Race to the Top – Early Learning Challenge
2014 ANNUAL PERFORMANCE REPORT

Delaware

JUNE 2015

Race to the Top
Early Learning Challenge

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

APR Cover Sheet

General Information

1. PR/Award #: S412A120006

2. Grantee Name: Office of the Governor, State of Delaware

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

4. Project Director Name: Jennifer Ranji

       Title: Acting Executive Director, Office of Early Learning

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Reporting Period Information

5. Reporting Period: 1/1/2014 **to** 12/31/2014

Indirect Cost Information

6. Indirect Costs

       The Grantee is not claiming indirect costs under this grant.

Certification

The Grantee certifies that the State is currently participating in:

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

☑ Yes ☐ No

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

☑ Yes ☐ No

The Child Care and Development Fund (CCDF) program

☑ Yes ☐ No

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

Signed by Authorized Representative

Name: Jennifer Ranji

Title: Secretary, Department of Services for Children

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.

1. Accomplishments: Delaware is pleased to report that, at the end of Year Three of the Early Learning Challenge Grant, the state continues to make significant progress in grant implementation across all four of its Early Learning Challenge Goals. Early learning system growth and ongoing development is a state priority guided by the Delaware Early Childhood Strategic Plan (http://decc.delaware.gov/files/2013/04/EarlyChildhoodStratPlan_final-11.pdf), a plan which enjoys broad, strong support. Early Learning Challenge goals are integrated into the broader scope of the strategic plan which guides and aligns the work of state agencies, the QRIS/Delaware Stars, early learning programs across the state, community partners, advocates and business leaders - all focused on building a system that ensures great starts for all Delaware's young children. Governor Markell continues to provide strong and consistent support. The Governor participated in early learning-related press events and spoke at forums across the state about how important quality early learning is for young children and especially for children with high needs. Early childhood was called out as a priority in the Governor's State of the State address in January, 2015 and in a recent weekly message the Governor discussed his desire to see Delaware become the first state in having quality early learning access for young children, particularly those who are most vulnerable and for whom quality early learning can be a real equalizer for the opportunity for success in school and in life. (for an example, see https://www.youtube.com/watch?v=zHWqmdkuNb8&feature=youtu.be)

The number of early learning programs participating in the state's quality rating and improvement system has grown from 134 to 478, an increase of 250%, with 59% of participating programs rated in the top quality tiers, exceeding the target for performance. In addition, Delaware has exceeded its performance target for moving children with high needs into Delaware Stars programs, with 79% of children with high needs (11,984) served in Stars programs in 2014. Delaware also exceeded its performance measure for serving children with high needs in Stars top tier programs, with 58% of children with high needs (8,747) served by Star 3, 4 and 5 programs. Success in these and other key grant performance measures clearly indicate that the grant has positive system change, directly benefiting our state's earliest learners and their families.

Delaware's ongoing, comprehensive commitment to building an early learning system of the highest quality for its most at-risk young children and their families is reflected in these **accomplishments in the Early Learning Challenge Grant's four goals**:

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

More health providers were engaged in developmental screening of young children and using best practice by using a standardized tool -the Parent Evaluation of Developmental Status or PEDS. Thirty-three practices across the state and nearly 75 physicians are using the PEDS screen. To date, more than 17,565 screens have been completed and entered into the Division of Public Health's PEDS Portal. Through the Challenge grant, the outreach to health providers with training on the use of PEDS was conducted in Year Three and is expected to continue through Year Four of the grant. State-level trainings and conferences for health providers include sharing information about the increasing use of the PEDS tool for developmental screening. PEDS developer, Frances Glascoe, Ph.D., was a keynote presenter at one of the conferences.

A new developmental screening website was launched in Year Three by the Division of Public Health to provide information to parents and providers about the Parents Evaluation of Developmental Status (PEDS) screening

initiative. The website provides information about young child developmental milestones to parents while encouraging them to track their children's growth and inform their physicians should they notice a delay. The site also prompts parents to ask their physicians about the types of developmental screening tools they use. Other features include a locator enabling parents to find physicians utilizing the PEDS tool within their zip code, in addition to links to other national sites. To access the page visit http://dethrives.com/help-me-grow.

A PEDS Toolkit was created in Year Three in partnership with health providers. The toolkit is now posted on the PEDSTest.com website homepage, under the For Delaware Users Tab. Hardcopy kits have been distributed and are in broad use statewide.

Delaware has successfully broadened the base of providers offering developmental screening using best practice by including early learning programs. The Office of Early Learning used Challenge grant funds to provide training and the materials necessary for Delaware Stars programs to begin to conduct developmental screening using a standardized tool, the Ages and Stages Questionnaire 3-SE. This financial incentive, combined with provider interest in including developmental screening as part of a more comprehensive, quality service, generated substantial interest among the early learning programs, with more than 180 of the 478 QRIS/Stars programs (38%) participating. The training includes use of the screening tool, how to make informed referrals, for instance to Help Me Grow 211 (a resource and referral services funded in part through the Challenge Grant via partnership with the Division of Public Health) or to Part C or Part B for services as indicated by screen results, and how to talk with families about screen results and any referrals. Delaware Stars programs conducted more than 3,019 young child developmental screenings using the ASQ 3-SE tool to date. The online database for entering, storing and maintaining screen results is anticipated to become operational in Year Four.

More families with young children are being linked to follow-up services. The Challenge grant funds, in part, two primary sources to help families with young children get needed services: Health Ambassadors/community health outreach workers serving high-needs geographic areas across the state and the Help Me Grow 211 line which is part of the state's replication of the Help Me Grow family supports model program. During Year Three, Health Ambassadors hosted nearly 280 events in high-needs areas to reach families expecting babies or who have young children. In total, 640 events have been held during the grant period to date. In Year Three, more than 42,000 individuals were reached through these events which provide education about child and family health and the importance of quality early learning for young children. The Health Ambassadors work with families to help them identify needed services for their children, then link the families to community providers as appropriate. The Help Me Grow 211 call line received more than 3,000 calls from families seeking services for their young children, an increase of more than 1,000 calls over the Year Two total. More young children were referred to Part B and Part C services as a result of work to increasing effective linkages of families with young children to needed services.

The **Early Childhood Mental Health Consultation Service** continued to be a highly valued by early learning programs. During Year Three, Challenge grant funds continued to support 5 full-time licensed behavioral health clinicians out of a total of the state's 10 consultants. These consultants are specially trained and skilled in providing supports to early learning program staff, supporting young children's social and emotional development in early learning settings. 100% of the Delaware Stars programs have access to this important service. More than 800 child-specific consultations were provided during Year Three. Consultants also provide professional development opportunities, with more than 415 individuals completing the 6-hour Child-Adult Relationship Enhancement (CARE) training for non-clinicians in 2014, reaching a total of nearly 1,100 over the first three years of the grant. CARE was adapted from Parent-Child Interaction Therapy (PCIT) by Robin Gurwich, Ph.D. and Erika Pearl, Ph.D. PCIT is cited as a best child mental health practice both by SAMHSA and the National

Child Traumatic Stress Network. In addition, more than 50 early educators have completed TCIT (Teacher-Child Interaction Training), another adaptation of PCIT. TCIT is an intensive, on-site 10 week course for early educators that includes training, consultation, coding and coaching and feedback. TCIT is shown to reduce early educator stress, the number of classroom disruptions as well as increase job satisfaction. During Year Three, Delaware was awarded a SAMHSA Project LAUNCH grant that will, among other benefits to our state, add one more early childhood mental health consultant.

Access to behavioral health treatment for young children and their families was increased. Through Challenge grant funding, 27 more community clinicians completed the 40 hour Parent-Child Interaction Therapy (PCIT) training and participated in follow-on consultation in Year Three, increasing Delaware's capacity to provide evidence-based treatment to young children and their families. Eight (8) clinicians from local mental health provider agencies were certified as PCIT trainers after completion of advanced training and meeting national certification criteria, further assuring sustainable access to evidence-based treatment for young children and their families. A full-day community-of-practice PCIT conference drew more than 100 PCIT-trained clinicians from mental health providers across the state and featured national experts sharing new research and practice adaptations. The Children's Department further increased access to evidence-based treatment for young children by providing infant mental health treatment, using Attachment Bio-Behavioral Catch-up or `ABC,' an intervention developed by Delaware's Mary Dozier, Ph.D. for children from birth to age 2 in collaboration with the Challenge. Increased access to evidence-based treatments for young children strengthened Delaware's mental health services.

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

Delaware surpassed the target for the total number of programs in the Delaware Stars/QRIS (419) by growing the total number of early learning programs participating in Stars to 478.

Focused recruitment strategies combined with an array of financial and other supports provided incentives for more programs to voluntarily participate in Stars, the state's quality rating and improvement system (QRIS). Stars is implemented by the Delaware Institute for Excellence in Early Childhood (DIEEC) at the University of Delaware and is funded through state and federal/ELC funds. Much of the Year Three recruitment effort was focused on attracting new family-based programs. A cadre of experienced, family-based programs providers became Family Child Care Ambassadors who aided in the recruitment of family based programs. In a review of barriers to Stars participation for Part B/619 and Title I-funded programs, barriers identified include concerns about the use of the observational tool (ECERS-R) and concerns about meeting the 50% requirement for serving typically developing children. In collaboration with school district partners, a new alternative pathway to Stars participation was developed and is expected to result in progress toward meeting Part B/619 and Title I-funded program participation targets in Year Four;

59% (284 programs) were rated in the top quality tiers of Stars, exceeding the 54% top quality tier performance target.

The number of children with high needs served through Delaware Stars/QRIS programs grew to 11,984 or 79% of children with high needs while the percentage of children with high needs served by Stars top quality tier programs grew to 58% (8,747) , exceeding the grant performance target of 51%.

Enhancing Quality in Delaware Stars/QRIS in Year Three:

The 2014 Delaware Stars Enhancements Initiative. This initiative, featuring a new set of essential standards to be met by Star 4 and 5 programs, began in Year Three. This new set of essential standards was informed by field

research findings as well as Stars evaluation reports, focus groups with Stars staff, early learning providers and other stakeholders. The essential standards are designed to increase program quality in a uniform way across the state, providing consistency for families seeking high-quality early learning programs. To introduce the field to these new essential standards, a series of forums were held across the state for Stars early learning programs. Led by Stars Ambassadors, the sessions reviewed the new essential standards and the plan for the phase-in of the new standards as well as the new supports and financial incentives available to support programs in attaining or sustaining the highest quality ratings. The six new essential standards focus on intentional teaching practices; the learning environment and curriculum section; and qualifications. Star 4 and 5 programs must demonstrate at the next QRIS verification the use of a child developmental screen, formative assessment and written curriculum. (Developmental screening verifications began January 2015, other new essential standards are phased in through July, 2016). By June, 2016, Star 4 and 5 providers will also be required to demonstrate that the director has obtained a director credential and that the curriculum coordinator has initiated work toward a newly designed curriculum and assessment credential. Star 5 programs must demonstrate the use of an integrated, individualized teaching process.

Governor Markell led a press event held at a Star 5 early learning program in the City of Wilmington to announce the new 2014 Delaware Stars Enhancements. At the event, the new essential standards and the new financial incentives designed to support programs moving up and sustaining the highest quality ratings were unveiled. The press event received both print and radio coverage across the state.

Starting in July, 2014, Stars began using the Environment Rating Scale (ERS) without the Personal Care Routines (PCRs) sub-scale data. This modification was made after a review of Stars data and focus group results revealed that Stars did not need to focus heavily on the PCRs since the PCRs fall under the purview of the Office of Child Care Licensing. As a result, Stars early learning programs and the technical assistance staff at the QRIS now focus on intentional teaching and learning. Along with this modification, ERS clarifications were pared down and a policy instituted to revise clarifications annually in place of the quarterly changes.

New Delaware Stars Standards Verification Manuals were developed for each set of standards to enhance transparency in the verification process for Stars programs and help to ensure uniformity in administering verification. Each standard section begins with a rationale section to help early learning professionals understand why each standard is important as a component of quality. The new manual includes information on how a program will verify its achievement, with room for flexibility and a standard glossary of terms. During this process, some of the standards were clarified and some were assigned a new point allocation. A new advisory committee was created representing a diverse group of stakeholders to review policies and procedures related to Verification and Assessment. Representation from the early learning community has proved beneficial to Delaware Stars' commitment to Continuous Quality Improvement.

The Early Childhood Assessment Task Force updated the list of assessment and curriculum approved for use by Stars programs in Year Three. A longer list of supplemental curricula has been compiled and posted; these have not been reviewed for approval, but instead are available to guide programs' own investigation.

Opportunities Exchange conducted a feasibility study to determine if Delaware early learning programs were interested in Shared Services. About 65 providers attended a meeting to learn more about, "Intensive Shared Services" and a supporting web-based resource. Opportunities Exchange staff then held individual meetings with state officials, early learning providers, funders and non-profit intermediaries. There was a high interest in the web-based tool and the creation of a Substitute Pool. Follow-up intensive meetings were held with two dozen individuals, but a "Hub" was not identified. In other areas of the country, the "Hub" is either a non-profit

organization or entrepreneurial early learning organization. One such organization showed an interest, applied for a grant, but was denied. While there was interest, funding such an enterprise was a barrier to the adoption of the shared services model.

Supports for Delaware Stars were expanded. Additional incentives and supports were added in Year Three, attracting more programs to Stars and helping participating programs move up in quality rating. The Challenge grant played a key role by funding innovative supports listed below. New in Year Three were two supports, the Infant Incentive fund and the Curriculum Incentive Fund;

The **Infant Incentive Fund** provides bonuses to Star 4 and 5 programs serving infants to support the additional cost of supplies, equipment, professional development and scholarships for families in need enrolling infants - all designed to encourage more top tier Stars programs to serve infants in their early learning programs to increase capacity for quality infant care;

The **Curriculum Fund** provided awards to more than 100 Delaware Stars programs to purchase a curriculum from the Delaware Stars menu. Participating programs will also be offered professional development in three of the most widely adopted curricula instruments to enhance program implementation beginning early in Year Four;

A new Purchase of Care payment method was developed to provide an incentive to Star 4 and 5 programs serving children with high needs. The new method will pay these providers for a number of contracted slots rather than being paid on child attendance. This initiative was developed through partnership between OEL and the Division of Social Services which administers the purchase of care program. A feasibility study funded through the Challenge grant provided the information used in developing this new initiative. Star 4 and 5 programs will be invited to apply to participate in the initiative early in Year Four;

More than 1,600 early educators received individual CORE (Compensation, Retention and Education) Awards, totaling $4.6M. The individual financial awards recognize educators who obtained new credentials or increased their education. During Year Three, the CORE advisory committee determined that awards for recruitment were not accomplishing the desired results and ended those awards, increasing funding available for the balance of the education and retention awards in CORE. This example is one of many in which the use of data drives decision-making and supports continuous quality improvement in Early Learning Challenge grant implementation;

Nearly 200 early educators completed the **Early Learning Leadership Initiative (ELLI)** which includes nine online training modules and participated in community of practice component that helps educators put what they learn into practice in their Delaware early learning programs as part of the course. Sixty (60) additional individuals began the leadership course in Year Three and will complete in 2015. A new articulation agreement between Delaware Technical and Community College and National Louis University was reached in Year Three, allowing the nine modules will articulate into nine credit hours toward a degree for successful ELLI completion. The Challenge grant is now funding T.E.A.C.H. scholarships to support early educators enrolling in ELLI who expect to articulate credits toward a degree;

180 Stars programs upgraded their physical environment or technology capacity through the **Infrastructure Fund.** This fund is designed to accelerate upward movement of Stars programs, providing funding to make facility and technology improvements identified in the programs' quality improvement plan. In Year Three, 64 Stars programs received funds totaling nearly $630,000 to make improvements to the program facility, including installation of sinks, construction or removal of walls, playground construction and window and door

replacement. Another 116 Stars programs received a total of nearly $150,000 to support technology investments.

Developmental Screening Supports. Stars programs conducted more than 3,000 early childhood developmental screens using the Ages and Stages Questionnaire 3 including the Social Emotional component (ASQ 3-SE) in Year Three. Specialty technical assistance was provided to more than 50 programs to support the use of the ASQ and staff referrals. More than 750 early educators completed the 6-hour ASQ training during the more than 40 training sessions offered, increasing the total number of early educators trained to use the ASQ over the grant period to date to more than 1,200. More than 170 ASQ materials kits were distributed to programs just beginning to use the tool, with technical assistance available upon request.

