



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

CFDA Number: 84.412

*North Carolina
Year 1: 2012*

Due: February 15, 2013



Performance Report: Cover Sheet

General Information

1. PR/Award #: S412A120027
2. Grantee Name (*Block 1 of the Grant Award Notification*): Office of the Governor, State of North Carolina
3. Grantee Address: 5605 Six Forks Road, Raleigh, NC 27609 (effective 1/1/13)
4. Project Director Name: Anne Bryan Title: Executive Director, NC Early Childhood Advisory Council
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Reporting Period Information

5. Reporting Period: From: 01/01/2012 To: 12/31/2012 (mm/dd/yyyy)

Indirect Cost Information

6. Indirect Costs
 - a. Are you claiming indirect costs under this grant? X 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: 07/01/2011 To: 06/30/2012 (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.

Anne Bryan, Executive Director, NC Early Childhood Advisory Council

Name of Authorized Representative:

Date: ____/____/____

Signature

Executive Summary

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

North Carolina's Race to the Top - Early Learning Challenge plan is a unique and promising opportunity to take bold action to improve early learning and development outcomes for children across the State. North Carolina's commitment to ensuring that children enter kindergarten ready to succeed is long-standing and proven, with several successful initiatives with strong statewide support, including state-funded prekindergarten, child care star-rated licensing, Smart Start, and pediatric developmental screening.

North Carolina's Early Learning Challenge plan emphasizes long-term capacity building in early learning, incorporating the following four focus areas:

- Strengthening the state's early childhood system and building its capacity to foster positive outcomes for young children
- Enhancing the quality of programs to serve young children and families and improving access to high-quality programs
- Strengthening the early childhood workforce to increase staff and system effectiveness and sustain change
- Targeting high-intensity supports and community infrastructure-building efforts to turn around poor outcomes for young children in the state's highest-need counties (the Transformation Zone initiative)

North Carolina's progress and accomplishments in the first year of the grant have well positioned the State for effective implementation of the approved scope of work in these four focus areas over the course of the grant. In the first year, North Carolina established its grant implementation infrastructure, including:

- detailed project and activity plans and budgets for all projects
- high-quality staffing
- raising awareness
- partnerships across multiple state and local agencies, including numerous contracts with key state, university and non-profit partners to accomplish specific activities
- advisory groups
- policies, procedures and oversight mechanisms

These critical steps have led to a successful start-up of all funded projects as North Carolina enters year two of the grant focused on full project implementation, programmatic and fiscal monitoring, performance tracking, and maximizing the impact of the grant. North Carolina's attention to grant implementation infrastructure throughout the first year will ensure the highest accountability for the \$69,991,121 in funding and for the effective accomplishment of our approved scope of work.

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).

State Governance Structure

The organizational structure of the Race to the Top—Early Learning Challenge grant (ELC) at the State level consists of the North Carolina Early Childhood Advisory Council (ECAC), the lead agency, providing leadership and oversight for the grant, working closely with the Participating State Agencies (i.e., the NC Division of Public Health, the NC Division of Child Development and Early Education, and the NC Department of Public Instruction) and with its additional major partner, the North Carolina Partnership for Children (NCPC). These four major partner agencies are responsible for implementing a variety of projects, as defined in the approved scope of work, and for coordinating with and reporting to the ECAC and the ELC grant management staff.

The ECAC and the management of the ELC grant was initiated and administratively housed in the Office of the Governor until the end of 2012. Effective at the end of December 2012, the ECAC and ELC grant reside administratively in the Office of the State Health Director, Division of Public Health, NC Department of Health and Human Services.

Transformation Zone Initiative

A key accomplishment for North Carolina in 2012 was the organizational structure built for the Transformation Zone initiative involving collaboration among many agencies and participants at the state and local levels. The Transformation Zone consists of a small set of rural, poor counties in the northeastern part of North Carolina that have been selected to participate. The Early Learning Challenge plan for the Transformation Zone is to implement a series of early learning strategies to support young children and their families while also attending to issues of implementation so that capacity for implementing high-quality, evidence-based programs is strengthened locally as well as at the state level. As the first activity, the cross-agency Transformation Zone team engaged in a mutual selection process that included webinars, proposals, site visits, and discussions to identify four counties to participate in the Transformation Zone: Beaufort, Bertie, Chowan, and Hyde. The team also established structures and collaborative relationships to assess and support purposeful, effective implementation of early childhood strategies. Three teams were established and continue to work together on a regular basis to support the successful installation of services and strengthen implementation capacity. Each of these three teams is described briefly below:

The *State Leadership Team (SLT)* for the Transformation Zone is comprised of representatives from each state agency that received funding to support the implementation of one or more of the defined service strategies and is responsible for the overall guidance and coordination of the work of this initiative. To provide a direct link to the work at the county-level, the State Implementation Specialists and representatives from the National Implementation Research Network (NIRN) attend the SLT meetings. During the first year, the SLT selected counties, developed a Terms of Reference document to articulate and guide their work together, learned more about the array of services to be implemented, helped hire staff, and worked to establish contracts.

The *State Implementation Team (SIT)* for the Transformation Zone is comprised of content experts for each of the funded strategies, stage agency project managers, the State Implementation Specialists, and representatives from the NIRN. The SIT members were invited to attend a three-day Implementation Institute in October to establish a shared understanding of the Transformation Zone effort, to develop a general understanding of each strategy, to provide an initial exposure to an Applied Implementation and System Building approach, and to begin to build collaborative working relationships. The SIT meets monthly to share information, ensure coordination of services, and continue to learn together about Applied Implementation and System Building. Beginning at the Institute in October, the SLT has been assisting with a variety of installation activities, such as meeting with county representatives to understand the context for each strategy and to provide addition strategy-related information to county leaders.

The *County Leadership Teams (CLT)* for each Transformation Zone county are comprised of key early childhood stakeholders, as determined by each county. Selected counties were announced in October, and beginning in November, CLTs have met monthly with the State Implementation Specialists and NIRN representatives to establish a shared understanding of the Transformation Zone effort, a general understanding of each strategy, an initial exposure to an Applied Implementation and System Building approach, and to build or enhance their collaborative relationships. Each county is developing a County Implementation Team comprised of one fully funded Implementation Coach and three to five part-time implementation team members who will be supported by a County Implementation Coach Coordinator from NCPC, the State Implementation Specialists, and representatives from NIRN. These teams will become local experts to support purposeful, active and effective implementation of the Transformation Zone strategies. In addition, this team will be available to support other early childhood program and practice improvement processes, based on the priorities of the CLT. Recruitment for the County Implementation Coaches has begun, and CLTs are aiming to establish their CIT by April, 2013.



Stakeholder Involvement

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

North Carolina involved a range of stakeholders in the first year of the Early Learning Challenge (ELC) grant, including early learning teachers and directors, family child care providers, Head Start staff, early interventionists and therapists, the Child Care Commission, Child Care Resource & Referral agencies, NC Association for the Education of Young Children leadership and conference participants, NC Licensed Child Care Association members, NC Head Start Association, community college and university faculty, faith-based organizations, local school leaders, local agency and community leaders, local Smart Start partnerships, families of young children, and state legislators. Stakeholders served on advisory groups, heard presentations about the ELC work, helped review and revise project plans, piloted curricula materials, and worked with the implementation team to develop and implement plans for the Transformation Zone.

Local Leadership Development

In year one, one of the accomplishments of the Early Learning Challenge plan in North Carolina was a focus on leadership development at the local level. The North Carolina Partnership for Children implemented the Leaders' Collaborative to build broad stakeholder ownership to address the goals of the ELC. Specifically, the Leaders' Collaborative focused on: a) driving results-based accountability, b) closing the gap on disparities, and c) building collaborative leadership, all in support of the ELC grant's goal of ensuring that the most vulnerable children have the support and services needed to enter kindergarten ready to succeed. During 2012, the first cohort of 16 leaders participated. Three more cohorts of leaders will participate in the remaining years of the grant. An external project evaluator was engaged and has submitted a first report of findings as follows:

- 100% of participants increased their understanding of their leadership style, leadership strengths, and leadership weaknesses as a result of participation;
- 100% of participants had shared data with local community partners;
- 78% of participants had started work with local partners to develop a plan to address disparities for young children; the remaining partnerships had meetings planned to develop their local action plan; and
- 89% of participants report an increase in collaboration focused on addressing disparities in children's learning.

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.

There were no changes in 2012 that affected NC's Early Learning Challenge plan.

Participating State Agencies

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

There were no changes in 2012.

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—

Note: North Carolina's responses below reflect the past year's work in revising our TQRIS.

