Race to the Top - Early Learning Challenge
Annual Performance Report

CFDA Number: 84.412

*[State Name,
Report Year]*

Due: [insert date]

RTT-ELC Annual Performance Report (APR) Instructions

Overview:

This APR should be completed with two audiences in mind: your project officers at the U.S. Departments of Education and Health and Human Services, and the general public. To that end, this APR should explain clearly the progress you made against your State Plan *during the reporting year*. It should also explain any challenges faced in the reporting years, such as delays in implementation or spending, and how those challenges are being addressed.

The Departments will use this APR as a way to measure the progress of your grant but also to inform monitoring and technical assistance.

Because this report will be public, remember to clearly define terms and spell out acronyms that might not be commonly understood.

This APR includes the following types of request for information:

1. Checklists – yes, no, and, in some cases, check all that apply, followed by narrative explanations. If you do not check some of the boxes it would be helpful to include a note explaining the reason.
2. Narrative boxes – describe progress made during the reporting year toward the relevant selection criterion based on the activities in your State Plan.
3. Tables – provide updated data on performance measure tables and background data tables. For all areas where performance measure targets have not been met (B2c, B4c1, B4c2, C3d, D2d1, D2d2), describe strategies to ensure measurable progress will be made by the end of the grant year

Note: Some of the data fields will be pre-populated with information previously provided to ED/HHS to reduce the burden on the grantees and to improve the accuracy of the information.

Instructions on Specific Sections:

Cover Sheet –

- PR/Award #: as per grant award document
- Grantee Name: as per grant award document
- Grantee address: as per grant award document
- Project Director Name, Title, phone, fax, email: as per grant award document
- Reporting period: 01/01/201_ to 12/31/201_ [insert reporting dates]
- Indirect cost information: checkboxes indicating if there is an indirect cost rate agreement approved by the federal government, the approving federal agency. *You must send with your APR a copy of your most current indirect cost agreement, or agreements if applicable.*
- Certification: check boxes for MIECHV, section 619 parts B and C, CCDF.
- Authorized Representative: the Governor or the person authorized by the Governor to sign grant documents must sign this form.

Executive Summary –

- In about 1,000 to 3,000 words, provide a summary of the progress made towards your State Plan during the reporting year. This should function as a stand-alone document that provides a high-level overview of the progress made and background on the status of early learning in your State.
- You should specifically provide a description of accomplishments, lessons learned, challenges, and improvement strategies for addressing those challenges.
- You do not need to address each reform area but may want to summarize key accomplishments in each of the projects in your State Plan.

Narrative Boxes –

- In the areas where progress has not been made, describe strategies to ensure that measurable progress will be made by the end of the next reporting year and/or the end of the grant period. If progress has not been made because the work was completed prior to the reporting year, indicate that as well.
- Consider how your spending relates to your accomplishments. Your narrative should be consistent with the budget tables. For example, if you weren't able to award a contract in the time anticipated, how did that impact progress made?
- There are no word limits to the narrative sections. We ask that you be specific, clear, and concise. You may use bullets for the narrative. Graphics should not be included only if explanatory.
- Illustrate the progress made during the year with specific examples and data. Describe special initiatives that may be unique to your State. Include challenges as well as successes, and describe plans for resolving those challenges.
- Please do not include attachments; program staff will request an attachment if deemed necessary.

Performance Measures (Tables B2c, B4c1, B4c2, C3d, D2d1, D2d2) --

- Do not revise your approved performance measure targets and baseline data without prior approval from your project officer. Also, do not reformat these tables from what you submitted in your application.
- Add notes to explain the source of the data provided, including any gaps in data or methods of calculating data that will not be apparent to the reader. Explain any significant increases or decreases from the previous year. Clearly identify the data category you are addressing.
- Define terms that may be specific to your State.
- Where applicable, explain the numerator and denominator being used to calculate percentages.
- For all targets that were not met, provide an explanation in the narrative box with information about how you will address the need to meet these targets going forward. You may also wish to describe your successes and the reasons you believe your targets were exceeded.
- Should the Number of Programs in the State or the Number of Children with High Needs Served by Programs in the State change from what was submitted in the original application, you should so indicate in the appropriate narrative section along with an explanation and a statement about implications of such changes.

