

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

Illinois



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 #:** S412A130011
2. **Grantee Name:** Office of the Governor, State of Illinois
3. **Grantee Address:** 207 State House, Springfield, Illinois 62706
4. **Project Director Name:** Christopher A. Koch, Ed.D.

Title: Illinois State Board of Education

Phone #: (217) 785-1288

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Reporting Period Information

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

Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant? Yes No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? Yes No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): 07/01/2014 to 06/30/2015

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



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: Theresa Hawley

Title: Executive Director, The Governor's Office of Early Childhood Development

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.

Accomplishments

Illinois' Race to the Top-Early Learning Challenge grant efforts reflect the State's three strategic reform priorities. In each of these areas, the State has accomplished a great deal in its second year of implementation.

Priority 1: Deepening the integration of State supports to create a unified framework for all early learning and development programs.

In 2014, Illinois continued the strong momentum established in 2013 for its system-building efforts.

Accomplishments include:

- Completed a year-long visioning and strategic planning process to outline the State's approach to developing and supporting community-level early childhood systems.
- Completed a strategic planning process for strengthening early childhood mental health services, including prevention, intervention, and treatment services (funded by a private foundation).
- Completed a study of the effectiveness and clarity of the current governance structure for the early learning system in Illinois and identified potential improvements and opportunities for greater clarity in roles and responsibilities (funded by a private foundation).
- Implemented Interagency Project Teams that will integrate the implementation of early childhood efforts in areas such as data systems development and data analysis, professional development supports, and home visiting coordination.
- Completed the design of ExceleRate Illinois for licensed child care homes.
- Developed highly rigorous alternative pathways for achieving a Circle of Quality in ExceleRate Illinois for programs that have achieved a recognized national accreditation and for Head Start/Early Head Start programs.
- Designed and launched a parent-facing website for ExceleRate Illinois that includes information about all licensed child care centers (homes to be added in 2015), Preschool for All school-based programs, and (in 2015) Head Start/Early Head Start programs, and launched public education campaign to promote parent use of ExceleRate in their process for choosing an early learning setting for their child.
- Continued to expand the Gateways Professional Development Registry to include over 80,000 early childhood educators, and increasing the number of candidates receiving higher-level Gateways Credentials (funded jointly by Child Care Development Block Grant [CCDBG] and RTT-ELC funds).
- Continued pilot implementation of the Kindergarten Individual Development Survey (KIDS) that will provide statewide information about children's development as they enter kindergarten (funded mostly by State funds).

- Launched a pilot data matching program across the Child Care Assistance Program and Illinois State Board of Education data systems to inform the further development of the early childhood portion of the State’s Longitudinal Data System.

Priority 2: Connecting the most-at-risk children with the supports and services they need.

Although Illinois has a relatively high level of services for children with high needs, too many of the most vulnerable young children in the state are not being served. Through its State Plan, Illinois is working to identify and remove barriers to participation for these children and their families. Accomplishments include:

- Developed a new full-school-day, comprehensive program model for those four year olds with the highest needs that will be implemented with funding the State received for the Preschool Development Grant-Expansion Grant. This model was developed in response to the Illinois Early Learning Council's strategic direction to strongly prioritize serving those children with highest needs. The State has also developed a plan to better support communities in engaging children and families in a continuous “pipeline” of high-quality services from birth through third grade.
- Continued implementation of innovative approaches in seven “Early Childhood Innovation Zones” across the State, where local collaborations are working to the number of highest-need children who are enrolled in high quality early learning services. Planning for four additional Innovation Zones – all in communities served by the new PDG-EG – was begun, with implementation planned to begin in 2015.

Priority 3: Increasing program quality: From adequate to good and from good to great.

Illinois recognizes that all early childhood programs – even those already meeting high quality standards – need support and guidance in developing and implementing continuous program improvement strategies. Recent research shows what is required in terms of program intensity, rigorous curriculum, and high-quality teacher-child interaction to significantly impact the developmental trajectory of children with high needs. Illinois is working to translate that research into strengthened practices in classrooms across the state. Accomplishments in 2014 include:

- Quality Specialists in Child Care Resource and Referral Agencies across the state provided support and technical assistance to 1,262 centers and 508 child care homes as they work toward achieving a higher Circle of Quality in ExceleRate Illinois (funded jointly by CCDBG and RTT-ELC funds).
- Provided over 659 in-person training sessions on ExceleRate related topics, and implemented ten new online training modules. A total of 12,043 early learning professionals participated in a total of 19,252 training sessions, with 38% participating online.
- Designed and implemented a set of bonuses and tiered reimbursement for child care providers achieving Bronze, Silver and Gold Circles of Quality in ExceleRate to incentivize participation (bonuses funded by RTT-ELC funds, tiered reimbursement funded by CCDBG funds).
- Developed a strategic approach to supporting instructional excellence in preschool that draws heavily upon the excellent resources available from Head Start's National Center on Quality Teaching and Learning, and issued a Request for Proposals (RFP) for a provider to develop and implement intensive training for preschool instructional leaders across the state. The Ounce of Prevention Fund (together with their subcontractors, the McCormick Center for Early Childhood Leadership at National Louis

University) were selected for this critical initiative, which will be evaluated by scholars at the University of Illinois-Chicago. The first cohort of participants began in November 2014.

- Issued a Request for Applications for supports for programs seeking to achieve an Award of Excellence. Contracts were executed with organizations that have significant expertise in the areas of Preschool Instruction and Infant Toddler Care (Ounce of Prevention Fund), Family and Community Engagement (Illinois Action for Children), and Linguistically and Culturally Appropriate Practice (Early Childhood Center), each of which will work with programs in cohorts to achieve the very rigorous standards that comprise the Awards of Excellence.
- Issued a Request for Sealed Proposals for a contractor to design and implement a validation study for the State's TQRIS. Frank Porter Graham Center at the University of North Carolina at Chapel Hill was selected as the contractor, and the study remains on track for completion by the end of 2016.
- Implemented a highly successful grant program for institutions of higher education that supports partnerships of four-year and two-year institutions in redesigning their early childhood teacher preparation programs to reflect best practices and to allow for smoother articulation for students.
- Dramatically increased participation in the Gateways Credentials, Illinois' Workforce Knowledge and Competency Framework. Illinois exceeded all of its Performance Targets for credential completion, and received an overwhelming surge of more than 12,000 new applications for credentials in 2014.
- Began pilot implementation of two new credentials – for Family Child Care and Family Specialist – and continued development of a credential for Relationship-Based Technical Assistance providers in early childhood.

Lessons Learned

One of the key lessons learned for Illinois in the second year of implementation is the importance of remaining flexible and responding quickly to feedback from the field. For example, as the State implemented its plan for facilitating programs' alignment to the new ExceleRate Illinois quality standards, many programs that were transitioning from Quality Counts to ExceleRate Illinois voiced concern about whether they would be able to meet the requirements for staff completing Gateways credentials. The Governor's Office of Early Childhood Development (OECD) staff and their partners investigated and quickly concluded that the substantial surge in credential applications – and the resulting increase in time it was taking for credentials to be awarded – was likely to lead to many programs' failure to meet the standard for percentage of staff with credentials. As a result, the policy was modified to allow programs to complete alignment with ExceleRate Illinois by having all of their staff apply for a credential at whatever level they could, and programs had a full year to then demonstrate that the required number of staff had obtained a credential. By demonstrating this type of flexibility, the State has helped providers see ExceleRate Illinois as a system that is meant to help them in continuous quality improvement, and not a set of “gotcha” requirements and processes.

Another key lesson learned is how difficult it is for many stakeholders in early childhood to adopt a systems perspective and to plan for and produce system-level, rather than program-level, outcomes for children and families. Through work in the Innovation Zones and the Consortium for Community Systems Development, the State has focused on building early childhood professionals' skills in collaboration for collective impact. Progress has been slow and requires a substantial amount of technical assistance and support. Similarly, at the State level, it is clear that a staff dedicated to systems development work (such as OECD), along with time dedicated to this work by those who lead the various components of the early childhood system (e.g., Child Care

Assistance, Preschool for All, home visiting, etc.), is necessary in order to produce a coherent early childhood system that meets the needs of all young children and families.

Challenges & Strategies for Addressing Them

As noted above, Illinois encountered many challenges during 2014 related to the full implementation of ExceleRate Illinois, the Gateways credentials, and the Innovation Zone work. In each case, the State was able to move the work forward by being flexible and responsive as challenges emerged. The participation of the State's many private sector partners has been and will continue to be critical in this work. The statewide network of Child Care Resource & Referral agencies provides critical feedback to the State on how its many initiatives are being received in the field, as do the various providers of professional development and technical assistance with which the State has contracted to support early learning providers. From its very active advisory councils and the committees of the Illinois Early Learning Council (IELC), the State receives extremely helpful input into the development of its policies, and that has been helpful for ensuring that those policies are effectively implemented.

The State also experienced significant challenges in its data system integration work. Illinois chose to build its early learning data system in conjunction with the State's larger P-20 Illinois Longitudinal Data System (ILDS). This has many advantages, including far greater sustainability of the system. However, it has been challenging to move this complex work forward at the pace originally outlined in our State Plan. Data sharing agreements have encountered numerous delays, as has the establishment of the overall governance of the ILDS and the contract for the Common Demographic Database Administrator that will serve as the matching engine at the heart of the State's envisioned federated data system. OECD and its partners in the Participating State Agencies will work with the new administration to prioritize this work moving forward and ensure that Illinois achieves its data system development goals by the end of the RTT-ELC project period.

A key challenge that emerged toward the end of 2014 is the State's looming budget crisis, which has significantly impacted early childhood service providers. The State's FY2015 budget has resulted in an estimated \$300 million shortfall in funding for the Child Care Assistance Program (CCAP). Child care providers that participate in CCAP are very aware of this problem, and are understandably concerned about their viability in the face of payment delays from the state. As a result, it is difficult at this time to get providers to participate in quality improvement efforts. The Governor and the General Assembly are working to resolve the immediate FY15 budget crisis as quickly as possible. Questions will remain for providers about what the FY16 budget might mean for them until the budget is completed in the summer, however. Therefore, the State is working with its partners to develop messaging that acknowledges the difficult situation while still encouraging providers to focus on those aspects of quality improvement on which they can continue to work.

Illinois had a gubernatorial election in November 2014, and Governor Bruce Rauner was elected. Much of the final two months of the year were therefore focused on planning for the transition of administrations. While the staff in OECD and most of the Interagency Team members have remained in place through the transition, it is likely that there will be significant turnover within the Leadership Team governing this grant in 2015. OECD is developing plans to brief the new leadership on the goals of the grant and of the larger systems development efforts in early childhood in Illinois, and will ensure that work continues towards achieving these goals.

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).