(1) Early Learning and Development Standards

- No
 Yes

The North Carolina Foundations for Early Learning and Development document is almost finished being revised and will serve as a guide for all of the programs listed below. The proposed TQRIS revisions will also include Foundations as part of the program standards.

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

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

(2) A Comprehensive Assessment System

- No

✓ Yes

Some Comprehensive Assessment System components are currently included in all of the programs listed below, and the proposed revisions to the TQRIS will include even more components of a comprehensive assessment system.

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

The TQRIS includes early childhood educator qualifications for all licensed programs.

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

The proposed TQRIS revisions will strengthen the family engagement strategies required of early learning and development programs.

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

Health promotion practices have been strengthened this past year, and additional health promotion standards are included in the proposed TQRIS revision.

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

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

(6) Effective data practices

- No
- Yes

North Carolina collects program and child level data from early learning programs, but we have not linked the data across agencies or with the state longitudinal data system.

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.

North Carolina has a mature TQRIS that includes standards related to educator qualifications, measures of environmental quality (the Environment Rating Scales), family engagement, and health promotion practices, as well as other aspects of program quality. All licensed programs participate in the TQRIS. Proposed revisions to the TQRIS will ensure that the program standards address the 6 areas specified in the ELC grant requirements (as specified above). Validation and implementation of a revised TQRIS is a key component of North Carolina's Early Learning Challenge plan. See the narrative on progress toward revising a TQRIS for further information.

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
- ✓ A Comprehensive Assessment System
- ✓ Early Childhood Educator qualifications
- ✓ Family engagement strategies
- ✓ Health promotion practices
- ✓ Effective data practices

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

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

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

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

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

North Carolina's TQRIS Advisory Committee has been working on recommendations to revise the TQRIS. The committee completed its work, and the executive summary of recommendations has been posted on the website of the Division of Child Development and Early Education and shared with key stakeholders. The next step in the revision process is to conduct validation studies to inform the revisions. A general plan for the TQRIS validation study has been submitted to the federal ELC team. Phase I of the study was approved and is currently underway. The purpose of phase I is to generate, test, and obtain stakeholder feedback on alternative models for the revised TQRIS, with different sets of requirements. Results of phase I will inform a selection of a single model for further evaluation and validation during phase II of the validation study.

Based on the recommendations of the Advisory Committee and the work completed so far, it is anticipated that the revised TQRIS will include assessment of quality indicators related to use of North Carolina's revised Early Learning and Development Standards (*Foundations*), use of curriculum and ongoing formative assessment aligned with these standards, global environmental quality (the Environment Rating Scales), teacher-child interaction (CLASS), educator qualifications, health promotion practices, family engagement, and accreditation by nationally-recognized organizations such as the National Association for the Education of Young Children. Emphasis is being placed on selecting quality indicators that are measurable and reflective of high expectations, aligned with national standards. Phase II of the validation study will ensure that the revised TQRIS meaningfully differentiates programs at different levels of quality.

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.

No response

Performance Measure (B)(2)(c)

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

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System

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)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool ^a <i>Specify: NC Pre-K</i>	1,100 sites ^a	850 ^a	75%	(990 ^a) 1,028 ^a	(90%) 84% ^a	(1045 ^a)	(95%)	(1078 ^a)	(98%)	(1100 ^a)	(100%)
Early Head Start and Head Start ^{1, b}	Approx 368 ^b	350 ^b	95%	(350 ^b) 350	(95%) 95%	(350 ^b)	(95%)	(350 ^b)	(95%)	(350 ^b)	(95%)
Programs funded by IDEA, Part C ^c	N/A ^c	N/A ^c	N/A ^c	(N/A ^c) N/A ^c	(N/A ^c) N/A ^c	(N/A ^c)	(N/A ^c)	(N/A ^c)	(N/A ^c)	(N/A ^c)	(N/A ^c)
Programs funded by IDEA, Part B, section 619 and Title I of ESEA ^d	962	522	54%	(539) 545	(56%) 57%	(567)	(59%)	(596)	(62%)	(616)	(64%)
Programs receiving from CCDF funds ^a	7304 ^a	6467 ^a	88%	(6573 ^a) 5,694 ^a	(90%) 91% ^a	(6719 ^a)	(92%)	(7012 ^a)	(96%)	(7012 ^a)	(96%)

^a Pre-K programs in public schools are currently not required to be licensed. The number of NC Pre-K sites participating in the TQRIS will increase significantly because a new law requires Pre-K sites in public schools to have a four or five star license by the 2012-2013 school year. Although the law is changing, we expect there to be a transition period. The targets represent our best estimates of the timing of this transition. During the 2011-2012 year, the Governor authorized funding that allowed us to serve more children than anticipated. In 2012, the total number of preschool sites in the state was 1,221, and the total number of programs receiving CCDF funds was 6,190.

^b All Early Head Start and Head Start programs in the state are licensed and participate in the TQRIS,

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

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System

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)		2013 (Target)		2014 (Target)		2015 (Target)	
		Actual		Actual		Actual		Actual		Actual	
#	%	#	%	#	%	#	%	#	%	#	%

with the exception of two school districts. School districts are not required to be licensed, but all except two voluntarily participate in the TQRIS.

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

^d North Carolina has worked to blend different funding streams to create inclusive early childhood settings. Therefore, data for programs funded under IDEA Part B, section 619 and Title I of ESEA are cannot be separated out as they are for blended programs.

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.

North Carolina has a mature TQRIS built into its licensing system, so a large percentage of ELD programs are already included in the TQRIS. Financial incentives, technical assistance, and other supports are used to keep and increase, where possible, the number and percentage of programs participating in TQRIS.

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):

North Carolina has in place a strong rating and monitoring process through its TQRIS.

- ✓ 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.

North Carolina has a mature system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS, the star-rated license system. See the narrative related to revising the TQRIS for detailed information about plans to enhance this system. Recommendations for changes in rule and statute to enhance the current system will be submitted to the appropriate decision-making bodies following completion of the TQRIS Validation Study in 2015.

Another activity in NC's Early Learning Challenge plan is the Measure Development Project. The goal of this activity, which is being carried out by a multi-state consortium led by North Carolina, is to develop a new program quality measure designed specifically for use in a TQRIS. Development and validation of the new measure will not be complete in time for it to be incorporated in this revision of NC's TQRIS, but the goal is to incorporate it in future revisions. It is anticipated that this measure will be aligned with early learning standards from multiple states as well as Head Start and will assess environmental quality, teacher-child interactions, use of appropriate curriculum and formative assessment practices, family engagement, health promotion practices, program support for the development of educator knowledge and skills, and other quality indicators shown by research to be associated with positive developmental and learning outcomes for children.

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.

During the 2011-2012 school year, the Governor authorized additional one-time funding for state-funded prekindergarten (NC Pre-K) that provided for serving more children than anticipated. Therefore, while the actual number of NC Pre-K programs in the TQRIS exceeded the target, the percentage of programs participating in TQRIS did not meet the target because the total number of preschool programs increased. Additional NC Pre-K sites in public schools are expected to utilize the ELC incentives and supports to join the TQRIS in the coming years.

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.)

Checks below indicate that NC is continuing to provide the following strategies to promote high-quality programs for children with high needs.

- ✓ 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?

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

- **669 child care centers**
- **628 family child care homes**

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

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

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

- ***99 child care centers***
- ***55 family child care homes***

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

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

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

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

As described in the section related to revising the TQRIS, North Carolina has recommended high-quality benchmarks at the highest levels of the to-be-revised TQRIS. The mapping process completed by Division of Child Development and Early Education (DCDEE) staff, which provides the starting point for development of alternative TQRIS models to be tested in phase I of the validation study, proposed benchmarks at the highest level for use of Early Learning and Development Standards, appropriate use of curriculum and formative assessment data, environmental quality as measured by environmental rating scales, teacher-child interaction as measured by the CLASS rating scale, educator qualifications, family engagement strategies, and health promotion practices.

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.

A clear recommendation about the role of accreditation and achievement of other recognized benchmarks (e.g. state Pre-K standards and national Head Start standards) has not yet been made, but there is consensus among QRIS Advisory Committee work group chairs and DCDEE staff that standards alignment and reciprocity with these systems should be part of the revised TQRIS. With the assistance of NC’s contractor(s) for the TQRIS validation study and continued input from stakeholders, the plan is to establish alignment with state Pre-K standards, national Head Start Performance Standards, and national accreditation standards such as those established by the National Association for the Education of Young Children, such that programs can use documented achievement of these benchmarks to meet equivalent TQRIS requirements.