Child Formative Assessment. In Year Three, more than 100 Delaware Stars early learning programs used the Teaching Strategies GOLD online formative assessment after completing training during the pilot phase in Year Two. While programs may select other child assessment instruments, Challenge grant funds are used to support the use of this instrument. Data from assessments from the fall and spring are used to inform instructional decision-making. Programs send one administrator and one teacher from each of their age-level classrooms to a Delaware-led Teaching Strategies GOLD professional development and are then offered free access to the online platform. In Year Four, an inter-rater reliability policy and process will be developed to assure reliable data collection to further enhance early educator skills in using the observational child assessment and to prepare for the time when aggregate data results will be published. Also in Year Three, 30 Stars programs, selected through competitive application process, are participating in a coaching and technical assistance model to support their use of Teaching Strategies GOLD. Three coaches are providing weekly on-site support, training and resources to these providers to expand their understanding and use of child assessment. The coaching model will be evaluated to inform future assessment support strategies.

Expanded and Enhanced Professional Development. During Year Three, a three-part sequential professional development series on child assessment was designed to guide programs through understanding the child formative assessment process. The series is separated into two tracks, one for administrators and one for teachers and offers 18 hours of training. Part One is an introduction to assessment, Part Two is publisher-specific focusing on Teaching Strategies GOLD and Part Three focuses on data-driven decision making and the use of data by teachers to inform instruction for individual children. In addition, in Year Three a plan enhancing the state's professional development system was developed in response to the expressed needs of the Delaware Stars programs. The plan will guide a move away from "training delivery" and toward a coaching model. An enhancement of the professional development system for Part B/Section 619 programs began in Year Three, with DDOE working with the ECPC center's technical assistance for both pre-service and in-service training.

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

Eighty-four (84%) of public kindergarten teachers administered the **Delaware Early Learner Survey** in Year Three, exceeding the 80% target. The planned four-year phase in of Delaware's kindergarten entry assessment, (KEA), called the Delaware Early Learner Survey, is exceeding expectations. 8,700 children (87% of all kindergarteners) participated. This Year Three success moved the initiative forward and laid the groundwork for full implementation (all public kindergarten classrooms and children) across the state in Year Four. The Delaware Early Learner Survey provides kindergarten teachers with the opportunity to observe and document the developing skills and abilities of their children across the full range of development, including these areas as set by state law: Language and literacy development; Cognition and general knowledge; Approaches toward learning; Physical well-being and motor development; and Social and emotional development.

To show his support for the Delaware Early Learner implementation, Governor Jack Markell visited a kindergarten teacher in her classroom in Dover to learn about her experiences using the Delaware Early Learning Survey. He learned from the teacher that she and her colleagues are enthusiastic about using the tool and value the information that helps them in planning instruction.

Delaware Early Learner Survey Inter-rater Reliability Study - Child Trends has been a research partner to the DE-ELS initiative. In the spring of 2014 Child Trends worked to develop an inter-rater reliability study that would help to inform OEL about the process being used to certify teachers and to provide recommendations on further refinement or additional efforts that may be needed. Approximately 75 teachers participated in the study over the summer and early fall. The final report will be available in Year Four - 2015.

Family Engagement Questionnaires were distributed to families of all students participating in the Delaware Early Learning Survey. Piloted in Year Two, the new, improved Family Questionnaires were distributed to families of all students in Year Three. While optional, most were returned to teachers. The questionnaires were translated into Spanish, Mandarin Chinese, and Creole. In the child questionnaire, **Welcome to Kindergarten** form, the Kindergarten student draws pictures and writes or has a family member write what their picture describes. Items include a picture of the child's family, what they think they will do in kindergarten, etc. The family questionnaire, called the **Getting to Know You** form, collects information from the parent or caregiver related to language spoken in the home, time spent reading and talking at home, previous early learning experiences, and updated contact information. The most useful part of the form as reported by teachers is the space where families are able to write other information that they feel is important for teachers to know. This has become very useful to teachers and allows information to be shared much sooner than in the past. Some examples of information shared include news that a new baby on the way, or that there has been a recent or tragic death in the family, or a recent incarceration.

A Family Engagement study was completed by Child Trends, focusing on the use of the Family Questionnaires in Year Three. A sample of parents participated in a structured phone interview. The final report will be available in Year Four-2015.

Two-hundred fifty (250) kindergarten teachers and support staff were trained to us the Delaware Early Learner Survey in Year Three. Kindergarten teachers with experience using the tool served as trainers, along with Office of Early Learning staff. All districts participating in the training opted to schedule training days as District Professional Development days, demonstrating the commitment of the districts to support the training. Eight school administrator trainings were conducted across the state during August, 2014, developed specifically to build knowledge and buy in of administrators. As a sustainability strategy, a pilot Train the Trainer was conducted with 3 of the 15 school districts. Additional revisions to the process will be made before the full rollout in Year Four for all districts and charter schools. Beginning with the fall of 2015, use of the kindergarten entry assessment is mandated by Delaware law for public kindergarten programs.

More than 100 kindergarten teachers attended the **State Kindergarten Conference** in October, sponsored by OEL and the Challenge grant in response to kindergarten teacher and staff request. Attendees learned about new strategies, tools and ideas all focused on helping students grow and learn in kindergarten. Workshops included topics such as working with English language learners and their families, developing rich math skills, seeing science everywhere and common core book talks for kids.

20 local **Delaware Readiness Teams** (DEL TEAMS) completed community needs assessments and executed action plans to improve linkages between the early learning system and K-12 system. With support provided by the Delaware Early Childhood Center, the teams' actions are guided by the readiness equation: (Ready Families +

Ready School + Ready Early Care and Education Programs + Ready Communities = Ready Children). Private partners provide funding and supports for these teams, including PNC, Nemours, Rodel Foundation, and United Way. Each team received $20,000 to support implementation of the plan. The Delaware Readiness Team Advisory Committee continues to play a critical role in advising and supporting the local teams. An advisory committee of sponsors, state agencies, team leads and team facilitators which are funded through the Challenge grant meets quarterly to monitor progress and identify and address barriers. The teams action plans included activities such as joint professional development, site visits, and ongoing meetings of early learning providers and public school teachers; kindergarten registration promotion, support, and education; a Bookmobile that distributes community resource information with books; hosting family support groups and Parent Child Interaction Therapy sessions; establishing kindergarten academies for parents and students to build understanding of what to expect and how to prepare for incoming kindergarten students; and distributing literacy resources and guiding activities for families to support children's preparedness at home.

The **annual DEL TEAM Celebration Day** Event was held in October. At the day-long event, the teams shared and celebrated their successes and achievements. Teams shared lessons learned and spent time working within their own teams to develop new strategies and plans for activities. The Children's Department Secretary welcomed participants to the event, and noted that ..."These are community-driven teams, developing strategies specific to their particular needs. These teams are breaking down silos across systems, working collaboratively and putting children and families first."

DEL TEAM Geo-Mapping capacity was enhanced. The University of Delaware's Center for Population and Applied Demographics worked with the teams in Year Three to further enhance the teams' capacity to use geo-mapping configured to the local teams' boundaries. Sample data mapped includes the location of early learning programs with Star rating, elementary schools, participating businesses participating, social services center locations, etc.

The DEL TEAMS Evaluation Study was launched in Year Three. OEL partnered with REL Mid-Atlantic at ICF International which will conduct a formative evaluation of the Delaware Readiness Teams Initiative. The organization will collect data on team activities and progress as well as technical assistance provided and report on progress on an ongoing basis. Evaluation findings will be used to support continuous quality improvement. In Year Three, interviews and focus groups were conducted with team leaders, members and facilitators/staff. More interviews and focus groups will be conducted in the spring of Year Four. Progress reports will be shared during the bimonthly meetings of the DEL TEAM Advisory Committee.

Higher education institutions' course alignment resources were developed. The results from Delaware's higher education alignment study were compiled into an executive summary that was published and shared individually with each of Delaware's institutions of higher education. Seventy-three early childhood course syllabi at the five institutions that offer an early childhood pathways were reviewed to determine the extent to which there is explicit alignment between course content and both the Delaware Competencies for Early Childhood Professionals (Competencies) and the Delaware Early Learning Foundations (ELFS). The analysis, presented to each of the schools, indicated a lack of consistency in the alignment of Delaware's college's coursework with both the Delaware Early Learning Foundations and the Delaware Workforce Competencies and the need for more explicit articulation of the way in which Delaware's quality frameworks are incorporated in course descriptions, objectives, assignments, and instructional sequences. Three schools accepted an additional specialized one-day technical assistance for developing curriculum enhancements.

A Delaware Early Childhood Education Resource Toolkit was created and disseminated to early childhood instructors. Using the domains of the Early Learning Foundations as its foundation, publications and online resources were assembled in a single resource document for instructors' use in their college-level courses as well as for providers' topical reading. More than two-hundred (200) of the Resource Toolkits were disseminated and the toolkit materials have been posted online at www.greatstartsdelaware.com.

Seven (7) vocational technical and comprehensive high school early childhood teachers participated in a three-day meeting to collaborate in the revision of course content to include Delaware's quality frameworks and to mirror the Child Development Associate (CDA) and the state's entry level community-based training modules, Teaching in Early Childhood Education (TECE) I and II. Now high school students will have a more formalized career pathway. High school students who complete the early childhood coursework will be able to apply for a CDA and qualify as a teacher in Delaware's center-based early learning programs. The curriculum was piloted in Year Three and will be scaled up in fall of Year Four, 2015. This curriculum enhancement ensures Delaware's early learning providers that entry-level professionals will have completed a uniform comprehensive training, regardless of the way in which they access that training and that they will be familiar with Delaware's quality frameworks in addition to current best practice and research.

Delaware's community-based entry level training, Teaching in Early Childhood Education (TECE) was re-configured in Year Three to become a stronger first step towards higher level credentials. The course is offered in two modules (I and II) and uses the CDA as its foundation. The CDA's competencies and functional areas guide the organization and content of the modules. The portfolio requirements are embedded throughout each of the units. TECE I is an introductory module that offers an overview of each of the functional areas and prepares participants to enter an early childhood classroom. Delaware-specific quality frameworks are also explained throughout the module. Participants will be able to choose from three options for TECE II - infant-toddler, preschool or family child care. The content will delve deeper into best practice and instructional strategies for each specific age level. Graduates of both TECE I and II will be able to earn a Delaware credential for infant-toddler, preschool or family child care and will have completed the training and portfolio requirements of the CDA.

Family and community engagement outreach was increased during Year Three. The Office of Early Learning and its partners conducted family outreach at hundreds of community events across the state in 2014, reaching more than 33,000 individuals to increase of public awareness about importance of quality early learning for young children and how families can use Delaware Stars/QRIS as the guide to find early learning programs for their young children. An over-arching community engagement plan guided the efforts throughout the year and across the state. Newly developed outreach materials, most available in Spanish, and promotional give-aways were distributed.

The www.greatstartsdelaware.com website was updated and enhanced throughout Year Three. Designed with and for families with young children, the website was launched by the Office of Early Learning and was developed in partnership with key partners in Delaware's early childhood system. The website promotes the importance of quality early learning for young children and promotes Delaware Stars as a guide for families seeking early childhood programs for their children. Since 90% of brain development occurs by the age of 5, families want to know more about the importance of early learning for a young child and how to find the right early childhood programs for their children. An 'early learning program search' is incorporated as a key part of the site and the entire site, including the search, is specially optimized for use on smartphones, since families with young children are on the go. Nearly 12,900 unique visitors have used the website to date, a clear indication of the interest in early learning in Delaware. The analytics suggest that as many as 9,000 families are

getting information from the website. The Early Learning at Home tab is updated at least twice each month, offering myriad low-to-no cost activities for families with young children. Activities there are organized by infant, toddler and preschooler age groupings which families find helpful when looking for activities that are 'just right' for their child and family. A new tab added in Year Three is the **Getting Ready for Kindergarten tab** with downloadable materials that offer practical supports to families with a child approaching K-entry age. The materials were developed in partnership with schools, Delaware Readiness Teams and early learning providers as well as kindergarten teachers. The materials help families understand how to help a child get ready and registered for kindergarten, providing a step by step guide to getting a child registered to start on time. The **Delaware Readiness Teams tab** is new in Year Three, providing information about how to become engaged with a team and information about the teams' activities. Associated social media includes Facebook which is updated at least 5 times each week and has 365 followers at the end of Year Three. Nearly 90% of the posts are shared by one or more visitors, extending the reach of the quality early learning-related information we share on that page. Pinterest has proven to be popular as well, with updates each month and more than 30 boards on a wide array of early learning topics. There are more than 500 pins and about 70 followers with 190 average monthly views and more than 150 re-pins. Outreach to engage early educators in the use of the e-news practice tips section, Pinterest and Facebook social media associated with the website will begin in Year Four.

Delaware's monthly early childhood e-news distribution reached nearly 6,000. Initially developed for key stakeholders to share news about significant developments in the state's early childhood system enhancement, the e-news is finding a broader audience as early educators, families and other with interest in supporting quality early learning join the distribution list. The e-news monthly editions are archived for easy access on the website - www.greatstartsdelaware.com.

Marketing and promotion products were enhanced for Delaware Stars. Brochures for recruitment of both center-based and family-based early learning programs were enhanced during Year Three as were the brochures for parents/families with young children interested in learning about what being a Delaware Stars program means for them and their child. A new contractor began working with Delaware Stars programs in Year Three to help them optimize available resources, such as the Stars Community Engagement Calendar and the Guide to Program Promotion, in marketing their own program in their respective communities. These resources, along with information on all the Challenge-funded new supports and financial incentives available to Stars programs are posted to the Delaware Stars provider website for easy access by programs.

Communication training workshops developed in Year Two and enhanced in Year Three are designed to help grant partners effectively communicate a unified message about the importance of quality early learning and the many ways Delaware is effectively increasing access and further improving quality across the system. The workshops, conducted by an expert in communications and marketing, focus on effective ways to communicate to others the importance of quality early learning for young children. Participants craft an 'elevator speech,' a quick message designed to help participants generate conversation about quality early learning in Delaware, including exercises to work on crafting a messages, and tips and discussion about sharing the message with the media. A slide deck with materials that can be used in presentations given by staff, business leaders and other who advocate for quality early learning in Delaware, was developed and posted to the web page for easy access. It is anticipated that more workshops will be held in Year Four.

Under the Early Learning Challenge Grant Project 15, t**he Purchase of Care state subsidy data system** is in development and is expected to be operational by October, 2015. This system supports administration and payment of early learning program providers serving children with the subsidy. It was on an antiquated platform which could no longer be supported. The system has been updated and enhanced and will operate on a new

platform. Startup of this project was delayed due to the heavy investment of work necessary to launch the management information system changes needed for the Affordable Health Care Act supports. In Year Three, substantial progress was made on this project, with the design phase completed. Development, testing and moving to operational status are anticipated to be completed in Year Four, completing the project on time in advance of the end of Year Four of the grant.

The framework for Delaware's Early Childhood Integrated Data System (ECIDS) **was developed in Year Three.** Informed by the report by the team of experts provided through the Challenge TA and supported through a $1.5M grant from the Michael and Susan Dell Foundation, the Office of Early Learning led in the development of the framework for an early childhood integrated data system in Delaware. The ECIDS built upon the experience and expertise of the Delaware Department of Education in its successful work to build a K-12 statewide longitudinal data system (SLDS) under a U. S. Department of Education grant. The Dell foundation award brought valuable expertise from DoubleLine Partners and the Ed-Fi Alliance for the design and development work on the Delaware framework. This time-limited, accelerated project has been a success due to the strong partnerships and interdependent collaboration developed with the end users for this one year project.

Front line users (early educators and program administrators) were the first to benefit. The data dashboards for the Delaware Early Learner Survey (KEA) and metrics were used by kindergarten teachers and school administrators in fall, 2014. The dashboards provide concise, easy to understand visuals showing the child assessment/survey results, making it easy for the teachers to use the information to inform instruction. Teachers also report they are pleased that the dashboards allow them to identify areas in which kindergarten students may benefit from additional supports very early in the year, much sooner than would have been the case without the use of the survey tool and dashboard. As a result, support services can be arranged much sooner, enabling the children to develop to their fullest potential during the kindergarten year.

The child assessment data dashboards for the birth - 5 early educators and administrators were developed with early educators and program administrators will be piloted early Year Four. Where data sharing agreements were in place, for instance for the state's purchase of care payment system, child-specific data became available for analysis and business reporting purposes through this project, named ELI (Early Learning Insight).

Early childhood data governance is in place with a data policy committee and data management committee established and functioning. The time-limited project to develop the ECIDS framework ends early in Year Four. State planning for Phase II of the ECIDS/ELI is underway, with stakeholder input informing the list of best next steps in system development that will be most valued by users. It is anticipated that Delaware will apply for federal funding through a competitive SLDS grant to complete the development of the ECIDS with linkage to the Delaware K-12 SLDS.

