Race to the Top - Early Learning Challenge
Annual Performance Report

CFDA Number: 84.412

STATE OF DELAWARE

2012

EARLY LEARNING CHALLENGE

YEAR ONE ANNUAL PERFORMANCE REPORT

Submitted: February 15, 2013

Performance Report: Cover Sheet

General Information

1. PR/Award #: <u>S412A120006</u>

2. Grantee Name: <u>Office of the Governor, State of Delaware</u>

3. Grantee Address: <u>820 N. French Street, 5th Fl., Wilmington, DE 19801</u>

4. Project Director Name: <u>Harriet Dichter</u>   Title: <u>Executive Director, Office of Early Learning</u>

Ph #: (<u>302</u>) <u>577-5300</u> Ext: (   )   Fax #: (<u>302</u>) <u>577-1300</u>

Email Address: <u>Harriet.Dichter@state.de.us</u>

Reporting Period Information

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

Indirect Cost Information

6. Indirect Costs

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

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

   c. If yes, provide the following information:

   Period Covered by the Indirect Cost Rate Agreement(s):
   From: ____/____/____   To: ____/____/____   (mm/dd/yyyy)
   Approving Federal agency: ☐ED ☐HHS ☐Other *(Please specify)*:
   (Attach current indirect cost rate agreement to this report.)

Certification

7. The Grantee certifies that the state is currently participating in:

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

   ☒ Yes
   ☐ No

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

   ☒ Yes
   ☐ No

The Child Care and Development Fund (CCDF) program

☒ Yes
☐ No

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

Harriet Dichter   Title: Executive Director, Office of Early Learning
Name of Authorized Representative:

Harriet Dichter _____Date: 02/15/2013

Signature

Executive Summary

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

Governor Jack Markell affirmed Delaware's vision and first-year focus through the Challenge on November 27, 2012, when he honored more than 400 Stars programs and their business, foundation, and community partners, saying: "One of the most important investments we can make is in our state's youngest children. Our vision is to create a world-class early childhood system where quality programs prepare all of our children for success in a very competitive world." In 2012, Delaware made progress in all four of its Early Learning Challenge goals, reflecting its comprehensive commitment to the learning and development needs of its most at-risk young children, their families, and their communities.

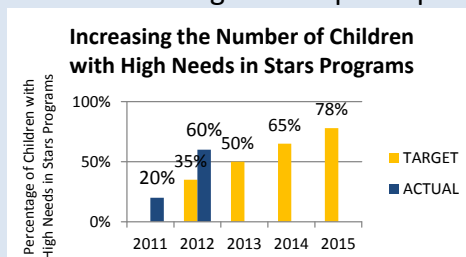**Goal 1: Expand comprehensive screening and follow-up for young children**

- **Health providers engaged to increase developmental screening using a validated screening tool:** Ranked 50th among states in for the percentage of young children who received developmental screening during a visit (Commonwealth Fund Child Health Scorecard 2011), the Delaware Challenge met its Year One target to increase physician participation in developmental screening by engaging 20 new practices in developmental screening using PEDS (Parents' Evaluation of Developmental Status). In addition, Nemours (a private health provider Challenge partner) has engaged 7 of 10 physician practices in using PEDS;

- **Developmental screening supports developed for programs in Stars/QRIS:** The Challenge met its target, identifying Ages and Stages Questionnaire (including the social emotional screen) as the validated screening instrument to be supported by the Challenge for Stars programs. Early educator professional development on using the ASQ will begin 2013. The Challenge will provide the ASQ screen at no cost to Stars providers as well as access to and use of the ASQ online supports and database;

- **Outreach to increase links to services and follow-up services:** Challenge targets were met. Help Me Grow (birth–5 initiative) Call Center has more staff and is getting more calls. Health Ambassadors are conducting outreach to link families of young children to needed services;

- **Early Childhood Mental Health Consultation Doubled Capacity:** The addition of four full-time and one part time licensed behavioral health professionals funded via the Challenge brings to nine the total full time equivalency (FTE) of consultants who provide child- and program-specific consultation and training for early educators across the state, increasing educator's skills in effectively interacting with young children and managing challenging behaviors in the classroom, expanding the reach of this important service;

- **Clinical training increased access to treatment for young children and families:** Service capacity for young child's mental health treatment was identified as a barrier for families with young children who have serious behavior issues such as very and disruptive behaviors or aggression. The Challenge exceeded its target (30), with 45 community therapists trained to use Parent-Child Interaction Therapy (PCIT) with fidelity to increase access for young children and their families to this evidence-based treatment.

Goal 2: Expand Stars and move children with high needs into Stars

- **Stars programs increased in Delaware**. The ambitious target of increasing the total number of participating programs to 300 (or 45%) was exceeded, with a new high of 322 programs participating in the Stars QRIS;

- **More children with high needs participated in Stars programs:**

  Delaware exceeded its year one target of 21% the percentage of children with high needs in Stars programs, with 60% of children with high needs participating in Stars/QRIS-rated programs

Increasing the Number of Children with High Needs in Stars Programs

- **Innovative strategies supporting Stars developed:** The Challenge includes a series of new, innovative strategies designed to support the growth and development of Stars program quality and early educators. The year one target for completing Request for Proposal development to implement three new programs to support Stars was met:
  - CORE Awards (Compensation, Retention and Education) for early childhood educators,
  - ELLI (Early Learning Leadership Initiative) to strengthen early learning directors, with a focus on those in Stars who are serving children with high needs, and the
  - Infrastructure Fund to provide financial assistance for improvement to the physical plant or to acquire technology needed to increase program quality and Stars rating, encouraging public schools and public charters to participate in Stars;

- **QRIS evaluation planning advanced**: Delaware's Challenge includes a plan to evaluate the Stars/QRIS. In year one, early learning providers, community partners, Stars management,

elected and appointed officials and business leaders and advocates provided input to inform the refinement of the evaluation questions which will result in an RFP for the Stars external evaluation for release early in 2013.