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 regulated	8,101	(8,341-5,104 centers^a, 3,237	(8,341-5,104 centers^a, 3,237	(8,341- 5,104 centers^a, 3,237	(8,341- 5,104 centers^a, 3,237

programs^a	(4,864 centers ^a , 3,237 family child care homes)	family child care homes) 7,614- 4,805 centers, 2809 family child care homes	family child care homes)	family child care homes)	family child care homes)
Number of programs in Tier 1 (lowest)	1,119 (14%) (291 (6%) centers, 828 (26%) family child care homes)	(756 (9%)- 221 (5%) centers, 535 (16%) family child care homes) 637 (8%) -140 (3%) centers, 497 (18%) family child care homes	(630- 154 centers, 476 family child care homes)	(516- 85 centers, 431 family child care homes)	(410- 17 centers, 393 family child care homes)
Number of programs in Tier 2	892 (11%) (227 centers (5%), 665 family child care homes (20%))	(434 (6%) -150 centers (3%), 284 family child care homes (9%)) 511 (7%) -74 centers (2%), 437 family child care homes (16%)	(350- 100 centers, 250 family child care homes)	(281- 53 centers, 228 family child care homes)	(220- 10 centers, 210 family child care homes)
Number of programs in Tier 3	1,722 (21%) (1021 centers (21%), 701 family child care homes (22%))	(2,335 (28%) -1094 centers (22%), 1241 family child care homes (38%)) 1,811 (24%) -1027 centers (21%), 784 family child care homes (28%)	(2,512- 1210 centers, 1302 family child care homes)	(2,638- 1273 centers, 1365 family child care homes)	(2,755- 1336 centers, 1419 family child care homes)
Number of programs in Tier 4	1,811 (22%) (1185 centers (24%), 626 family child care homes (19%))	(2,035 (24%) -1342 centers (28%), 693 family child care homes (21%)) 1,884 (25%) -1,185 centers (25%), 699 family child care homes (25%)	(2,065- 1372 centers, 693 family child care homes)	(2,114- 1408 centers, 706 family child care homes)	(2,155- 1440 centers, 715 family child care homes)

Number of programs in Tier 5 (highest)	2,002 (25%) (1600 centers (33%), 402 family child care homes (12%))	(2,226 (27%)-1757 centers (36%), 469 family child care homes (14%)) 2,128 (28%)-1,754 centers (37%), 374 family child care homes (13%)	(2,259-1785 centers, 474 family child care homes)	(2,297-1813 centers, 484 family child care homes)	(2,336-1845 centers, 491 family child care homes)
Other regulated programs not in Tiers^b	555 (7%)^b (540 centers (11%), 15 family homes (0.5%))	(555^b (7%)-540 centers (11%), 15 family homes (0.5%)) 643 (8%) - 625 centers (13%), 18 family homes (0.6%)	(525^b-510 centers, 15 family homes)	(495^b-480 centers, 15 family homes)	(465^b-450 centers, 15 family homes)

^a The TQRIS is built into the state's licensing system. Centers in this table include public schools that are licensed.

^b Other regulated programs not in tiers include GS110s which are religious affiliated programs, as well as approximately 250 programs that have temporary licensing and are not eligible to be in the tiered system until they have been in existence for more than six months.

Note: We would anticipate an increase in the number of 3 to 5 stars by the end of calendar year 2012 based on the budget provisions related to subsidy payments to only 3 to 5 star programs. However, NC is in the revision process for our TQRIS which will strengthen the requirements. This revision could result in changes at all levels of the system.

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 Measures for (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 Tiered Quality Rating and Improvement System.

Type of Early Learning	Number of Child	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>
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and Development Program in the State	ren with High Needs served by programs in the State	Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool ^a <i>Specify: NC Pre-K</i>	24,757 ^a	18,568 ^a	75%	22,281 ^a 23,632 ^a	(90%) 86% ^a	(23,519 ^a)	(95%)	(24,262) ^a	(98%)	(24,757 ^a)	(100%)
Early Head Start and Head Start ²	24,291	22,348	92% ^b	(22,348) 22,348	(92% ^b) 92% ^b	(22,348)	(92% ^b)	(22,591) ^b	(93%) ^b	(23,076) ^b	(95%) ^b
Early Learning and Development Programs funded by IDEA, Part C ^c	9,842 ^c	9,842 ^c	100%	(9,940 ^c) 10,206 ^c	(100%) 100%	(10,040 ^c)	(100%) ^c	(10,140) ^c	(100%) ^c	(10,242 ^c)	(100%) ^c
Early Learning and Development Programs funded by IDEA, Part B, section 619 and Title I of ESEA ^c	24,369 ^d	13,160 ^d	54%	(13,646 ^d) 13,372 ^d	(56%) 57%	(14,377 ^d)	(59%)	(15,108 ^d)	(62%)	(15,596 ^d)	(64%)
Early Learning and Dev. Programs receiving funds from the State's CCDF program	98,814	60,178	61%	(62,253) 51,433 ^e	(63%) 70% ^e	(64,229)	(65%)	(66,205)	(67%)	(69,170)	(70%)

² Including Migrant and Tribal Head Start located in the State.

Performance Measures for (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 Tiered Quality Rating and Improvement System.

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 Tiered Quality Rating and Improvement System									
		Baseline		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
		#	%	#	%	#	%	#	%	#	%

Note: The top tiers of NC’s TQRIS are defined as having a four or five star license. This data for children in NC’s TQRIS is for state fiscal year 2010-2011 and includes children served at any time (as they can go in and out of the system) during that year in a 4 or 5 star program.

^a Pre-K programs in public schools are currently not required to be licensed. The number of NC Pre-K sites participating in the TQRIS will increase significantly because a new law requires Pre-K sites in public schools to have a four or five star license by the 2012-2013 school year. Although the law is changing, we expect there to be a transition period. The targets represent our best estimate of the timing of this transition. The Governor authorized funding during the 2011-2012 year that allowed us to serve more children than anticipated. In 2012, the total number of Children with High Needs served by state-funded preschool programs in the state was 27,531.

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

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

^d North Carolina has worked to blend different funding streams to create inclusive early childhood settings. Therefore, data for programs funded under IDEA Part B, section 619 and Title I of ESEA are cannot be separated out as they are for blended programs. For the 2012 year, a reduced number of children were served with Part B and Title I funds, with a new baseline total of 23,459.

^e In 2012, the total number of Children with High Needs served by programs receiving funds from the State’s CCDF program was 73,766.

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.

For table (B)(4)(c)(1), we have fewer programs in Tier 2 and more programs in Tier 3, but we did not quite meet the proposed 2012 targets, most likely because of some delays in implementing RTT-ELC activities due to longer than anticipated start-up timelines. We expect

that the ELC project to support programs to improve and/or maintain a 3-star or higher rating will allow us to meet our proposed targets.

For table (B)(4)(c)(2), we met the target for increasing the number of pre-k children served in a program participating in the TQRIS, but the percentage was slightly lower than anticipated because the total number of pre-k programs grew due to a one-time expansion fund for NC Pre-K. The ELC project to provide incentives and supports for public schools to voluntarily apply for a star-rated license should help us meet our future targets.

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.

North Carolina's TQRIS Validation Study is being designed to validate the effectiveness of the *revised* TQRIS, which is under development. This validation process is integral to development and implementation of the revised TQRIS. Phase I of the validation study is underway, which will gather data to inform the TQRIS revisions. For further details, see the section on revising TQRIS standards above.

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

North Carolina will determine whether its *revised* TQRIS tiers accurately reflect differential levels of program quality as part of Phase II of its TQRIS validation study. A complete plan for this phase of the study will be submitted for approval during the first half of 2013.

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.

North Carolina plans to assess whether quality ratings in its *revised* TQRIS are related to progress in children's learning and development as part of Phase II of the TQRIS validation study, to be submitted for approval during the first half of 2013 and expected to be implemented in 2014-15.

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.

With funding from the NC Early Childhood Advisory Council (ECAC) and input from stakeholders and experts, the new *North Carolina Foundations for Early Learning and Development* is almost complete. Previously, NC had two separate documents, one for infants and toddlers and one for preschoolers. The revised version encompasses standards in all five domains of development for children birth through age 5: approaches to play and learning; emotional and social development; health and physical development; language development and communication; and cognitive development. The cultural and linguistic appropriateness of the standards was strengthened by having: a Dual Language Learners expert workgroup, a review by an expert in cultural competency, and the participation of stakeholders with expertise about children with disabilities. Content experts from the Office of Early Learning in the Department of Public Instruction ensured that the revised *Foundations* were aligned with the Common Core and NC Essential Standards.