Partnerships continue to grow stronger between the participating state agencies (Department of Education, Department of Health and Social Services and Department of Services for Children, Youth and Their Families) and the Office of Early Learning. The committed, dedicated participation of high level representatives on Delaware's Early Learning Leadership Team enables the team to regularly review and track Early Learning Challenge progress against targets, reviewing the monthly Challenge Dashboard of key indicators, a monthly financial report and working together to identify challenges to implementation and remove barriers.

More than 100 stakeholders participated in Delaware's Annual Early Learning Summit sponsored by the Delaware Early Childhood Council. Early educators, parents, administrators, behavioral and mental health professionals, pediatricians and advocates gathered to hear presentations by a Delaware Stars program director, a parent of a young child served in a Stars programs and an early learning classroom teacher who shared their

experiences and thoughts about recent system enhancements. Secretary Jennifer Ranji of the Delaware Children's Department and Acting Director of the Office of Early Learning presented on the state's progress under the Early Learning Challenge grant and the state's Early Childhood Strategic Plan. She invited attendees and stakeholders to participate in a spring 2015 series of stakeholder meetings designed to gather feedback to inform the design of the anticipated no-cost extension for the Challenge grant and the state agency development of budget requests for the SFY 2017 to fund important work in the early learning system after the expiration of the federal funding from the Challenge grant. A collaborative problem-solving session focused on real issues that resulted in practical suggestions for improving and expanding the early learning system work. The meeting closed with the first-ever awards given by the Council with generous financial support from the Social Ventures Partners' Legacy Fund. The awards were given in recognition and honor of the work individuals/teams do in serving early learners birth to age eight. One award was given in each of the four goal areas of the early childhood strategic plan. Award winners received not only recognition, but also a $1,000 award which was contributed in their honor to the nonprofit organization with which they work in the area of advancing quality early learning in the State of Delaware. Meeting attendees reported feeling energized in their work, informed about progress in the state's early learning system, recommitted to the work and looking forward to the next Annual Early Learning Summit.

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).

In Delaware, the Early Learning Challenge focus is on accelerating system enhancement to increase access to quality early learning programs for all children, and particularly for children with high needs. Children with high needs is a term that includes children birth to age 5 with low family income, disabilities or who are dual language learners.

The Office of Early Learning (OEL) in the Governor's Office leads and manages the Challenge grant implementation to ensure that goals and performance targets are met. OEL works directly with the three participating state agencies - the Departments of Education, Health and Social Services and Services for Children Youth and Their Families- and many partners to implement the Challenge grant. Delaware's Governor designated the Secretary of the Delaware Children's Department with lead responsibility for system and grant oversight in the state. Oversight includes for staff of the Office of Early Learning and the staff of the Department of Education's Early Development and Learning Resources workgroup. The Secretary of the Children's Department has also served as Acting Director for the Office of Early Learning from June through December of Year Three. A national search for a new OEL Executive Director was successful. The new executive director begins working in OEL on February 27, 2015.

The Early Learning Leadership Team, convened and led by the Office of Early Learning and comprised of representatives from the participating state agencies, the Governor's Office and Delaware's Early Childhood Council, meets regularly (5-6 times per year) to review progress on the Challenge implementation plan, identify and address barriers to implementation and develop the most promising strategies to ensure that Challenge goals and performance measures are met.

The Delaware Early Childhood Council, with members appointed by the Governor, is an advisory body which provides oversight of the State Early Childhood Strategic Plan. In support of the Delaware Early Childhood Strategic Plan, there are four standing committees which align respectively with the four strategic plan goals that incorporate the Early Learning Challenge grant goals. These committees provide stakeholder input and advocacy, laying a strong foundation to sustain the gains made through the Challenge. The Council Co-Chair is a member of the Early Learning Leadership Team.

Stakeholder Involvement

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

The support of stakeholders is critical to sustain the gains made under the Early Learning Challenge Grant as well as to continuous quality improvement of the state's early learning system. Governor Jack Markell continues to be the state champion for quality early learning, using his state and national leadership roles to promoting increased awareness of importance of quality early learning for young children. For Delaware, increasing access to quality early learning is also an economic development strategy designed to result in longer-term success with a stronger, better prepared workforce in our state.

State and local elected officials participated in the work of the Early Learning Challenge grant in several ways during 2014, lending their direct support by presenting awards at the local Delaware Stars Celebrations, visiting high-quality early learning programs' sites to show their support, reading to young children to promote social and emotional wellness during Child Mental Health Awareness day events and sponsoring events designed to recruit early learning providers to voluntarily join Delaware Stars.

Many stakeholders participated by serving on one of the Delaware Early Childhood Council's four committees, each led by a Council member who is broadly recognized, well-respected community leaders in our state. These are the committees and a brief description of their role and activities:

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

2. **High Quality Early Childhood Programs and Professionals** (aligns with Early Learning Challenge Goal 2) whose members guide the expansion of Delaware Stars, provide Stars/QRIS implementation feedback, identify and work to address opportunities for improvement and advise on the expansions of supports for the QRIS. They serve as advocates for Delaware's early learning system;

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

4. **Sustained Early Childhood System Improvement** (aligns with Challenge Goal 4) whose members participate in the successful implementation of communication and outreach strategies to help build a statewide community of advocates for quality early learning. Members also provide visible community support such as participating in events that promote the use of Delaware Stars as a guide to families searching for quality early learning programs for their young children. Members consider and advise early learning leaders on how to sustain gains made to date and lead in quality early learning stakeholder forums.

Beyond the elected officials and individuals who are members of the Council or its committees, individuals who are stakeholders from across Delaware's early childhood community and the general public have taken active roles in the implementation of key activities carried out under the Early Learning Challenge grant. Examples from are offered here as indicators of the breadth and extent of the involvement of stakeholders in Challenge-related activities:

- Assessment and Curriculum Committee (Goal 2)
- Commission on Early Education and the Economy (Goal 4)
- Compensation, Retention and Education (CORE) Awards Advisory Committee (Goal 2)
- Delaware Early Learner Survey Advisory Committee (Goal 3)
- Delaware Stars Evaluation Advisory Committee (Goals 2 and 4)
- DEL TEAMS Advisory Committee (Goal 3)
- Higher Education Partnership Workgroup (Goal 3)
- Infrastructure Fund Advisory Committee (Goal 2)
- Verification and Assessment Advisory Committee (Goal 2)

In addition, strong partner organizations who are key stakeholders have taken a very active role in implementation of the Challenge grant initiatives, competing successfully to become the lead partners implementing initiatives and supports such as:

- Children and Families First, Inc. administers the Infrastructure Fund and employs some Delaware Stars technical assistants (Goal 2);

- Delaware Association for the Education of Young Children administers the Compensation, Retention and Education (CORE) awards initiative (Goal 2);

- Delaware Early Childhood Center administers the DEL TEAMS initiative (Goal 3);

- Easter Seals of Maryland and Delaware partners by managing the developmental screening training for Delaware Stars programs on the use of the Ages and Stages Questionnaire - SE and employing some Delaware Stars technical assistants (Goal 2);

- McCormick is the managing partner for the Early Learning Leadership Initiative (ELLI) and has a local leader-mentor in Delaware who leads the communities of practice groups for early educators participating in the leadership training (Goal 2);

- Teach for America administers the enhanced supports provided to infant, toddler and preschool teachers at Stars programs, enhancing professional and leadership development for these TFA teachers. (Goal 2)

The Office of Early Learning partners with state agencies in sponsoring regularly held open forums for early learning program providers. These open meetings are designed to share information about policy changes proposed and solicit feedback to inform decision-making and policy-making at the state level.

Early Learning Programs continue to participate in local forums across the state where they learn about the Challenge goals and strategies and provide input to leaders from the Office of Early Learning, the Stars program, and the Departments of Children, Youth and Their Families, Health and Social Services, and Education, among others. For example, there are quarterly meetings for early childhood program providers that participate in the Purchase of Care subsidy program in order to elicit their feedback about the program and the Challenge. The quarterly meetings include representatives of the various partners involved in the Early Learning Challenge implementation to make it easier for providers to get answers to questions and have direct access to the partners as a strategy designed to enhance the community partnership aspect of the Challenge. Providers have responded very positively to this initiative, with many more providers attending than when the meetings were a forum just for one division. Providers tell OEL staff that they appreciate the opportunity to have a single forum

that enables them to reach the set of state agencies and others who are all working together to enhance the state's early learning system.

The local, county-based celebrations for Delaware Stars programs brought the QRIS program's concept of continuously improving early learning programs to Delaware's local communities in a new way. More than 300 individuals were involved in these events. With 478 Stars programs across the state serving young children and 59% of those programs rated in the top quality tiers, there was much more to celebrate in 2014!

Early Educators are critical partners in shaping in the Delaware Early Learner Survey (DELS, Delaware's Kindergarten Entry Assessment or KEA). Through an active Advisory Committee, kindergarten teachers and elementary school leaders from around the state are engaged in both planning and implementing the DELS. Teachers have played a leadership role in the training on the instrument; all participating teachers have been surveyed about their experiences. Administrators were also heavily involved, identified the participating teachers, providing input on the implementation plan and promoting the survey. Early educators, administrators, union representatives, state agency staff and advocates have been directly involved in providing input in the development of the request for proposal that was used to select the RAND Corporation as the evaluator for the Delaware QRIS validation study. During Year Three, early educators and administrators in Stars programs participated in design and development sessions to inform and help drive the development of the early childhood integrated data system (ECIDS) framework development and the data dashboards for child assessment for the birth to age 5 population. Just as with the DELS, these key participants provided testing and feedback as the data system data dashboards and metrics are developed and refined and in Year Four will participate in piloting the data dashboards for birth to 5 child formative assessment.

Parents of young children are key stakeholders in the Early Learning Challenge and have been actively involved as reviewers of outreach and messaging materials and strategies for promoting Delaware Stars as a guide for families seeking quality early learning programs for their young children. Parents and family members met to provide their input in a variety of venues, from the state's social service offices, to community meeting with families from the Latino community, to working with Family Voices (an organization serving families with children with disabilities and special needs), to working with a range of early learning programs and their parents to hear from families. The Office of Early Learning has explored with parents across the state the design and conduct of a family survey. The Family Survey was conducted as part of the Delaware Early Learner Survey in Year Three, when a very high rate of return of the survey child and family questionnaires was a key indicator of its success. Information gathered families and their kindergarten student accelerates family engagement with the early educator/teacher. Parents aided in the identification of the PEDS (Parents' Evaluation of Developmental Status) as the standardized developmental screen for use by health providers and are the primary informants in developmental screening, including for the tool now in use in Delaware Stars for developmental screening, the ASQ (Ages and Stages Questionnaire 3-SE).The integral involvement of parents/caregivers in this primary informant role in young child developmental screening recognizes the parents are the experts on their children's behaviors and provides an opportunity for parent education around young child development.

The **Delaware Readiness Teams** initiative depends upon team members, including parents, early childhood educators and administrators, early elementary teachers and administrators, advocates and business leaders. All these critical stakeholders actively participate as members of the twenty (20) Delaware Readiness Teams across the state as the teams completed their community needs assessment and then developed and began to implement local strategies to improve linkages between early childhood and K-3 for young children and their families. The synergy across teams was evident, with some events sponsored by teams in a geographic area. A

new product, the DEL TEAM e-news was created in Year Three, serving to help keep members of the 20 teams informed about the work going on across teams across the state.

Stakeholder feedback was information used to help policy-makers improve Delaware's early learning system. An example is the evaluation report entitled, "Communicating about Delaware Stars for Early Success: Ideas from Parents, Teachers, Directors and Family-based Early Learning Programs," authored by Kathy Thornburg and Kim Means, members of the Delaware ELC TA team. The report contains findings from a series of focus groups in Delaware. These report findings and recommendations, along with input received from the myriad workgroups, committees and meetings held regularly across the state for the purpose of gathering input and feedback from stakeholders regularly inform the Challenge implementation and planning for next steps.

Advocacy for quality early learning included the 2014 Early Learning Advocacy Day was sponsored by the Delaware Association for the Education of Young Children (DAEYC). The annual event provided an opportunity for early learning providers and advocates for quality early learning to visit Legislative Hall, talk to their legislators, attend the Early Learning Rally on the steps of Legislative Hall and attend a session of the House of Representatives.

Many key stakeholders in Delaware took the initiative to recognize the value of early learning for young children and their families and for our state. The Children's Department's Division of Prevention and Behavioral Health, as part of Child Mental Health Awareness Day celebrations in May, 2014 distributed its early childhood and mental health curriculum and toolkit at no cost to nearly 300 early childhood programs across the state. Programs used the materials to promote young child social and emotional well-being. Many partners of OEL participated in the Challenge by representing the Challenge and the Delaware Stars programs at hundreds of community/family outreach events and health fairs across the state in Year Three, reaching more than 33,000 individuals in this year along to raise awareness of the importance of quality early learning and promote Delaware Stars as a guide for families seeking quality early childhood programs for their young children.

The **Commission on Early Education and the Economy** of the Delaware Business Roundtable's Committee on Education was the leading business advocacy group supporting investment in quality early learning in our state in Year Three. Members give presentations to affiliates and business groups and write letters to the editor in support of public investment in quality early learning programs. Some members have developed products such as the section in a human resources website designed to inform employees about the importance of quality early learning for young children and how families can use Delaware Stars as a guide to find the right early learning program for the young child(ren) and family. This product was shared with other businesses which then posted the information to their own employee website, sharing a great resource across businesses to benefit young children and their families in Delaware. The member who developed this resource was one of four awarded recognition by the Delaware Early Childhood Council for outstanding service in early learning in Delaware.

The active involvement of stakeholders is essential for Challenge implementation success, continuous quality improvement and for sustaining the gains made in Delaware's early learning system.

Proposed Legislation, Policies, or Executive Orders

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

Delaware did not make any changes in state legislation, policies, executive orders that had an impact on the Early Learning Challenge or its implementation plan.

Participating State Agencies

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

The commitment and participation of the three original participating stat agencies remains in place as described in the Early Learning Challenge grant application, strengthened by ongoing collaboration and partnerships supporting the state's early learning system vision as advanced through the Challenge grant.

High-Quality, Accountable Programs

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

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

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

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

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

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

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

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

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

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

The 2014 Delaware Stars Enhancements Initiative, a new set of essential standards to be met by Star 4 and 5 programs, was introduced in Year Three. This new set of six essential standards was selected based on and informed by research in the field. Feedback from Delaware Stars evaluations, focus groups with Stars staff, early learning providers and other stakeholders informed the development of the set of essential standards which are designed to improve program quality in a uniform way across the state. Families using Delaware Stars as a guide to quality early learning programs will be assured in this way that the quality ratings are consistent across the state. Early learning providers attended informational meetings held across the state and led by Stars Ambassadors. There the new essential standards were reviewed. Information was shared regarding the planned phase-in of the new essential requirements as well as about the supports and financial incentives available to support programs moving up to or maintaining the highest quality ratings. The essential standards focus on intentional teaching practices; learning environment and curriculum and qualifications. Star 4 and 5 programs must demonstrate at the next verification the use of a child development screening tool, formative assessment and curriculum (screen verifications begin January 2015, others are phased in through July, 2016). Star 5 programs must demonstrate the use of an integrated, individualized teaching process. Star 4 and 5 providers will also be required to demonstrate that the director has obtained a director credential and that curriculum coordinators have initiative work toward a newly designed curriculum and assessment credential;

Governor Markell announced the Delaware Stars essential standards at a press event held at a Star 5 program. The event received both print and radio coverage statewide.

Starting in July, 2014, Stars began using the Environment Rating Scale (ERS) without the Personal Care Routines (PCRs) sub-scale data. This modification was made after a review of Stars data and focus group results revealed that Stars did not need to focus heavily on the PCRs since the PCRs fall under the purview of the Office of Child Care Licensing. As a result, Stars early learning programs and the technical assistance staff at the QRIS now focus on intentional teaching and learning. Along with this modification, ERS clarifications were pared down and a policy instituted to revise clarifications annually in place of the quarterly changes;

New Delaware Stars Standards Verification Manuals were developed for each set of standards to enhance transparency in the verification process for Stars programs. Each standards section begins with an explanation of the rationale behind the standard, designed to help early learning professionals understand why each standard is important as a component of quality. The new manual includes information on how a program will verify its achievement, with room for flexibility and a standard glossary of terms. During this process, some of the standards were clarified and some were assigned a new point allocation. A new advisory committee was created representing a diverse group of stakeholders to review policies and procedures related to Verification and

Assessment. Representation from the early learning community has been beneficial to Delaware Stars' commitment to continuous quality improvement.

