering them into the State's Statewide Longitudinal Data System or other early learning data system, using these data to guide instruction and program improvement, and making this information readily available to families.

Screening Measures means age and developmentally appropriate, valid, and reliable instruments that are used to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, the areas of physical health, behavioral health, oral health, child development, vision, and hearing.

State means any of the 50 States, the District of Columbia, and Puerto Rico.

State Plan means the plan submitted as part of the State's RTT-ELC application.

Statewide Longitudinal Data System means the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

Tiered Quality Rating and Improvement System means the system through which the State uses a set of progressively higher Program Standards to evaluate the quality of an Early Learning and Development Program and to support program improvement. A Tiered Quality Rating and Improvement System consists of four components: (a) tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels; (b) monitoring to evaluate program quality based on the Program Standards; (c) supports to help programs meet progressively higher standards (e.g., through training, technical assistance, financial support); and (d) program quality ratings that are publically available; and includes a process for validating the system.

Workforce Knowledge and Competency Framework means a set of expectations that describes what Early Childhood Educators (including those working with children with disabilities and English learners) should know and be able to do. The Workforce Knowledge and Competency Framework, at a minimum, (a) is evidence-based; (b) incorporates knowledge and application of the State's Early Learning and Development Standards, the Comprehensive Assessment Systems, child development, health, and culturally and linguistically appropriate strategies for working with families; (c) includes knowledge of early mathematics and literacy development and effective instructional practices to support mathematics and literacy development in young children; (d) incorporates effective use of data to guide instruction and program improvement; (e) includes effective behavior management strategies that promote positive social emotional development and reduce challenging behaviors; and (f) incorporates feedback from experts at the State's postsecondary institutions and other early learning and development experts and Early Childhood Educators.