An advisory group has been planning efforts to include the new *Foundations* in various aspects of the system. The *Foundations* are expected to be included in the revised TQRIS and will provide the framework for selecting curricula and assessment in early learning and development programs. The age 5 indicators in the *Foundations* are serving as the starting point for the K-3 Assessment development. The contract for the development of a CEU-bearing course on the new *Foundations* document, including train-the-trainer and cross-sector institutes to roll out the course, has been executed, and initial planning has begun. The advisory group will continue to implement strategies to strengthen the use of *Foundations* in 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.

No response

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):

NC has continued or made progress in the following areas

- ✓ 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.

NC has continued working on components of a Comprehensive Assessment System. NC Pre-K and Head Start utilize child assessment tools that are appropriate for young children, and the TQRIS advisory committee recommended that child assessment standards be included in the revised TQRIS. Through the Early Learning Challenge plan, NC is strengthening early childhood educators' understanding of the purposes and uses of assessment, as well as appropriate administration of assessment tools, by developing a .5 CEU course on Choosing and Using Curriculum and Formative Assessment. The course has been developed and piloted and will be rolled out across the Child Care Resource & Referral System starting in the first quarter of 2013. A contract is also in place and initial planning has begun for a train-the-trainer course on the Classroom Assessment Scoring System.

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.

No response

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 2012, North Carolina's Early Learning Challenge activities that promote young children's health included the following:

- The proposed revised TQRIS includes more standards on health promotion.
- The North Carolina Partnership for Children (NCPC) began efforts to expand the Assuring Better Child Health and Development (ABCD) model, a proven, universal approach to screening young children in primary health care settings. ABCD works to increase health and developmental screening and referral rates for all young children within the medical home by integrating routine developmental screening into well-child visits, using either the Ages and Stages Questionnaire (ASQ) or the Parents Evaluation of Developmental Skills (PEDS). Medical professionals are also taught to use the Modified Checklist for Autism in Toddlers (MCHAT). NCPC's goals are to leverage current programs and link with Community Care Network of NC (CCNC) to expand ABCD statewide. In 2012, NCPC worked with local Smart Start partnerships that fund ABCD coordinators, the CCNC regional networks serving their counties, the CCNC Network at the state level, and the state level ABCD Advisory Committee to prepare to expand ABCD in early 2013.
- NCPC, in partnership with University of North Carolina at Chapel Hill's NC Child Care Health and Safety Resource Center (NCCCHSRC) is also building statewide capacity and effectiveness for child care health consultation. The project will establish a regional coaching model for Child Care Health Consultants (CCHCs) targeting promotion of a medical home for ongoing preventive health care and promotion of health literacy. Three regional coaches will receive intensive training and supervision from the NCCCHSRC in the coaching model. These regional coaches will train CCHCs across the state, who will coach child care staff. Currently 56 CCHCs are providing training and technical assistance to child care programs in 50 counties. Two additional CCHCs will be hired to provide coaching, training, and technical assistance to centers in the Transformation Zone. This first year, NCPC has discussed current CCHC needs within each of the Transformation Zone counties. NCPC has also planned with the National Implementation Research Network (NIRN), NCCCHSRC, the Division of Child Development and Early

Education, Child Care Services Association, and Child Care Resources to develop a coordinated approach across all strategies to strengthen child care quality.

- The NC Division of Public Health (DPH) engaged in planning for contracting with the Center for Child and Family Health and the Center for Child and Family Policy at Duke University to support the development of capacity within the Transformation Zone counties to effectively implement and sustain Northeast Connects, a short-term, community based, universal newborn nurse home-visiting program. Key community partners in the Transformation Zone, such as hospitals, local health systems, and local departments of health, have been engaged in discussion with members of the State Leadership Team to determine a suitable and sustainable organizational home for the program. In addition, DPH is in the process of hiring a coordinator for Northeast Connects who will work with all of the Transformation Zone counties, in coordination with the National Implementation Research Network (NIRN) and the State Implementation Specialists, to ensure the effective and sustainable implementation of the program.

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.

No response

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 Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

	<i>Baseline and annual targets</i>				
	Baseline (from application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual

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

	<i>Baseline and annual targets</i>				
	Baseline (from application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual
Number of Children with High Needs screened^a	<1: 74,256 (92%) 1-2: 125,043 (80%) 3-5: 114,207 (69%) ^a	(< 1: 92%; 1-2: 81%; 3-5: 70%) <1: 92,635 (95%) 1-2: 113,844 (80%) 3-5: 142,676 (69%) ^a	(< 1: 93%; 1-2: 83%; 3-5: 72%) ^a	(< 1: 94%; 1-2: 84%; 3-5: 74%) ^a	(< 1: 95%; 1-2: 85%; 3-5: 75%) ^a
Number of Children with High Needs referred for services who received follow-up/treatment	No state level data available	No state level data available			
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care^b	No state level data available ^b	No state level data available ^b			
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care^c	66.7% (230,053) of children with high needs at 15 months old are up-to-date. 70.9% (118,723) of high needs children ages 3-6 years are up-to-date ^c	(68% of children with high needs at 15 months, and 72% of 3-6 year olds are up-to-date ^c) 65% of children with high needs at 15 months, and 70% of 3-6 year olds are up-to-date ^c	(70% of children with high needs at 15 months, and 73% of 3-6 year olds are up-to-date) ^c	(73% of children with high needs at 15 months, and 3-6 years are up-to-date) ^c	(75% of children with high needs at 15 months, and at 3-6 years are up-to-date) ^c

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

	<i>Baseline and annual targets</i>				
	Baseline (from application)	2012 (Target) Actual	2013 (Target) Actual	2014 (Target) Actual	2015 (Target) Actual

Note: High needs children in this table are defined as children ages 0-5 who are eligible for Medicaid.

^a Baseline data represent the number of children by years of age who are eligible for Medicaid and received at least one initial or periodic screening during the 2007-2008 year; which was the most recent available data at the time of the application. Data source: CMS HCFA-416 Annual EPSDT Participation Report <http://www.ncdhhs.gov/dma/healthcheck/cms416fy0708.pdf>. Data for the 2012 year are from the 2011-2012 CMS HCFA-416 Annual EPSDT Participation Report http://www.ncdhhs.gov/dma/healthcheck/hmlr5901sfy2012_416.pdf

^b Data are not available on the number of children who participate in ongoing health care as part of a schedule of well child care. However, data are collected on screenings using a Screening Ratio, which indicates the extent to which EPSDT eligibles receive the number of initial and periodic screening services required by the State’s periodicity schedule, adjusted by the proportion of the year for which they are Medicaid eligible (using a CMS formula). For the 2007-2008 year, which was the most recent available data at the time of the application, for children under age 1, the screening ratio was 1.59; the screening ratio for children ages 1-2 years was 1.05; and it was 0.74 for children ages 3-5 years. Because EPSDT allows for additional interperiodic well child checkups and screenings for children when needed, these screening ratios may exceed 1.0 (or 100%). For the 2011-2012 year, the screening ratios were: < 1= 1.26, 1=1.0, 2=0.82, 3= 0.72, 4=0.78, 5=0.69.

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

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

The actual percentage of children with high needs screened was very close to the 2012 target, particularly because the baseline data at the time of our application—and on which we set our targets—was from 2007-08. Examining the data across years, including the most recent data from 2011-2012, there have been fluctuations in the number of children screened over the last few years, which makes it difficult to set accurate targets. The actual percentages of children who are up-to-date on well-child visits are also slightly lower than the 2012 targets. We believe the Child Care Nurse Consultant and Assuring Better Child Health and Development projects will help ensure that more young children with high needs receive appropriate developmental screenings and are up-to-date on well-child visits.

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.

North Carolina made progress on engaging and supporting families during 2012 with the following ELC activities:

- The revised TQRIS is recommended to include a more robust set of family engagement standards, based in part on the Head Start Performance Standards.
- The NC Head Start State Collaboration Office successfully initiated Phase I of a statewide family engagement training/coaching initiative designed to build the capacities of early childhood educators in a range of settings (including private child care, local education agencies, religious-sponsored child care and military child care) to work with the families they serve to support their children's development. This initiative leverages the expertise of high quality Head Start programs in the State to lead the training/coaching efforts. A well-coordinated information-sharing campaign is in place to disseminate news of available family engagement activities for early childhood programs in NC that includes direct mailings and press releases, Child Care Resource and Referral agencies; Participating State Agencies, and local Smart Start partnerships.
- The NC Division of Public Health (DPH), with support from Triple P America, is building on its experience in seven counties currently implementing Triple P (Positive Parenting Program) to expand to include the Transformation Zone and possibly additional counties in Northeastern North Carolina. Triple P is a multi-level, evidence-based parenting and family support system designed to prevent or reduce the severity of behavioral, emotional, and developmental problems in children. The program incorporates 5 levels of intervention with increasing intensity, ranging from public campaigns to professional development for existing professionals (e.g., physicians) to individual sessions with highly trained and accredited Triple P providers. These multilevel programs are designed to create a family-friendly community environment that better supports parents in the job of raising their children, with a range of programs tailored to the differing needs of parents.