Goal 3: Build connections between early learning and the K-12 schools

- **Early Learner Survey implemented successfully:** The Delaware Early Learner Survey provides kindergarten teachers with the opportunity to observe and document the developing skills and abilities of their children across the full range of development, including these areas as set by state law:
    - Language and literacy development;
    - Cognition and general knowledge;
    - Approaches toward learning;
    - Physical well-being and motor development; and
    - Social and emotional development.

    The year one Challenge target for 20% of Delaware's Kindergarten teachers conducting the survey was met and more than the expected 1,000 children participated in the survey. Dedicated Kindergarten teachers and other school partners are working to enhance the survey instrument for use in Year Two as Delaware continues its phased in approach to the Early Learner Survey;

- **Local Delaware Readiness Teams are being formed across the state:** Delaware has met its targets for Year One, identifying a managing partner which is now guiding implementation and conducting outreach to generate application development at the local team level for this new place-based initiative which is designed to improve linkages between early childhood to early elementary in support of the readiness equation (Ready Families + Ready Schools + Ready Early Care and Education Programs + Ready Communities = Ready Children);

- **Work with high schools:** The Challenge work began in year one to enhance the alignment of high school early childhood curricula with the Delaware Early Learning Foundations, Workforce Competencies and career lattice, ultimately providing students with Delaware-specific content knowledge as they graduate and enter the early learning workforce;

Goal 4: Create a sustainable system with strong parent and community engagement and advocacy

- **Delaware Office of Early Learning established:** Governor Jack Markell created the Office of Early Learning (OEL) early in Year One to provide leadership for the state's vision and to assure quality implementation and sustainability. The Office moved from concept to full operation during this first year, and is partnering effectively with three state agencies,

early childhood providers, community and business partners and early learning advocates to implement the Challenge and to strengthen and sustain the state's early learning system;

- **Challenge participating state agencies formed a new Early Learning Leadership Team:** With representation from all key Challenge partners, this team is a critical part of Delaware's operational and strategic work to support and sustain the Challenge.

- **Delaware Early Childhood Council created new committees which align with Challenge goals:** In support of the strategic importance of the Challenge, the Delaware Early Childhood Council, previously established in law to support early childhood policies, programs, practices, standards, and financing which enhance outcomes across state agencies, and expand collaborations with private and nonprofit partners and federal agencies, established four new committees (Whole Child Health and Development, Quality Early Learning, Birth to 8 Alignment, and Early Childhood Systems), which align respectively with the four Challenge grant goals. Each of these four new standing committees is chaired by well-known and well-respected members of our Delaware community appointed by the Council Chair. This new committee structure expands opportunity for those interested in working toward the Challenge goals to play an active part and expands the number of effective advocates for early learning in Delaware;

FOCUS ON PRESCHOOL CENTERS

State early education program is brightening futures

LITTLE STARS ARE AGLOW

Teacher V. Lee Balinski gets a reaction from 6-month-old Emma Gibason on Tuesday at the Newark Day Nursery and Children's Center, which participates in the Delaware Stars for Early Success program. SUCHAT PEDERSON/THE NEWS JOURNAL

- **Governor and Lt Governor hosted a Delaware Stars recognition event:** Governor Jack Markell and Lt. Governor Matt Denn hosted the state's first public recognition event, honoring all early learning programs participating in Delaware Stars for Early Success along with their community partners from the private and non-profit sectors. With an overflow capacity, more than 400 enthusiastic attendees participated in the event at the Barclays Bank Wilmington site. The Governor and other speakers stressed the importance of quality early learning and development for all children and particularly for high needs children. Media coverage was statewide and included a front-page article in the Wilmington News Journal, a strong Op-Ed from Governor Markell, and broad coverage by local newspapers and by radio stations. As follow-up, Stars programs were provided with social marketing supports including template press releases, newsletter articles and materials to customize for their use in engaging parents and caregivers;

- **A parent and community engagement plan:** During year one, Challenge partners developed the plan which now guides and supports engagement events and initiatives, maximizing Delaware's potential to develop strong stakeholder engagement and advocacy for sustainability of the important system enhancements achieved through the Challenge;

- **Delaware early childhood e-news:** This electronic news bulletin was created in year one and is distributed monthly to nearly 2,500 early childhood providers, community partners, agency staff and advocates throughout the state to provide regular updates on the activities under the Challenge grant, early childhood community partner news, a spotlight on local successes, policy and trends and new research and practice tips for early childhood educators and families of young children, designed to support their early learning, growth and development.

Children with high needs and their families benefit from the highest-quality early learning and development programs. Delaware, through its progress in Early Learning Challenge grant implementation, has made marked progress by increasing the number of top tier, high quality programs in Stars and by serving more children with high needs through those programs. As we move forward in Challenge implementation, our aim is to meet the Challenge goals with the strong support and contributions of participating state agencies, early learning and development program providers, community partners, families, advocates, the General Assembly and the Markell Administration, moving Delaware to the forefront of states making the most of the Challenge opportunity for their children and families and for their community.

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).

While Delaware's Challenge application did not call for a dedicated office to lead this work, after the Challenge Award to the State of Delaware, Governor Markell deemed such a large statewide undertaking required dedicated leadership and staff support to ensure that the State meet its goals under the Challenge. In Year One, Governor Markell created the Office of Early Learning (OEL) to lead Delaware's strategic priorities to improve its early learning and child development services and systems for young children.

In Delaware, the Challenge focus is on systems building for early learning and child development services for children with high needs, including those who are low-income, have disabilities and or are dual language learners, in order to improve children's outcomes and readiness for school. The Office of Early Learning is the organizational structure which leads and manages the Challenge implementation to ensure that goals are met. This office works directly with the three participating state agencies (i.e. the Departments of Education, Health and Social Services, and Services for Children, Youth and Their Families) and acted early to establish the Early Learning Leadership Team, led by the Office of Early Learning and comprised of representatives of each of the participating state agencies, of lead divisions within those agencies and of leading early childhood advocates from the public and private sectors. This team meets regularly to review progress, strategize, and work together to address any challenges to the realization of Delaware's vision.