The Early Childhood Assessment Task Force updated the list of assessment and curriculum approved for use by Stars programs in Year Three. A longer list of supplemental curricula has been compiled and posted; these have not been reviewed for approval, but instead are available to guide programs' own investigation.

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.

The number of programs participating in Delaware Stars to 478 in Year Three, with 59% (284) of those programs rated in the top tiers of quality.

Supports for Delaware Stars were expanded.

Additional incentives and supports were added in Year Three, attracting more programs to Stars and help participating programs move up in quality rating. The Challenge grant played a key role by funding innovative supports listed below. New in Year Three were two supports, the Infant Incentive fund and the Curriculum Incentive Fund;

The **Infant Incentive Fund** provides bonuses to Star 4 and 5 programs serving infants to support the additional cost of supplies, equipment, professional development and scholarships for families in need enrolling infants - all designed to encourage more top tier Stars programs to serve infants in their early learning programs;

The **Curriculum Fund**, provided awards to more than 100 Delaware Stars programs to purchase a curriculum from the Delaware Stars menu. Participating programs will also be offered professional development in three of the most widely adopted curricula instruments to enhance program implementation beginning early in Year Four;

A new Purchase of Care payment method was developed to provide an incentive to Star 4 and 5 programs serving children with high needs. The new method will pay these providers for a number of contracted slots rather than being paid on child attendance. This initiative was developed through partnership between OEL and the Division of Social Services which administers the purchase of care program. A feasibility study funded through the Challenge grant provided the information used in developing this new initiative. Star 4 and 5 programs will be invited to apply to participate in the initiative early in Year Four;

More than 1,600 early educators received individual CORE (the Compensation, Retention and Education) Awards, totaling $4.6M. The awards recognize educators who obtained credentials or increasing education. During Year Three, the CORE advisory committee determined that awards for recruitment were not accomplishing the desired results and ended those awards, increasing funding available for the balance of the education and retention awards in CORE;

Nearly 200 early educators completed the Early Learning Leadership Initiative (ELLI) that includes nine online training modules and participated in community of practice component that helps educators put what they learn into practice in their Delaware early learning programs as part of the course. Sixty additional individuals began the leadership course in Year Three and will complete in 2015. A **new articulation agreement** between Delaware Technical and Community College and National Louis University was reached so that the nine modules will articulate into nine credit hours for successful ELLI completers. The Challenge grant is now funding new T.E.A.C.H. scholarships to support early educators enrolling in ELLI who expect to articulate credits toward a degree;

180 Stars programs upgraded their physical environment or technology capacity through the Infrastructure Fund. This fund is designed to accelerate upward movement of Stars programs, providing funding to make

facility and technology improvements identified in the programs' quality improvement plan. In Year Three, 64 Stars programs received funds totaling nearly $630,000 to improve physical plan, including installation of sinks, construction or removal of walls, playground construction and window and door replacement. Another 116 Stars programs received a total of nearly $150,000 to support technology investments.

Developmental screening supports were valued as Stars programs conducted more than 3,000 early childhood developmental screenings using the ASQ 3 SE in Year Three. Specialty technical assistance was provided to more than 50 programs to support use of the ASQ and staff referrals. More than 750 early educators completed the 6-hour ASQ training during the more than 40 training sessions offered, increasing the total number of early educators trained to use the ASQ over the grant period to date to more than 1,200. More than 170 ASQ materials kits were distributed to programs just beginning to use the tool, with technical assistance available upon request.

Child formative assessment supports led to more than 100 Delaware Stars early learning programs using the Teaching Strategies GOLD online child formative assessment after completing training during the pilot phase in Year Two. While programs may select other child assessment instruments, Challenge grant funds were used to support this instrument. Data on child assessments from the fall and spring will be used to inform instruction. Programs sent one administrator and one teacher from each of age-level classrooms to a Delaware-led Teaching Strategies GOLD professional development event. Those completing this professional development were then offered free access to the online platform. In Year Four, an inter-rater reliability policy and process will be developed to assure reliable data collection to further enhance early educator skills in using the observational child assessment and to prepare for the time when aggregate data results will be published. Also in Year Three, 30 Stars programs, selected through competitive application process, are participating in a coaching and technical assistance model to support their use of Teaching Strategies GOLD. Three coaches are providing weekly on-site support, training and resources to these providers to expand their understanding and use of child assessment. The coaching model will be evaluated to inform future assessment support strategies.

Professional Development was enhanced in Year Three. A three-part, sequential professional development series on child assessment was designed to guide programs through understanding the child formative assessment process. The series has two tracks, one for administrators and one for teachers and offers 18 hours of training. Part one is an introduction to assessment, part two is assessment specific focusing on Teaching Strategies GOLD and part three focuses on data-driven decision making and the use of data by teachers to inform instruction for individual children. In addition, a plan to enhance the state's professional development system was developed in response to the expressed needs of the Delaware Stars programs. The plan will guide a move away from "training delivery" and toward a coaching model. An enhancement of the professional development system for Part B/Section 619 programs began in Year Three, with DDOE working with the ECPC center's technical assistance for both pre-service and in-service training.

Performance Measure (B)(2)(c)

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

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

Targets Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning & Development Program in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	1	8.00%	12	100.00%	12	100.00%	12	100.00%	12	100.00%
Early Head Start & Head Start[1]	4	13.00%	16	50.00%	23	75.00%	31	100.00%	31	100.00%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619	-	0.00%	2	13.00%	4	25.00%	6	38.00%	8	50.00%
Programs funded under Title I of ESEA	-	0.00%	2	15.00%	3	23.00%	5	38.00%	7	54.00%
Programs receiving from CCDF funds	94	9.00%	136	13.00%	309	30.00%	440	42.00%	521	50.00%
Other 1	29	7.00%	66	16.00%	145	35.00%	190	46.00%	207	50.00%
Describe:	Other Licensed Child Care Providers (not receiving CCDF funds)									
[1] Including Migrant and Tribal Head Start located in the State.										

	Actuals Number and percentage of Early Learning and Development Programs								
Type of Early Learning & Development Program in the State	**Baseline**			**Year 1**			**Year 2**		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	13	1	8.00%	12	12	100.00%	11	11	100.00%
Specify:	ECAP								
Early Head Start & Head Start[1]	31	4	13.00%	31	31	100.00%	31	31	100.00%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	16	-	0.00%	16	2	13.00%	16	5	31.00%
Programs funded under Title I of ESEA	13	-	0.00%	13	4	30.00%	18	10	55.00%
Programs receiving from CCDF funds	1,045	94	9.00%	1,045	236	23.00%	1,045	418	40.00%
Other 1	615	29	7.00%	415	86	21.00%	332	17	5.00%
Describe:	Other Licensed Child Care Providers (not receiving CCDF funds)								
[1] Including Migrant and Tribal Head Start located in the State.									

	Actuals Number and percentage of Early Learning and Development Programs					
Type of Early Learning & Development Program in the State	**Year 3**			**Year 4**		
	# of programs in the State	# in the TQRIS	%	# of programs in the State	# in the TQRIS	%
State-funded preschool	11	11	100.00%			
Specify:						
Early Head Start & Head Start[1]	31	31	100.00%			
Programs funded by IDEA, Part C	-	-	0.00%			
Programs funded by IDEA, Part B, section 619	16	6	38.00%			
Programs funded under Title I of ESEA	19	12	63.00%			
Programs receiving from CCDF funds	941	478	51.00%			
Other 1	463	18	4.00%			
Describe:	Other Licensed Child Care Providers (not receiving CCDF funds)					
[1] Including Migrant and Tribal Head Start located in the State.						

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

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

Note: Part C is an individual child service, not a program-funded service, therefore data at the program level for Part C is not reported. Early intervention services through Part C may be provided in a home-setting or in an early learning and development program setting where the child is enrolled. Here the number of children in Part C who are receiving early intervention services in an early learning and development setting are reported. This is a sub set of the total population receiving Part C early intervention services. The baseline data in the application was an estimated figure. Data on individual children receiving Part C/Early Intervention services in an early learning setting in a Delaware Stars program and also in top tier rated Stars programs is actual, beginning with Year Three, 2014.

Data for ECAP, Part B and Title I and non-CCDF programs in Stars are provided by Delaware Dept. of Education, data for Part C is provided by the Delaware Dept. of Health and Social Services which also provides CCDF payment and attendance data to DDOE). Part C is individual child-specific early intervention service and is not program-funded.

State-funded Preschool/ECAP - Delaware initially included an early head start program in the count of ECAP state-funded preschool programs when reporting 13 initially. Subsequently, the number was revised for year two to reflect the correct number of programs at 12. In this year, monitoring of one of the 12 programs resulted in closure of that program, reducing the number to 11 for year two and Year Three.

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

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

Delaware met or exceeded performance measure targets in the following areas:

- State funded preschool/ECAP - 100% of the 11 ECAP programs participate in the Delaware Stars

- Early Head Start and Head Start - 100% of the 31 programs in EHS/HS participate in Delaware Stars

- Part B/Section 619 - 38% target met

- Title I-funded Programs/ESEA - 38% target exceeded. Actual: 63%

- Programs receiving CCDF funds (which Delaware has defined as those receiving Purchase of Care state subsidy) - 42% target exceeded. Actual: 51%

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

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

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

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

Delaware continues to implement its strong TQRIS, called Delaware Stars, which includes each of the components listed above.

In Year Three, the 2014 Stars Enhancements were introduced, a set of requirement standards for the highest rated Star programs (Star 4 and 5). This set of required standards was informed by field research and is intended to assure families that highly rated Stars programs are all using written curriculum, formative child assessment and conducting developmental screening using a standardized tool. As outlined in the section of the APR called "High-Quality, Accountable Programs," there is more information about the required standards and about the supports and financial incentives provides assistance to Stars programs to help them attain and then sustain the highest quality ratings.

Prior to the required standards set, the QRIS was a provider-choice model in which points from standards achievements + ERS score equaled the Star rating.

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 your State TQRIS through the following policies and practices?

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

Number of tiers/levels in the State TQRIS
5

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

	State-funded preschool programs	Early Head Start	Head Start programs	Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA	Early Learning and Development Programs funded under Title I of ESEA	Center-based Early Learning and Development Programs receiving funds from the State's CCDF program	Family Child Care Early Learning and Development Programs receiving funds from the State's CCDF program
TQRIS Programs that Moved Up at Least One Level	9	0	6	6	9	136	124
TQRIS Programs that Moved Down at Least One Level	0	0	2	0	0	4	2

Optional Notes - State TQRIS Tiers/Levels
Explain missing data. If program movement up or down is not tracked by program type in the TQRIS you can provide the Total Programs that Moved Up and Total Programs that Moved Down in this optional notes box.

Data for the section above is provided by the Delaware Institute for Excellence in Early Childhood, contracted by the State of Delaware to operate the TQRIS/Delaware Stars.

In Year Three, funding was added by OEL to the DIEEC Delaware Stars contract to supply resource to add a data analyst position.

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

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

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

In Year Three, Delaware has exceeded its target performance measure for both the number of programs participating in the TQRIS (478 participating v target of 419) and for the proportion of programs in Stars that are rated in the top quality tiers (59% v 51% target).

Quality benchmarks were established as part of Delaware's TQRIS, Delaware Stars, and in implementation statewide prior to Delaware's Early Learning Challenge grant application. Delaware has standards alignment/reciprocity in place for its state preschool program, Head Stars and nationally accredited programs. Delaware Stars is based on a set of comprehensive program quality standards and is grounded in the state's early learning standards, known here as the Delaware Early Learning Foundations.

In Year Three, Delaware introduced the 2014 Delaware Stars Enhancements, a set of required standards necessary to attain and maintain Star 4 and Star 5 quality ratings. Prior to the introductions of this minimum standards set, the Delaware Stars model was a provider-choice model in which the number of points accumulated based on selected standards achieved + ERS score yielded the Star quality rating.

Delaware Stars includes opportunities for programs to strengthen educator qualifications, family engagement and health promotion. Delaware promotes developmental screening and child formative assessment by offering an array of supports in Year Three funded through the Challenge including free training on identified standardized instruments, materials, online database access and specialty technical assistance to support Stars programs working on the related standards to move up in quality rating. The Stars programs response to these new supports has been very positive, with over- subscribed training and high satisfaction ratings. Such programs leveraged other Stars program supports, for example purchasing computers and obtaining better technology to support their staff who are conducting young child developmental screening and formative assessments for children birth to age 5. Other specialty technical assistance offered in Year Three includes Health and Nutrition,

ERS and Infant/Toddler. Through Year Three, more than 1,600 early educators received individual financial awards resulting from furthering their education or obtaining new credentials through the financial incentive initiative called the Compensation, Retention and Education (CORE) Awards. More than 85 Stars program staff were enrolled by the end of Year Two in the Early Learning Leadership Initiative (ELLI), with nearly 200 early educators completed the online training which includes a community of practice component designed to help educators put what they learn into practice in their Delaware early learning programs as part of the course. Sixty (60) more individuals began the course in Year Three and will complete in 2015. In Year Three, a new articulation agreement between Delaware Technical and Community College and National Louis University was reached so that the nine modules will articulate into nine credit hours for successful ELLI completers. The Challenge grant is now funding new T.E.A.C.H. scholarships to support early educators enrolling in ELLI who expect to articulate credits toward a degree.

Early childhood mental health consultation is a service, supported by the Early Learning Challenge grant, which is available to all programs in Delaware Stars/QRIS. The new federal policy on the expulsion and suspension of young children from early learning settings makes more people aware of an issue which has been one experienced by our state in the past. The consultation service, named in the policy as one of the most effective in addressing the problem, is highly valued by Stars programs and often requested. Delaware's ECMHC service, even while called in in the late stage of an issue, maintains a success rate of 97% in avoiding expulsions where child-specific consultation service is provided to the early learning program staff. The professional development trainings offered by the ECMHCs here include a six hour Child-Adult Relationship Enhancement (CARE) course, one hour special topic brown bag courses, and Teacher Child Interaction Training, an 8-10 week intensive, on-site in classroom early educator training which features not only training but also coaching, coding of behaviors, more coaching and feedback to enhance early educator effective skills in classroom management, dramatically reducing the number of disruptions and decreasing teacher stress.

These are all ways in which the state supports early learning staff and Stars programs to increase the quality of early learning for young children and their families and support Stars programs moving up to and maintaining the highest quality ratings.

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

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

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

Type of Early Learning & Development Program in the State	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of programs covered by the TQRIS	134	300	405	419	442	322	435	478	
Number of Programs in Tier 1	48	98	53	41	26	69	70	54	
Number of Programs in Tier 2	50	77	183	157	127	151	176	140	
Number of Programs in Tier 3	13	44	47	70	105	27	60	66	
Number of Programs in Tier 4	10	49	95	117	144	51	101	150	
Number of Programs in Tier 5	13	32	27	34	40	24	28	68	

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

The TQRIS/Delaware Stars quality ratings assigned to programs are recorded in the Delaware Stars database. Data are reported out in the form of reports that group Stars programs by quality rating. Delaware Stars quality assurance staff review data to ensure recording of quality rating is accurate based upon the results of verifications and assessments conducted. Monthly and quarterly reporting of the total number of programs participating in Delaware Stars by type and quality rating are produced and reviewed routinely, with progress in increasing the total number of programs in Stars and the proportion of programs in the top tiers of quality tracked so that challenges can be identified and barriers to upward movement addressed, both at the program and system levels.

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

Targets for Year Three were exceeded for:

a) total number of programs in the TQRIS: 478, exceeding the Year Three target of 419;
b) Number of programs with Starting with Stars/1 quality rating: 54, exceeding the target of 41;
c) Number of programs with Star 4 rating: 150, exceeding target of 117;
d) Number of programs with Star 5 rating: 68, exceeding target of 34.

Targets Missed:
Number of programs with Star 2 rating: 140 actual v target 157
Number of programs with Star 3 rating: 66 actual v target 70

While targets for the lowest Star quality rated programs were missed, Delaware exceeded its performance targets for the total number of Stars programs participating in the QRIS in Year Three (478 v target of 419) and

also exceeded the performance target for the percentage of Stars programs rated in the top tiers of quality (59% v. target of 51%). Specifically, the targets for both Star 4 and 5 (the very highest quality program ratings) were each exceeded.

Recruitment efforts have proven effective here. The broad array of new supports and financial incentives developed under the Challenge grant have served, as designed, to provide incentives for more programs to make the decision to participate voluntarily in the QRIS, resulting in dramatically increasing the Stars programs located all across the state and offering families more access to quality early learning programs.