DPH is developing a statewide Triple P Learning Collaborative that will allow counties in the Transformation Zone to learn from and with current Triple P coordinators. DPH is

also in the process of hiring a Family Strengthening Statewide Manager to support state programs targeted at improving family medical homes (including Triple P) and a Triple P Implementation Specialist who will coordinate and support implementation of Triple P in northeast North Carolina, with additional support from the National Implementation Research Network and the State Implementation Specialists.

- The North Carolina Partnership for Children is engaging in planning to begin building the capacity of Transformation Zone counties to improve the literacy skills of young children using the Motherread/Fatheread program and the Reach Out and Read program.

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.

No response

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.

NC did not address this focused investment area in its ELC application.

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.

NC did not address this focused investment area in its ELC application.

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.

NC did not address this focused investment area in its ELC application.

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 --
N/A (NC did not address this focused investment area in its application.) 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.

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

- Support for Birth-Kindergarten licensed teachers in non-public school settings has reached 132 teachers with mentoring and evaluation services.
- A cross-sector group collaborated on a set of technical assistance (TA) competencies to help to inform both the TA Endorsement (development underway) and the course on Coaching/Mentoring/TA (also under development).

- A RFA was posted for community colleges interested in support to obtain national accreditation of their early childhood associate degree program through the National Association for the Education of Young Children (NAEYC), and we anticipate funding roughly 17 of those applications.
- A RFA was also posted for community colleges to propose innovative ideas for increasing student access and success. The application review is being finalized and grants should be awarded in the first quarter of 2013.
- Contracts were awarded for the Cultural Competence Support project, aimed at increasing the competence of the early childhood workforce to work with all young children and families, and the Early Childhood Director Leadership project, which supports the leadership and program management skills of early learning program administrators. Each has identified their leadership teams, and planning work has begun.
- The first workforce study was conducted, and data are being analyzed.
- The course on choosing and using curriculum and assessment was developed, piloted, and revised.
- The CCR&R System developed a framework for and rolled out training on facilitation of communities of practice for their TA providers.
- Representatives from the Infant Toddler and Healthy Social Behaviors projects, as well as from the Division of Child Development and Early Education, have participated in the state implementation team related to the Transformation Zone.

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.

No response

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 Measures for (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	79	(79) 79	79	79	79
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	469 BA ECE; 350 BK License; 1,070 AAS; 116 Diploma; 910 Certificate	(481 BA ECE; 359 BK License; 1,097 AAS; 119 Diploma; 933 Certificate) BA ECE Not available ^a ; BK License-415; 1,079 AAS; 123 Diploma; 1,001 Certificate	493 BA ECE; 368 BK License; 1,124 AAS; 122 Diploma; 956 Certificate	505 BA ECE; 377 BK License; 1,152 AAS; 125 Diploma; 980 Certificate	518 BA ECE; 386 BK License; 1,180 AAS; 128 Diploma; 1005 Certificate
Total number of accredited community colleges	14	(22) 20	30	38	58

^aData were from a survey conducted in 2011, and new data for 2012 are not yet available at the time of this report.

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

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (From Application)		2012 (Target) Actual		2013 (Target) Actual		2014 (Target) Actual		2015 (Target) Actual	
	#	%	#	%	#	%	#	%	#	%

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

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline (From Application)		2012 (Target)		2013 (Target)		2014 (Target)		2015 (Target)	
	#	%	#	%	#	%	#	%	#	%
BA/BS in Child Development or ECE with Birth-Kindergarten License	1,905	9.1%	(2,033) Not Available	(9.3%) Not Available	2,166	9.5%	2,342	9.8%	2,500	10%
BA/BS in Child Development or ECE	1,170	5.6%	(1,290) Not Available	(5.9%) Not Available	1,414	6.2%	1,554	6.5%	1,750	7%
BA/BS in non-ECE plus at least 6 ECE courses	472	2.2%	(612) Not Available	(2.8%) Not Available	798	3.5%	980	4.1%	1,250	5%
AAS in Early Childhood Education	4,568	21.7%	(4,919) Not Available	(22.5%) Not Available	5,312	23.3%	5,808	24.3%	6,250	25%
BA/BS in non-ECE plus 1-5 courses	1,255	6.0%	(1,224) Not Available	(5.6%) Not Available	1,186	5.2%	1,147	4.8%	1,125	4.5%
BA/BS in non-ECE and no ECE courses	497	2.4%	(525) Not Available	(2.4%) Not Available	524	2.3%	526	2.2%	500	2%
AA/AAS in non-ECE plus at least 1 ECE	577	2.7%	(568) Not	(2.6%) Not	524	2.3%	526	2.2%	675	2%

Performance Measures for (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	
	#	%	#	%	#	%	#	%	#	%
courses			Available	Available						
AA/AAS in non-ECE and no ECE courses	174	.8%	(175) Not Available	(.8%) Not Available	160	.7%	143	.6%	125	.5%
HS diploma plus at least 6 ECE courses	5,041	24.0%	(5,246) Not Available	(24%) Not Available	5,472	24%	5,784	24.2%	6,250	25%
HS diploma plus 1-5 ECE courses	4,680	22.3%	(4,700) Not Available	(21.5%) Not Available	4,742	20.8%	4,732	19.8%	4,750	19%
HS diploma with no ECE coursework	678	3.2%	(568) Not Available	(2.6%) Not Available	502	2.2%	359	1.5%	0	0%

Baseline data for this table were available at the time of the application because we had recently conducted a statewide workforce study. Data from the 2012 statewide workforce study are not available yet for inclusion in this report.

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).

Different data sources for the credentials of early childhood educators in an “aligned” institution were used in 2011 and 2012, which may explain the lower number of AAS degrees in 2012 than originally anticipated. Data on the current levels of education for the early childhood workforce are not available yet from the statewide workforce study. We will update the table as soon as the data are available. Finally, 20 instead of 22 community colleges are reported as being accredited. The other 2 have completed their accreditation site visit but have not received official notice yet

of accreditation. We expect to meet the target, but don't have confirmation yet.

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

The NC State Board of Education has been apprised of the goals and outcomes of the K-3 Assessment Project, and has endorsed the principles outlined in the RTT-ELC application that will guide the development of the K-3 Assessment.

The work of the K-3 Assessment Task Force began with the identification of structures for completing the tasks and activities in the grant. Four work groups have been identified to complete the development and implementation process. Membership for the first work group, a Think Tank, has been identified; and a series of meetings has been planned. The goal for the Think Tank is to provide recommendations about which aspects of each domain are essential to

assess and how best to assess them. The remaining work groups will be charged with operationalizing recommendations from the Think Tank, creating the assessment, and developing a plan for scaling up for statewide implementation.

The various work groups will include members with knowledge, expertise, and experience in assessment development in an effort to ensure careful consideration is given to validity and reliability during the development process. In addition, systematic testing will be conducted in pilot districts during the development process to ensure validity and reliability of the K-3 Assessment. In addition, feasibility testing will be conducted to determine the systems and structures needed for statewide implementation, which is set to begin in the fall of 2015.

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.

While the state does not presently collect data at kindergarten entry, the revision of the K-3 Assessment will result in kindergarten entry assessment that produces valid and reliable child-level data on aspects of the domains determined as critical for assessment. Once the K-3 Assessment data are demonstrated to be reliable and valid, they will be entered into the statewide longitudinal data system.

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.

No response

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.

Not applicable

If applicable, please describe the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above.

NC plans to build an Early Childhood Integrated Data System (ECIDS) that will be interoperable with NC's Statewide Longitudinal Data System named NC CEDARS (Common Education Data Analysis and Reporting System). In 2012, NC developed a detailed project plan and budget for the ECIDS, executed a contract with the NC Office of Information Technology Services (ITS) for application development, and began recruiting for highly-qualified staff to develop the ECIDS application and its associated governance structure. Also, ELC grant management staff and ITS staff working on the ECIDS project participated as members of NC's P-20W Council.