The Delaware Early Childhood Council, with members are appointed by the Governor, provides oversight of the State Early Childhood Plan. In support of the strategic vision of the Challenge, it has established four new committees which align respectively with the four grant goals. These committees provide stakeholder input and advocacy and enhance early childhood system sustainability. The Council Chair serves as a member of the Early Learning Leadership Team.

The Council has created a new Delaware Early Childhood Strategic Plan which, with the Governor's approval, will guide all Delaware early childhood system work. The Council's pending Strategic Plan uses these same four organizing goals of the Challenges as its setting forth strategic direction and vision for the future.

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.

The Governor, the Office of Early Learning and the participating state agencies work effectively to ensure stakeholder involvement in the implementation of the activities of the Early Learning Challenge in Delaware. Through the Administration's leadership and partnership between the Office of Early Learning and the Delaware Early Childhood Council, the Council has instituted four new standing committees, each led by broadly recognized, well-respected community leaders, which provide structural approach and excellent opportunities for stakeholder involvement from across the state. These committees are:

1) **A Healthy Start for All Children** (aligned with Challenge Goal 1) whose members guide the design and implementation of a successful strategy for all child-serving organizations to include developmental screening as part of their work and to assure appropriate training, data gathering and use of the information to best improve quality services and outcomes for children and serve as advocates for Delaware's early childhood system;

2) **High Quality Early Childhood Programs and Professionals** (aligned with Challenge Goal 2) whose members guide the expansion of Delaware Stars, provides Stars/QRIS implementation feedback, identifies and works to address opportunities for improvement or expansion of supports and to serve as advocates for Delaware's early childhood system;

3) **An Aligned and Effective Early Learning System, Birth through Third Grade** (aligned with Challenge Goal 3) whose members guides the design, development and implementation of Delaware's new strategies to build linkages between early learning and K-12 education and serves as advocates for Delaware's early childhood system; and

4) **Sustained Early Childhood System Improvement** (aligned with Challenge Goal 4) whose members guide the successful implementation of communication and outreach strategies to build a statewide community of advocates for early learning, provide visible community support such as participating in Office of Early Learning initiatives and events designed to sustain a system of early learning in the state, and consider and advise early learning leadership on issues of long-term system sustainability.

Each of these committees is led by a well-respected leader who is committed to advancing the work of the Challenge grant and to building the strongest foundation for sustainability for

Delaware's early childhood system. The Council and these standing committees are a primary and critical strategy for ensuring the active engagement of all stakeholders in Delaware's early childhood system development and sustainability.

While the Delaware Early Childhood Council and the four standing committees described above a primary avenue for broad, statewide stakeholder involvement in the Challenge and early childhood system enhancement and sustainability, there are many additional opportunities for stakeholder involvement in the Challenge implementation as indicated by the examples provided below:

Early Learning and Development Programs participate in local forums across the state where they learn about the Challenge goals and strategies and provide input to leaders from the Office of Early Learning, the Stars program, and the Departments of Children, Youth and Their Families, Health and Social Services, and Education, among others. For example, there are meeting set up to focus specifically on providers who participate in the Purchase of Care subsidy program in order to elicit their feedback about the program and the Challenge. The Office of Early Learning (OEL) along with others on the Early Learning Leadership Team meet with providers at regularly scheduled provider meetings across the state to share information and to listen to provider insights and input. An example of such a meeting was in December, 2012 at the Sussex County Early Childhood Director's meeting in which OEL staff participated. OEL partners with participating state agencies to reach out to providers of early learning and development as indicated, as in a recent meeting with the Program Directors of Top Tier Stars-rated programs that do not primarily serve low income children as part of a problem-solving process to determine how to best interest and support the programs' movement towards more diverse enrollment, contributing directly to the Challenge goal of moving more children with high needs in to top quality programs.

Educators are critical partners in shaping in the Delaware Early Learner Survey. Through an active Advisory Committee, kindergarten teachers and school leaders from around the state are engaged in both planning and implementing the DELS. Teachers have played a leadership role in the training on the instrument; all teachers have been surveyed about their experiences

and teachers; and teachers and leaders from every district are active in work groups set up by the Advisory Committee to refine the Survey for use in the 13-14 year, to create ongoing professional learning communities to advance and improve kindergarten practice. Administrators in early education were also involved as they identified the participating teachers, provided input and promoted the survey. Early childhood educators, administrators, state agency staff and advocates have been directly involved in providing input into the development of the request for proposal that will be used to solicit a successful vendor to conduct the QRIS validation study.

Parents of young children are key stakeholders in the Challenge and are actively involved as reviewers of outreach and messaging materials and strategies for Stars/TQRIS through many venues, ranging from meeting with and listening to parents from the state's social service offices, to community meeting with families from the Latino community, to working with Family Voices (an organization serving families with children with disabilities and special needs), to working with a range of early learning programs and their parents to hear from families. The Office of Early Learning is exploring with partners across the state the design and conduct of a regularly family survey across Delaware's early child-serving programs as a way to hear from parents about how and whether programs are supporting their children's learning and development, supporting them as parents, and how services can be improved. Parents aided in the identification of the PEDS (Parents' Evaluation of Developmental Status) as the standardized developmental screen for use by health providers and are the primary informants in developmental screening, including for the tool we will be rolling out through Stars in 2013, i.e., ASQ (Ages and Stages Questionnaire). The integral involvement of parents/caregivers in this primary informant role in young child developmental screening recognizes the parents are the experts on their children's behaviors and provides an opportunity for parent education around young child development.

 The Delaware Readiness Teams Challenge initiative depends upon parents, early childhood educators and administrators, early elementary teachers and administrators, advocates and business leaders.   All these critical stakeholders will be members of the Delaware Readiness Teams across the state, developing and implementing local strategies to improve linkages between early childhood and early elementary for young children and their families.

The active involvement of stakeholders is essential, and is critical for Challenge implementation success and for the enhancement and sustainability of Delaware's early child-serving system.

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.

Delaware's main change was to achieve passage of a law to support the Delaware Early Learner Survey (the kindergarten readiness tool) that calls for a phased-in approach and supports a comprehensive approach to development and learning. Delaware did not make additional specific changes in state legislation, budget, policy or executive order that impacted the State Plan for the Challenge.