Illinois continued to effectively implement the governance structure that was described in the RTT-ELC State Plan. The Interagency Team (IAT) has successfully led the implementation of the RTT-ELC state plan. In 2014, the IAT met at least monthly to ensure the cross agency coordination necessary to successfully complete the RTT-ELC scope of work as well as move toward a more unified early childhood system in Illinois. The Leadership Team was kept apprised of the progress on the RTT-ELC scope of work. The team met periodically to discuss both this work and the broader body of early childhood systems building work in which the State is engaged, such as the plan for technical assistance support for potential applicants for the Early Head Start-Child Care Partnership grants, and the State's response to the federal Preschool Development Grant-Expansion Grant (PDG) opportunity and the new Child Care and Development Block Grant law.

The IAT is led by the Executive Director of OECD. Almost all of the RTT-ELC-funded staff positions in OECD identified in the Phase Two application were filled as of December 2014; the Grant Administration and Budget Development Director position became vacant as of October 2014. OECD is currently reviewing its staffing structure to determine whether this position should be modified before being filled. The team is now comprised of the following positions:

- OECD Executive Director
- QRIS Policy Director
- Workforce Policy Director
- Licensing & TQRIS Integration Policy Director
- Data and Outcomes Manager
- QRIS Implementation Manager

The Interagency Project Teams for TQRIS, Workforce Development, Data and Outcomes, and Home Visiting began meeting in early 2014 to help maintain close collaboration between state agencies and OECD as the RTT-ELC is implemented. These teams meet on varied schedules depending on the current workload, with some meeting as often as once per week to ensure tight coordination and communication across agencies. These teams also collaborate with IELC committees on areas of common work.

The Illinois State Board of Education (ISBE) serves as the fiscal agent for the grant. An Intergovernmental Agreement between ISBE, OECD, Illinois Department of Human Services (IDHS), Illinois Department of Children and Family Services (IDCFS), and the Illinois Board of Higher Education (IBHE) provides the framework to accomplish the work of the grant. IDHS, IDCFS, and IBHE voucher ISBE directly for funds to support vendors that are contracted to do the work within each agency's scope. OECD works closely with ISBE to monitor the entire budget for the grant and approves all sub-contractor's budgets prior to grants or contracts being awarded.

OECD monitors all of the work in the Scope of Work to ensure its timely completion and also implements the State's monitoring plan. Staff from the individual State agencies participate in monthly and quarterly monitoring meetings with subcontractors to ensure that RTT-ELC work is well coordinated with other efforts to strengthen and effectively administer the State's early learning system.

IELC continues to play a key advisory role for the implementation of the RTT-ELC. Both the Council and Executive Committee have been updated at every meeting on the implementation of the grant and been consulted for input on major initiatives. The Executive Committee receives more detailed implementation information and provides input to the IAT and OECD on implementation direction. The Council Committees have also played a key role in developing the policy for the implementation of the RTT-ELC objectives. For example, multiple Committees researched and developed the criteria for the Awards of Excellence within the TQRIS.

In October 2015, OECD engaged the Build Initiative to complete a quick-turnaround study of Illinois' early childhood governance structure, particularly OECD and its relation to the Interagency Team and IELC. The study, which comprised interviews with 21 key stakeholder in both state government and the private sector, showed that while the State had accomplished a great deal under the current governance structure, all parties involved recognized that greater clarity about roles and responsibilities, especially for OECD staff, were needed for the state to maximize its efforts in early childhood systems building and reform. The final report from the study will be shared with the new administration in 2015, and the Leadership Team (in collaboration with IELC) will consider whether any changes to early childhood governance in the state are warranted. It is not anticipated that any changes to the overall governance of early childhood systems will affect the governance of the activities contained in the State's Scope of Work for the final two years of the RTT-ELC grant.

Clearly the most impactful change Illinois has seen over the past year is the turnover in the governorship. Governor Bruce Rauner was elected in November 2014 and assumed office on January 12, 2015. While OECD staff has remained in place through the transition, most of the Leadership Team for the RTT-ELC work has turned over or likely will in the coming months. Fewer changes have been seen in the Interagency Team or in the Interagency Project Teams, so the day-to-day implementation of the grant has not been significantly impacted. However, vacancies and turnover in leadership at the state agencies in the legal and procurement departments, as well as Executive Orders from the new Governor requiring additional review of all contracts and grants, have resulted in some delays in processing new contracts and contract amendments needed to keep work moving with the State's subcontractors. OECD continues to closely shepherd these grants and contracts to minimize delays and keep projects on schedule to the greatest degree possible.

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 IELC, which functions as Illinois' State Advisory Council, is comprised of over 75 members from throughout the early childhood spectrum. The IELC also has five committees and numerous subcommittees that are made up of hundreds of early childhood stakeholders from across the state and both the Council and committees have members who are parents of young children participating in the state early childhood system. The IELC has made it a priority to ensure stakeholder input in the implementation of the RTT-ELC. The State has sought input on all major implementation decisions related to its State Plan through IELC committees, other state-level advisory committees (e.g., the Child Care Advisory Committee, Professional Development Advisory Committee,

KIDS Implementation Advisory Committee, and the Day Care Licensing Advisory Committee), and/or through special-purpose ad-hoc committees. For example, as described in Sections B1 and B4 below, the State gathered extensive input from practitioners and content experts as it developed the ExceleRate Illinois standards for Family Child Care Homes. The State also completed a strategic planning process for Community Systems in early childhood. This process was led by a public-private Thought Leaders Group with consultation and support by the Build Initiative and Illinois Action for Children, and involved extensive surveys and interviews with providers around the state and focus groups comprising representatives of the majority of community-level early childhood collaboratives around the state.

In addition to these more formal opportunities for stakeholders to provide input, the OECD staff have prioritized being accessible to providers and parents to receive timely input. The OECD Executive Director and other staff have presented at numerous conferences and local meetings around the state to communicate the State's vision and plan, and to hear and respond to questions and concerns raised by practitioners and other stakeholders. The OECD and ExceleRate Illinois websites have a "contact us" function, which is frequently used by stakeholders to communicate their thoughts about the system development work.

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.

Budget

Illinois is facing an extraordinarily severe budget crisis. By law, the State's personal income tax rate went from 5% to 3.75% on January 1, 2015, and the corporate income tax rate went from 7% to 5.25%. These changes will result in an approximately 5% decline in State general revenues from FY14 to FY15, and an additional 5-6% decline from FY15 to FY16. At the same time, the state faces the most severe pension funding crisis in the nation, with pension costs now comprising over 20% of the State's general funds expenditures. The State has a backlog of unpaid bills totaling over \$5 billion. Early childhood services have been significantly impacted by this budget crisis. The State's FY2015 budget has resulted in an estimated \$300 million shortfall in funding for CCAP. Providers have been notified to expect payment delays beginning in February 2015. During the period covered by this report, providers across the system were well aware of the looming budget crisis. Consequently, many were somewhat leery of fully participating in ExceleRate Illinois-related continuous quality improvement efforts as they were concerned about the fundamental viability of their program funding model. These fears have significantly increased over the past several months, and it is likely to be several more months before providers have a clear understanding of what changes may be made to CCAP and how that will impact their ability to effectively participate in ExceleRate Illinois. The State anticipates that this period of budget uncertainty will negatively impact Quality Specialists' ability to recruit new participants in ExceleRate Illinois and result in lower than anticipated numbers of programs moving to higher Circles of Quality in 2015. In addition, it is possible that the overall number of children participating in CCAP will decrease in 2015, resulting in a decrease in the number of children receiving Child Care Development Fund (CCDF)-funded services that are in Gold Circle of Quality programs.

New federal funding

Illinois received a Preschool Development Grant-Expansion Grant that began on January 1, 2015. Approximately 2,600 children will be served in new slots and 680 in enhanced slots through this grant beginning in August 2015, with some classrooms opening as early as March 2015. It is expected that all of these programs will achieve the Gold Circle of Quality. In addition, four grantees in Illinois received a total of \$18.1 million in new Early Head Start-Child Care Partnership grants. These grants are expected to significantly support programs moving toward the Gold Circle of Quality in ExceleRate Illinois, as infant-toddler program quality is a common reason that programs currently fall short of meeting the full set of Gold level quality standards.

Teacher Preparation Program regulations

In 2012-2013, ISBE convened the Early Childhood Advisory Group (ECAG), comprised of early childhood stakeholders, to develop recommendations for a redesign of the regulations governing early childhood teacher preparation programs. In 2014, ISBE adopted administrative rules to require early childhood teacher preparation programs in Illinois to align with new state learning standards (including the State's Early Learning Guidelines, the Early Learning and Development Standards and, the Illinois Learning Standards, which incorporate the Common Core State Standards); NAEYC program standards; the new Illinois Professional Teaching Standards; and new, ECAG-developed, content area standards for English/Language Arts, Math, Science, Social Studies, and Assessment. In 2015, the State anticipates ISBE adopting rules to require redesigned programs will to align to the benchmarks of the Illinois Gateways Level 5 ECE Credential, a part of the early childhood credentialing system in Illinois that includes child care providers and that is incorporated into the ExceleRate Illinois QRIS standards. This change represents substantial progress towards better aligning the expectations of early childhood teachers in both public school and community-based settings.

Participating State Agencies

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

There are no changes in participation and commitment of the Participating State Agencies.

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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

Developing and Adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)
(Continued)

(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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

(6) Effective data practices	
Yes or No	Yes
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:	✓
<i>Center-based</i>	✓
<i>Family Child Care</i>	✓

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.

Illinois made significant progress in 2014 to revise and transition its previous quality rating system (Quality Counts) into its new Tiered Quality Ratings and Improvement System (TQRIS, ExceleRate Illinois). ExceleRate Illinois is a five-level TQRIS that is inclusive of all early learning and development programs that serve children from birth to kindergarten entry in group settings. In 2013, the State focused the development of the system on standards for licensed child care centers, school-based preschool classrooms, and Head Start/Early Head Start programs. In 2014, the State focused on the development of standards for licensed family child care and group homes; establishment of the Awards of Excellence for child care centers, school-based preschool classrooms, and Head Start/Early Head Start programs; and the formation of pathways for Head Start programs and license-exempt centers to achieve a Circle of Quality designation. Additional accreditations were approved to have accelerated pathways to ExceleRate Illinois ratings, and multiple curricula were reviewed for alignment with the Illinois Early Learning Guidelines (IELGs) and the Illinois Early Learning and Development Standards (IELDSs).