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.

No response

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.

In order to fully benefit from high quality early learning experiences, classrooms serving children from kindergarten through third grade must also be of high quality and ensure alignment of standards, curriculum, instruction, and assessment. Efforts to strengthen instructional practices in the early grades must include a focus on the effective use of multiple sources of data. A pilot project designed to improve administrators' and teachers' use of classroom and child assessment data will be implemented in schools located within/contiguous with the Transformation Zone. To accomplish this activity, a contract has been executed with FirstSchool, a project of the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. FirstSchool has experience working with schools in North Carolina and Michigan to develop a research-based, collaborative framework designed to improve experiences of children in the early grades. FirstSchool and the Office of Early Learning worked collaboratively to conduct a selection process that resulted in the identification of two school districts for participation in this process. Orientation sessions have been scheduled for district staff, and data collectors have been hired and trained. Project staff is currently working with district personnel to create a plan and timeline for implementation.

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.

While NC supports the active involvement of the private sector in the goals of the ELC, no grant funding was allocated for this purpose.

Additional Information

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

The start-up of the ELC grant took longer than originally expected in many project areas, particularly in developing and executing contracts and hiring staff.

Data Tables:

Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application.

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

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

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

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

	2011		2012		2013		2014		2015	
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state	# of low-income children in the state	# of low-income children as a % of all children in the state
Infants under age 1	44,915	35.0%	73,652	57.9%						
Toddlers ages 1 through 2	120,087	46.2%	111,964	48.6%						
Preschoolers ages 3 to kindergarten entry	208,966	56.5%	194,450	51.7%						
Total number of children, birth to	373,968	49.4%	380,066	51.8%						

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
kindergarten entry, from low-income families.										

Data source: U.S. Census Bureau's Current Population Survey & State Center for Health Statistics, NC, Annual Social and Economic Supplements (ASEC) estimates for 2009, 2010, & 2011; 2012 CPS ASEC estimates are not yet available, and therefore 2011 estimates were used for 2012 data. Available at: <http://www.census.gov/cps/data/cpstablecreator.html>

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 delays³	22,205 ^a (9,842 ISFP; 12,363 IEP)	2.9% ^a	22,630 (10,206 ISFP, 12,424 IEP)	3.1%						

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).

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...
Are English learners⁴	72,780 ^b	9.6% ^b	80,382 ^b	10.6% ^b						
Reside on “Indian Lands”	54,003 ^c	7.1% ^c	54,697 ^c	7.2% ^c						
Are migrant⁵	889 ^d	0.1% ^d	Data not available	Data not available						
Are homeless	7,811 ^e	1.0% ^e	7,811 ^e	1.0% ^e						
Are in foster care	3,463 ^f	0.5% ^f	3,417 ^f	0.5% ^f						
Military children	57,100 (52,000 children)	7.5%	49,423 (43,187 children)	6.7%						

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

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).

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...
	of active duty families; 5,100 children of Guard and Reserve families)		of active duty families; 6,236 children of Guard and Reserve families)							

^a Data source for ISFP and IEP data are from the December 1, 2010 Headcount Data. For the Part C Program, as of Dec. 1 2010 9,842 infants and toddlers with or at established risk for developmental disabilities or delays had an IFSP. Infants and toddlers enter and exit the program at differing times across the fiscal year. During 2009-2010, there were 18,271 children enrolled in the program.

^b Data source: American Community Survey (2005-2009) & U.S. Census Bureau for the 2011 data; data American Community Survey (2007-2011) applied to 2011 population estimates for the 2012 data. Data for 2012 is not yet available.

^c Data source: American Community Survey (2005-2009). Note: This number includes all American Indian children *under age 5* across the state. Of this total, 589 are Cherokee children under age 5 who reside on federally designated Indian land. For 2012 data, this is based on the 2007-2011 American Community Survey Estimates for Ages 0-4, and includes all children *under age 5*. Of this total, 784 were Cherokee children under age 5 who reside on federally designated Indian land.

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...

^d Data source: Program Monitoring Section, Department of Public Instruction (2009-2010 data).

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

^f Data source: Management Assistance for Child Welfare, Work First & Food & Nutrition Services Website- URL: <http://ssw.unc.edu/ma/> (July 31, 2011 & December, 2012).

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.

<u>Type of Early Learning and Development Program</u>	<u>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</u>																			
	<u>2011</u>				<u>2012</u>				<u>2013</u>				<u>2014</u>				<u>2015</u>			
	< 1	1 - 2	3to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K	To t.	< 1	1 - 2	3 to K	T o t .	< 1	1 - 2	3 to K	T o t .
<u>State-funded preschool</u> <i>Specify: (annual census count; e.g., October 1 count)</i> <i>Data Source: NC Pre-K, 2011, 2012</i>	N/A	N/A	24,645	24,645	N/A	N/A	25,758	25,758												
<u>Early Head Start and Head Start⁶</u> <i>Data Source and Year: Head Start Program Information Report (PIR)</i>	905 (753 regional, 143 migrant/seasonal, 9 tribal)	2584 (2,162 reg., 371 m/s, 51 tribal)	20,802 (20,192 reg., 434 m/s, 176 tribal)	24,291 (23,107 reg., 948 m/s, 236 tribal)	1,563 (1,021 reg., 527 m/s, 15 tribal)	3,861 (2,699 reg., 1,117 m/s, 45 tribal)	21,663 (20,287 reg., 1,200 m/s, 176 tribal)	27,087 (24,007 reg., 2,844 m/s, 236 tribal)												

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.

<u>Type of Early Learning and Development Program</u>	<u>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</u>																			
	<u>2011</u>				<u>2012</u>				<u>2013</u>				<u>2014</u>				<u>2015</u>			
	< 1	1 - 2	3to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K	To t.	< 1	1 - 2	3 to K	T o t .	< 1	1 - 2	3 to K	T o t .
<i>2009-2010, 2010-2011</i>																				
<u>Programs and services funded by IDEA Part C and Part B, section 619</u>	1,249	8,593	12,363	22,205 (9842 Part C; 12,363 Part B)	1,430	8,776	12,424	22,630												
<i>Data Source and Year: December 1 Headcount Part B and Part C of IDEA, for</i>																				

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.

<u>Type of Early Learning and Development Program</u>	<u>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</u>																			
	<u>2011</u>				<u>2012</u>				<u>2013</u>				<u>2014</u>				<u>2015</u>			
	< 1	1 - 2	3to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K	To t.	< 1	1 - 2	3 to K	T o t .	< 1	1 - 2	3 to K	T o t .
<i>2010 (12/1/10)</i>																				
<u>Programs funded under Title I of ESEA</u> <i>Data Source and Year: Title I Grant</i> <i>Application Projections from LEA's, 2010</i>	N/A	N/A	12,006	12,006	N/A	N/A	11,035	11,035												

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.

<u>Type of Early Learning and Development Program</u>	<u>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</u>																			
	<u>2011</u>				<u>2012</u>				<u>2013</u>				<u>2014</u>				<u>2015</u>			
	< 1	1 - 2	3to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K	To t.	< 1	1 - 2	3 to K	T o t .	< 1	1 - 2	3 to K	T o t .
<u>Programs receiving funds from the State's CCDF program</u> <i>Data Source and Year: SFY 10-11, & 11-12</i>	Average monthly is 4,864 ^a Year total is 13,269	Avg. monthly is 21,642 ^a Year total is 52,129	Average monthly is 33,004 ^a Year total is 78,881	Average monthly is 59,495 ^a Year total is 144,279	Average monthly is 4,363 ^a Year total is 11,671	Average monthly is 18,359 ^a Year total is 44,534	Average monthly is 17,016 ^a Year total is 65,645	Average monthly is 39,738 ^a Year total is 121,850												

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

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.

<u>Type of Early Learning and Development Program</u>	<u>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</u>																			
	<u>2011</u>				<u>2012</u>				<u>2013</u>				<u>2014</u>				<u>2015</u>			
	< 1	1 - 2	3to K-entry	Total	< 1	1 - 2	3 to K-entry	Tot.	< 1	1 - 2	3 to K	To t.	< 1	1 - 2	3 to K	T o t .	< 1	1 - 2	3 to K	T o t .

captured in the under age 1 group, but the next month could have a birthday and would now be in the toddler group.