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

The commitment and participation of the three participating state agencies remains in place as described in the application, strengthened by ongoing collaboration and partnerships in support of the state's early childhood vision as realized through the Challenge.

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 – This focus area was not selected by Delaware in its Challenge application.

    ☐ 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 - This focus area was not selected by Delaware in its Challenge application.

    ☐ 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.

> Delaware entered into the Challenge with a strong set of program standards for the Delaware Stars, its TQRIS, that are well grounded in the elements defined by the federal government for the TQRIS. Delaware has continued with ongoing implementation in 2012.

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

    ☐ Early Learning and Development Standards

15

$\square$ A Comprehensive Assessment System
$\square$ Early Childhood Educator qualifications
$\square$ Family engagement strategies
$\square$ Health promotion practices
$\square$ 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):

$\square$ Early Learning and Development Standards
$\square$ A Comprehensive Assessment System
$\square$ Early Childhood Educator qualifications
$\square$ Family engagement strategies
$\square$ Health promotion practices
$\square$ 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.

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.

In 2012, Delaware implemented its Delaware Stars program which was revised in 2011 and which was built with attention to the factors noted above.

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.

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									
Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.											
		Baseline		2012 (Target) Actual		2013 (Target) Actual		2014 (Target)- Actual		2015 (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool *Specify*: ECAP	12	1	8%	(12) 12	(100%) 100%	(12)	(100%)	(12)	(100%)	(12)	(100%)
Early Head Start and Head Start[1]	31	4	13%	(16) 31	(50%) 100%	(23)	(75%)	(31)	(100%)	(31)	(100%)
Programs funded by IDEA, Part C	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Programs funded by IDEA, Part B, section 619	16	0	0%	(2) 2	(13%) 13%	(4)	(25%)	(6)	(38%)	(8)	(50%)
Programs funded under Title I of ESEA	13	0	0%	(2) 4	(15%) 30%	(3)	(23%)	(5)	(38%)	(7)	(54%)
Programs receiving from CCDF funds	1,045	94	9%	(136) 236	(13%) 23%	(309)	(30%)	(440)	(42%)	(521)	(50%)
Other *Describe: Other Licensed Child Care Providers (not receiving CCDF funds)*	415	29	7%	(66) 86	(16%) 21%	(145)	(35%)	(190)	(46%)	(207)	(50%)

Data for ECAP, Part B and Title I and CCDF and non-CCDF programs in Stars are provided by DDPE, data for Part C is provided by the Delaware Department of Health and Social Services which also provides CCDF payment and attendance data to DDOE). Part C is individual child-specific early

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[1] 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**	
		#	%	#	%	#	%	#	%	#	%
intervention services and is not program based.												

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.

Delaware's strategy includes increasing the participation level of all types of programs in Delaware Stars. The initial strategy has focused on increasing the participation of child care centers, Head Start and Early Head Start, and the state's preschool program. We are now focusing on family child care enrollment in Stars as well as a strategy to welcome Part B programs that also fits with the state's strategic interest in and support of inclusion. Challenge initiatives which support Stars programs include the CORE (Compensation, Retention and Education) Awards, ELLI (the Early Learning Leadership Initiative), expanded professional development and training and access to intensive technical assistance as they work to move up in quality rating. Such supports, along with others such as access to Early Childhood Mental Health Consultation and financial supports for those programs accepting low income children through the state's child care assistance program (Purchase of Care), provide strong incentives for early learning and development programs of all types to enter Stars/TQRIS.

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.

Delaware, as outlined in its Challenge application, had developed a strong TQRIS that included each of the categories above, implementing the Stars/TQRIS statewide prior to the submission of the state's application. Since the award, Delaware has significantly increased its public placement of Stars/TQRIS program rating information and licensing status information, including using two websites with up-to-date information sponsored by Children's Department's Office of Child Care Licensing website and the Delaware Stars website. Parent and community engagement materials promote these websites as excellent information resources for families and the public.

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.

Not Applicable.

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
☒ Increased compensation

Number of tiers/levels in the State TQRIS 5

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

- State-funded preschool programs   12
- Early Head Start   3
- Head Start programs   29
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA   0
- Early Learning and Development Programs funded under Title I of ESEA 16
- Early Learning and Development Programs receiving funds from the State's CCDF program:
  - o Center-based   126
  - o Family Child Care   17

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

- State-funded preschool programs 0
- Early Head Start   0
- Head Start programs   0
- Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA   0
- Early Learning and Development Programs funded under Title I of ESEA   0
- Early Learning and Development Programs receiving funds from the State's CCDF program:
  - o Center-based   0
  - o Family Child Care   0

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.

Quality benchmarks were established as part of Delaware's Stars/TQRIS and in implementation statewide prior to Delaware's submission of the Challenge application.
Delaware has standards alignment/reciprocity in place for its state preschool program, Head Start, and nationally accredited programs. As noted previously, Delaware Stars is based on a set of comprehensive program standards and is grounded in the state's early learning standards, known as the Delaware Early Learning Foundations. Delaware's Stars includes opportunities for programs to strengthen educator qualifications, family engagement, and health promotion. Delaware is promoting part but not all aspects of Comprehensive Assessment.

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.

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.

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	134	(300) 322	(595)	(794)	(942)
Number of programs in Tier 1	48	(98) 69	(170)	(189)	(181)
Number of programs in Tier 2	50	(77) 151	(141)	(170)	(181)
Number of programs in Tier 3	13	(44) 27	(101)	(153)	(182)
Number of programs in Tier 4	10	(49) 51	(104)	(153)	(198)
Number of programs in Tier 5	13	(32) 24	(79)	(129)	(200)

Delaware exceeded its year one target for increasing the number of early learning and development programs that are Star/QRIS- rated (Target: 300, Actual: 322).

Delaware increased the percentage of Star/QRIS-rated programs reaching the top tiers of quality by 41% (Target: 125 programs, Actual: 132 programs).

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.