Family Child Care Standards Development

Under the leadership of the Office of Early Childhood Development (OECD), the State began detailed and focused planning for incorporating family child care providers into ExceleRate Illinois in January 2014. OECD invited stakeholders from relevant public agencies and a wide range of representatives from the private sector to develop the quality benchmarks for family child care in ExceleRate Illinois. In addition to the Illinois Department of Child and Family Services (IDCFS) and the Illinois Department of Human Services (IDHS), stakeholder groups included the State's Child Care Resource and Referral agencies (CCRR), the Illinois State Board of Education (ISBE), Head Start, higher education, the professional development system, Service Employees International Union, advocates, and private providers representative of the demographic and geographic diversity of the state.

A series of four stakeholder meetings and provider forums were convened to inform the development of standards. These were held on both weekdays and weekends to ensure family child care providers were able to participate in this critical process. The meetings were structured to encourage discussion of what differentiates family child care from center care, what research shows are the benefits of high quality family child care, and how the important quality aspects of family child care can be captured in a TQRIS. The meetings were framed with the guidance that "Gold means Gold" to ensure the family child care standards were developed with the same rigor and quality expectations as the center standards.

To help guide the development process and provide appropriate context, stakeholders were provided **with** research analysis, relevant resources, and comprehensive tools. OECD created a compendium of fifteen states' TQRIS family child care standards and procedures with charts comparing standards across all domains. Applicable tools were reviewed and examined for use as evidence sources. These tools included Family Child Care Environment Rating Scale (FCCERS-R), Business Administration Scale (BAS), Classroom Assessment Scoring System (CLASS), Child Care Assessment Tool for Relatives - health & safety checklist (CCAT-R), and National Association of Family Child Care (NAFCC) accreditation. Research on recommended ratios, educational qualifications, mixed-age grouping, and other salient topics were presented and discussed to ensure the quality standards were developed with objectivity and rigor.

The final ExceleRate Illinois standards for licensed family child care include 17 standards, spread across four domains: Teaching and Learning; Family and Community Engagement; Leadership and Management; and Qualifications and Continuing Education. These domains are almost identical to the ExceleRate Illinois domains for centers, based on the recommendation of the stakeholders (in particular the family child care providers) that felt these domains remained applicable to their programs. However, there were a few additional standards created for family child care as well as a few standards that were changed to apply to family child care. These are: safe and healthy environment (no direct equivalent); interactions (vs. instructional equality); family-provider communication & collaboration and connecting & supporting families (vs. family & community engagement); business administration (vs program administration); and family child care provider peer support (no direct equivalent).

NAFCC accreditation was thoroughly reviewed, analyzed and discussed for appropriate inclusion in ExceleRate Illinois for family child care. There are approximately 300 licensed family child homes accredited by NAFCC in Illinois. The stakeholder group decided not to use accreditation as a straight alternative pathway to the Gold Circle of Quality. This decision was made due to NAFCC accreditation omitting key areas that are included in the ExceleRate Illinois family child care standards, such as curriculum, screening and assessment, ratios, and provider qualifications. However, the State recognizes the rigor and dedication involved in obtaining NAFCC accreditation and intends to create an appropriate alignment pathway for NAFCC accredited programs. NAFCC was invited to submit a crosswalk application of their accreditation standards with ExceleRate Illinois, along with detailed information about their accreditation process. NAFCC is currently completing their crosswalk for submission. Once it is received, a panel of experts will carefully review these crosswalks to determine, for each individual standard, whether that accreditation would serve as evidence of having met the standard and at which Circle of Quality.

Alternate Pathways

A key feature of ExceleRate Illinois is its recognition of multiple forms of evidence as pathways to various Circles of Quality. In 2013, the ExceleRate Illinois standards were crosswalked with NAEYC and the National Accreditation Commission for Early Care and Education Programs (NAC) accreditation standards, and an expedited ExceleRate Illinois enrollment process was implemented for these accredited programs. In 2014, two additional national accreditations were reviewed: the American Montessori Society (AMS) and the Council on Accreditation (COA) Standards for Early Childhood Programs. Both AMS and COA accreditations were approved for a pathway to the Gold Circle of Quality in ExceleRate Illinois.

There was also a crosswalk between the Head Start Performance Standards and the Gold Circle of Quality in ExceleRate Illinois in 2013. While the alignment was clear, the pathway to demonstrate compliance was challenging. This was primarily due to ExceleRate Illinois' requirement of site-level assessment scores for

classroom quality, coupled with an absence of site-level evidence on these measures available from Head Start Federal Review protocols, which report CLASS scores at the program/grantee level.

OECD created and implemented a process to address this challenge for Head Start programs in 2014, in collaboration with the Head Start State Collaboration Office and IDHS. It was agreed that evidence for thirteen of the fifteen Gold Circle standards could be substantially demonstrated with Federal Review results and that only the remaining two standards (Learning Environment and Instructional Support) would require site-level verification. This creates a welcome efficiency for both the Head Start grantee and the State, as it allows the assessment visit to focus only on the gap in evidence. It allows the grantee to provide the remainder of evidence from its existing Head Start compliance documentation, rather than undergoing a parallel and often duplicative process. Because the same assessors verify classroom quality in Head Start, school-based Preschool for All and child care, it also promotes and reinforces the credibility, fairness, and level playing field of the State's cross-sector system, where "Gold means Gold" wherever it happens. Five grantees operating twenty seven Head Start/Early Head Start sites around the state participated in a pilot test of the new Head Start alignment protocol and were enrolled in ExceleRate Illinois in 2014. An evaluation of this pilot is currently underway and will inform future implementation of the expedited path for Head Start enrollment with ExceleRate Illinois.

Curriculum Alignment

ExceleRate Illinois standards for Teaching and Learning require that programs implement a research-based curriculum which is aligned with the IELGs for birth-age three and the IELDSs) for ages three to five. In order to help programs meet this standard, OECD created a crosswalk process to review various curricula for their alignment with the IELGs and IELDS. Practitioners and Quality Specialists were surveyed about their curriculum choices, and outreach was conducted with publishers/authors of curricula in widespread use. Publishers submitted an application which included a narrative describing its research base and training capacity in Illinois, along with a full set of curriculum materials and standard-by-standard written evidence of its alignment with the IELGs and IELDS. The applications and curricula were reviewed by state agency content experts designated by the Inter-Agency Team. Fifteen curricula were reviewed in 2014, fourteen of which were determined aligned and therefore acceptable for the ExceleRate Illinois curriculum standard. Seven of these are proprietary curricula implemented by private chains/franchises, which are only available for their use. Several additional curricula are in process for a spring 2015 review. OECD is also working on a simplified rubric for evidence of alignment for those practitioners who choose to implement their own self-designed curricula.

License-Exempt Providers

In the spring of 2014, a policy for license-exempt centers was developed to ensure the statewide TQRIS can apply to all early childhood programs that serve children in groups. The standards for ExceleRate Illinois were developed with the understanding that basic health and safety issues were assessed and ensured through the IDCFS Day Care Licensing process. However, as a multi-sector Quality Rating and Improvement System, ExceleRate Illinois applies to preschool programs, including the state's Preschool for All programs, which are often held in public school buildings. These programs are legally exempt from Day Care Licensing by Illinois statute but are held to other health and safety standards applicable to public school buildings.

The ExceleRate Illinois policy specifies the conditions under which a license-exempt program may participate in ExceleRate Illinois. The policy aims to ensure that participating programs have demonstrated in some meaningful way that they do indeed provide a safe and healthy environment for young children. In particular, programs must demonstrate that their facilities are safe, that appropriate staff: child ratios are met, and that the program has obtained adequate background checks on all staff.

Awards of Excellence

Awards of Excellence comprise the fifth and highest tier of ExceleRate Illinois, and significant progress toward full implementation of these awards was accomplished in 2014. Awards of Excellence are only available to programs which have already achieved the Gold Circle of Quality (Tier 4), and are inclusive of both school- and community-based early learning programs. The Awards of Excellence promote and recognize best practice achievements in research-based strategies which support the highest quality services for Illinois' most high-need, at-risk children and families. They include Infant and Toddler Services, Preschool Teaching and Learning, Inclusion of Children with Special Needs, Family and Community Engagement, and Linguistically and Culturally Appropriate Practice. Content area experts in each specialty were convened to determine the benchmarks and rigorous requirements for each of these awards. Their recommendations included assessment tools and other evidence to validate achievement of the Award of Excellence in each content area. These awards and their accompanying standards are expected to inform practice and push forward quality improvement efforts in the other tiers, in order to support Illinois' larger goal of increasing the number of high-need children served in the State's highest quality early learning and development programs.

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.

Illinois has established recognition and reciprocity for multiple forms of evidence to enable programs to demonstrate their compliance with the standards of ExceleRate Illinois. Several initiatives were undertaken and/or enhanced in 2014 to articulate the diverse routes to achieve an ExceleRate Illinois rating. Among these:

Accreditation Crosswalks

As discussed in section B(1) of the narrative, ExceleRate Illinois standards have been crosswalked with standards for NAEYC, NAC, AMS, COA, and NECPA standards with general success. The result of these crosswalks is a streamlining of credentials in which multiple standards of evidence prove that a program meets the Gold Circle of Quality standards.

Head Start Pilot

As described in Section B(1) of this narrative, the State developed a careful crosswalk between the ExceleRate Illinois standards and the Head Start Program Performance Standards and Federal Review Monitoring Protocols. Most community-based Head Start programs operate in licensed child care centers, and many are already enrolled in ExceleRate Illinois via NAEYC accreditation. Illinois also has a well-developed and robust system of Child Care/Head Start collaboration programs, 125 of which are already represented in ExceleRate Illinois participation numbers for licensed child care centers. In collaboration with the Illinois Department of Human Services and the State Head Start Collaboration Office, OECD implemented a pilot assessment process to enable “stand-alone” Head Start programs to enroll in ExceleRate Illinois via an expedited pathway, which utilizes evidence from their Federal Review documentation to demonstrate compliance with thirteen of fifteen ExceleRate Illinois Gold Circle standards.

This approach was piloted in 2014 with five Head Start grantees operating a total of twenty seven licensed center-based sites in Illinois. The grantees were spread throughout the state in both urban and rural regions, with sites ranging from a single Head Start classroom to as many as thirteen classrooms. Six of the sites had both Head Start and Early Head Start classrooms. Head Start grantees provided evidence of compliance from their most recent Federal Review, along with their site monitoring protocols and annual monitoring schedule to document their process for ensuring that each individual site was implementing each of the ExceleRate Illinois requirements. Each site provided supplemental evidence required for selected standards as determined from the crosswalk. These include the number of children with special needs served and verified training hours from Illinois' Gateways of Opportunity Registry. All teaching staff and site administrators also applied for Gateways credentials. Classroom assessments were conducted at each site by the McCormick Center for Early Childhood Leadership at National Louis University. Grantees were given the choice of the Early Childhood Environmental Rating Scale-Revised (ECERS-R) or CLASS assessments for their Head Start classrooms, and all chose to be assessed with the CLASS. Early Head Start classrooms were assessed with the Infant-Toddler Environmental Rating Scale-Revised (ITERS-R). The results of the site-level classroom quality assessment determine whether the Head Start program has achieved the Gold Circle of Quality in ExceleRate Illinois. Since compliance with all other Head Start Performance Standards aligns with the Gold Circle per the crosswalk, sites that do not meet the threshold scores for the Gold Circle are assigned the Silver Circle.