While recruitment efforts will continue, much of the state's work will focus on providing the necessary supports to help existing programs move to and maintain the highest quality ratings.

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

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

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

Targets Number and percentage of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning & Development Programs in the State	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	72	9.00%	843	100.00%	843	100.00%	843	100.00%	843	100.00%
Early Head Start & Head Start[1]	227	12.00%	994	50.00%	1,416	100.00%	1,888	100.00%	1,888	100.00%
Programs funded by IDEA, Part C	12	10.00%	23	20.00%	37	30.00%	50	40.00%	62	50.00%
Programs funded by IDEA, Part B, section 619	-	0.00%	202	13.00%	389	25.00%	591	38.00%	778	50.00%
Programs funded under Title I of ESEA	-	0.00%	128	15.00%	193	23.00%	321	38.00%	450	50.00%
Programs receiving from CCDF funds	446	5.00%	1,069	11.00%	2,462	25.00%	4,064	47.00%	5,391	55.00%

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

Type of Early Learning & Development Programs in the State	Baseline			Year 1			Year 2		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	843	72	9.00%	843	500	59.00%	843	658	78.00%
Specify:	ECAP								
Early Head Start & Head Start[1]	2,209	227	12.00%	2,209	2,481	112.00%	2,209	2,613	118.00%
Programs funded by IDEA, Part C	-	12	10.00%	124	23	18.00%	205	68	33.00%
Programs funded by IDEA, Part B, section 619	1,556	-	0.00%	1,556	-	0.00%	1,659	177	11.00%
Programs funded under Title I of ESEA	835	-	0.00%	418	-	0.00%	501	-	0.00%
Programs receiving from CCDF funds	9,806	446	5.00%	9,806	1,113	11.00%	9,806	1,927	20.00%

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

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

Type of Early Learning & Development Program in the State	Year 3			Year 4		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	976	976	100.00%			
Specify:	ECAP					
Early Head Start & Head Start[1]	2,539	2,539	100.00%			
Programs funded by IDEA, Part C	241	177	73.00%			
Programs funded by IDEA, Part B, section 619	1,661	600	36.00%			
Programs funded under Title I of ESEA	512	119	23.00%			
Programs receiving from CCDF funds	9,806	4,336	44.00%			

Actuals — Number and percentage of Early Learning and Development Programs

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

Performance Measure (B)(4)(c)(2) Data Notes
Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The TQRIS/Delaware Stars quality ratings assigned to participating programs are recorded in the Delaware Stars database. Data are reported out in the form of reports that group Stars programs by level. Delaware Stars quality assurance staff review data to ensure recording of quality rating is accurate based on the results of verifications and assessments conducted during the year. Monthly and quarterly reporting of the total number of programs participating in Stars by type and quality rating are produced and reviewed routinely, with progress tracked so that challenges can be identified and barriers to upward movement addressed, both at the system and individual programs levels. Delaware Stars "top tiers of quality" include programs rated 3, 4 or 5.

Head Start and Early Head Start data is from the respective HS/EHS grantee Program Information Reports (PIRs) for the 2013-14 period.

ECAP/state funded preschool data is reported by DDOE. Actual number of children served (967) vs. slots (843 baseline and available 2014 data).

Part C is an individual child service and is not program-funded. Here the number of children in Part C who are receiving early intervention services in an early learning and development setting are reported. This is a sub set of the total child population served through Part C. Total number of children served through Part C early intervention in 2014/Year Three is 3,409, an increase from Year Two then the number served was 3,003.

Delaware will report improved, more accurate data as it becomes available (e.g. actual number of children served v. slots).

Children in programs receiving funding from CCDF funds in 2014 - data provided by DDOE. Title I data is from the DDOE Title I Survey.

Performance Measure (B)(4)(c)(2) Target Notes
For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

In Year Three, Delaware exceeded the target performance measures in the following areas:
State Funded Preschool/ECAP: Target 100%; Actual 100%
Early Head Start and Head Start: Target 100%; Actual 115%
Part C/Early Intervention: Target 40%; Actual 73%

In the following areas, targets for the performance measure were not met:
Programs funded by Part B/619 - Target 38%; Actual 36%
Programs funded by Title I - Target 38%; Actual 23%
Programs funded by CCDF (participating in the Purchase of Care) - Target: 47%, Actual 44%

In Year Three, an alternative pathway has been developed for Part B and Title I funded programs so that it is anticipated that in Year Four more of those programs will become part of Delaware Stars voluntarily and more programs will, with assistance from supports and financial incentives, attain top tier Star ratings.

With regard to programs funded by CCDF (which Delaware defines for this measure as programs participating in the state's Purchase of Care state subsidy program), it is anticipated that the tiered reimbursement financial

incentive will continue to be effective in attracting early learning programs to a) voluntarily enter Stars/QRIS and to b) achieve and maintain top quality Star ratings to benefit from this financial incentive program such that Delaware anticipates meeting this target in Year Four.

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.

In preparation for the evaluation of the TQRIS/Delaware Stars as proposed in the ELC application, the Delaware Office of Early Learning sought extensive input from all key stakeholders for the TQRIS, including elected and appointed officials, policy makers, community foundations, business leaders, advocates, technical assistance and professional development leaders and early childhood programs providers to clarify and prioritize the state's evaluation questions. This information was used to develop a request for proposals which attracted several applications. A rigorous review process which included key stakeholders resulted in the identification of RAND as Delaware's TQRIS evaluation partner.

In the Year One evaluation report, issued in 2014/Year Three, the report included components designed to inform and support the larger evaluation. Key findings included:

- Strong participation. Delaware Stars enrollment is growing across the board. In particular, Delaware Stars has achieved high rates of participation among licensed Early Care and Education Centers with 72% of them participating as of January 2014.

- Extensive reach. As of January 2014, Delaware Stars providers served 67 percent of children in licensed early care and education programs and an even higher share of children with high needs (e.g., those with low family income).

- Advancing quality. As a result of the array of technical and financial supports, Delaware Stars providers are making progress toward higher quality ratings.

- Commitment to improve. Delaware Stars has strong engagement from all stakeholders, and participants are committed to evidence-based, data-driven decision making for improving the effectiveness of Delaware Stars.

Findings suggesting the need for ongoing attention in Stars included:

- Continued recruitment of Family Child Care providers. Continuing the significant efforts underway to recruit small and large FCCs into Delaware Stars is important, and will ensure a balanced representation of providers in Delaware Stars.

- Support for further quality improvement. Continued use of expanded supports offered in the form of specialized Technical Assistance to benefit Delaware Stars home- and center-based programs to help programs progress in advancing quality.

- Targeted improvements for higher-rated providers. The use of targeted Technical Assistance and other recently adopted enhancements to the Stars program will help ensure that Star 4 and Star 5 programs are meeting standards in critical areas the use of developmental screening and curriculum-based assessment tools, and the use of a comprehensive curriculum.

- Improving administrative data systems. The administrative data systems for Delaware Stars are not available in a form that is readily useable for program monitoring and other analytic purposes. The report recommends accessing national resources to help build a better data system through which providers and families can access data about their programs via a web portal.

The pdf of the report summary and full report are available for free from RAND's website at: http://www.rand.org/pubs/research_reports/RR606.html

The 2014 Delaware Stars Enhancements Initiative, a new set of essential standards to be met by Star 4 and 5 programs, was introduced early in Year Three, following on the review of the Year One Stars Evaluation report findings and extensive dialogue with Stars staff, programs and stakeholders about those findings and how to best use the information to advance quality in the Delaware Stars/QRIS. The new set of six essential standards was selected based on and informed by research in the field. Feedback from Stars evaluation, focus groups with Stars staff, early learning providers and other stakeholders informed the development of the enhancements which are designed to enhance programs quality in a uniform way across the state, providing standard assurance of high quality to highly quality rated Stars programs for families seeking great early learning programs. To introduce the field to these new essential standards, a series of forums were held across the state for Stars early learning programs with sessions. Led by Stars Ambassadors, the sessions reviewed the new essential standards and the plan for the phase-in of the new requirements as well as the new supports and financial incentives available to support programs in attaining or sustaining the highest quality ratings. Six standards focus on intentional teaching practices; four are in the learning environment and curriculum section and two are in qualifications. Star 4 and 5 programs must demonstrate at the next verification the use of a child development screen, formative assessment and curriculum (screen verifications begin January 2015, others are phased in through July, 2016). Star 5 programs must demonstrate the use of an integrated, individualized teaching process. Star 4 and 5 providers will also be required to demonstrate that the director has obtained a director credential and that curriculum coordinators have initiative work toward a newly designed curriculum and assessment credential. A broad array of supports and financial incentives (outlined in the executive summary as Stars supports) have been developed to provide needed technical assistance, enhanced skill-sets for program staff, materials and database support to ensure that programs are able to attain and maintain the Star 4 and 5, the highest quality ratings in our state's effort to increase access to high quality early learning programs for young children and their families.

The Delaware Stars/QRIS Year Two evaluation work is underway in Year Three, with the report anticipated to be completed and released in April, 2015 (Year Four). The report will address the following research questions:

- Program Participation and quality ratings - compare to year one, is there a distribution across the counties and are they advancing at similar rates?

- Financial Incentives - are programs using the incentives; which ones, do they vary based on programs type and star level?

- Technical Assistance - number of visits, duration of visits, differences by programs type?

Communicating about Delaware Stars for Early Success: Ideas from Parents, Teachers, Directors and Family-Based Providers, a report on a series of focus groups conducted by ELC TA team members Kathy Thornburg and Kim Means, was completed in Year Three and will inform communications planning and activities going forward in Year Four.

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

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

Focused Investment Areas

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

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

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

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

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

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

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

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

Promoting Early Learning Outcomes

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

Has the State made progress in ensuring that it's Early Learning and Development Standards:

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

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

While Delaware has not revised the Early Learning and Development Standards, all Delaware Stars/QRIS programs implement these standards as part of their activities required through licensing regulations and Stars 4 and 5 programs implement the standards through their comprehensive curriculum.

Progress made by Delaware in Year Three with regard to standards implementation included the following:

Starting in July, 2014, Stars began using the Environment Rating Scale (ERS) without the Personal Care Routines (PCRs) sub-scale data. This modification was made after a review of Stars data and focus group results revealed that Stars did not need to focus heavily on the PCRs since the PCRs fall under the purview of the Office of Child Care Licensing. As a result, Stars early learning programs and the technical assistance staff at the QRIS now focus on intentional teaching and learning. Along with this modification, ERS clarifications were pared down and a policy instituted to revise clarifications annually in place of the quarterly changes.

This change is an improvement that followed the recommendations in the Year One Stars Evaluation Report.

New Delaware Stars Standards Verification Manuals were developed for each set of standards to enhance transparency in the verification process for Stars programs. Each standard begins with a "rationale" section to help early learning professionals understand why each standard is important as a component of quality. The new manual includes information on how a program will verify its achievement, with room for flexibility and a standard glossary of terms. During this process, some of the standards were clarified and some were assigned a new point allocation. A new advisory committee was created representing a diverse group of stakeholders to review policies and procedures related to Verification and Assessment. Representation from the early learning community has proved beneficial to Delaware Stars' commitment to Continuous Quality Improvement.

The Early Childhood Assessment Task Force updated the list of assessment and curriculum approved for use by Stars programs in Year Three. A longer list of supplemental curricula has been compiled and posted; these have not been reviewed for approval, but instead are available to guide programs' own investigation.

The Delaware Stars ERS Assessment Team, funded through the Challenge grant and established early in Year Three, plays an important role in helping Delaware Stars programs improve the quality of early learning offered to the infants, toddlers and preschoolers in their care. The highly trained assessors visit the Stars programs throughout the state and, using the observational tools of the Environment Rating Scales (ERS), assess the quality of early childcare and education programs.

- The Infant-Toddler Environment Rating Scale-Revised (ITERS-R) is used to assess childcare setting serving children 6 weeks through 30 months.

- The assessors use the Early Childhood Environment Rating Scale-Revised (ECERS-R) to assess classrooms serving children 30 months to 60 months.

- The School-Age Environment Rating Scale (SACERS) is used to assess school-age only classrooms.

- The Family Child Care Environment Rating Scale-Revised (FCCERS-R) is used to assess family child care and large family childcare programs.

The ERS assessment takes approximately three to four hours. Based on the rating scale guidelines, the assessor observes the program, noting the interactions between children and adults, the activities presented and the materials used. Following the observation, a teacher interview takes place to capture information that may not be evident during the observation.

The information gathered during the observation is used to help childcare practitioners identify program strengths and opportunities to improve program quality. In this way the ERS Assessment Team members become partners with the childcare providers in improving quality learning in Delaware. The Challenge grant funded the procurement of the ERS in electronic format, increasing efficiency and accuracy in entering findings.

Additional incentives and supports were added in Year Three, attracting more programs to Stars and helping participating programs move up in quality rating. The Challenge grant played a key role by funding innovative supports listed below. New in Year Three were two supports, the Infant Incentive fund and the Curriculum Incentive Fund;

The **Infant Incentive Fund** provides bonuses to Star 4 and 5 programs serving infants to support the additional cost of supplies, equipment, professional development and scholarships for families in need enrolling infants - all designed to encourage more top tier Stars programs to serve infants in their early learning programs;

The **Curriculum Fund** provided awards to more than 100 Delaware Stars programs to purchase a curriculum from the Delaware Stars menu. Participating programs will also be offered professional development in three of the most widely adopted curricula instruments to enhance program implementation beginning early in Year Four;

A new Purchase of Care payment method was developed to provide an enhanced financial incentive to Star 4 and 5 programs serving children with high needs. The new method will pay these providers for a number of contracted slots rather than being paid on child attendance. This initiative was developed through partnership between OEL and the Division of Social Services which administers the purchase of care program. A feasibility study funded through the Challenge grant provided the information used in developing this new initiative. Star 4 and 5 programs will be invited to apply to participate in the initiative early in Year Four.

Expanded and Enhanced Professional Development. During Year Three, a three-part sequential professional development series on child assessment was designed to guide programs through understanding the child

formative assessment process. The series is separated into two tracks, one for administrators and one for teachers and offers 18 hours of training. Part One is an introduction to assessment, part two is publisher-specific focusing on Teaching Strategies GOLD and part three focuses on data-driven decision making and the use of data by teachers to inform instruction for individual children. In addition, in Year Three a plan enhancing the state's professional development system was developed in response to the expressed needs of the Delaware Stars programs. The plan will guide a move away from "training delivery" and toward a Coaching model. An enhancement of the professional development system for Part B/Section 619 programs began in Year Three, with DDOE working with the ECPC center's technical assistance for both pre-service and in-service training.

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

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

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

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

Delaware, in its Early Learning Challenge application, did not write to Comprehensive Assessment Systems Section C (2), however significant progress has been made, using Early Learning Challenge funds under Goal Three of the Delaware Early Learning Challenge grant.

In Year Three, more than 100 Delaware Stars early learning programs used the Teaching Strategies Gold online formative assessment after completing training during the pilot phase in Year Two. While programs may select other child assessment instruments, Challenge grant funds are used to support the use of this instrument. Data from assessments from the fall and spring are used to inform instructional decision-making. Programs send one administrator and one teacher from each of their age-level classrooms to a Delaware-led Teaching Strategies GOLD professional development event and are then offered free access to the online platform. In Year Four, an inter-rater reliability policy and process will be developed to assure reliable data collection to further enhance early educator skills in using the observational child assessment and to prepare for the time when aggregate data results will be published. Also in Year Three, 30 Stars programs, selected through competitive application process, are participating in a coaching and technical assistance model to support their use of Teaching Strategies GOLD. Three coaches are providing weekly on-site support, training and resources to these providers to expand their understanding and use of child assessment. In Year Four, the coaching model will be evaluated to inform future assessment support strategies.

Expanded and Enhanced Professional Development. During Year Three, a three-part sequential professional development series on child assessment was designed to guide programs through understanding the child formative assessment process. The series is separated into two tracks, one for administrators and one for teachers and offers 18 hours of training. Part One is an introduction to assessment, part two is publisher-specific focusing on Teaching Strategies Gold and part three focuses on data-driven decision making and the use of data by teachers to inform instruction for individual children. In addition, in Year Three a plan enhancing the state's professional development system was developed in response to the expressed needs of the Delaware Stars programs. The plan will guide a move away from "training delivery" and toward a Coaching model. An enhancement of the professional development system for Part B/Section 619 programs began in Year Three, with DDOE working with the ECPC center's technical assistance for both pre-service and in-service training.

Health Promotion (Section C(3) of Application)

Has the State made progress in:

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

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

Delaware has long had in place all of the components included in the list just above. In Year Three, technical assistance in Health and Nutrition, funded through the Early Learning Challenge grant, continued to be available to Stars programs.