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) Actual**		**2013 (Target) Actual**		**2014 (Target) Actual**		**2015 (Target) Actual**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool *Specify*: ECAP	843	72	9%	(843) 500	(100%) 59%	(843)	(100%)	(843)	(100%)	(843)	(100%)
Early Head Start and Head Start[2]	1,888	227	12%	(994) 2,481	(50%) 131%	(1,416)	(100%)	(1,888)	(100%)	1,888	(100%)
Early Learning and Development Programs funded by IDEA, Part C	124	12	10%	(23) NA*	(20%) NA*	(37)	(30%)	(50)	(40%)	(62)	(50%)
Early Learning and Development Programs funded by IDEA, Part B, 619	1,556	0	0%	(202) 0	(13%) 0%	(389)	(25%)	(591)	(38%)	(778)	(50%)
Early Learning and Development Programs funded under Title I of ESEA	418	0	0%	(128) 0	(15%) 0%	(193)	(23%)	(321)	(38%)	(450)	(50%)
Early Learning and Development Programs receiving funds from the State's CCDF program	9,806	446	5%	(1,069) 1,113	(11%) 11%	(2,462)	(25%)	(4,064)	(47%)	(5,391)	(55%)
Other											

Note: Part C is an individual child service, not a program-based service. Here the number of children in Part C who are receiving early intervention services in an early learning and development setting are reported. This is a subset of the total child population served through Part C.

[2] 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)** **Actual**		**2013 (Target)** **Actual**		**2014 (Target)** **Actual**		**2015 (Target)** **Actual**		
		#	%	#	%	#	%	#	%	#	%
Describe:												

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 Year One, Delaware had not yet completed formulating its policy on the pathway for participation of Part B and Title I programs for participation in Stars/QRIS. While some such programs were enrolled in Stars/QRIS, the state's policy was not in place that would permit them to advance to the top tier quality levels. In 2013, the state's policy will be in effect and will be supported by planning to provide supports to Stars programs to encourage and assist them to advance to the top tier quality levels.

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.

The Delaware Office of Early Learning sought extensive input from various stakeholders for Delaware Stars, including elected and appointed officials, policy makers, foundations, business leaders, advocates, technical assistance and PD leaders, and providers to clarify and prioritize its evaluation questions. Using this information, we have drafted a RFP and it was released in the first quarter of 2013.

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

Please see response above.

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.

Please see response above.

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 its 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.

Delaware documented its robust and fully implemented comprehensive approach to early learning and development in the Challenge application. This firm foundation reflects the State's comprehensive understanding, application and commitment to the Early Learning and Development Standards across all types of early learning and development programs.

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.

Delaware did not select this are of focus in its Challenge application.

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.

In a number of the areas above including standards for health, safety, health and behavioral health screening and follow-up, promoting children's physical, social and emotional development across the levels of Stars/TQRIS, and promoting health eating habits, nutrition and physical activity, Delaware had a strong and comprehensive approach as part of its Stars/TQRIS prior to submission of the Challenge application. Significant progress was demonstrated in the nutrition and health area, so much so that Delaware was able to invest Challenge funds in furthering the success in the health and nutrition training for early learning development program and early educators, collaborating with expert partner Nemours Health and Prevention Services to develop an online training so that the excellent training product will be fully sustainable. In addition, Delaware is working to create specialty technical assistance for Stars programs in nutrition and health to sustain gains and to help programs advance in quality ratings. In another Challenge Stars support initiative, early educators will receive training and professional development on the use of the Ages and Stages Questionnaire (including the social-emotional component) which will significantly increase the number of young child developmental screenings conducted in Delaware.

The Challenge initiative to engage health care providers, especially pediatricians and family physicians, in conducing developmental screening using the PEDS standardized developmental screening tool is increasing the number of health providers conducting young child

developmental screening. Community Health Ambassadors in high needs communities are conducting outreach to engage families with young children and linking more families to follow-up services for young children while the Help Me Grow Call Center provides direct assistance to parents in response to their calls for information about services for children birth – 5 years, linking families to screening and/or follow-up services for young children. The Challenge initiative which doubled the number of Early Childhood Mental Health Consultants has made a strong contribution, providing not only child-specific and program consultation, but also high quality professional development and training for early educators, enhancing the skills of early educators to interact effectively with young children to build strong relationships, manage classroom behavior, promote child mental health and build social-emotional competencies in young children.

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.					
	Baseline and annual targets				
	Baseline (from application)	**2012 (Target)** **Actual**	**2013 (Target)** **Actual**	**2014 (Target)** **Actual**	**2015 (Target)** **Actual**
Number of Children with High Needs screened	22,755	(23,200) 27,650	(23,650)	(24,100)	(25,000)
Number of Children with High Needs referred for services who received follow-up/treatment	*4,922** 3,980	(5,000) 4,841	(5,100)	(5,200)	(5,400)

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

	Baseline and annual targets				
	Baseline (from application)	**2012 (Target)** **Actual**	**2013 (Target)** **Actual**	**2014 (Target)** **Actual**	**2015 (Target)** **Actual**
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	*17,833** 31,200	(31,200) 31,200	(31,200)	(31,200)	(31,200)
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	*13,444** 27,650 (78%)	(78%) 78% 27,650	(80%)	(83%)	(87%)

Note: the baseline data represents estimates as stated in the notes for this chart in the application. Delaware, without an early childhood data system, is unable to derive the data above as anticipated in those notes. The data above is from the state's CMS 416 EPSDT report submitted to CMS annually, except for the number of children receiving follow-up services which is the total of children birth to 5 yrs with IEPs or IFSPs (Part C and Part B) whose services are documented and reported. The percentages in the bottom row reflect the original application's estimate of 17,833 children with high needs who participate in ongoing health care as part of a schedule of well child care and, of those, the number/% who are up to date in a schedule of well child care. These percentages reflect very ambitious targets. The numbers with * should be revised to the number just below each.