The Head Start Pilot is being evaluated by OECD and the Head Start Collaboration Office in cooperation with the five grantees. OECD has already learned a great deal from this process and is eager to share the results with the larger Head Start community in order to expand their participation in ExceleRate Illinois.

It is also hoped that this evaluation will lead to guidance for how the State's school-based Head Start programs can be assessed and enter ExceleRate Illinois. At the end of 2014, the only school-based Head Start programs enrolled in ExceleRate Illinois were those implemented by the Chicago Public Schools (CPS).

Reciprocity with School-Based Preschool for All

The State conducted a crosswalk between the standards of ExceleRate Illinois and ISBE Monitoring Protocol for its Preschool for All grantees in 2013. This created an expedited path for school-based Preschool for All programs to enter ExceleRate Illinois with acceptance of administrative compliance and classroom quality assessment gathered in the course of ISBE's triennial monitoring cycle. Approximately 60% of these programs were enrolled in ExceleRate Illinois in 2013, and all but 7% of the remainder was enrolled in 2014. (The final seventy sites will be monitored and enrolled by July 1, 2015.) Consistent with the expectations for Head Start programs, overall compliance with the Preschool for All grant requirements is equivalent to the Gold Circle of Quality in ExceleRate Illinois, and the site-based classroom quality monitoring results determine whether the final rating is Gold or Silver. Ratings for the 776 enrolled school-based Preschool for All sites place 75% in the Gold Circle of Quality and 25% in the Silver Circle in 2014.

Community-Based Preschool for All

As with Head Start, most community-based Preschool for All programs are implemented in licensed child care centers, many of which already have quality ratings through accreditation. Approximately half the Preschool for All programs in the City of Chicago, and 17% of those elsewhere in the state, are in community rather than public-school-based settings. Data from ExceleRate Illinois enrollment to date has identified 151 such collaborations in licensed child care centers. For those not accredited, a variety of supports and technical assistance have been implemented by the Child Care Resource and Referral System (CCRR) to enable programs to achieve an ExceleRate Illinois Circle of Quality.

Provisional Ratings and Program Alignment Processes

Prior to RTT-ELC and the development of ExceleRate Illinois, Illinois had already been administering a quality rating system, Quality Counts, since 2007. Nearly 600 licensed child care centers were rated and enrolled in Quality Counts when ExceleRate Illinois was implemented in July 2013. The State worked diligently to provide these programs with a seamless and non-disruptive dual enrollment process from Quality Counts to ExceleRate Illinois, with provisional ratings and a reasonable timeframe for programs to align themselves with the higher standards of ExceleRate Illinois. Quality Counts 1- and 2-Star programs were dually enrolled in the Silver Circle, and 3- and 4-Star programs were enrolled in the Gold Circle, in 2013.

A staggered alignment timeframe brought two-thirds of these programs from provisional to full ExceleRate Illinois ratings in 2014, most of which aligned at the Gold Circle. The final third are mostly Silver alignments, for which applications and documentation are due by the end of March 2015. Fourteen programs (2%) withdrew from or were determined ineligible for ExceleRate Illinois. Some of these programs had closed or had failed to renew their accreditation. Several more were accredited Head Start sites whose grantees or management had changed under the federally-required Designated Renewal System. Their accreditations are not transferrable from one grantee to the next, and thus require re-application with both NAEYC and ExceleRate Illinois.

City of Chicago Quality Team

Programs in the City of Chicago were highly engaged in ExceleRate Illinois in 2014. With support from a private foundation and the Mayor's Office, a team was assembled to shepherd all of the city's delegate agencies and community partners to an ExceleRate Illinois rating, with a strong emphasis on achieving the Gold Circle. This work is led by the local CCRR, Illinois Action for Children (IAFC), in collaboration with key leadership of the Chicago Department of Family and Support Services (DFSS, the primary Head Start grantee in Chicago) and CPS. The team has dedicated Quality Specialists at IAFC and embedded in both DFSS and CPS. All of the Head Start and Early Head Start programs funded by DFSS, and all of the Prevention Initiative and Preschool for All programs funded by CPS, are engaged in coordinated training and quality improvement activities. In addition, a large number of licensed child care centers are engaged in formal partnerships with the City's Head Start delegate agencies, and they too are working to achieve an ExceleRate Illinois Circle of Quality. Overall, 111 programs in the City of Chicago Quality Team achieved the Gold Circle of Quality Rating, while 27 achieved a Silver Circle of Quality Rating.

Engaging New Programs with ExceleRate Illinois

Ninety seven new programs applied for and achieved ExceleRate Illinois ratings in 2014, eighty nine of which are Silver and eight of which are Gold. Another nine programs applied but were determined ineligible, primarily due to missing annual staff training requirements. Sixty one additional applications received in December 2014 are still undergoing eligibility review and are expected to receive ratings before the end of March 2015. Quality Specialists from the State's CCRR agencies continue to do outreach to engage new programs, and have developed a variety of tools to help assess their readiness to work toward specific Circles of Quality. They help programs stay on track with their Continuous Quality Improvement Plans. This is especially important for those programs in the Silver Circle of Quality, as the task now turns to assisting their work to achieve the Gold Circle. In 2014, Quality Specialists and Infant/Toddler Specialists provided over 7,500 hours of intensive, focused consultation to 948 providers (699 centers and 248 family child care homes). An additional 823 providers received individualized technical assistance in 2014.

Financial Incentives

In July 2014, Illinois introduced incentives for child care centers that pursue continuous quality improvement with ExceleRate Illinois. Centers at three levels (Bronze, Silver and Gold) can receive a one-time bonus payment after their eligibility for a Circle of Quality designation is established. Bonus payments, which range from \$1,000 to \$6,500, are based on center size and Circle of Quality attained. In addition, centers that care for children in the CCAP and achieve the Silver or Gold Circle of Quality can receive State-funded tiered reimbursement for the CCAP children in their program (a 10% and 15% add-on).

The ExceleRate Illinois incentives were established after developing an Illinois-specific cost model that can be manipulated to reflect different program sizes as well as different funding streams and their associated requirements (such as child care only, child care and Preschool For All, child care and Head Start, etc.). The cost model provided a realistic estimate of the cost of operation for early learning programs at various levels of quality consistent with ExceleRate Illinois. The baseline in the model is an annual revenue and expense budget that meets the requirements in licensing rules, followed by annual revenue and expense budgets meeting the standards of ExceleRate Illinois at the Bronze, Silver and Gold levels. The interactive cost model provides a reasonable estimate of the ongoing operation cost at a given level and was instrumental in designing a set of financial incentives to support programs participating in ExceleRate Illinois.

Flexibility as a key strategy for provider engagement

The State has been nimble and flexible in its general policymaking in order to enable providers from all sectors to align with and achieve an ExceleRate Illinois Circle of Quality. For example, Gateways credentials are embedded throughout ExceleRate Illinois standards, which in turn build the statewide system, and provide data (rather than anecdotes) to inform us of legitimate barriers and professional development needs. When the State administering agency (INCCRRA) was inadvertently buried in thousands of credential applications required for ExceleRate Illinois alignment, the policy for alignment was adjusted to require application for (rather than awarding of) credentials with a one-year grace period for the required percentage of teachers and directors to achieve the benchmark. Similarly, when data revealed that the requirement of a portfolio documenting professional contributions (i.e., participation in committees or professional organizations) was the only barrier to 1,000 or more teachers achieving a credential, the professional contribution requirement was removed from the initial credential award, and is now required only upon credential renewal. Change is hard, and decisions such as these have greatly reduced anxiety among providers and generated much positive feedback.

Communication and Engagement with Providers

The OECD staff have worked diligently to build the cross-sector knowledge of the State's internal team in order to effectively communicate with multiple and diverse audiences and educate all its State systems and administering agencies about the nuances of one another's program models to promote a common understanding of quality early learning. One example of this approach is the way school-based Preschool for All programs are notified of their ExceleRate Illinois enrollment and Circle of Quality. Because the quality rating for school-based sites is automatically generated by the monitoring results, programs do not "apply," and principals are not always aware of the rating. Staff ensured that two ExceleRate Illinois certificates were sent to each school, one to the principal's attention and one to the early childhood program. Sample letters to notify parents of the rating were included, as were talking points for newsletters, sample press releases and links to the ExceleRate Illinois web store where stickers, banners and other promotional materials can be purchased. The response from schools has been overwhelmingly positive, and newsletter articles from around the state have highlighted local schools which have achieved an ExceleRate Illinois Circle of Quality. Traffic at the web store has been brisk, and one school has even requested use of the ExceleRate Illinois logo to create an outdoor flag. The heightened visibility of these programs has also created significant interest among schools around the Awards of Excellence.

OECD held multiple webinars with day care licensing representatives (DCLRs) in IDCFS. The webinars provided in-depth information on ExceleRate Illinois, its purpose and benefits, the standards and evidence, available resources, and talking points for communicating with child care providers about the new TQRIS during a licensing visit. The webinars also provided a forum to hear concerns and answer questions among the DCLRs. Providing webinars to DCLRs is an effective strategy for promoting participation, particularly among family child care providers, because DCLRs are an information source for providers and have the most face-to-face contact with providers on a daily basis.

OECD is also working closely with several of the private chains operating early learning programs in Illinois, which collectively account for 205 (7%) of licensed child care centers in the State. These include Knowledge Universe/KinderCare, the Learning Care Group, Rogy's Learning Centers, Kiddie Academy, and the Goddard Schools. These centers represent a significant portion of the State's early learning programs and ExceleRate Illinois enrollment, and they serve many of Illinois' low-income children. In addition to regular communication regarding their issues and concerns, OECD has promoted a "case management" approach to working with them

as they enroll and/or align with ExceleRate Illinois. OECD has engaged their statewide and regional quality improvement staff in training opportunities alongside its CCRR Quality Specialists. They have also been enthusiastic about the Awards of Excellence and are interested in forming their own cohorts to work toward them.