- Enter zero when the number is actually zero, not to indicate missing data. Leave the space blank if data is unavailable, or provide best estimate, and explain in data notes. Do not enter text (e.g., "N/A") in boxes meant for data.
- When completing a row labeled "Other" or "Specify", add explanatory text.

Background Tables (from Section A(1) of your application) --

- The tables at the end of the report reference the demographic data included in your original application. Please report based on the reporting year.
- Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).
- Enter zero when the number is actually zero, not to indicate missing data. Leave the space blank if data is unavailable, or provide best estimate, and explain in data notes. Do not enter text (e.g., "N/A") in boxes meant for data.
- When completing a row labeled "Other" or "Specify", add explanatory text.

Budget and Expenditure Tables --

- These tables request budget and expenditure information for the reporting year. Expenditures should be reported based on your State's definition of "expenditures" (for example, funds that have been obligated but not yet drawn down from G5). Please indicate how your State defines this term.
- Project officers will expect explanations for any significant discrepancies between your approved budget and your expenditures for the reporting year. You should explain the reasons for the discrepancy (for example, a delay in making a contract award) and how the difference will be made up in the coming grant year.
- If changes to your budget will be necessary, please explain. A detailed amendment request may need to be submitted to your project officer, following our amendment guidelines. This should be submitted within 60 days of your APR submission.

Submission expectations and timelines:

- This APR is due in electronic form to your ED/HHS project officers by [insert date]. Further guidance will be provided on the process required for submission.
- Please address any questions in writing to your ED/HHS project officers.
- ~~You may email the report with the electronic signature of the authorized representative or a scanned copy with that signature or submit online via GRADS360.~~
- Remember to include a copy of your most recent indirect cost agreement (or multiple agreements, if applicable).
- ED and HHS expect to provide feedback on submitted APRs within 45 days of receipt. Feedback may be provided informally through an email or phone call, as well as a formal letter from the Departments ~~of~~ or through the GRADS360 system.
- APRs will be posted on the program website after feedback is provided to each State.

Note: States' progress on their approved Scopes of Work is not collected in this APR because it is reported to ED/HHS Project Officers on a monthly basis in the online GRADS360 system.

Performance Report: Cover Sheet

General Information

1. PR/Award #: _____

2. Grantee Name *(Block 1 of the Grant Award Notification.):* _____

3. Grantee Address _____

4. Project Director Name:_____   Title: _____

   Ph #: (_____) _____ - _____ Ext: (_____)   Fax #: (_____) _____ - _____

   Email Address: _____

Reporting Period Information

5. Reporting Period: From: _____/_____/_____   To: _____/ _____/_____ (mm/dd/yyyy)

Indirect Cost Information

6. Indirect Costs

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

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

   c. If yes, provide the following information:

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

Certification

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

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

   ☐ Yes
   ☐ No

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

☐ Yes
☐ No

The Child Care and Development Fund (CCDF) program

☐ Yes
☐ No

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

Title:

Name of Authorized Representative:
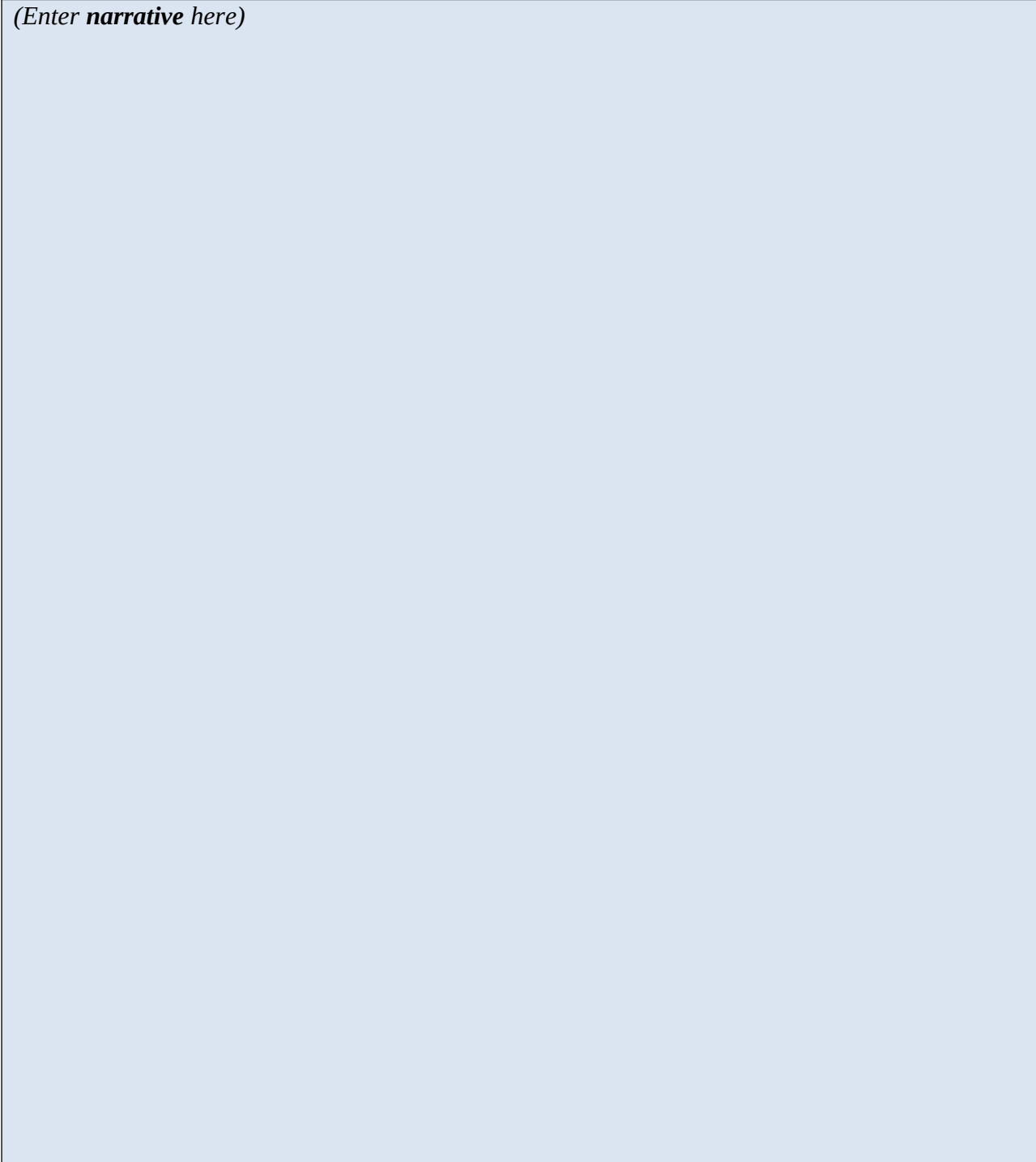
Date: _____/ _____/_____

Signature

Executive Summary

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

*(Enter **narrative** here)*

Successful State Systems

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

Governance Structure

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

*(Enter **narrative** here)*

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.

*(Enter **narrative** here)*

Proposed Legislation, Policies, or Executive Orders

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

*(Enter **narrative** here)*

Participating State Agencies

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

*(Enter **narrative** here)*

High-Quality, Accountable Programs

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

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

(1) Early Learning and Development Standards
(2) No
(3) Yes
(4) 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

If yes, these standards address or are aligned with (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
  - (5) ~~A Comprehensive Assessment System~~

~~(6)~~ ~~No~~

~~(7)~~ ~~Yes~~

~~(8)~~ ~~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~~
- ~~☐~~
- ~~☐ Early Childhood Educator qualifications~~
- ~~☐ No~~
- ~~☐ Yes~~
- ~~☐ If yes, these standards currently apply to (please check all that apply):~~
- ~~☐ State-funded preschool programs~~
- ~~☐ Early Head Start and Head Start programs~~
- ~~☐ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA~~
- ~~☐ Early Learning and Development Programs funded under Title I of ESEA~~
- ~~☐ Early Learning and Development Programs receiving funds from the State's CCDF program:~~
- ~~☐ Center-based~~
- ~~☐ Family Child Care~~
- ~~☐~~
- ~~☐ Family engagement strategies~~
- ~~☐ No~~
- ~~☐ Yes~~
- ~~☐ If yes, these standards currently apply to (please check all that apply):~~
- ~~☐ State-funded preschool programs~~