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

Delaware, through the Early Learning Challenge Grant, is supporting two significant initiatives that promote the use of validated instruments in the developmental screening of young children including the use of PEDS (Parents' Parents' Evaluation of Developmental Status) by health care providers (primarily pediatricians and family physicians) and the use of the Ages and Stages Questionnaire (ASQ), including the social-emotional component, for early childhood learning and development programs that participate in Stars/QRIS. Both instruments are supported by training funded through the Challenge that is free for users and with easily accessible online supports with record storage. It is anticipated that the increased use of these validated instruments will increase the number of developmental screens completed for young children in Delaware. In addition, one initiative includes expansion of the State's capacity to provide early intervention assessment and parent education which contributes to our ability provide follow up services.

Engaging and Supporting Families

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.

> Delaware did not, in its application, elect to undertake data system development with the Early Learning Challenge.

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.

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.

> Delaware, in its Challenge application, provide extensive evidence of how it developed and implemented its workforce knowledge and competency framework and progression of credentials which are all core elements of the Stars/TQRIS.

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.

>

Delaware is currently working with the comprehensive high schools and Vocational-Technical High Schools to align the schools' curriculum with the state's Early Learning Foundations and Workforce Competencies. In addition, the Office of Early Learning is actively working with the higher education institutions to align the NAEYC competencies with the Delaware competencies.

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.

Delaware, with evidence outlined in detail in its Challenge application, strategies in place in a

number of these areas, and is making progress to further the workforce through several new initiatives.

Progress is being made in Year One on the CORE (Compensation, Retention and Education) Awards, a financial incentive initiative which is designed to encourage early educators to enhance their education and continue in the early learning workforce. Delaware has issued a request for proposal for a managing partner for this initiative and expects to begin implementation in 2013. In addition, the Early Learning Leadership Initiative (ELLI) has also been issued as a request for proposal, and through this initiative, we will support opportunities for leaders to enhance their skills in support of Stars programs serving children with high needs.

Delaware is currently working with the comprehensive high schools and vocational-technical high schools to align early childhood curriculum with the state's Early Learning Foundations and Workforce Competencies. In addition, OEL is working with the higher education institutions to align the NAEYC competencies with the Delaware competencies.

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.

As noted just above, the CORE (Compensation, Retention and Education) Award financial incentive program (CORE) and ELLI (Early Learning Leadership Initiative) will be implemented in 2013.

Publically reported aggregated data on the workforce has been available in Delaware for more than 15 years including information on workforce education development and advancement. Retention data is being collected and will be reported publically beginning in 2013 with CORE implementation.

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	5	(5) 5	(5)	(5)	(5)
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	7,798	(7,798) 7,798	(7,798)	(7,798)	(7,798)

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 1 *Specify:* Inclusion	0	0%	(5) 6	(.06%) .07%	(30)	(.4%)	(45)	(.6%)	(55)	(.7%)
Credential Type 2 *Specify:* Infant/Toddler	0	0%	(0) 0	(0%) 0%	(20)	(.2%)	(35)	(.4%)	(45)	(.6%)
Credential Type 3 *Specify:* Pre-school	0	0%	(0) 1	(0%) .0%	(20)	(.2%)	(35)	(.4%)	(45)	(.6%)
Credential Type 4 *Specify:* Family Child Care	0	0%	(0)	(0%)	(20)	(.2%)	(35)	(.4%)	(45)	(.6%)
Credential Type 4 *Specify:* Administration	0	0%	(0) 7	(0%) .9%	(45)	(.6%)	(65)	(.8%)	70	(.8%)

The data is provided by the Delaware Department of Education which is the qualifying entity for these credentials and maintains the database. The denominator used, 7,980, is the number of individuals qualified by the State Office of Child Care Licensing to work in licensed child care programs.

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).

Delaware only recently developed the credentials by specialized expertise. Plans to increase the number of early educators who obtain these credentials in order to meet the targets for performance measures include active promotion of the credentials to early educators, provision of opportunities for training and professional development necessary to obtain the credentials and the implementation in 2013 of the Compensation, Retention and Education (CORE) financial incentive program for the early childhood workforce.

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 Delaware Early Learner Survey uses a customized version of Teaching Strategies Gold, and it was selected based on its demonstrated validity and reliability. Per state authorizing law, the Survey must cover these domains--Language and literacy development; Cognition and general knowledge; Approaches toward learning; Physical well-being and motor development; and Social and emotional development, and must be completed within the first 30 school days each year for the participating kindergarteners.

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 state is collecting information on the children's developing skills and abilities in the key developmental domains and will be adding family engagement information over time.

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.

Early Learning Data Systems

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.

Delaware did not, in its application, elect to undertake data system development with the Early Learning Challenge.

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)

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.

Delaware Readiness Teams (DEL TEAMS) are being created to bring together families, early childhood and K-12 educators, health care and human services providers, business and civic leaders to make school readiness and the needs of young children a high priority. These readiness teams will work to strengthen and create reciprocal linkages that address the components of readiness as defined in the Delaware Readiness Equation (Ready Families + Ready Early Care and Education Programs + Ready Communities + Ready Schools = Ready Children). The Delaware Early Childhood Center is under contract to be the managing partner of this initiative.

Eight Priority Zones have been identified through the mapping of multiple data sources including research from the United Way, Delaware Department of Education and Delaware Department of Health and Social Services. The zones are areas with high populations of at-risk children and their families and are identified as areas of high need due to the numerous risk factors within these Zones that challenge early learner success. Priority for selection of the DEL TEAMS will be given to those teams that are being created within the high need zones.

The initial creation of resource materials has been completed in conjunction with the managing partner, the Delaware Early Childhood Center. Outreach to share the resources and to recruit community leaders has begun and will continue over the next few months. It is anticipated that up to 20 teams will be identified. Once formed, the teams will conduct a community needs assessment and create individualized action plans through the Spring of 2013.

Many public and private resources have committed to financial contributions and support to this important community initiative and we are pleased with financial contributions from Nemours Health and Prevention Services, PNC Bank and the United Way of Delaware. The Rodel Foundation is a strong and highly valued supporting partner in this critical effort.

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.

Not Applicable.