Table 4: Data on funding for Early Learning and Development

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

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

Table 4: Data on funding for Early Learning and Development (Application Table (A)(1)-4).					
Type of investment	Funding for each Fiscal Year				
	2011	2012	2013	2014	2015
Supplemental State spending on Early Head Start and Head Start⁷	N/A ^a	N/A ^a			
State-funded preschool <i>Specify: NC Pre-K</i>	\$128,567,170 ^b	\$136,131,403 ^b			
State contributions to IDEA Part C <i>(Budgeted state appropriations for the fiscal year named, e.g., 2007 is 2007-2008. For 2011-2012, budgeted amount is current as of 8/29/11)</i>	\$34,756,653	\$26,928,108			
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$50,136,492	\$43,469,505			
Total State contributions to CCDF⁸	\$66,714,075	\$63,443,423			
State match to CCDF <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i>	Met	Met			
TANF spending on Early Learning and Development Programs⁹	\$162,703,098	\$148,552,149			

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 <i>Specify: Developmental Day(DD), Gov. Morehead School (GMS) and Deaf and Hard of Hearing (DHH)</i>	\$13,500,000* (DD)	\$16,786,880 (DD)			
	\$3,978,896 (GMS)	\$4,092,791 (GMS)			
	\$3,853,287 (DHH)	\$3,962,060 (DHH)			
Other State contributions <i>Specify: Smart Start Subsidy through DCD system</i>	\$48,196,046	\$39,547,346			
Other State contributions <i>Specify: Dual subsidy expenditures</i>	\$11,315,223	\$10,105,417			
Other State contributions <i>Specify: (children not eligible for CCDF – i.e. CPS, child welfare)</i>	\$26,859,847	\$20,686,818			
Other State contributions <i>Specify: Additional Smart Start Initiatives c</i>	\$70,785,241 ^c	\$55,135,843			
Other State contributions <i>Specify: Family Support Services including Home Visiting, Group Parent Education & Literacy Programs</i>	\$22,981,570 ^c	\$16,963,180			
Total State contributions:	\$644,347,598	\$585,804,923			

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

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

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

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

Table 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

^a North Carolina’s Infant/Toddler Foundations and Preschool Foundations address all five of the Essential Domains of School Readiness. Published in 2008 and 2005 respectively, the Foundations are currently under revision to ensure alignment with the Common Core Standards for Kindergarten and the Head Start Child Development and Early Learning Framework and to reflect recommendations and reports such as the National Early Literacy Panel and the National Research Council’s Committee on Early Childhood Mathematics.

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

Table 6: Elements of a Comprehensive Assessment System currently required within the State (Application Table (A)(1)-7).					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool^a <i>Specify: NC Pre-K</i>	X	X	X	X	X ^a
Early Head Start and Head Start^{10, b}	X	X	X	X	X ^b
Programs funded under IDEA Part C^c		X ^c			
Programs funded under IDEA Part B, section 619^d	X ^d	X ^d	X ^d	X ^d	
Programs funded under Title I of ESEA^e	X ^e	X ^e	X ^e	X ^e	
Programs receiving CCDF funds^f			X ^f		
Current Quality Rating and Improvement System requirements^g <i>Specify by tier (add rows if needed):</i>			X ^g	X ^g	

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

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

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State licensing requirements ^f			X ^f	X ^f	

^a For the state preschool program, other elements include an on-going external evaluation of program quality and child outcomes.

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

^c IDEA Part C formative assessments include child outcomes data.

^d In IDEA Part B, 619, children must have screening and comprehensive evaluations to be eligible for the program. Once in the program, certified teachers must conduct on-going assessments in order to complete the Child Outcome Summary Form rating. This rating is completed at least two times (upon program entry and exit) and the child's overall developmental trajectory is charted and reported in the state performance plan and annual report. Each certified teacher is evaluated via the NC teacher evaluation instrument which targets environmental quality and adult-child interactions.

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

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

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

Additional Performance Measures Tables

Update any additional performance measure, if applicable.

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

Budget Information

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

NC is using multiple contracts and MOUs.

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

NC's ELC plan includes contracts and MOUs with state agencies, universities, and non-profit agencies.

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

The budget was revised as planning developed, but none of the changes was substantive.

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

No substantive changes are currently planned.

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	\$4,582,803.00	\$161,822.74
2. Fringe Benefits	\$1,367,766.00	\$27,794.87
3. Travel	\$409,000.00	\$3,462.60
4. Equipment	\$54,503.00	\$14,352.90
5. Supplies	\$37,002.00	\$1,147.14
6. Contractual	\$60,430,237.00	\$284,875.91
7. Training Stipends	\$0.00	\$0.00
8. Other	\$2,293,271.00	\$764.82
9. Total Direct Costs (add lines 1-8)	\$69,174,582.00	\$494,220.98
10. Indirect Costs*	\$416,539.00	
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$400,000.00	\$3,241.19
13. Total Grant Funds Requested (add lines 9-12)	\$69,991,121.00	\$497,462.17
14. Funds from other sources used to support the State Plan	\$4,621,184.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$74,612,305.00	\$497,462.17

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 <i><ELC Management & Implementation Support></i>		
Budget Categories	Budget	Expenditures
1. Personnel	\$96,515.00	\$51,955.41
2. Fringe Benefits	\$30,288.00	\$14,628.01
3. Travel	\$8,000.00	\$0.00
4. Equipment	\$5,000.00	\$779.90
5. Supplies	\$1,000.00	\$212.20
6. Contractual	\$938,868.00	\$0.00
7. Training Stipends		
8. Other	\$22,169.00	\$381.08
9. Total Direct Costs (add lines 1-8)	\$1,101,840.00	\$67,956.60
10. Indirect Costs*	\$8,876.00	
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance	\$5,000.00	\$3,241.19
13. Total Grant Funds Requested (add lines 9-12)	\$1,115,716.00	\$71,197.79
14. Funds from other sources used to support the State Plan	\$322,957.00	
15. Total Budget (add lines 13-14)	\$1,438,673.00	\$71,197.79
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 2 <Integrated Data System>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$3,000.00	\$0.00
5. Supplies	\$500.00	\$0.00
6. Contractual	\$325,966.00	\$0.00
7. Training Stipends		
8. Other	\$181.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$329,647.00	\$0.00
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$329,647.00	\$0.00
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$329,647.00	\$0.00
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State</p>		

Budget Table 2: Project 2
<Integrated Data System>

Budget Categories	Budget	Expenditures
Plan 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 3 <Professional Development Capacity>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual		
7. Training Stipends		
8. Other	\$2,500.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$2,500.00	\$0.00
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$2,500.00	\$0.00
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$2,500.00	\$0.00
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 4 <Promoting Participation in Revised TQRIS>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$232,447.00	\$8,813.34
7. Training Stipends		
8. Other	\$6,577.00	\$49.20
9. Total Direct Costs (add lines 1-8)	\$239,342.00	\$8,862.54
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$239,342.00	\$8,862.54
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$239,342.00	\$8,862.54
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State</p>		

Budget Table 2: Project 4
<Promoting Participation in Revised TQRIS>

Budget Categories	Budget	Expenditures
Plan 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 5 <TQRIS Program Quality Measurement Development>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel	\$1,500.00	\$0.00
4. Equipment	\$3,273.00	\$0.00
5. Supplies	\$545.00	\$0.00
6. Contractual	\$133,770.00	\$39,809.50
7. Training Stipends		
8. Other	\$3,927.00	\$32.80
9. Total Direct Costs (add lines 1-8)	\$143,015.00	\$39,842.30
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$143,015.00	\$39,842.30
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$143,015.00	\$39,842.30
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 6 <i><Increasing Access to High quality ELD Programs></i>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$522,532.00	\$68,503.15
7. Training Stipends		
8. Other	\$327	\$32.80
9. Total Direct Costs (add lines 1-8)	\$523,177.00	\$68,535.95
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$523,177.00	\$68,535.95
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$523,177.00	\$68,535.95
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State</p>		

Budget Table 2: Project 6
<Increasing Access to High quality ELD Programs>

Budget Categories	Budget	Expenditures
Plan 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 7 <TQRIS Validation>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$112,562.00	\$2,933.13
7. Training Stipends		
8. Other	\$327	\$32.80
9. Total Direct Costs (add lines 1-8)	\$113,207.00	\$2,965.93
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$113,207.00	\$2,965.93
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$113,207.00	\$2,965.93
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 8 <Enhanced Professional Development>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel	\$60,000.00	
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$668,718.00	\$10,393.87
7. Training Stipends		
8. Other	\$40,327	\$32.80
9. Total Direct Costs (add lines 1-8)	\$769,363.00	\$10,426.67
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$769,363.00	\$10,426.67
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$769,363.00	\$10,426.67
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State</p>		