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

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

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

*(Enter **narrative** here)*

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

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

*(Enter **narrative** here)*

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and

Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Type of Early Learning and Development Program in the State	Number of programs in the State	Number and percentage of Early Learning and Development Programs in the TQRIS									
Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.											
		Baseline		Year One (Target) Actual		Year Two (Target) Actual		Year Three (Target)- Actual		Year Four (Target) Actual	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool *Specify*:											
Early Head Start and Head Start[1]											
Programs funded by IDEA, Part C											
Programs funded by IDEA, Part B, section 619											
Programs funded under Title I of ESEA											
Programs receiving ~~from~~ CCDF funds											
Other *Describe:*											
[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]											

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

*(Enter **narrative** here)*

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1 Including Migrant and Tribal Head Start located in the State.
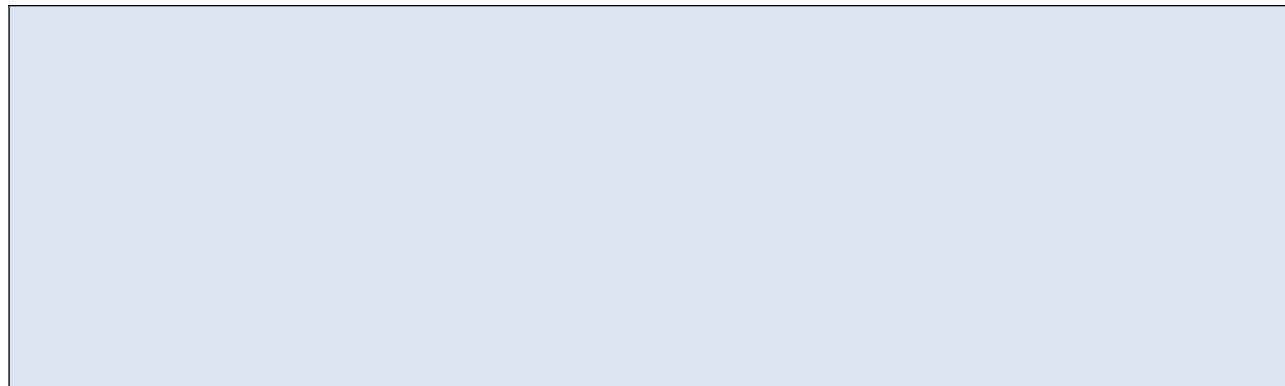
Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).

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

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

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

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*(Enter **narrative** here)*

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

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- ☐ Program and provider training
- ☐ Program and provider technical assistance
- ☐ Financial rewards or incentives
- ☐ Higher, tiered child care subsidy reimbursement rates
- ☐ Increased compensation

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

~~Number of tiers/levels in the State TQRIS _____~~

~~How many programs moved up at least one level within the TQRIS over the last fiscal year?~~
~~State-funded preschool programs ____~~
~~Early Head Start ____~~
~~Head Start programs ____~~
~~Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA ____~~
~~Early Learning and Development Programs funded under Title I of ESEA ___~~
~~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?
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. 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.

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*(Enter **narrative** here)*

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	**Year One** **(Target)** **Actual**	**Year Two** **(Target)** **Actual**	**Year Three** **(Target)** **Actual**	**Year Four** **(Target)** **Actual**
Total number of programs ~~covered by~~enrolled in the TQRIS					
Number of programs in Tier 1					
Number of programs in Tier 2					
Number of programs in Tier 3					
Number of programs in Tier 4					
Number of programs in Tier 5					
Number of programs enrolled but not yet rated					

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.

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"? _____

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.											
Type of Early Learning and Development Program in the State	**Number of Children with High Needs served by programs in the State**[2]	*Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS*									
		Baseline		**Year One (Target)** **Actual**		**Year Two (Target)** **Actual**		**Year Three (Target)** **Actual**		**Year Four (Target)** **Actual**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
State-funded preschool *Specify*:											
Early Head Start and Head Start[3]											
Early Learning and Development Programs funded by IDEA,- Part C											
Early Learning and Development Programs funded by IDEA, -Part B, section 619											
Early Learning and Development Programs funded											

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2 In most States, these numbers will correspond to the numbers reported in Table (A)(1)-(3)(a). If not, please explain the reason in the data notes.