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	-	0.00%	600	50.00%	1,200	100.00%	1,200	100.00%	1,200	100.00%
Early Head Start & Head Start ¹	25	3.00%	360	50.00%	720	100.00%	720	100.00%	720	100.00%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	507	17.00%	2,967	100.00%	2,967	100.00%	2,967	100.00%	2,967	100.00%
Other 1	259	3.00%	9,857	100.00%	9,857	100.00%	9,857	100.00%	9,857	100.00%
Describe:	Homes receiving from 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	1,400	-	0.00%	1,200	486	40.50%	1,283	1,195	93.10%
Specify:	State-funded Preschool								
Early Head Start & Head Start ¹	720	25	3.00%	600	73	12.16%	600	263	43.80%
Programs funded by IDEA, Part C	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded by IDEA, Part B, section 619	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs funded under Title I of ESEA	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs receiving from CCDF funds	2,967	507	17.00%	2,941	2,941	100.00%	2,923	2,923	100.00%
Other 1	9,857	259	3.00%	9,271	294	3.71%	9,026	9,026	100.00%
Describe:	Homes receiving from 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						
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 from CCDF funds						
Other 1						
Describe:						

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.

Baseline numbers of programs are estimated, as are the total numbers of programs in the State by type for Head Start/Early Head Start. Data systems should allow for an exact, unduplicated count of Head Start/Early Head Start sites in 2015, one year later than originally planned. Total number of Preschool for All programs, child care centers, and child care homes are actual numbers. Year One numbers for Preschool for All and Head Start/Early Head Start included only programs with completed ratings in the Silver or Gold Circle, as do Year Two numbers for Head Start/Early Head Start. Year Two numbers for Preschool for All include all programs. Once fully implemented, the State's new data systems will allow the reporting of actual numbers across all Circles of Quality for all types of programs.

All IDEA Part C services in Illinois are provided on a fee-for-service, individual basis. There are no classroom-based programs funded by the State to provide Part C services, and therefore there are no programs that it would be appropriate to include in the TQRIS.

The IDEA Part B classrooms that will participate in the TQRIS are included in the Preschool for All count above as they are blended classrooms providing an inclusive "least restrictive environment" for children with special needs.

Title I funds are used to expand Preschool for All in CPS Schools and in other LEAs throughout the State, and therefore these programs are counted in the Preschool for All count above.

"Programs receiving from CCDF funds" represents only child care centers licensed to serve children under kindergarten age as of December 31, 2014. Homes receiving CCDF funds are listed in the row below. These data include all licensed centers and family child care homes that serve children ages five and under, not only those currently receiving Child Care Assistance Program (CCAP) funds. Center number also includes programs that only provide part-day services, which were not eligible for Quality Counts but are included in ExceleRate Illinois. Family child care homes are currently dually-enrolled in ExceleRate Illinois and Quality Counts (the State's legacy QRIS); new enrollment in ExceleRate Illinois will be available to homes beginning in early 2015.

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.

Illinois met its Performance Measure target for the percentage of licensed programs enrolled in the TQRIS. All licensed child care centers and licensed family homes are included in Tier 1 of ExceleRate Illinois.

For State-funded preschool, the State fell just short of its target of 100% enrollment in 2014. Approximately 70 school-based Preschool for All sites have not yet received their first monitoring visit and are therefore not yet enrolled in ExceleRate, but will be monitored and enrolled by 7/1/15.

For Head Start and Early Head Start, the State did not meet its target of 100% enrollment in 2014. Illinois met 43.8% of its Performance Measure Target of 720 programs enrolled. This is primarily due to the fact that Illinois' requirement of site-level classroom assessment data for ExceleRate Illinois enrollment remains a barrier for Head Start programs, whose classroom assessment data is reported at the program/grantee level. One hundred twenty five of the Head Start programs enrolled are licensed child care centers operating community-based

Head Start/Child Care collaboration sites; all are accredited and entered ExceleRate Illinois via that pathway. An additional 128 sites operated by CPS are enrolled, because CPS can provide the State with independent monitoring data at the classroom level. As described earlier in Sections (B)(1) and (B)(2) of this report, the State did develop policy and protocols for an expedited path for Head Start enrollment in ExceleRate Illinois. This approach was successfully piloted with five Head Start grantees at twenty seven directly operated sites in Illinois in 2014 and will be made available to all Head Start grantees in 2015 as a key strategy to meet the grant targets for Head Start and Early Head Start participation in the TQRIS.

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.

The State continues to implement a rigorous assessment process for all its early learning and development programs. These processes were established with Illinois' previous TQRIS, Quality Counts, through IDHS, and with the Preschool for All monitoring protocol through ISBE. Both IDHS and ISBE contract with the McCormick Center for Early Childhood Leadership at National Louis University for this purpose, and OECD has expanded the scope of this work through RTT-ELC in order to support the increased volume of assessments required for ExceleRate Illinois.

The McCormick Center's assessment tools include the Environment Rating Scales (ERS) for Infants and Toddlers, Early Childhood, School Age, and Family Child Care; the CLASS; the Program Administration Scale (PAS); and the BAS. The assessment contracts require reliability of at least 85% on all these instruments, and the contractor conducts reliability checks every 6-10 assessments. Assessors from the McCormick Center provide full ERS and PAS assessments for child care centers seeking the Gold Circle of ExceleRate Illinois, and continue to implement the Preschool for All Monitoring Protocol (which includes ERS) for ISBE programs outside the City of Chicago. They provided CLASS assessments for sites participating in the Head Start Pilot (described earlier in this narrative), and this work will expand in 2015 as more Head Start programs apply to ExceleRate Illinois. They will also provide both ERS and CLASS assessments across all settings for selected Awards of Excellence, where selected standards may require such scores.

Assessments for child care centers seeking the Silver Circle of ExceleRate Illinois are conducted by Quality Specialists through the State's regional CCRR. The Quality Specialists have all undergone rigorous training on both the ERS and the PAS. Earlier plans to train them on the CLASS were postponed due to lack of current demand for this tool in the Silver Circle, as these programs overwhelmingly use the ERS. They will be trained on the CLASS should demand increase. Because the Silver Circle is strongly focused on rigorous self-assessment and

continuous quality improvement (CQI), Quality Specialists are also trained on CQI and protocols for monitoring. Quality Specialists receive robust and ongoing professional development, training, support and consultation from the McCormick Center through regular regional meetings and telephone support. This ensures that the ERS and PAS tools are administered with fidelity, and that providers receive accurate guidance and feedback to support them in implementing program improvements to achieve the Silver Circle. The Quality Specialists were required to achieve 80% reliability on the ERS-R and PAS tools, and nearly 2/3 actually achieved 85% or better. There has not been a formal calibration process yet, as Silver verification is just getting underway. Assessors from the McCormick Center accompany the Quality Specialists on their first two visits, and compare their independent results at the conclusion of the observation. This is intended as a quick check for reliability and fidelity, and is simultaneously a professional development/reflective practice opportunity for the Quality Specialist.

Head Start and Preschool for All programs are required to submit independent evidence of their classroom quality for ExceleRate Illinois enrollment and have both an ERS and a CLASS option for assessing classroom quality. With the exception of the Chicago Public Schools, all Preschool for All programs use the ERS and are monitored under ISBE's contract with the McCormick Center. All Head Start programs in the State, as well as all Preschool for All classrooms in the Chicago Public Schools, use the CLASS tool. To ensure consistency across multiple settings in the State's systems, classroom quality scores required for both the Gold and Silver Circles are aligned across child care centers, Preschool for All, and Head Start/Early Head Start programs. Site-level classroom quality scores for Head Start/Early Head Start programs are required to be provided by independent assessors properly certified by the protocol required for the tool, and assessors may not be employed by the program being rated.

Rigorous crosswalks were performed with both the Head Start Program Performance Standards and the Preschool for All Program Monitoring Protocol to ensure that the evidence required to achieve the Gold Circle was as rigorous as that required of child care programs. All Head Start and Preschool for All programs operating in compliance with their grants are expected to meet all standards at the Gold Circle of Quality. Those whose classroom scores fail to meet the required threshold for Gold are assigned to the Silver Circle and implement a quality improvement plan.

Most Head Start/Early Head Start programs and all Preschool for All programs in the City of Chicago are monitored for classroom quality and administrative compliance by the Chicago DFSS and CPS. As described earlier in this narrative, the Chicago Quality Team is led by IAFC and consists of key administrators from DFSS and CPS. This team is coordinating and implementing large scale program improvement plans across all settings in the City of Chicago, with dedicated Quality Specialists embedded in the public agencies and at IAFC. This team works closely with OECD to streamline and integrate monitoring processes to reduce the burden on programs, to ensure support for CQI and to implement an efficient process for generating classroom scores and other program data required for ExceleRate Illinois.

To manage the large volume of programs in the universal TQRIS, the State also recognizes the independent verification of quality through accreditation wherever possible. As discussed previously in this narrative, the State has conducted rigorous crosswalks with four national accrediting bodies – National Association for the Education of Young Children, National Accreditation Commission, American Montessori Society, and Council on Accreditation. The use of accreditation to furnish evidence for substantial portions of ExceleRate Illinois standards will create an efficient system allowing the State to redirect system resources and provide a strong foundation to the TQRIS in the future.

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	31		27	0		109	54
TQRIS Programs that Moved Down at Least One Level						19	7

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 box.

Early Head Start: There are no stand-alone Early Head Start programs enrolled in ExceleRate Illinois at this time. All Early Head Start programs in ExceleRate Illinois are operated within an existing Head Start program site, and are part of that site's overall rating.

Section 619, Part B and Part C of IDEA: There are no Part C programs enrolled in ExceleRate Illinois at this time as explained in notes for Performance Measure (B)(2)(c). Part B programs are incorporated into Preschool for All programs and are not reported separately.

State-funded preschool: Triennial monitoring cycle for school-based Preschool For All sites has not yet been repeated since initial enrollment, so no programs will have moved down.

Head Start: Triennial monitoring cycle for school-based Head Start sites has not been repeated since initial enrollment, so no programs will have moved down. Head Start Pilot sites have just been enrolled based on their most recent Federal Review results, and will not be assessed again until those results expire.

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.

Gold Circle of Quality

Building upon the previously finalized Tier 1-4 benchmarks for licensed child care centers and school-based programs, several additional pieces of progress were made during 2014. This includes the development of family child care program benchmarks, the development of Tier 5 benchmarks, and the identification of alternate pathways for the demonstration of meeting benchmarks.

As described previously in this narrative, Illinois convened a broad and diverse group of early learning experts and stakeholders to develop its TQRIS for family child care. The stakeholders reviewed standards and evidence charts for fifteen states to ensure that family child care programs would be developed and included in ExceleRate Illinois with objectivity and diligence.

Tier 4, the Gold Circle of Quality, includes the validation of key standards and achievement of quality scores in the learning environment, interactions, and business practices. Benchmarks were set for aligned curriculum and assessment, child screening, culturally and linguistically appropriate practice, and inclusion of children with special needs. Given family child care providers' unique relationship with the families they serve, benchmarks were also set for family-provider communication and collaboration, as well as connecting and supporting families. Additional benchmarks were set for provider/child ratios, provider qualifications and professional development, and continuous quality improvement protocols.