Budget Table 2: Project 8
<Enhanced Professional Development>

Budget Categories	Budget	Expenditures
Plan 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 9 <i><Early Learning & Development Standards></i>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$62,423.00	\$3,126.31
7. Training Stipends		
8. Other	\$327	\$32.80
9. Total Direct Costs (add lines 1-8)	\$63,068.00	\$3,159.11
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$63,068.00	\$3,159.11
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$63,068.00	\$3,159.11
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 10 <Certification and Licensure>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel	\$3,000.00	
4. Equipment	\$3,273.00	
5. Supplies	\$545.00	
6. Contractual	\$301,049.00	\$37,548.42
7. Training Stipends		
8. Other	\$677	\$39.34
9. Total Direct Costs (add lines 1-8)	\$308,544.00	\$37,587.76
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$308,544.00	\$37,587.76
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$308,544.00	\$37,587.76
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p>		

Budget Table 2: Project 10
<Certification and Licensure>

Budget Categories	Budget	Expenditures
<p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 11 <i><Access & Articulation></i>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$155,562.00	\$3,233.61
7. Training Stipends		
8. Other	\$327	\$32.80
9. Total Direct Costs (add lines 1-8)	\$156,207.00	\$3,266.41
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$156,207.00	\$3,266.41
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$156,207.00	\$3,266.41
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 12 <Compensation & Retention>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$715,142.00	\$38,592.66
7. Training Stipends		
8. Other	\$327	\$32.80
9. Total Direct Costs (add lines 1-8)	\$715,787.00	\$38,625.46
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$715,787.00	\$38,625.46
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$715,787.00	\$38,625.46
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p>		

Budget Table 2: Project 12
<Compensation & Retention>

Budget Categories	Budget	Expenditures
<p><u>Line 14</u>: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 13 <Cultural Competence Support>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$410,345.00	\$3,126.31
7. Training Stipends		
8. Other	\$327	\$32.80
9. Total Direct Costs (add lines 1-8)	\$410,990.00	\$3,159.11
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$410,990.00	\$3,159.11
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$410,990.00	\$3,159.11
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 14 <i><Early Childhood Director Leadership Institute></i>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment	\$273.00	
5. Supplies	\$45.00	
6. Contractual	\$58,510.00	\$3,126.90
7. Training Stipends		
8. Other	\$327	\$32.80
9. Total Direct Costs (add lines 1-8)	\$59,155.00	\$3,159.70
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$59,155.00	\$3,159.70
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$59,155.00	\$3,159.70
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p>		

Budget Table 2: Project 14
<Early Childhood Director Leadership Institute>

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

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 15 <K-3 Assessment>		
Budget Categories	Budget	Expenditures
1. Personnel	\$503,002.00	\$109,867.33
2. Fringe Benefits	\$166,778.00	\$13,166.86
3. Travel	\$66,000.00	\$3,462.60
4. Equipment	\$28,000.00	\$13,573.00
5. Supplies	\$6,000.00	\$934.94
6. Contractual	\$592,054.00	\$14,918.71
7. Training Stipends		
8. Other	\$164,800.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$1,526,634	\$155,923.44
10. Indirect Costs*	\$46,884.00	
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$1,573,518.00	\$155,923.44
14. Funds from other sources used to support the State Plan	\$120,000.00	
15. Total Budget (add lines 13-14)	\$1,693,518.00	\$155,923.44
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 16 <Family Engagement>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$108,000.00	\$50,750.00
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)		
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$108,000.00	\$50,750.00
14. Funds from other sources used to support the State Plan		
15. Total Budget (add lines 13-14)	\$108,000.00	\$50,750.00
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p>		

Budget Table 2: Project 16
<Family Engagement>

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

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 17 <Family Strengthening>		
Budget Categories	Budget	Expenditures
1. Personnel	\$30,000.00	\$0.00
2. Fringe Benefits	\$11,423.00	\$0.00
3. Travel	\$5,000.00	\$0.00
4. Equipment	\$1,500.00	\$0.00
5. Supplies		
6. Contractual	\$1,416,097.00	\$0.00
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$1,464,020.00	\$0.00
10. Indirect Costs*	\$2,900.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$1,466,920.00	\$0.00
14. Funds from other sources used to support the State Plan	\$72,475.00	\$0.00
15. Total Budget (add lines 13-14)	\$1,539,395.00	\$0.00
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>		

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

Budget Table 2: Project 18 <Family Strengthening>		
Budget Categories	Budget	Expenditures
1. Personnel		
2. Fringe Benefits		
3. Travel		
4. Equipment		
5. Supplies		
6. Contractual	\$1,523,780.00	\$0.00
7. Training Stipends		
8. Other		
9. Total Direct Costs (add lines 1-8)	\$1,523,780.00	\$0.00
10. Indirect Costs*		
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.		
12. Funds set aside for participation in grantee technical assistance		
13. Total Grant Funds Requested (add lines 9-12)	\$1,523,780.00	\$0.00
14. Funds from other sources used to support the State Plan	\$3,180,000.00	
15. Total Budget (add lines 13-14)	\$4,703,780.00	\$0.00
<p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State Plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p>		

Budget Table 2: Project 18
<Family Strengthening>

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

DEFINITIONS

Note: All definitions below are taken from the notice.

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

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

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

A Comprehensive Assessment System includes, at a minimum--

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

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

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

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

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

Early Learning and Development Program means any (a) State-licensed or State-regulated program or provider, regardless of setting or funding source, that provides early care and education for children from birth to kindergarten entry, including, but not limited to, any program operated by a child care center or in a family child care home; (b) preschool program funded by the Federal Government or State or local educational agencies (including any IDEA-funded program); (c) Early Head Start and Head Start program; and (d) a non-relative child care provider who is not otherwise regulated by the State and who regularly cares for two or more unrelated children for a fee in a provider setting. A State should include in this definition other programs that may deliver early learning and development services in a child's home, such as the Maternal, Infant and Early Childhood Home Visiting; Early Head Start; and part C of IDEA¹¹.

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

- (a) Describe what all children from birth to kindergarten entry should know and be able to do and their disposition toward learning;
- (b) Are appropriate for each age group (*e.g.*, infants, toddlers, and preschoolers); for English learners; and for children with disabilities or developmental delays;
- (c) Cover all Essential Domains of School Readiness; and
- (d) Are universally designed and developmentally, culturally, and linguistically appropriate.

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

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

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

¹¹ Note: Such home-based programs and services will most likely not participate in the State's Tiered Quality Rating and Improvement System unless the State has developed a set of Tiered Program Standards specifically for home-based programs and services.

- (b) A unique statewide Early Childhood Educator identifier;
- (c) A unique program site identifier;
- (d) Child and family demographic information;
- (e) Early Childhood Educator demographic information, including data on educational attainment and State credential or licenses held, as well as professional development information;
- (f) Program-level data on the program's structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the State's Tiered Quality Rating and Improvement System; and
- (g) Child-level program participation and attendance data.

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

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

- (a) That are--
 - (1) Specifically designed to monitor children's progress in meeting the Early Learning and Development Standards;
 - (2) Valid and reliable for their intended purposes and their target populations;
 - (3) Linked directly to the curriculum; and
- (b) The results of which are used to guide and improve instructional practices.

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

- (a) The key goals;
- (b) The key activities to be undertaken; the rationale for the activities; and, if applicable, where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation;
- (c) A realistic timeline, including key milestones, for implementing each key activity;
- (d) The party or parties responsible for implementing each activity and other key personnel assigned to each activity;
- (e) Appropriate financial resources to support successful implementation of the plan;

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

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

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

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

Kindergarten Entry Assessment means an assessment that--

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

(b) Covers all Essential Domains of School Readiness;

(c) Is used in conformance with the recommendations of the National Research Council¹² reports on early childhood; and

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

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

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

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

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

Participating State Agency means a State agency that administers public funds related to early learning and development and is participating in the State Plan. The following State agencies are required Participating State Agencies: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child

¹²National Research Council. (2008). Early Childhood Assessment: Why, What, and How. Committee on Developmental Outcomes and Assessments for Young Children, C.E. Snow and S.B. Van Hemel, Editors. Board on Children, Youth, and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
http://www.nap.edu/catalog.php?record_id=12446

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

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

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

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

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

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

(2) program performance;

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

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

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

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

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

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

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

Statewide Longitudinal Data System means the State's longitudinal education data system that collects and maintains detailed, high-quality, student- and staff-level data that are linked across entities

and that over time provide a complete academic and performance history for each student. The Statewide Longitudinal Data System is typically housed within the State educational agency but includes or can be connected to early childhood, postsecondary, and labor data.

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

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