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

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

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	*Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the TQRIS*									
		Baseline		**Year One (Target) Actual**		**Year Two (Target) Actual**		**Year Three (Target) Actual**		**Year Four (Target) Actual**	
		#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
under Title I of ESEA											
Early Learning and Development Programs receiving funds from the State's CCDF program											
Other *Describe:*											
[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]											

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

*(Enter **narrative** here)*

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

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

*(Enter **narrative** here)*

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

Promoting Early Learning Outcomes

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

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

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*(Enter **narrative** here)*

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

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

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

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

*(Enter **narrative** here)*

Health Promotion (Section C(3) of Application)

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

*(Enter **narrative** here)*

Performance Measure (C)(3)(d)

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

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (from application)	**Year One (Target)** **Actual**	**Year Two (Target)** **Actual**	**Year Three (Target)** **Actual**	**Year Four (Target)** **Actual**
Number of Children with High Needs screened					
Number of Children with High Needs referred for services who received follow-up/treatment					

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (from application)	**Year One (Target)** **Actual**	**Year Two (Target)** **Actual**	**Year Three (Target)** **Actual**	**Year Four (Target)** **Actual**
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care					
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care					
[Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.]					

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

*(Enter **narrative** here)*

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

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

*(Enter **narrative** here)*

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.
(Section D(1) of Application)

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 during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

*(Enter **narrative** here)*

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

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

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

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

*(Enter **narrative** here)*

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

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postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and

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

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

	Baseline (From Application)	Year One (Target) Actual	Year Two (Target) Actual	Year Three (Target) Actual	Year Four (Target) Actual
Total number of "aligned" institutions and providers					
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider					

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

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (From Application)		Year One (Target) Actual		Year Two (Target) Actual		Year Three (Target) Actual		Year Four (Target) Actual	
	#	%	#	%	#	%	#	%	#	%
Credential Type 1 *Specify:*			*(target)*							
Credential Type 2 *Specify:*										
Credential Type 3 *Specify:*										
Credential Type 4										

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

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
	Baseline (From Application)		**Year One (Target)** **Actual**		**Year Two (Target)** **Actual**		**Year Three (Target)** **Actual**		**Year Four (Target)** **Actual**	
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
Specify:										
Include a row for each credential in the State's proposed progression of credentials, customize the labeling of the credentials, and indicate the highest and lowest credential. *[Please describe the methodology used to collect the data, including any error or data quality information.]*										

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

> *(Enter **narrative** here)*

Measuring Outcomes and Progress

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

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;

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- Is administered beginning no later than the start of <u>the school year in the fourth year of the grant</u> ~~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.

> *(Enter **narrative** here)*

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

> *(Enter **narrative** here)*

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

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.

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

*(Enter **narrative** here)*

Data Tables:

Commitment to early learning and development.

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

Table (A)(1)-1: Children from Low-Income[4] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1		
Toddlers ages 1 through 2		
Preschoolers ages 3 to kindergarten entry		
Total number of children, birth to kindergarten entry, from low-income families		
[Enter text here to indicate data source and clarify or explain any of these data if needed]		

Table (A)(1)-2: Special populations of Children with High Needs		
The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.		
Special populations: Children who…	**Number of children (from birth to kindergarten entry) in the State who…**	**Percentage of children (from birth to kindergarten entry) in the State who…**
Have disabilities or developmental delays[5]		
Are English learners[6]		

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

5 For purposes of this application, 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 (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.

Special populations: Children who…	Number of children (from birth to kindergarten entry) in the State who…	Percentage of children (from birth to kindergarten entry) in the State who…
Reside on "Indian Lands"		
Are migrant[7]		
Are homeless[8]		
Are in foster care		
Other as identified by the State **Describe:**		

[Enter text here to indicate data source and clarify or explain any of these data if needed.]

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool *Specify:* *Data Source and Year:*				

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

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

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Early Head Start and Head Start[9] *Data Source and Year:*				
Programs and services funded by IDEA Part C and Part B, section 619 *Data Source and Year:*				
Programs funded under Title I of ESEA *Data Source and Year:*				
Programs receiving funds from the State's CCDF program *Data Source and Year:*				
Other *Specify:* *Data Source and Year:*				
Other *Specify:* *Data Source and Year:*				
Add additional rows as needed. *[Enter text here to clarify or explain any of these data if needed.]*				

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

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

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

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool *Specify*:							
Early Head Start and Head Start[10]							
Early Learning and Development Programs funded by IDEA, Part C							
Early Learning and Development Programs funded by IDEA, Part B, section 619							
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program							
Other *Describe:*							
[Enter text here to indicate data source and clarify or explain any of these data if needed.]							