The benchmarks set for provider qualifications proved to be the most controversial and required thorough discussions about research, reality, barriers, and supports. Ultimately, the stakeholders recommended that providers hold a BA degree and a Family Child Care Credential Level 5 (or Level 4 if collaborating with a State-approved consultant) to qualify for the Gold Circle of Quality. The ExceleRate Illinois standards for family child

care are challenging and require a commitment to quality and professional development. Supports are being developed to encourage and assist providers in reaching these high-quality benchmarks. While the standards are rigorous and challenging, this provides a framework for providers to follow that will help grow the field of high quality family child care programs.

Awards of Excellence

As discussed in section (B)(1) of this narrative, Illinois' top level of its TQRIS for center- and school-based programs consists of five Awards of Excellence, including Infant & Toddler Services, Preschool Teaching & Learning, Inclusion of Children with Special Needs, Family & Community Engagement, and Culturally & Linguistically Appropriate Practice. Following initial content expert meetings during 2013, the same groups of individuals completed the development of high-quality benchmarks and rigorous requirements to achieve each of the awards during 2014. The benchmarks were then presented to the IELC Executive Committee, and the final versions were approved.

Funds were budgeted in the RTT-ELC Grant to support programs in achieving Awards of Excellence in each of the five content areas. Technical assistance providers were identified and contracted to provide these supports around the State, and began their work in the fall of 2014. An additional portion of funds were budgeted and subcontracted for the explicit purpose of improving and supporting general preschool instruction in schools, licensed child care centers, and Head Start programs. These technical assistance activities are focused on developing effective instructional leaders, to equip them with the knowledge and skills to guide and support teachers in classroom implementation, and to position more programs for Awards of Excellence in the future.

Outreach for participants was conducted throughout the State, and cohorts preparing for awards in all five content areas are underway. All sectors (licensed child care, Preschool for All and Head Start) in both school- and community-based settings are represented in the cohorts. In addition to the content-specific support cohorts, programs may choose to apply for Awards of Excellence via an independent path. The technical assistance contractors provide webinars, self-assessment tools, training recommendations and other resources to guide practitioners through the independent route.

Application and review processes for the Awards of Excellence were developed in fall 2014. There are two application cycles planned for 2015 and three for 2016. The process begins with a preliminary application and verification of selected pre-requisite standards, which include threshold scores on assessment tools, training requirements, and staff qualifications. If prerequisites are met, applicants will be invited to submit a full application and program portfolio for review by a statewide panel of content area experts. Five review panels (one for each Award of Excellence) are in formation, with recruitment and selection of reviewers currently underway. IELC is assisting with outreach to identify candidates for the review panels, with an emphasis on the recruitment of younger, mid-career leaders and other rising stars. This strategy is intended as an opportunity for professional development with exposure to statewide systems, while raising new leaders to create a bench of knowledgeable and experienced professionals to carry on and move forward with the State's work.

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	778	13,534	13,839	14,104	14,104	12,734	13,006		
Number of Programs in Tier 1	0	11,866	11,643	11,298	10,813	11,248	10,896		
Number of Programs in Tier 2	65	230	285	410	545	0	0		
Number of Programs in Tier 3	246	435	617	770	890	535	725		
Number of Programs in Tier 4	456	990	1,270	1,590	1,795	951	1,356		
Number of Programs in Tier 5	11	13	24	36	61	0	0		

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 Performance Measure (B)(4)(c)(1) in the Phase Two application calculated center-based programs and family child care homes separately. The Performance Measure in the APR adds the two programs together.

In Year Two, the State made significant progress in cross-matching information from multiple data sets to ensure the quality of reporting total sites in unduplicated numbers. The State now has complete lists of all school-based and community-based Preschool for All sites. A regular data exchange from DCFS with INCCRRA gives up to date information on all licensed child care centers and family child care homes. The ExceleRate Illinois application designed with INCCRRA gives detailed information about the funding sources in each site, which has enabled the State to extract and report on community-based Head Start and Preschool for All collaboration sites. Working with the Head Start State Collaboration Office, OECD has made significant progress in creating a comprehensive list of all Head Start programs in schools and community-based sites. This list can be cross-matched with INCCRRA's existing data, and missing programs can be added to its database. As the TQRIS administering agency, INCCRRA has detailed information on programs entering, leaving and/or moving between Circles of Quality in ExceleRate Illinois.

The total number of programs covered in the State's TQRIS is 12,853. This consists of 776 school-based Preschool for All sites, 128 school-based Head Start sites, 2,923 licensed child care centers, and 9,026 licensed family child care homes. In 2014, approximately 75% of school-based PFA sites were in the Gold Circle of Quality, as were approximately 70% of Head Start sites. Approximately 13% of licensed child care centers are in the Gold Circle of Quality, while less than 3% of licensed family child care homes at this level of quality.

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.

Overall, Illinois made progress toward its Performance Measure targets in 2014. The total targets for Tiers 2 through 5 were 2,196 in Year Two. Actual for Tiers 2 through 5 were 2,010 for Year Two, or 91.5% of the total performance target. Given that programs in 2014 were not able to actually achieve Tier 2 (because the final required trainings had only become available late in the year) or Tier 5 (because the application process will first be implemented in early 2015), the State is pleased to have exceeded targets at both Tier 3 and Tier 4. The State expects to meet or exceed its Performance Targets for Tiers 3-5 in 2015, but anticipates that it may continue to fall behind its target for Tier 2 as programs are finding it a lengthy process to complete.

Tier 1 of ExceleRate Illinois is the Licensing Circle of Quality, and includes both center-based and family child care. The Performance Measure for Tier 1 varies from year to year, from upward movement into higher levels of TQRIS, as well as changes in the number of licensed child care centers and family child care homes. Illinois' total licensed programs numbered 11,949 in 2014, with 10,843 at the Tier 1 level of TQRIS. This was due to a decline in the number of licensed programs (263) in 2014, as well as healthy participation in higher tiers of TQRIS.

Tier 2, the Bronze Circle of Quality, involves a robust series of trainings which address the full range of early learning and development program practices, including about fifty hours of training for the program administrator and thirty hours for classroom teachers. The Bronze Circle was not implemented in 2013, so targets were not met for Tier 2 in Year One. Although all trainings were developed and available by mid-2014, no program was able to get all required personnel through the full series in order to achieve Bronze in Year Two. Training data indicate a sharp increase in participation, and Quality Specialists continue to work with programs to finish the series and enter ExceleRate Illinois. As such, the State expects progress in Tier 2 in the coming year, although probably not at a high enough rate to overcome previous unmet targets.

Tier 3, the Silver Circle of Quality, met 117% of its Performance Target with 725 programs, 108 more than the target.

Tier 4, the Gold Circle of Quality, met 107% of its Performance Target with 1,356 programs, 86 more than the target.

As detailed earlier in this narrative, Tier 5, the Awards of Excellence, were not implemented in 2014. As such, targets were not met in Year Two. They are being launched in early 2015, and the State expects to have two application cycles for each of the five Awards of Excellence in 2015. Improvement in Tier 5 performance is expected in the coming year.

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			28,829	38.00%	37,933	50.00%	52,347	69.00%	58,416	77.00%
Early Head Start & Head Start ¹			8,765	26.00%	17,868	53.00%	24,947	74.00%	27,644	82.00%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619			13,906	38.00%	18,696	50.00%	25,495	69.00%	28,585	77.00%
Programs funded under Title I of ESEA										
Programs receiving from CCDF funds	15,059	13.00%	18,946	16.00%	20,115	17.00%	21,839	19.00%	25,063	22.00%

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

Actuals									
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		
	# 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	75,865	-	0.00%	84,022	16,934	20.10%	75,231	44,291	58.90%
Specify:	Preschool For All								
Early Head Start & Head Start ¹	36,644	-	0.00%	51,053	2,257	4.40%	40,079	9,213	23.00%
Programs funded by IDEA, Part C	19,624	-	0.00%	18,727	-	0.00%	19,581	-	0.00%
Programs funded by IDEA, Part B, section 619	37,083	-	0.00%	37,518	-	0.00%	37,378	-	0.00%
Programs funded under Title I of ESEA	-	-	0.00%	-	-	0.00%	-	-	0.00%
Programs receiving from CCDF funds	115,188	15,059	13.00%	107,170	18,420	17.18%	135,873	17,555	12.90%

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 Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
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 from CCDF funds						

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.

"Top Tiers of TQRIS" is defined here as Gold Circle of Quality in ExceleRate Illinois, with or without an Award of Excellence.

All data for 2014 are actual counts; however, the number of children shown as served by CCDF in Gold Circle of Quality programs may be somewhat undercounted as it only includes programs who had submitted complete data on children by funding stream as of December 31, 2014. Year One data had been estimated from licensed capacity and child care assistance voucher data.

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.

The State surpassed its target for children served in Preschool for All in the Gold Circle of Quality.

The State fell short of its target for children served in Head Start/Early Head Start in the Gold Circle of Quality. This is due to the delays experienced in enrolling Head Start/Early Head Start programs in ExceleRate as detailed in Section B2 above.

The State fell somewhat short of its target for children funded by CCDF enrolled in Gold Circle of Quality programs. This appears to be largely a data issue; for approximately 28% of Gold rated programs, the State does not yet have accurate counts on number of children served by CCDF. This data issue will be resolved over the next six months as programs complete the requested data.

Quality Specialists continue to work with child care centers to move up in ExceleRate, and the State anticipates being closer to its target in 2015. However, it is possible that changes to the State's Child Care Assistance Program due to the State's budget crisis may negatively impact the State's performance on this Performance Measure in 2015.

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.

Illinois issued a Request for Sealed Proposals (RFSP) for the validation study in the spring of 2014 as outlined in its State Plan. The State assembled a team of content and research experts to review the proposals and make recommendations to ISBE regarding the highest quality proposal.

The RFSP called for a sampling design to include representation of programs of different types and in multiple areas of the State; strategies to retain programs in the study; appropriate analytic approaches; and specific child assessments to be used. The primary research questions to be addressed include:

- To what extent does ExceleRate Illinois differentiate levels of quality in programs overall and across each domain?
- To what extent does a program's score on each domain contribute independently to its overall rating?
- What combination and/or weighting of indicators best discriminate levels of quality?
- Do children who participate in programs rated at higher Circles of Quality overall and across particular domains demonstrate greater gains in child outcomes compared to children who participate in programs rated at lower levels overall and across domains, and do findings differ by pathway through which programs entered ExceleRate Illinois?