The most recent addition to the many new resources available to Delaware's early childhood professionals is www.depdnow.com, which offers free professional development modules that are self-paced and can be completed on the individual's own schedule. Childhood professionals who complete the modules will receive credit for both licensing and Delaware Stars. Currently the site offers four modules with plans to expand the offerings.

- **Delacare/CACFP Regulations for Nutrition**

- **Active Bodies Build Active Minds**

- **CACFP-Child and Adult Care Food Program**

- **Preventing Obesity and Promoting Wellness in Early Childhood Settings**

A partnership with Nemours, Department of Education, Delaware Institute for Excellence in Early Learning and the Office of Early Learning created this latest **free** online product. The project was also funded in part by the Early Learning Challenge grant. This online, quality assured professional development option fits the needs of busy early learning professionals. The website is optimized for smart phone use.

Performance Measure (C)(3)(d)

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

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

	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Number of Children with High Needs screened	22,755	23,200	23,650	24,100	25,000	27,650	27,881	27,776	
Number of Children with High Needs referred for services who received follow-up/treatment	3,980	5,000	5,100	5,200	5,400	4,841	4,962	5,070	
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	31,200	31,200	31,200	31,200	31,200	31,200	40,765	40,593	
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	27,650	27,650	80.0%	83.0%	87.0%	78.0%	78.0%	77%	

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

Note: the baseline data represents estimates as stated in the notes for this chart in the application. Delaware, without an early childhood data system, is unable to derive the data above as anticipated in the application. The data above is from the state's Center for Medicare and Medicaid (CMS) 416 Early and Periodic Screening, Diagnosis and Treatment (EPSDT) compliance report submitted to CMS annually. The number of children with High Needs screened is from Item 9, the number of children with high needs who participate in an ongoing health care as part of a schedule of well child care is Item 1. a., the figure for 'of these participating children, the number/% of children who are up to date in a schedule of well child care' is Item 8 divided by Item 9.

The number of children receiving follow-up services with is a total of children birth 5 yrs. of age with Individual Education Plans (IEPs) or Individual Family Services Plans (FSPs) which include children served through Part C, (3,409 in 2014) and Part B (1661 in 2014) whose services are documented and reported.

The percentages in the bottom row reflect the original application's estimate of 17,833 children with high needs who participate in ongoing health care as part of a schedule of well child care and, of those, the number and percentage who are up to date in a schedule of well child care. These percentages reflect very ambitious targets. The total number of young children (birth to age 5) eligible for Medicaid and State Child Health Insurance Plan (SCHIP) in 2013 was 37,594. Of those children, 35,848 were children who should have received at least one initial or periodic screen during 2013. Of those children expected to get a screen, 27,766 received a screen during 2013.

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

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

Delaware is one of many states without an early childhood integrated data system (ECIDS). The baseline number of children screened (and following year number on children screened) come from the one single source for data that captures the number of children (birth to age 5) who are eligible for and do receive at least one screen during the year -that data is from the Center for Medicare and Medicaid (CMS) 416 report which captures Delaware's EPSDT (Early and Periodic Screening, Diagnosis and Treatment) data annually (a report is sent in to CMS in April of each year).

Other important data sources which capture the Early Learning Challenge-supported initiatives designed to support the use of best practice in young child developmental screening (i.e., using a standardized screening tool) only record and report out the number of screenings (and not the number of children screened). This fact is essential because it significantly limits our state in its ability to report in accordance with federal reporting requirements in this section.

Delaware's to Challenge-supported initiatives are:

1. Goal 1 - funding for outreach to health providers to engage them in using a standardized tool when doing developmental screening of young children and training to interested providers, supported by the state's Division of Public Health (DPH) Parent Evaluation of Developmental Status (PEDS) online portal which provides free access to the PEDS database to register findings from screens and offers training and scoring supports as well as formatting of letters for families outlining findings and recommendations and referrals and

2. The Challenge-funded supports for Delaware Stars/QRIS using the Ages and Stages Questionnaire (ASQ) 3-SE.

Important in indicating our state's success in advancing the use of standardized tools in young child developmental screening (i.e. best practice according to AAP) is that, in addition to the 27,766 children receiving screening reflected in the CMS 416 EPSDT report, 6,472 child screens were completed and entered by health providers into the DPH PEDS Portal, another 6,809 screens were completed and put into an online database by health practitioners at Nemours, a private partner in this effort (these do not duplicate the DPH PEDS portal screen number)m another 3,019 ASQ 3-SE screens completed by Delaware Stars programs. In addition, we know that all children in Part B and Part C are screened (another 5,070 young children) and that children in Head Start and Early Head Start (totaling 2,539 in 2014) are not included in the Delaware Stars programs count (simply because the ESH/HS are programs that have been using the ASQ for a long time and are not actively tracked in the ASQ screening initiative by the lead contractor in that current effort.)

A duplicated count of the number of young child development screens conducted using a standardized tool/best practice in 2014 is 51,675. It is not now possible to unduplicate this number to get to a number of children being screened using a standardized tool, but it is very clear that Delaware has made marked progress and has been very effective in using the Challenge funds to bolster and drive the use of a standardized tool/best practice to the benefit of our state's young children and their families.

Here there is keen interest in using some data system to track young child developmental screening, possibly the DHIN (Delaware Health Information Network - for health providers) or the ECIDS that is not yet fully developed. There is interest in making sure children are not over-screened.

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

Has the State made progress in:

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

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

Delaware did not, in its application, respond to Section C4. The state recognizes the importance of family engagement, both at the system and program levels. At the system level, the communications and marketing strategy centers on family outreach at local community events and gathering places (e.g. farmer's markets) to promote increased awareness of the importance of quality early learning for young children and the use of Delaware Stars as a guide for families seeking an early learning program. At the early learning program level, the Delaware Stars standards support the development of strong engagement with families of children enrolled and there are many opportunities in the offerings in professional development to support programs' work in this important area.

Early Childhood Education Workforce

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

Has the State made progress in developing:

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

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.

Delaware, in its Challenge application, provided extensive evidence of how it developed and implemented its workforce knowledge and competency framework and progression of credentials which are all core elements of the TQRIS/Delaware Stars. In Year Three, the core strategy to promote and reward the framework was the Compensation, Recruitment and Retention (CORE) Awards. The Office of Early Learning awarded a contract to a local managing partner (Delaware Association for the Education of Young Children). Through Year Three, DAEYC distributed at total of $4.6M to more than 1,600 individual financial awards to early educators who advanced in their education or credentials and met criteria.

A total of 838 early educators obtained specialized expertise credentials through Year Three, with 254 individuals gaining credentials during Year Three alone. The credential initiative is very successful and very popular with staff in the Delaware Stars early learning programs, as shown in the following data:

Inclusion Credential - 193 obtained this credential to date, with 44 obtaining the credential in Year Three; Infant/Toddler Credential - 204 obtained this credential to date, with 61 obtaining the credential in Year Three; Pre-School Credential - 297 obtained this credential to date, with 79 obtaining the credential in Year Three; Family Child Care Credential - 36 obtained this credential to date, with 11 obtaining the credential in Year Three; Administration Credential - 133 obtained this credential to date, with 59 obtaining the credential in Year Three.

Given the high numbers of individuals receiving individual financial awards through the CORE award, this strategy has proven successful and will be continued.

The Early Learning Leadership Initiative (ELLI), a strategy designed to increase the number and knowledge of early program leaders in the QRIS under Goal 2, is another Stars incentive program developed through the Challenge grant. This is an online, individually paced but guided by local community of practice course which, new in Year Three, is supported by an articulation agreement through which those who successfully complete the program may apply for articulation of those 9 credits to be applied toward a degree in early education from Delaware Technical and Community College.

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

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

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

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

Delaware has, with evidence outlined in detail in its Challenge application, strategies in place in a number of the key areas listed above and is making progress to further the work through successful implementation of several key initiatives throughout Year Three including:

- Compensation, Retention and Education (CORE) awards. This initiative resulted in individual financial awards to more than 1,600 early educators totaling $4.6M, recognizing individuals who met criteria by increasing their education and/or obtaining new specialized expertise credentials, helping to enhance staff skills and abilities;

- Early Learning Leadership Initiative (ELLI). Nearly 200 individuals participated in the Director Credential using the McCormick online leadership curriculum and working with a local leader from McCormick in communities of practice to enhance leadership knowledge and build skills. New in Year Three is an articulation agreement through which successful completers of this course may be awarded 9 credit hours toward their degree for which they are enrolled at the Delaware Technical and Community College.

- **Higher education institutions' course alignment resources developed** - The results from Delaware's higher education alignment study were compiled into an **executive summary** that was published and shared individually with each of Delaware's institutions of higher education. Seventy-three early childhood course syllabi at the five institutions that offer an early childhood pathways were reviewed to determine the extent to which there is explicit alignment between course content and both the Delaware Competencies for Early Childhood Professionals (Competencies) and the Delaware Early Learning Foundations (ELFs). The analysis, presented to each of the schools, indicated a lack of consistency in the alignment of Delaware's college's coursework with both the Delaware Early Learning Foundations and the Delaware Workforce Competencies and the need for more explicit articulation of the way in which Delaware's quality frameworks are incorporated in course descriptions, objectives, assignments, and instructional sequences. Three schools accepted an additional specialized one-day technical assistance for strategizing curriculum enhancements. A **Delaware Resource Toolkit** was compiled and disseminated to early childhood instructors. Using the domains of the Early Learning Foundations as its foundation, publications and online resources were assembled in a single resource document for instructors' use in their college-level courses as well as for providers' topical reading. Over 200 Resource Toolkits were disseminated and the toolkit materials have been posted online at greatstartsdelaware.com.

- **Secondary education's course alignment project** - In Year Three, seven vocational technical and comprehensive high school early childhood teachers participated in a three-day meeting to revise their course content to include Delaware's quality frameworks, and to mirror the Child Development Associate (CDA) and the state's entry level community-based training modules, Training for Early Care and Education (TECE). The high school students will have a more formalized career pathway. Completion of the high school early childhood coursework will enable them to apply for CDA once they attain the required in-program teaching experience as well as quality for a "teacher" in Delaware's child care centers. The curriculum was piloted in Year Three with wide-scale use anticipated in fall of 2015, Year Four. This assures Delaware's early learning providers that entry-level professionals will have been offered the same beginning training content, regardless of the way in which they access that training and that they will be familiar with Delaware's quality frameworks in addition to current best practice and research.

- **Delaware's community-based entry level training, Training for Early Care and Education (TECE) was re-configured in Year Three** as a stronger first step towards higher level credentials. The course is offered in two modules and uses the CDA as its foundation. The CDA's competencies and functional areas guide the organization and content of the modules. The portfolio requirements are embedded throughout each of the units. TECE 1 is an introductory module that offers an overview of each of the functional areas and prepares participants to enter an early childhood classroom. Delaware-specific quality frameworks are also explained throughout the module. Participants will be able to choose from three options for TECE 2 - infant-toddler, preschool or family child care. The content will be delve deeper into best practice and instructional strategies for each specific age level. Graduates of both TECE 1 and 2 will be able to earn a Delaware credential for infant-toddler, preschool or family child care and will have completed the training and portfolio requirements of the CDA.

- **Early childhood experiences for Delaware's high school students result in college credit.** Delaware high school students now can get a jump-start on a career in early childhood education. Polytech High School's early childhood students dual-enrolled in the fall of 2014, taking introductory Delaware

Technical Community College courses for credit in their high school classroom. Initially, the tuition and other fees for the courses are being paid for by the Early Childhood Challenge Grant while Delaware's schools explore funding options for the future.

- **High school students continue in Year Three to receive support for college entry exams.** Delaware's early childhood high school students are offered an online remedial program, funded through the Challenge grant, to provide preparatory supports for those who have been identified as at-risk of passing college entry exams. This course, supported with a mentor-teacher, works in conjunction with the dual enrollment program, giving those students an opportunity for beginning college level work during high school or assurance they can continue their education upon high school graduation without the need for remediation during their college experience.

These strategies are, based on experience in Year Three, providing to be effective and will be continued in Year Four.

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

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

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

	Baseline	Targets				Actuals			
		Year 1	Year 2	Year 3	Year 4	Year 1	Year 2	Year 3	Year 4
Total number of "aligned" institutions and providers	5	5	5	5	5	5	5	5	
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	7,798	7,798	7,798	7,798	7,798	7,798	7,798	7,798	

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

The Delaware Department of Education tracks and reports data on number of early educators obtaining specialized expertise credentials and those qualified for positions in licensed early care and school age centers. This data is provided by the Delaware Department of Education which is the qualifying entity for these credentials and maintains the database for such credentials. The denominator used, 7,789, is the number of individuals qualified by DDOE to work in licensed early care and education programs and school-age centers. Delaware does not have a workforce registry for early learning. The data presented is the most accurate information available at this time.

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

None.

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

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

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

Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
Progression: High to Low / Low to High	**Baseline**		**Year 1**		**Year 2**		**Year 3**		**Year 4**	
	#	%	#	%	#	%	#	%	#	%
Inclusion	0	0.00%	5	0.06%	30	0.40%	45	0.60%	55	0.70%
Infant/Toddler	0	0.00%	0	0.00%	20	0.20%	35	0.40%	45	0.60%
Pre-school	0	0.00%	0	0.00%	20	0.20%	35	0.40%	45	0.60%
Family Child Care	0	0.00%	0	0.00%	20	0.20%	35	0.40%	45	0.60%
Administration	0	0.00%	0	0.00%	45	0.60%	65	0.80%	70	0.80%

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	*Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year*									
Progression: High to Low / Low to High	**Baseline**		**Year 1**		**Year 2**		**Year 3**		**Year 4**	
	#	%	#	%	#	%	#	%	#	%
Inclusion	0	0.00%	6	0.07%	149	1.90%	193	2.40%		
Infant/Toddler	0	0.00%	0	0.00%	143	1.80%	204	2.50%		
Pre-school	0	0.00%	1	0.00%	218	2.80%	297	3.70%		
Family Child Care	0	0.00%			25	0.30%	36	0.40%		
Administration	0	0.00%	7	0.90%	74	0.90%	133	1.70%		

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

The Delaware Department of Education tracks and reports data on number of early educators obtaining specialized expertise credentials and those qualified for positions in licensed early care and school age centers. This data is provided by the Delaware Department of Education which is the qualifying entity for these credentials and maintains the database for such credentials. The denominator used, 7,980, is the number of individuals qualified by DDOE to work in licensed early care and education programs and school-age centers.

Delaware only recently (2012) developed the credentials by specialized expertise, so that the baseline number of zero accurately represents the status, since no credentials existed prior to 2012. Plans to increase the number of early educators who obtain these credentials in order to meet the targets for performance measures include active promotion of the credentials to early educators, provision of opportunities for training and professional development necessary to obtain the credentials and the implementation in 2013 of the Compensation, Retention and Education (CORE) financial incentive program for the early childhood workforce.

Performance Measure (D)(2)(d)(2) Target Notes

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

All targets for this performance measure were exceeded in Year Three.

Measuring Outcomes and Progress

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

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

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

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

The Delaware Early Learner Survey uses a customized version of Teaching Strategies Gold, selected based on its demonstrated validity and reliability. Per the state's law, the survey must cover these domains: Language and literacy development; cognition and general knowledge; approaches toward learning; physical well-being physical well-being and motor development and social and emotional development and it must be completed within the first thirty school days each year for the participating kindergarten students.

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

In Year Three, Delaware collected information on the children's developing skills and abilities in the key developmental domains. In Year Thee, Delaware met or exceeded its targets in implementing the Delaware Early Learner Survey and experienced again a very high rate of response to the two questionnaires that comprise the Family Survey (one for child, one for family). Kindergarten teachers report that they are pleased with how helpful the Family Survey is in promoting early engagement of the family and child.

Eighty four per cent (84%) of public kindergarten teachers conducted the **Delaware Early Learner** Survey in Year Three, exceeding the 80% target. The planned four-year phase in of Delaware's kindergarten entry assessment (KEA), called the Delaware Early Learner Survey, is exceeding expectations. 8,700 children (87% of all kindergarten students) participated. This success moved the initiative forward and laid the groundwork for full

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

Delaware Early Learner Survey Inter-rater Reliability Study - Child Trends has been a research partner to the DE-ELS initiative. In the spring of 2014 Child Trends worked to develop an inter-rater reliability study that would help to inform OEL on the process being used to certify teachers and to provide recommendations on further refinement or additional efforts that may be needed. Approximately 75 teachers participated in the study over the summer and early fall. The final report will be available in 2015.