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

Table (A)(1)-4: Data on funding for Early Learning and Development.					
Type of investment	**Funding for each Fiscal Year**				
	Baseline	**Year One**	**Year Two**	**Year Three**	**Year Four**
Supplemental State spending on Early Head Start and Head Start[11]					
State-funded preschool *Specify:*					
State contributions to IDEA Part C					
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry					
Total State contributions to CCDF[12]					
State match to CCDF *Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)*					
TANF spending on Early Learning and Development Programs[13]					
Other State contributions *Specify:*					
Other State contributions *Specify:*					
Total State contributions:					

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.

[Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.]

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

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

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

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program[14]				
	Baseline	**Year One**	**Year Two**	**Year Three**	**Year Four**
State-funded preschool *(annual census count; e.g., October 1 count)* *Specify:*					
Early Head Start and Head Start[15] *(funded enrollment)*					
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*					
Programs funded under Title I of ESEA *(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)*					
Programs receiving CCDF funds *(average monthly served)*					
Other *Describe:*					
[Enter text here to indicate data source and clarify or explain any of these data if needed. Include 2012 if data are available. The final column of data should match that reported in Table (A)(1)-3.]					

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14 Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

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

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

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			
Cognition and general knowledge (including early math and early scientific development)			
Approaches toward learning			
Physical well-being and motor development			
Social and emotional development			
[Enter text to explain or clarify information as needed]			

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

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	**Formative Assessments**	**Measures of Environmental Quality**	**Measures of the Quality of Adult-Child Interactions**	**Other**
State-funded preschool *Specify:*					
Early Head Start and Head Start[16]					
Programs funded under IDEA Part C					
Programs funded under IDEA Part B, section 619					
Programs funded under Title I of ESEA					

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

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

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
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements *Specify by tier (add rows if needed):*					
State licensing requirements					
Other *Describe:*					
[Edit the labels on the above rows as needed, and enter text here to clarify or explain any of the data, if necessary.]					

Additional Performance Measures Tables

Update any additional performance measure, if applicable.

Performance Measures – Other *(if applicable)*					
[Insert title here]					
Project Goals/Desired Outcomes:					
Narrative: *[Briefly describe…]*					
Annual Targets for Key Performance Measures: **Performance Measures for (other):**					
[Customize performance measure tables as appropriate]					
	Baseline (from Application)	**Year One (Target)** **Actual**	**Year Two (Target)** **Actual**	**Year Three (Target)** **Actual**	**Year Four (Target)** **Actual**

Budget and Expenditure Tables

Budget and Expenditure Table 1: Overall Budget and Expenditure Summary by Budget Category-- Report your actual budget expenditures for the entire previous budget period and for the current reporting period.

Budget Table1: Budget Summary by Budget Category					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (add lines 1-8)					
10. Indirect Costs*					
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.					
12. Funds set aside for participation in grantee technical assistance					
13. **Total Grant Funds Requested** (add lines 9-12)					
14. Funds from other sources used to support the State Plan					
15. **Total Statewide Budget** (add lines 13-14)					

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.
Column (e): Show the total amount requested for all grant years.
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.__
Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Budget Table1: Budget Summary by Budget Category					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan. Line 12: The State must set aside $400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant. Line 13: This is the total funding requested under this grant. Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

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

*(Enter **narrative** here)*

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

*(Enter **narrative** here)*

Budget and Expenditure Table 2: by Project -- *Report your actual budget expenditures for the entire previous budget period and for the current reporting period. Copy the table and questions below for each project.*

Budget Table 2: Project Name					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (add lines 1-8)					
10. Indirect Costs*					
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.					
12. Funds set aside for participation in grantee technical assistance					
13. **Total Grant Funds Requested** (add lines 9-12)					
14. Funds from other sources used to support the State Plan					
15. **Total Budget** (add lines 13-14)					
Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category. Column (e): Show the total amount requested for all grant years. Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first $25,000 of each contract included in line 6.__ Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11. Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms					

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Budget Table 2: Project Name					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan. Line 12: The Participating State Agency's allocation of the $400,000 the State must set aside from its Total Grant Funds Requested 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 evenly across the four years of the grant. Line 13: This is the total funding requested under this grant. Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.					

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

*(Enter **narrative** here)*

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

*(Enter **narrative** here)*