Additional Information

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

Early implementation experience in year one of the Challenge has made clear how critical the involvement of key stakeholders is to successful Challenge implementation (example: the early and enduring involvement of Kindergarten teachers in the refinement and customization of the Delaware Early Learner Survey and in the assessment and enhancement of the professional development and training for K teachers who conduct the survey). As a result, Delaware has worked to maximize participation of stakeholders across the four Challenge goals and implementation.

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

Note: In the table below, 2011 baseline data from the application is used for 2012 as the best available information. The National Center for Children in Poverty Delaware Profile puts the number of Delaware children under 5 years in families that are 200% FPL or below 21,393. Age breakout is not currently available.

http://www.nccp.org/profiles/pdf/profile_early_childhood_DE.pdf) *[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	5,058	42%	5,058	42%						
Toddlers ages 1 through 2	9,970	42%	9,970	42%						
Preschoolers ages 3 to kindergarten entry	12,994	37%	12,994	37%						
Total number of children, birth to kindergarten entry, from low-income families.	28,022	40%	28,022	40%						

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 developmental delays[3]	3,980	7%	4,841	8%						
Are English learners[4]	7,090	12%	7,090	12%						
Reside on "Indian Lands"	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Are migrant[5]	495	1%	495	1%						

Note: *The total number of children birth - 5 yrs. in Delaware with IEPs or IFSPs for 2011 baseline is 3,980.   There are no "Indian Lands" in Delaware. The percentages are based use of 2011 Delaware population of children birth to K entry of 56,000 – Source Delaware Population Consortium 10-25-2012. The figures reported for English learners and children who meet migrant definition below are repeated from 2011 (best available information).

[3] 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).

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

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Table 3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

*In the table below, provide data **for the current and previous grant years** on the number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age.*

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.
State-funded preschool *Specify:* ECAP *Data Source: Delaware DOE*			907	907			1,018	1,018												
Early Head Start and Head Start[6] *Data Source: 2011 – DDOE*			1,888	1,888			2,480	2,480												

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[5] 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).

[6] 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	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.
2012 forward: Program Contractors																				
Programs and services funded by IDEA Part C (top row) and Part B, section 619* (lower row) *Data Source: Part C – DMS/DHSS(data not collected for 2012, starts with 2013), Part B - DDOE*		12		12	N/A	N/A		N/A												
			1,551	1551			1,538	1,538												
Programs funded under Title I of ESEA *Data Source: DDOE*			418	418			469	469												
Programs receiving funds from the State's CCDF Program*	2,465	6905	9,190	18,560	2,403	6,919	9,399	18,721												

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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 3to 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.
Data Source: DHSS																				
Other *Specify:* *Data Source and Year:*																				

*Note: Programs receiving funds from the State's CCDF (Purchase of Care subsidy) program – 2011 unduplicated count of children with POC is 15,405 (the 18,560 figure above in far exceeds the 15,405, but is explained by each child having one birthday in 2011, many children (not all) crossed an age threshold or age category, and not all children attended for an entire year). For 2012, the total number of children (unduplicated count) is 15,347.

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

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

Note: For those states that have a biennial state budget, please complete for all fiscal years for which state funds have been appropriated.

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 Start[7]	0	0	0		
State-funded preschool *Specify: ECAP Programs*	$5,727,800	$5,727,800	$5,727,800		
State contributions to IDEA Part C	$2,858,900	$2,858,900	$2,858,900		
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	$6,569,215	$7,380,699	$7,774,000*		
Total State contributions to CCDF[8]	$10,629,400	$24,629,400	$37,990,800		
State match to CCDF *Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)*	Met	Not Met	Ongoing		
TANF spending on Early Learning and Development Programs[9]	$350,000	$400,000	$400,000		

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[7] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

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

[9] 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 *Specify: Parents As Teachers*	$1,121,600	$1,121,600	$1,121,600		
Other State contributions *Specify: Nurse-Family Partnership*	$465,765	$774,234	$1,452,572		
Total State contributions:	$27,722,680	$42,892,633	$50,329,072		

*Notes: Delaware state fiscal year begins July 1st and ends June 30th of the following year; No appropriations have been made yet for FY14 or FY15. *2013 State contributions for special education estimated based on 2012 expenditures. Source: Delaware DOE, DHSS, State of Delaware Final Budget Bills*

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

*In Delaware, "Approaches toward learning" is termed "discovery" in the Infant/Toddler Early Learning Foundations and is in place (adopted in 2010)

Table 6: Data on the Elements of a Comprehensive Assessment System currently required within the State -- <u>Not Applicable to Delaware.</u>

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**
State-funded preschool *Specify:*					
Early Head Start and Head Start[10]					
Programs funded under IDEA Part C					
Programs funded under IDEA Part B, section 619					
Programs funded under Title I of ESEA					
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements *Specify by tier (add rows if needed):*					
State licensing requirements					
Other *Describe:*					
[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]					

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

Additional Performance Measures Tables

Update any additional performance measure, if applicable.

<table>
<tr><td colspan="6">Performance Measures – Other (if applicable)</td></tr>
<tr><td colspan="6">[Insert title here]</td></tr>
<tr><td colspan="6">Project Goals/Desired Outcomes:</td></tr>
<tr><td colspan="6">Narrative: [Briefly describe…]</td></tr>
<tr><td colspan="6">Annual Targets for Key Performance Measures:
Performance Measures for (other):</td></tr>
<tr><td colspan="6">[Customize performance measure tables as appropriate]</td></tr>
<tr>
<td></td>
<td>Baseline (from Application)</td>
<td>2012 (Target)

Actual</td>
<td>2013 (Target)

Actual</td>
<td>2014 (Target)

Actual</td>
<td>2015 (Target)

Actual</td>
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</table>

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.

Delaware uses a Memorandum of Understanding (MOU) between the participating state agencies (PSAs) and uses contracts with various other entities and individuals which are funded to implement the various initiatives and component parts of the Early Learning Challenge.

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

Delaware is distributing the RTT-ELC funds to a variety of entities and individuals including: universities, private consultants (research, advisory, communications), marketing/Public relations firms, non-profits, research centers, health service partners, educational publishers and psychologists/evidence-based practice clinical trainers. The method used for distribution of funds for all these vendors is a contractual agreement.