Family Engagement Questionnaires were distributed to families of all students participating in the Delaware Early Learning Survey. Piloted in Year Two, the new, improved Family Questionnaires were distributed to families of all students in Year Three. While optional, most were returned to teachers. The questionnaires were translated into Spanish, Mandarin Chinese, and Creole. In the child questionnaire, *Welcome to Kindergarten* form, the kindergartener draws pictures and writes or has a family member write what their picture describes. Items include: A picture of the child's family, what they think they will do in kindergarten, etc. The family questionnaire, called the *Getting to Know You* form, solicits information from the parent or caregiver related to language spoken in the home, time spent reading and talking at home, previous early learning experiences, and updated contact information. The most useful part of the form as reported by teachers is the space where families are able to write other information that they feel is important for teachers to know. This has become very informative for teachers and allows information to be shared much sooner than in the past. Some examples of information shared include news that a new baby on the way, or that there has been a recent or tragic death in the family, or a recent incarceration.

A Family Engagement study was completed by Child Trends, focusing on the use of the Family Questionnaires in Year Three. A sample of parents participated in a structured phone interview. The final report will be available in Year Four.

250 kindergarten teachers and support staff were trained to us the Delaware Early Learner Survey in Year Three. Kindergarten teachers with experience using the tool served as trainers. All districts participating in the training opted to schedule training days as District Professional Development days, demonstrating the commitment of the districts to support the training. Eight school administrator trainings were conducted across the state during August, 2014, developed specifically to build knowledge and buy in of administrators. As a sustainability strategy, a pilot Train the Trainer was conducted with 3 of the 15 school districts. Additional revisions to the process will be made before the full rollout in Year Four for all districts and charter schools. Beginning with the fall of 2015, use of the kindergarten entry assessment is mandated by Delaware law.

More than 100 kindergarten teachers attended the State Kindergarten Conference in October, sponsored by OEL and the Challenge grant in response to kindergarten teacher and staff request. Attendees learned about new strategies, tools and ideas all focused on helping students grow and learn in kindergarten. Workshops included topics such as working with English language learners and their families, developing rich math skills, seeing science everywhere and common core book talks for kids.

Unexpected benefit. There has been interest from one district in up-aging the Family Survey and using it with children/families as they enter first and second grades, to harness the information and help promote ongoing family engagement with the teachers in these grades.

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

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

Early Learning Data Systems	
Has all of the Essential Data Elements	
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	
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.

Delaware did not, in its Early Learning Challenge Grant application, elect to respond to Section E. However, the state maintains interest in the development of an early childhood integrated data system for use by early educators on the front line to use child assessment findings to inform instruction, to inform program continuous quality improvement and to inform decision-making and policy-making at the state system level. Some progress in this area has been made and is summarized here:

The framework for Delaware's Early Childhood Integrated Data System (ECIDS) was developed in Year Three. Informed by the report by the team of experts provided through the Challenge TA, Delaware's Office of Early Learning obtained a $1.5M grant from the Michael and Susan Dell Foundation to develop the framework for an early childhood integrated data system in Delaware, building upon the experience and expertise of the Delaware Department of Education in its successful work to build a K-12 statewide longitudinal data system (SLDS) under a U. S. DOE SLDS grant. The award brought valuable expertise from DoubleLine Partners and the Ed-Fi Alliance to the design and development work on the Delaware framework. This time-limited, accelerated project has been a success due to the strong partnerships and interdependent collaboration developed with the end users for this one year project.

Front line users (early educators/teachers and principals/program administrators) were, as planned, the first to benefit. The **data dashboards for the Delaware Early Learner Survey** (KEA) and metrics were used by kindergarten teachers and school administrators in fall, 2014. These dashboards display the findings from the child formative assessment/Delaware Early Learner Survey in a concise, easy to understand format that significantly reduces teacher time in understanding and using the assessment results to inform instruction at

both the child and classroom levels. Teachers also report they are pleased that the TSI Gold data dashboards allow them to identify areas in which K students may benefit from additional supports very early in the year, much sooner than would have been the case without the use of the survey tool and dashboard. As a result, support services can be arranged much sooner, enabling the children to develop to their fullest potential during the kindergarten year.

Many programs in the QRIS/Delaware Stars are working to achieve the essential standard that includes child formative assessment. The tool that the Office of Early Learning supports and for which it offers program financial incentives to use is the TSI Gold (full instrument, not the modified version used as the Delaware Early Learner Survey). The TSI Gold formative **child assessment data dashboards for the birth - 5 early educators and administrators** were developed with early educators and program administrators during Year Three and are scheduled to be piloted early in Year Four. Where data sharing agreements were in place, for instance for the state's purchase of care payment system, child-specific data became available for analysis and business reporting purposes through this project, named **ELI (Early Learning Insight).**

Early childhood data governance is in place with a data policy committee and data management committee established and functioning.

The time-limited project to develop the ECIDS framework ends early in Year Four. State planning for Phase II of the ECIDS/ELI is underway, with consideration being given by stakeholders on what the best next steps in system development may be most valued by users, which are anticipated to include programs and policy and decision-makers at the state level.

Under the Early Learning Challenge Grant Project 15, t**he Purchase of Care state subsidy data system** is in development and is expected to be operational by October, 2015. This system supports administration and payment of early learning program providers serving children with the subsidy. It was on an antiquated platform and could no longer be supported. The system as planned, is being updated and enhanced as a component of the Challenge grant and moved to a new platform. Startup of this project was delayed due to the heavy investment of work necessary to launch the management information system changes needed for the Affordable Health Care Act supports. In Year Three, substantial progress was made on this project, with the design phase completed. Development, testing and moving to operational status are anticipated to be completed in Year Four, completing the project on time in advance of the end of Year Four of the grant.

Data Tables

Commitment to early learning and development

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

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

Table (A)(1)-1: Children from Low-Income[1] families, by age		
	Number of children from Low-Income families in the State	**Children from Low-Income families as a percentage of all children in the State**
Infants under age 1	7,167	11.0%
Toddlers ages 1 through 2	7,167	11.0%
Preschoolers ages 3 to kindergarten entry	14,334	22.0%
Total number of children, birth to kindergarten entry, from low-income families	27,364	42.0%

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

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

Data for this table was obtained from the Delaware Population Consortium, Population Projections Series, October 30, 2014 (most up to date available at time of this report submittal) - Estimated/projected population under age 6 in Delaware in 2014 - 65,153.

To get the number of children from low income families, the 42% from the National Center for Childhood Poverty Delaware Profile 2012 was applied to the above population projection for 2014. To get the age breakouts, the percentage identified in the NCCP Delaware Profile 2012 for preschoolers ages 3 up to 6/K entry (49%) and birth through age 2 (51%) were applied to the Delaware Population Consortium figure-based 42% of children under age 6 living in low income families, with the 51% of low income children falling into the age birth to age 2 category split evenly (25.5%) to get the estimated numbers for the age breakouts.

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

Table (A)(1)-2: Special Populations of Children with High Needs		
Special Populations: Children who…	**Number of children (from birth to kindergarten entry) in the State who…**	**Percentage of children (from birth to kindergarten entry) in the State who…**
Have disabilities or developmental delays[1]	5,070	8.0%
Are English learners[2]	6,515	10.0%
Reside on "Indian Lands"		
Are migrant[3]	651	1.0%
Are homeless[4]	1,303	2.0%
Are in foster care	244	0.0%
Other as identified by the State		
Describe:		

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

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

Children with disabilities or developmental delays = 2014 Delaware children in Part B (1661)+ Part C (3,409)

English Learners and Migrant and Homeless children are estimated using the same % of the total population as reported in the 2011 ELC application (best available information), basing the % on the total population of children under age 6 in Delaware (67,787) as drawn from the Delaware Population Consortium's Oct. 30, 2014 populations projections (most recent available) for 2014.

Foster care - figure drawn from the Kids Count Delaware 2013 report (739 children), with % applied (33%) to estimate the foster care population under age 6 in Delaware using guideline based on experience of age distribution in foster care.

There are no 'Indian Lands" in Delaware.

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

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

Table (A)(1)-3a: Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning & Development Program	**Infants under age 1**	**Toddlers ages 1 through 2**	**Preschoolers ages 3 until kindergarten entry**	**Total**
State-funded preschool	-	-	976	976
Specify:	State-funded Preschool			
Data Source and Year:	DDOE ELDR Unit Eschool, 2013			
Early Head Start & Head Start[1]	130	289	2,086	2,505
Data Source and Year:	EHS/HS Grantee 2013-14 PIR reports			
Programs funded by IDEA, Part C and Part B, section 619	23	182	1,659	1,864
Data Source and Year:	Part C data from DMS/DHSS Part C Early Intervention, Part B from DDOE, Eschool Plus Dec 1, 2013 count			
Programs funded under Title I of ESEA	-	-	512	512
Data Source and Year:	DDOE 2013-14 LEA-operated Program Title I funded program survey, 2013-14			
Programs receiving funds from the State's CCDF program	2,121	6,011	9,019	14,394
Data Source and Year:	Div of Social Services, De Dept. of Health and Social Services, CCMIS, 2014			
[1] Including Migrant and Tribal Head Start located in the State.				

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

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

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

Table (A)(1)-3b: Number of Children							
Type of Early Learning & Development Program	Hispanic Children	Non-Hispanic American Indian or Alaska Native Children	Non-Hispanic Asian Children	Non-Hispanic Black or African American Children	Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Non-Hispanic Children of Two or more races	Non-Hispanic White Children
State-funded preschool	276		6	408		63	166
Specify:	ECAP						
Early Head Start & Head Start[1]	772		19	961		181	256
Early Learning and Development Programs funded by IDEA, Part C	25		1	49	1	43	86
Early Learning and Development Programs funded by IDEA, Part B, section 619		13	45	382	4	34	953
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	1,743	15	75	8,718	8	150	3,653

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

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

Part C data is from 2013, data was not available for Year Three/2014.

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

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

Table (A)(1)-4: Funding for each Fiscal Year					
Type of investment	Baseline	Year 1	Year 2	Year 3	Year 4
Supplemental State spending on Early Head Start & Head Start[1]					
State-funded preschool	$5,727,800	$5,727,800	$5,727,800	$6,149,300	
Specify:	ECAP Programs				
State contributions to IDEA, Part C	$2,858,900	$2,858,900	$3,523,000	$3,534,600	
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	$6,569,215	$7,380,699	$7,774,000	$7,774,000	
Total State contributions to CCDF[2]	$10,629,400	$24,629,400	$38,490,800	$34,690,800	
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met	Met	
If exceeded, indicate amount by which match was exceeded					
TANF spending on Early Learning and Development Programs[3]	$350,000	$400,000	$400,000	$400,000	
Other State contributions 1	$1,121,600	$1,121,600	$1,121,600	$1,121,600	
Specify:	Parents As Teachers				
Other State contributions 2	$465,765	$248,039	$239,275	$230,344	
Specify:	Nurse-Family Partnership				
Other State contributions 3	$22,000,000	$22,000,000	$22,000,000	$22,000,000	
Specify:	$12 m increase POC funding rates to 65% of market rate + $.50 for all programs, $7 m additional increase in POC funding rate based on tiered reimbursement, $2.5 m Stars admin infrastructure (QRIS), $500 k early childhood professional development				
Total State contributions:	$49,722,680	$64,366,438	$79,276,475	$75,900,644	

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

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

Total State contributions to CCDF Delaware, as with many states across the nation, is experiencing a downturn in demand for the purchase or care subsidy that pays for the child to participate in the early learning programs. Through this, the budget office has decided to take the unused funding back and appropriate it elsewhere.

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

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

Table (A)(1)-5: Total number of Children with High Needs participating in each type of Early Learning and Development Program[1]				
Type of Early Learning and Development Program	**Baseline**	**Year 1**	**Year 2**	**Year 3**
State-funded preschool *(annual census count; e.g., October 1 count)*	843	843	843	976
Specify:	DDOE reported data/eschool database, 2014 is the first year in which a cumulative total of number of children was available.			
Early Head Start and Head Start[2] *(funded enrollment)*	2,209	2,209	2,209	2,539
Programs and services funded by IDEA Part C and Part B, section 619 *(annual December 1 count)*	3,980	4,841	4,962	5,070
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)*	418	469	501	512
Programs receiving CCDF funds *(average monthly served)*	-	4,058	5,698	6,113
[1] Include all Children with High Needs served with both Federal dollars and State supplemental dollars. [2] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.				

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

State funded preschool/ECAP, Title I and Part B/619 data was provided by DDOE/ELDR

Part C data was provided by DMSS/DHSS

EHS and HS data was compiled from the 2013-14 PIRs of the four grantees in Delaware

CCDF/POC data was contributed by DSS/DHSS.

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

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

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

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

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

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

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
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 & Head Start[1]	✓	✓		✓	
Programs funded by IDEA, Part C	✓	✓			
Programs funded by IDEA, Part B, section 619	✓	✓			
Programs funded under Title I of ESEA					
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements (Specify by tier) **Tier 1**					
Tier 2					
Tier 3			✓		
Tier 4	✓	✓	✓		
Tier 5	✓	✓	✓		
State licensing requirements					
[1] *Including Migrant and Tribal Head Start located in the State.*					

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

Budget and Expenditure Tables

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

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

Budget Summary Table

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	$227,583.00	$478,268.00	$399,172.73	$0.00	**$1,105,023.73**
2. Fringe Benefits	$85,722.00	$176,583.68	$144,762.72	$0.00	**$407,068.40**
3. Travel	$680.00	$11,268.00	$2,137.22	$0.00	**$14,085.22**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$38,396.00	$75,548.00	$26,991.01	$0.00	**$140,935.01**
6. Contractual	$697,933.98	$8,742,959.49	$12,612,145.57	$0.00	**$22,053,039.04**
7. Training Stipends	$0.00	$40,177.00	$117,867.71	$0.00	**$158,044.71**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$1,050,314.98	$9,524,804.17	$13,303,076.96	$0.00	**$23,878,196.11**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$98,364.66	$75,401.50	$0.00	**$173,766.16**
13. **Total Grant Funds Requested** (add lines 9-12)	$1,050,314.98	$9,623,168.83	$13,378,478.46	$0.00	**$24,051,962.27**
14. Funds from other sources used to support the State Plan	$3,641,713.00	$7,822,982.00	$9,875,000.00	$0.00	**$21,339,695.00**
15. **Total Statewide Budget** (add lines 13-14)	**$4,692,027.98**	**$17,446,150.83**	**$23,253,478.46**	**$0.00**	**$45,391,657.27**

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

Budget Summary Table Narrative

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

Overall, a nominal amount of funds were unspent in Year Three due to savings related to contractors completing their contract work early or under budget. There were also some vendors who are completing their work ahead of schedule, which equated to larger Year Three expenditures which in turn equates to smaller Year Four expenditures.

Budget Summary Table Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
		Budget Table: Project 1			
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits	$0.00	$0.00	$0.00	$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$47,599.98	$216,823.89	$214,049.99	$0.00	**$478,473.86**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$47,599.98	$216,823.89	$214,049.99	$0.00	**$478,473.86**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13**. Total Grant Funds Requested** (add lines 9-12)	$47,599.98	$216,823.89	$214,049.99	$0.00	**$478,473.86**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$47,599.98**	**$216,823.89**	**$214,049.99**	**$0.00**	**$478,473.86**

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 authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

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

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

Project 1 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

One of our contractors on this project was able to complete some work ahead of schedule, which equates to higher than anticipated Year 3 expenditures. This will also equate to less than anticipated Year 4 expenditures.

Project 1 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 2 – Strengthen Young Child Mental Health Services

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 2					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits	$0.00	$0.00	$0.00	$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$11,348.00	$18,791.00	$18,791.00	$0.00	**$48,930.00**
6. Contractual	$261,458.00	$449,647.54	$622,815.00	$0.00	**$1,333,920.54**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$272,806.00	$468,438.54	$641,606.00	$0.00	**$1,382,850.54**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$272,806.00	$468,438.54	$641,606.00	$0.00	**$1,382,850.54**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$272,806.00**	**$468,438.54**	**$641,606.00**	**$0.00**	**$1,382,850.54**

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 authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

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

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

Project 2 Budget Narrative

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

There is no discrepancy between the State's approved budget and expenditures.