A contract was executed in December with the Frank Porter Graham Child Development Institute at the University of North Carolina to complete the validation study. Project plans and regular meetings will begin in January 2015, and data collection will occur during the 2015-16 school year as detailed in the State Plan. A Technical Advisory group has also been convened to assist the State in ensuring that the validation study will provide valid and useful information by which to assess the effectiveness of ExceleRate Illinois. An initial report on the study findings will be provided in September 2016 and will be used to inform the planned review of ExceleRate Illinois standards in the fall of 2016. The final report will be completed in December 2016.

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.

Early Childhood Education Workforce

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
<i>Scholarships</i>	Yes
<i>Compensation and wage supplements</i>	Yes
<i>Tiered reimbursement rates</i>	Yes
<i>Other financial incentives</i>	Yes
<i>Management opportunities</i>	
Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention	Yes
Setting ambitious yet achievable targets for:	Yes
<i>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</i>	Yes
<i>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</i>	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.

Illinois engaged in a variety of activities in 2014 designed to provide opportunities and incentives for educators to advance along Illinois' career pathway for early childhood and receive an Illinois Gateways credential. The credentials can be earned by completing an approved program at an entitled college or university or by submitting a portfolio that documents education and experience.

Access to Professional Development Aligned to Credentials

Illinois has made great strides in providing and expanding access to professional development opportunities aligned to Illinois' Workforce Knowledge and Competency Framework (known as the credential "benchmarks"), around which the credentials are built.

Institutions of Higher Education: In 2014, Illinois engaged in significant work with Institutions of Higher Education (IHEs) to ensure teacher preparation programs two- and four-year institutions are aligned to credentials, meet new State standards, and are preparing well-trained teachers to serve the State's youngest students. OECD has formed strong partnerships with IBHE and the Illinois Community College Board (ICCB), both of which have prioritized strengthening early childhood teacher preparation programs.

Entitled Institutions: In the last year, Illinois expanded the number of IHEs that are “entitled”. An entitled institution is one that has been verified to have aligned their coursework with the benchmarks or competencies of a specific credential on the career pathway. Students from entitled institutions completing aligned coursework are eligible to apply for credentials with little additional paperwork. The increase in entitled institutions is due to a number of factors, including Illinois' work to continue to engage and provide technical assistance to IHEs as they work to become entitled. As of December 31, 2014, sixty one Illinois IHEs have aligned their coursework with Credential requirements, exceeding the annual target of fifty three in Year Two by eight providers. To achieve this goal, INCCRRA, the State administrator for credentials, increased technical assistance visits to IHEs to ensure programs were successful in the entitlement processes. Over 76% of the eighty IHEs in Illinois that offer early childhood degree and/or certificate programs are now entitled institutions for at least one Gateways credential. In addition, Illinois increased the number of early childhood educators who received a credential through work with an entitled institution from 353 in 2013 to 688 in 2014.

Higher Education Grants for Teacher Preparation: Illinois also engaged in important, long-range work this year that will lead to more well-prepared students and teachers who have access to a seamless education pathway. The State recognizes that a successful early childhood system is dependent upon a well-trained workforce and therefore approached higher education institutions with early childhood teacher preparation programs across the State to engage in work to revise and strengthen programs and pathways for teacher candidates. In early 2014, the State – through a partnership among the Governor's Office, ICCB, IBHE, and the Center for Early Childhood – made awards to eleven four-year teacher preparation programs and their (nearly thirty) two-year partners to improve the preparation and ongoing professional development of early childhood educators, while focusing on key areas for enhancement, such as early math, infant/toddler development or flexible pathways to degree attainment. All grantees focused efforts on aligning their programs to new State and national early childhood teacher preparation standards and on ways to enhance articulation with their two-year partners.

The grants ended in January 2015, and the State is working to better understand the strides partnerships have made through this work. To this end, the State contracted with an external research organization to summarize not only the progress of the grants, but the processes that made the work successful. The State intends to use this report to share lessons learned and innovative ideas to other institutions across the state. Additionally, participating grantees have all agreed to share their work at the Illinois Annual Higher Education Forum and through other conference and publication opportunities.

To date, the State has received significant positive feedback on these innovative grants. Institutions have reported that, by providing seed funding and allowing institutions to develop their own specific grant focus, the State allowed for significant buy-in and involvement at the two- and four-year level. Some of the outcomes of the grants include innovative approaches to course-by-course articulation and work towards the development of a non-licensure bachelor's program that will fully articulate AAS coursework from partnering two-year colleges. Other institutions tackled issues such as cross-institution advising, the development and piloting of unique early math teacher preparation and professional development micro-modules, and revising coursework to embed the attainment of the bilingual/ESL endorsement through the standard teacher preparation pathways.

The State has issued two Requests for Proposals (RFPs) for additional grants to teacher preparation partnerships. One is designed for institutions that were not funded in Round 1 of the grants. These grants offer a competitive preference to rural areas of the State and geographic areas where no grantees were funded the initial round of grant funding. The other RFP targets those who were funded in Round 1 and provides “implementation funding” to further the work planned in the first grant. Awards will be made in the spring of 2015. Illinois plans to extend funding of the grant study described above to ensure that State captures best practices and lessons learned from these additional grants.

Aligning Higher Education and Credentials: The State recognizes the importance of a seamless pathway to earning stackable credentials in early childhood. In order to ensure this, Illinois engaged in work to determine how to make the pathway to Gateways Credentials easier for both teacher preparation programs and students to navigate. To further the alignment with higher education teacher preparation programs and the Gateways credentials, Illinois formed a workgroup to explore issues at both the State and IHE level where there may be levers for or challenges to alignment of the education and credential processes. Through a joint partnership, OECD, IDHS, IBHE, ICCB, and INCCRRA developed the Early Childhood Credentialing Workgroup (ECC Workgroup) to explore opportunities and challenges at all levels of the credentialing process - from earning a twelve-hour credential through earning a Bachelor's degree at one of the State's four-year licensed teacher preparation programs. The ECC Workgroup convened a subcommittee of the State's Early Childhood Illinois Articulation Panel for a two-day retreat in December 2014 and, with higher education faculty, explored issues related to the processes for attaining a credential, credential alignment with State and IHE certificates, financial aid challenges, counting credential attainers as “completers,” and developing a more unified pathway for students. A report and recommendations from this meeting will be completed in February 2015. The ECC Workgroup will reconvene in the spring to review the recommendations and determine next steps.

Higher Education Website: In response to requests from many teacher preparation program higher education faculty over the last several years, the State developed a website specifically for early childhood faculty known as EC HERO (Early Childhood Higher Education Resources Online) - <http://ilfacultyresources.org>. A State contractor launched the site in the late Fall and has begun marketing and promotion of the website, which features places to access resources (e.g., articles, lesson plans), engage in professional development, learn about upcoming events, engage with other faculty, and learn from expert bloggers in the field. The site currently has over one hundred members, and the State expects this to increase as it rolls out this resource in the Annual Faculty Forum in April.

Professional Development Providers: Illinois greatly expanded the number of professional development providers (known in Illinois as “Authorized Entities”) that were authorized for a three-year period to provide “Registry approved” professional development and training opportunities to early childhood educators. Last year, Illinois had thirty authorized entities. Illinois now has sixty eight Authorized Entities, including but not limited to State agencies, cross-sector partners, and distance learning organizations from across the country. Authorized Entities apply for authorization by agreeing to and demonstrating alignment with shared standards of quality for professional development, including processes for ensuring trainers have content expertise and knowledge of adult learning theory, and that trainings have clear learning objectives and incorporate multiple methods to assess whether objectives are being internalized by participants. Authorized Entities provide in-person and distance learning opportunities, and participants receive credit and documentation of the training in their personal Professional Development Record (PDR). IDCFS accepts the Gateways Registry PDR as documentation of completion of pre-service and in-service training hour requirements for licensing.

In addition, Illinois has provided significant technical assistance to Authorized Entities to assist them in developing training that could be applied to a credential. With this assistance, the State has seen an increase in the number of credential-approved trainings. At present, Illinois has ninety seven trainings in the Gateways Registry that can be applied toward a credential; twenty one of these trainings were added in 2013.

Illinois also has an online training calendar where Authorized Entities post their professional development offerings. The calendar allows participants to search by topic, region of the State, whether training can be applied to a credential, and whether training is approved for ExceleRate Illinois. This has allowed early childhood educators to have a greater awareness of and greater access to professional development across the State and across professional development providers.

Significant accomplishments in 2014 include the development and launch of an Authorized Entity Portal, available on the Gateways Registry website. Each Authorized Entity has an account where he or she is able to add trainings to the online training calendar and manage registration and attendance for the training. This portal has increased flexibility and allows Authorized Entities to enter data as needed (e.g., for last-minute training scheduling) and respond directly to providers regarding errors in their PDR.

Work has also begun on an online registration feature for the online training calendar. This feature will allow Authorized Entities to choose whether they wish to make online registration available for their training and, if so, will automatically populate the provider's information on the training roster within the Authorized Entity Portal.

Credential Development: Using Early Learning Challenge funds, Illinois is developing three new credentials (in addition to the preexisting Director, Infant Toddler, and Early Childhood credentials). These new credentials are the Family Child Care credential for home care providers, the Family Specialist credential for those who work with families, and the Technical Assistance credential for those who work as coaches or mentors. Illinois is in process of piloting the Family Child Care and Family Specialist credentials. As of the end of December, the State received 129 applications for the Family Child Care and 98 applications for the Family Specialist credentials. The Technical Assistance credential is still under development, and the State plans to offer a pilot of the credential to providers in the fall.

Policies and Incentives That Promote Career and Professional Advancement

Illinois has continued and expanded its programs that provide supports and incentives to providers to advance along Illinois' career pathway for early childhood educators.

Scholarships: Illinois continued to provide scholarships to those working towards a credential through the Gateways Scholarship Program, funded by IDHS and ISBE. These scholarships pay a percentage of tuition and fees on a sliding scale and are available across a wide range of education levels, from beginning practitioners to those who have a Bachelor's degree and are working towards additional certification. With Early Learning Challenge funds, Illinois expanded its scholarship program and provided support to educators with Bachelor's degrees working on an English as a Second Language (ESL) or Bilingual Education endorsements. A recent Illinois administrative rule requires that by July 1, 2016, school-based preschool teachers working with children whose home language is not English must hold a specialized ESL or Bilingual endorsement. These scholarship funds will allow teachers to earn the credential that will enable them to provide more specialized language services to children that historically have not been able to access them until kindergarten.

In 2014, Illinois partnered with CPS and the Rockford Public Schools to provide support to over 100 educators seeking an endorsement. In 2015, Illinois will collaborate with additional districts that are striving to meet the State mandate and to ensure children have access to highly qualified teachers.