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

There are no changes to the final approved budgets.

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

Delaware does not anticipate any substantive changes to the budget in the coming year (2013).

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	202,972	190,727
2. Fringe Benefits	91,061	76,908
3. Travel	4,000	673
4. Equipment	0	0
5. Supplies	46,893	39,268
6. Contractual	1,842,568	412,395
7. Training Stipends	23,250	20,113
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	2,210,744	740,084
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	20,000	0
12. Funds set aside for participation in grantee technical assistance	100,000	0
13. **Total Grant Funds Requested** (add lines 9-12)	2,330,744	740,084
14. Funds from other sources used to support the State Plan	3,641,713	3,373,055
15. **Total Statewide Budget** (add lines 13-14)	5,972,457	4,113,139

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

Budget Table 1: Overall Budget Summary by Budget Category for Grant Year 1		
Budget Categories	**Budget**	**Expenditures**
and describe these funding sources in the budget narrative.		

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 *Project 1 – Outreach to Promote Early Screening and Service Referral*		
Budget Categories	**Budget**	**Expenditures**
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	96,640	3,441
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	96,640	3,441
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13**. Total Grant Funds Requested** (add lines 9-12)	96,640	3,441
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	96,640	3,441

Budget Table 2: Project 1
Project 1 – Outreach to Promote Early Screening and Service Referral

Budget Categories	Budget	Expenditures

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

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

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

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 2
Project 2 – Strengthen Young Child Mental Health Services

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	27,093	11,285
6. Contractual	279,080	218,572
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	306,173	229,857
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0

<table>
<tr><td colspan="3" align="center">Budget Table 2: Project 2
Project 2 – Strengthen Young Child Mental Health Services</td></tr>
</table>

Budget Categories	Budget	Expenditures
13**. Total Grant Funds Requested** (add lines 9-12)	306,173	229,857
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	306,173	229,857

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

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

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

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

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<table>
<tr><td colspan="3" align="center">Budget Table 2: Project 3
Project 3 – Financial Incentive Program for Quality Improvement</td></tr>
</table>

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	0	0
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	0	0

Budget Table 2: Project 3
Project 3 – Financial Incentive Program for Quality Improvement

Budget Categories	Budget	Expenditures
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	0	0
14. Funds from other sources used to support the State Plan	2,201,360	1,567,931
15. **Total Budget** (add lines 13-14)	2,201,360	1,567,931

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
Project 4 – Infrastructure Fund

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0

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

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

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		
Project 5 – Technical Assistance and Stars Plus		
Budget Categories	**Budget**	**Expenditures**
1. Personnel	0	0

Budget Table 2: Project 5
Project 5 – Technical Assistance and Stars Plus

Budget Categories	Budget	Expenditures
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	498,960	34,336
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	498,960	34,336
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	498,960	34,336
14. Funds from other sources used to support the State Plan	1,379,067	1,781,300
15. **Total Budget** (add lines 13-14)	1,878,027	1,815,636

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.
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Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
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
Project 6 – Nutrition & Healthy Living

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	0	0
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	0	0
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13**. Total Grant Funds Requested** (add lines 9-12)	0	0
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	0	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.
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Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT−ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.
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.

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Budget Table 2: Project 7
Project 7 – Comprehensive Screening

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Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	215,009	0
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	215,009	0
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	215,009	0
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	215,009	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.

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Budget Table 2: Project 8
Project 8 – Workforce Leadership Development

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

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	24,950	3,346
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	24,950	3,346
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13**. Total Grant Funds Requested** (add lines 9-12)	24,950	3,346
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	24,950	3,346

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

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

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Budget Table 2: Project 10
Project 10 – Delaware Early Learner Survey

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	6,940	5,956
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	4,500
6. Contractual	235,595	83,215
7. Training Stipends	23,250	20,113
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	265,785	113,784
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	20,000	0
12. Funds set aside for participation in grantee technical assistance	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	285,785	113,784
14. Funds from other sources used to support the State Plan	61,286	23,824
15. **Total Budget** (add lines 13-14)	347,071	137,608

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

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

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Budget Table 2: Project 11
Project 11 – Delaware Early Learning Teams

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	65,050	0
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	65,050	0
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	65,050	0
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	65,050	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.

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Budget Table 2: Project 12
Project 12 – Higher Education Partnerships

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Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	50,000	0
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	50,000	0
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13**. Total Grant Funds Requested** (add lines 9-12)	50,000	0
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	50,000	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.
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Budget Table 2: Project 13
Project 13 – QRIS Measurement Development

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	36,091	0
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	36,091	0
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	36,091	0
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	36,091	0

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Budget Table 2: Project 14
Project 14 – QRIS Evaluation and Validation

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

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Budget Table 2: Project 15
Project 15 – Purchase of Care System

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	0
6. Contractual	0	0
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	0	0
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13**. Total Grant Funds Requested** (add lines 9-12)	0	0
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	0	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.
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Budget Table 2: Project 16
Project 16 – Community Engagement

Budget Categories	Budget	Expenditures
1. Personnel	0	0
2. Fringe Benefits	0	0
3. Travel	0	0
4. Equipment	0	0
5. Supplies	0	1,428
6. Contractual	99,600	15,904
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	99,600	17,332
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	0	0
13. **Total Grant Funds Requested** (add lines 9-12)	99,600	17,332
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	99,600	17,332

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.

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Budget Table 2: Project 17
Project 17 – Leadership for System Development

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Budget Categories	Budget	Expenditures
1. Personnel	202,972	190,727
2. Fringe Benefits	84,121	70,952
3. Travel	4,000	673
4. Equipment	0	0
5. Supplies	19,800	22,055
6. Contractual	241,593	53,581
7. Training Stipends	0	0
8. Other	0	0
9. Total Direct Costs (add lines 1-8)	552,486	337,988
10. Indirect Costs*	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	0
13. **Total Grant Funds Requested** (add lines 9-12)	652,486	337,988
14. Funds from other sources used to support the State Plan	0	0
15. **Total Budget** (add lines 13-14)	652,486	337,988

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.

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