Project 2 Budget Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

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

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 3					
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$0.00	$2,006,335.81	$0.00	**$2,006,335.81**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$2,006,335.81	$0.00	**$2,006,335.81**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$0.00	$2,006,335.81	$0.00	**$2,006,335.81**
14. Funds from other sources used to support the State Plan	$2,201,360.00	$5,096,373.00	$7,000,000.00	$0.00	**$14,297,733.00**
15. **Total Statewide Budget** (add lines 13-14)	**$2,201,360.00**	**$5,096,373.00**	**$9,006,335.81**	**$0.00**	**$16,304,068.81**

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 authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

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

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Project 3 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Our projected tiered reimbursements and enhancements were slightly more than anticipated in Year 3 due to an increase in the number of early learning programs in Delaware Stars eligible for Tiered Reimbursement.

Project 3 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 4 – Infrastructure Fund

Budget Table: Project 4					
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$303,000.00	$873,227.16	$0.00	**$1,176,227.16**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$303,000.00	$873,227.16	$0.00	**$1,176,227.16**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$303,000.00	$873,227.16	$0.00	**$1,176,227.16**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$303,000.00**	**$873,227.16**	**$0.00**	**$1,176,227.16**

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.
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Line 13: This is the total funding requested under this grant.
Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Project 4 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

One of our contractors on this project came is slightly under our projected Year 3 budget, due to the infrastructure fund expending less than planned. Grant requests were more for technology and less for physical plant improvements than expected, resulting in underexpenditure.

Project 4 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 5 – Technical Assistance and Stars PLUS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 5					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$68,515.00	$1,547,005.54	$2,409,025.55	$0.00	**$4,024,546.09**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$68,515.00	$1,547,005.54	$2,409,025.55	$0.00	**$4,024,546.09**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13**. Total Grant Funds Requested** (add lines 9-12)	$68,515.00	$1,547,005.54	$2,409,025.55	$0.00	**$4,024,546.09**
14. Funds from other sources used to support the State Plan	$1,379,067.00	$2,315,645.00	$2,500,000.00	$0.00	**$6,194,712.00**
15. **Total Statewide Budget** (add lines 13-14)	**$1,447,582.00**	**$3,862,650.54**	**$4,909,025.55**	**$0.00**	**$10,219,258.09**

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.

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

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

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

Project 5 Budget Narrative

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

There is no discrepancy between the State's approved budget and expenditures.

Project 5 Budget Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 6 – Nutrition and Healthy Living

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 6					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$26,000.00	$133,871.82	$0.00	**$159,871.82**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$26,000.00	$133,871.82	$0.00	**$159,871.82**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$26,000.00	$133,871.82	$0.00	**$159,871.82**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$26,000.00**	**$133,871.82**	**$0.00**	**$159,871.82**

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.

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

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

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

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

Project 6 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

A move from on-site specialty technical assistance and support to increased use of free online professional development created in Year Three resulted in more being spent in this project than was anticipated. This will also net out to less than anticipated Year 4 expenditures.

Project 6 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 7 – Comprehensive Screening

<table>
<tr><th colspan="6">Budget Table: Project 7</th></tr>
<tr>
<th>Budget Categories</th>
<th>Grant Year 1 (a)</th>
<th>Grant Year 2 (b)</th>
<th>Grant Year 3 (c)</th>
<th>Grant Year 4 (d)</th>
<th>Total (e)</th>
</tr>
<tr><td>1. Personnel</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>2. Fringe Benefits</td><td></td><td></td><td></td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>3. Travel</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>4. Equipment</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>5. Supplies</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>6. Contractual</td><td>$0.00</td><td>$195,150.18</td><td>$182,053.10</td><td>$0.00</td><td>$377,203.28</td></tr>
<tr><td>7. Training Stipends</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>8. Other</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>9. Total Direct Costs (add lines 1-8)</td><td>$0.00</td><td>$195,150.18</td><td>$182,053.10</td><td>$0.00</td><td>$377,203.28</td></tr>
<tr><td>10. Indirect Costs</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>12. Funds set aside for participation in grantee technical assistance</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>13. Total Grant Funds Requested (add lines 9-12)</td><td>$0.00</td><td>$195,150.18</td><td>$182,053.10</td><td>$0.00</td><td>$377,203.28</td></tr>
<tr><td>14. Funds from other sources used to support the State Plan</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td></tr>
<tr><td>15. Total Statewide Budget (add lines 13-14)</td><td>$0.00</td><td>$195,150.18</td><td>$182,053.10</td><td>$0.00</td><td>$377,203.28</td></tr>
</table>

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 authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

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

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

Project 7 Budget Narrative

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

Outlay of expenditures for developmental screening was higher than expected due to the need to purchase more materials in Year 3. Developmental screening is one of the new essential standards so that high demand for the materials needed to support providers using the screen tool is anticipated.

Project 7 Budget Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 8 – Workforce Leadership

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 8					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$154,661.60	$510,480.71	$0.00	**$665,142.31**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$154,661.60	$510,480.71	$0.00	**$665,142.31**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$154,661.60	$510,480.71	$0.00	**$665,142.31**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$154,661.60**	**$510,480.71**	**$0.00**	**$665,142.31**

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.

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

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

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Project 8 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The expenditures for the Early Learning Leadership Initiative (ELLI) were slightly higher than anticipated due to increased demand for this course from early learning program staff. This credential (director credential) is now one of the essential standards required for attaining and maintaining Star 4 and Star 5 ratings. It is anticipated that we will spend out in Year Four as well.

Project 8 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 9 – Education and Retention Incentive Program

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 9					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$12,572.00	$4,174,543.57	$1,532,964.97	$0.00	**$5,720,080.54**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$12,572.00	$4,174,543.57	$1,532,964.97	$0.00	**$5,720,080.54**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$12,572.00	$4,174,543.57	$1,532,964.97	$0.00	**$5,720,080.54**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$12,572.00**	**$4,174,543.57**	**$1,532,964.97**	**$0.00**	**$5,720,080.54**

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.

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Project 9 Budget Narrative

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

CORE (Compensation, Retention and Education) Awards - more applicants than anticipated applied for the individual financial incentive awards, leading to slight over-expenditure in this project. Spendout is anticipated in Year Four given the very positive response of the staff in the early learning field to this financial incentive program.

Project 9 Budget Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 10 – Delaware Early Learner Survey

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 10					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$4,500.00	$0.00	$0.00	$0.00	**$4,500.00**
6. Contractual	$200,216.00	$421,891.47	$432,650.30	$0.00	**$1,054,757.77**
7. Training Stipends	$0.00	$40,177.00	$117,867.71	$0.00	**$158,044.71**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$204,716.00	$462,068.47	$550,518.01	$0.00	**$1,217,302.48**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$204,716.00	$462,068.47	$550,518.01	$0.00	**$1,217,302.48**
14. Funds from other sources used to support the State Plan	$61,286.00	$45,964.00	$0.00	$0.00	**$107,250.00**
15. **Total Statewide Budget** (add lines 13-14)	**$266,002.00**	**$508,032.47**	**$550,518.01**	**$0.00**	**$1,324,552.48**

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

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Project 10 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Expenditure in this project was very slightly more than budgeted due to more kindergarten teacher stipends being paid than were projected relating to the data entry work required for teacher new to using the Early Learner Survey.

Project 10 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 11 – Delaware Readiness Teams

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 11					
1. Personnel	$0.00	$0.00	$0.00	$0.00	$0.00
2. Fringe Benefits				$0.00	$0.00
3. Travel	$0.00	$0.00	$0.00	$0.00	$0.00
4. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00
5. Supplies	$0.00	$0.00	$0.00	$0.00	$0.00
6. Contractual	$21,594.00	$227,271.00	$336,382.16	$0.00	$585,247.16
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	$0.00
8. Other	$0.00	$0.00	$0.00	$0.00	$0.00
9. Total Direct Costs (add lines 1-8)	$21,594.00	$227,271.00	$336,382.16	$0.00	$585,247.16
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	$0.00
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	$0.00
13. Total Grant Funds Requested (add lines 9-12)	$21,594.00	$227,271.00	$336,382.16	$0.00	$585,247.16
14. Funds from other sources used to support the State Plan	$0.00	$365,000.00	$375,000.00	$0.00	$740,000.00
15. Total Statewide Budget (add lines 13-14)	$21,594.00	$592,271.00	$711,382.16	$0.00	$1,325,247.16

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

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Project 11 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Approximately $200,000 that was budgeted for this project remained unspent at the end of Year Three. Savings were identified by changing the staffing structure and the use of the DEL TEAMS' private-partner-contributed funds to support teams' statewide meetings and professional development. In addition, the 19th and 20th DEL TEAMS came on board later in Year Three, resulting in some savings over projected outlay. Finally, a change in the managing partner organization leadership (project director position) resulted in a delay in making decisions during the later part of the year. While most significant under/over spending was addressed via ongoing financial management through the Office of Early Learning, this particular change at the leadership level for this initiative made it difficult to make determinations in time for adjustments to be made via budget amendment. Funds will be rolled forward into Year Four, where a small increase in spending is now anticipated since OEL now has a 21st team just approved very early in Year Four, exceeding the 20 team target for this initiative.

Project 11 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 12 – Higher Education Partnerships

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 12					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$142,772.00	$206,339.56	$0.00	**$349,111.56**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$142,772.00	$206,339.56	$0.00	**$349,111.56**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$142,772.00	$206,339.56	$0.00	**$349,111.56**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$142,772.00**	**$206,339.56**	**$0.00**	**$349,111.56**

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.

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Project 12 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

One of our contractors on this project was able to complete some work ahead of schedule, which equates to very slightly higher than anticipated Year 3 expenditures. This will net out to less than anticipated Year 4 expenditures.

Project 12 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 13 – QRIS Measurement Development

	Budget Table: Project 13				
Budget Categories	**Grant Year 1 (a)**	**Grant Year 2 (b)**	**Grant Year 3 (c)**	**Grant Year 4 (d)**	**Total (e)**
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$0.00	$64,391.60	$0.00	**$64,391.60**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$0.00	$64,391.60	$0.00	**$64,391.60**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$0.00	$64,391.60	$0.00	**$64,391.60**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$0.00**	**$64,391.60**	**$0.00**	**$64,391.60**

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

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

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

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

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

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

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

Project 13 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The discrepancy for this initiative between what was expended and what was budgeted was less than $400.00. The contractor on this project (University of Delaware) has a multi-year contract. The Year 3 actual expenditures came in slightly higher than what our office had projected for Year 3 expenditures. Since this is a multi-year contract, the net effect will equate to a slightly lower budget and expenditure for Year 4. The difference between the projected expenditures and actual expenditures was less than a 1% difference, or $391.

Project 13 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 14 – QRIS Evaluation and Validation Study

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 14					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$302,009.00	$973,445.66	$0.00	**$1,275,454.66**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$302,009.00	$973,445.66	$0.00	**$1,275,454.66**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13**. Total Grant Funds Requested** (add lines 9-12)	$0.00	$302,009.00	$973,445.66	$0.00	**$1,275,454.66**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$302,009.00**	**$973,445.66**	**$0.00**	**$1,275,454.66**

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 authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

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

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

Project 14 Budget Narrative

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

The contractor on this project (RAND Corporation) has a multi-year contract. The Year 3 actual expenditures came in slightly higher than what our office had projected for Year 3 expenditures. Since this is a multi-year contract, the net effect will equate to a slightly lower budget and expenditure for Year 4. The difference between the projected expenditures and actual expenditures was less than a 1% difference, or $1,365.

Project 14 Budget Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 15 – Purchase of Care System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 15					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$0.00	$47,502.70	$1,385,000.00	$0.00	**$1,432,502.70**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$0.00	$47,502.70	$1,385,000.00	$0.00	**$1,432,502.70**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$0.00	$47,502.70	$1,385,000.00	$0.00	**$1,432,502.70**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$0.00**	**$47,502.70**	**$1,385,000.00**	**$0.00**	**$1,432,502.70**

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 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.

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

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

Project 15 Budget Narrative

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

The Purchase of Care management information system redesign and development project experienced a slow startup due to the heavy demands of staff and vendor time committed to the improvements in management information systems required to implement the ACA. There was a small about of under-spending in Year Three. Those funds will be rolled forward into Year Four to support the completion of development, the testing phase and move to full operation of the system. The anticipated date for system moving to operational status is October, 2015, well in advance of the end of the four year grant period.

Project 15 Budget Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 16 – Parent and Community Engagement

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Budget Table: Project 16					
1. Personnel	$0.00	$0.00	$0.00	$0.00	**$0.00**
2. Fringe Benefits				$0.00	**$0.00**
3. Travel	$0.00	$0.00	$0.00	$0.00	**$0.00**
4. Equipment	$0.00	$0.00	$0.00	$0.00	**$0.00**
5. Supplies	$0.00	$0.00	$0.00	$0.00	**$0.00**
6. Contractual	$17,332.00	$390,999.00	$498,057.61	$0.00	**$906,388.61**
7. Training Stipends	$0.00	$0.00	$0.00	$0.00	**$0.00**
8. Other	$0.00	$0.00	$0.00	$0.00	**$0.00**
9. Total Direct Costs (add lines 1-8)	$17,332.00	$390,999.00	$498,057.61	$0.00	**$906,388.61**
10. Indirect Costs	$0.00	$0.00	$0.00	$0.00	**$0.00**
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners	$0.00	$0.00	$0.00	$0.00	**$0.00**
12. Funds set aside for participation in grantee technical assistance	$0.00	$0.00	$0.00	$0.00	**$0.00**
13. **Total Grant Funds Requested** (add lines 9-12)	$17,332.00	$390,999.00	$498,057.61	$0.00	**$906,388.61**
14. Funds from other sources used to support the State Plan	$0.00	$0.00	$0.00	$0.00	**$0.00**
15. **Total Statewide Budget** (add lines 13-14)	**$17,332.00**	**$390,999.00**	**$498,057.61**	**$0.00**	**$906,388.61**

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

Project 16 Budget Narrative

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

Some of our contractors on this project invoiced slightly less than anticipated during Year Three on this project. Funds will be rolled forward to cover expenses anticipated in Year Four when outreach will be extended to early learning program staff to encourage them to use the resources available on the greatstartsdelaware.com website and subscribe to the Enews in an effort to enlist the staff as active partners in system development and advocacy for quality early learning in Delaware.

Project 16 Budget Explanation of Changes

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

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Budget Table: Project 17 – Overall Grant Management

<table>
<tr><th colspan="6">Budget Table: Project 17</th></tr>
<tr>
<th>Budget Categories</th>
<th>Grant Year 1 (a)</th>
<th>Grant Year 2 (b)</th>
<th>Grant Year 3 (c)</th>
<th>Grant Year 4 (d)</th>
<th>Total (e)</th>
</tr>
<tr><td>1. Personnel</td><td>$227,583.00</td><td>$478,268.00</td><td>$399,172.73</td><td>$0.00</td><td>**$1,105,023.73**</td></tr>
<tr><td>2. Fringe Benefits</td><td></td><td></td><td></td><td>$85,722.00</td><td>**$176,583.68**</td></tr>
<tr><td>3. Travel</td><td>$680.00</td><td>$11,268.00</td><td>$2,137.22</td><td>$0.00</td><td>**$14,085.22**</td></tr>
<tr><td>4. Equipment</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>5. Supplies</td><td>$22,548.00</td><td>$56,757.00</td><td>$8,200.01</td><td>$0.00</td><td>**$87,505.01**</td></tr>
<tr><td>6. Contractual</td><td>$68,647.00</td><td>$143,682.00</td><td>$231,054.57</td><td>$0.00</td><td>**$443,383.57**</td></tr>
<tr><td>7. Training Stipends</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>8. Other</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>9. Total Direct Costs (add lines 1-8)</td><td>$405,180.00</td><td>$866,558.68</td><td>$785,327.25</td><td>$0.00</td><td>**$2,057,065.93**</td></tr>
<tr><td>10. Indirect Costs</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>12. Funds set aside for participation in grantee technical assistance</td><td>$0.00</td><td>$98,364.66</td><td>$75,401.50</td><td>$0.00</td><td>**$173,766.16**</td></tr>
<tr><td>13. **Total Grant Funds Requested** (add lines 9-12)</td><td>$405,180.00</td><td>$964,923.34</td><td>$860,728.75</td><td>$0.00</td><td>**$2,230,832.09**</td></tr>
<tr><td>14. Funds from other sources used to support the State Plan</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>$0.00</td><td>**$0.00**</td></tr>
<tr><td>15. **Total Statewide Budget** (add lines 13-14)</td><td>**$405,180.00**</td><td>**$964,923.34**</td><td>**$860,728.75**</td><td>**$0.00**</td><td>**$2,230,832.09**</td></tr>
</table>

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 authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

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

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

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

Project 17 Budget Narrative
Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

The resignation of the Office of Early Learning's Executive Director mid-year three resulted in some under-expenditure of funds from reduced spending in areas such as salary, fringe and travel during Year 3.

Project 17 Budget Explanation of Changes
Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.