Compensation and Wage Supplements: Illinois continued implementation of the State-funded Great START (Strategies to Attract and Retain Teachers) program, which provides wage supplements to providers in full-day, year-round programs based upon their educational attainment and continued employment. This strategy has proven helpful in narrowing the salary gap between community and school-based early childhood educators. In 2014, the State provided wage supplements to 4,013 individuals.

Tiered Reimbursement Rates and Bonuses: As described in section B(2)2, Illinois introduced incentives for licensed child care centers that pursue continuous quality improvement with ExceleRate Illinois. Centers at three levels (Bronze, Silver and Gold) can receive a one-time bonus payment after their eligibility for a Circle of Quality designation is established. In addition, centers that care for children in the CCAP and achieve the Silver or Gold Circle of Quality can receive State-funded tiered reimbursement for the CCAP children in their program (a 10% and 15% add-on respectively). Most programs report that they use the tiered reimbursement to provide higher compensation to their staff than they would otherwise be able to provide.

Illinois continued to provide State-funded tiered reimbursement to child care centers and family child care homes that participated in Quality Counts, Illinois' previous QRIS. Centers that are dually enrolled in Quality Counts and ExceleRate Illinois will continue to receive Quality Counts tiered reimbursement through June 2015. Homes will continue to receive Quality Counts tiered reimbursement through June 2015 as well.

Reduced Cost for Credentials: The credentials were developed as a voluntary, opt-in system, and as such the administrative costs were initially borne by the participants. As the State incorporated these as a mandatory part of ExceleRate Illinois, the State began to subsidize this cost. Since July 2011, Illinois has been subsidizing the cost for practitioners to earn a credential. In July 2013, with Early Learning Challenge funds, Illinois significantly reduced the cost for educators to apply for and receive credentials from \$300 to \$30. Additionally, through a public/private partnership, the \$30 credential fee and costs related to attainment for students graduating from entitled schools was waived. As a result of the reduced cost and the inclusion of the credentials in the ExceleRate Illinois standards, the State has seen a significant increase in those applying for and receiving credentials. (See below for more information.)

Incorporating Credentials into the TQRIS: In 2013, Illinois integrated the credentials into the requirements for ExceleRate Illinois. As programs are rated for inclusion in one of the ExceleRate Illinois Circles of Quality, they must demonstrate that a percentage of their teaching and administrative staff have attained a Gateways Credential. In response to this requirement, early childhood educators demonstrated an explosion of interest in exploring and seeking credential attainment. In 2014, over 2,500 credentials were awarded. This is an increase from 1,193 awarded in 2013. INCCRRA, received 12,654 applications for credentials in 2014, an unprecedented number. Many of these applicants still need to submit appropriate documentation or complete needed coursework, but their applications and interest in the system have allowed the State to verify their status, what would be needed to earn the credential, and provide technical assistance to applicants to help them move forward on their education and career pathway. The State has allocated additional RTT-ELC grant resources to processing applications for credentials to keep up with the enormous growth in applications.

Publically Reporting Aggregated Data on Early Childhood Educators

Illinois has made significant strides in building its capacity to report more accurate and comprehensive information on the Illinois early childhood workforce. In Year Two of the grant, Illinois continued to focus much of its efforts in this area on building data systems and integrating administrative data to record and track information related to educators' development, education, credentials, and retention in the Gateways to Opportunity Registry. In late 2012, IDDFS implemented an administrative rule change requiring all staff in licensed child care facilities to establish a profile in the Gateways Registry. With this change, the Registry saw an increase in participation from 32,402 to 56,503 members in 2013 and to 80,769 members by the end of 2014. Approximately two-thirds of Registry members have provided updated employment and training information within the past year. In 2014, Illinois increased its capacity to review and verify voluntarily submitted official transcripts of those who self-enroll in the Registry to ensure accurate data. Verified transcript information is now included in the Registry for over 15,000 individuals. The increase in participants in the Registry and the integration of verified data allows Illinois to track and promote professional development of its early childhood workforce.

Products of these efforts have allowed for additional current and future data reporting on the workforce in Illinois. For example, workforce data from the Gateways Registry has been shared with the State's Professional Development Advisory Council (PDAC) to inform the work of the Workforce Development and Pathways Committee regarding credential and degree attainment. In addition, data have been shared with the P-20 Council and IELC to build awareness around the characteristics of the licensed child care workforce. In 2014, data were shared specifically with a local municipality to inform its work around providing professional development for its constituents and also informed several private partnerships, including development of a grant-funded cohort to increase the number of professionals with an Infant/Toddler Credential. The State has identified the need to further develop its capacity to "mine" its rich database to provide actionable information for system improvement. Therefore, several workforce briefs will be introduced in early 2015 as the initial public offering of the data. The State plans to use this data for future, more comprehensive reports to the field.

Increasing the number of postsecondary institutions and professional development providers with programs aligned to competencies required for Gateways Credentials and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Gateways Credentials

Illinois' goal was to increase the number of entitled institutions of higher education from 48 to 53 in 2014. The State exceeded this goal and ended the year with 61 entitled institutions. In addition, Illinois nearly doubled the number of early childhood educators who received a credential through work with an entitled institution from 353 in 2013 to 688 in 2014. Illinois also significantly increased the number of Authorized Entities permitted to provide Gateways Registry approved training from 30 in 2013 to 68 in 2014. In addition, the State saw an increase in the number of professional development trainings approved to apply to a Gateways credential. At present, Illinois has 97 trainings in the Gateways Registry that can be applied toward a credential, an increase from 76 in 2013. Twenty one of these trainings were added in 2014.

Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the competencies in Gateways

Through maintenance and changes in policies and programs designed to help early childhood educators earn a credential along Illinois' career pathways for early childhood educators, the State saw a significant increase in the number of new credentials awarded in 2014 (see tables below). Illinois surpassed its goals for the awarding

of each of the three credentials (Director, Early Childhood, and Infant Toddler credentials). In 2014, the State awarded 171 Director credentials, an increase of 30% over those awarded in 2013; the Early Childhood saw a 70% increase in awards, with 1,967 awarded, and the Infant Toddler credential saw a 78% increase in awards, with 392 new credentials awarded. The State was particularly pleased to see that practitioners are earning those credentials at higher levels than anticipated. For example, at Level 4 (generally equivalent to an Associate's degree), the State set goals of awarding 58 Director credentials, 103 ECE credentials, and 18 Infant Toddler credentials. However, the awards far surpassed the goals, and the State awarded 100, 290, and 122 credentials respectively. In addition, at Level 5 (generally equivalent to the Bachelor's level), the State had goals of awarding 44 Director's credentials, 104 ECE credentials, and 42 Infant Toddler credentials. However, the awards far surpassed the goals, and the State awarded 62, 244, and 90 respectively.

Illinois anticipates a continuation of this trend with a significant number of early childhood professionals earning a credential in 2015. In 2014, the State received over 12,500 applications for credentials, which are in various stages of processing or award. While many of these applications are still awaiting review due to the overwhelming number of applicants, it is apparent that many applications will take a considerable length of time to process as they are missing key information such as documentation of education (e.g., official transcripts) or evidence of professional contributions. In many cases, the applicants still also need to complete coursework to be eligible for a credential. Nonetheless, this large number of applications has allowed the State to better assess the education levels of the workforce and to provide significant technical assistance to those hoping to continue on their education and career pathway and attain a credential.

The increase in those awarded credentials can be attributed to a number of State initiatives, including the reduction in cost to receive a credential, the integration of the credential in the ExceleRate Illinois, and an ongoing program known as Jump Start. Through Jump Start, the State has deployed credential specialists to colleges and universities to educate those in early childhood programs about the requirements and pathways to receiving a credential. Specialists provide faculty and students with resources and materials to apply for credentials. This program has been very successful, as many faculty members know much about their own programs but may not have in-depth knowledge about how their programs dovetail with Illinois' credentials for early childhood educators.

Another initiative that may have led to the increase in credentials is the inclusion of the Director credential in State child care licensing regulations. In 2014, IDDFS adjusted its licensing requirements to allow for the Director credential to be accepted as evidence that the Director/Administrator of a licensed program or center meets the staff education qualifications for the position. This policy change will go into effect in July 2017. This rule change will likely have a significant impact on the number of directors applying for their Director Credential over the next two years and will provide greater alignment with ExceleRate Illinois program requirements.

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	45	48	53	58	63	49	61		
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider	170	240	360	540	790	353	688		

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

For this table, “entitled” institutions of higher education are included.

The data was provided by the Illinois Network of Child Care Resource & Referral Agencies

(INCCRRA), the organization that tracks this information.

- Total number of “aligned” institutions and providers: These data represent the total number of “entitled” institutions of higher education (IHEs) in Illinois.
- Total number of Early Childhood Educators credentialed by an “aligned” institution or provider: These data represent the total number of individuals that have received a credential via an entitled institution as of the end of 2014.

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.

Illinois was successful in meeting its Performance Measure targets for this Measure. The State's outreach efforts to entitled institutions have been successful in increasing the number of students who are obtaining their Gateways credentials.

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	
	#	%	#	%	#	%	#	%	#	%
Director's Credential, Level 1	244		48	20.00%	58	20.00%	80	23.00%	107	25.00%
Director's Credential, Level 2	187		37	20.00%	44	20.00%	53	20.00%	64	20.00%
Director's Credential, Level 3	115		5	5.00%	6	5.00%	6	5.00%	6	5.00%
Early Childhood Education (ECE) Credential, Level 1	1,532		612	40.00%	857	40.00%	1,200	40.00%	1,680	40.00%
Early Childhood Education (ECE) Credential, Level 2	107		54	50.00%	96	60.00%	154	60.00%	205	50.00%
Early Childhood Education (ECE) Credential, Level 3	24		7	29.00%	9	29.00%	10	25.00%	12	24.00%
Early Childhood Education (ECE) Credential, Level 4	111		61	55.00%	103	60.00%	165	60.00%	220	50.00%
Early Childhood Education (ECE) Credential, Levels 5 and 6	139		70	50.00%	106	51.00%	174	55.00%	245	50.00%
Infant Toddler Credential, Level 2	107		32	30.00%	41	29.00%	72	40.00%	125	50.00%
Infant Toddler Credential, Level 3	6		12	200.00%	14	78.00%	23	72.00%	37	67.00%
Infant Toddler Credential, Level 4	49		14	29.00%	18	29.00%	23	28.00%	30	29.00%
Infant Toddler Credential, Levels 5 and 6	84		50	60.00%	44	33.00%	51	29.00%	63	28.00%
Early Childhood Teacher Certificate with Bilingual or ELS endorsement or approval	342		17	5.00%	36	10.00%	73	20.00%	88	20.00%

Actuals										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
Progression: High to Low / Low to High	Baseline		Year 1		Year 2		Year 3		Year 4	
	#	%	#	%	#	%	#	%	#	%
Director's Credential, Level 1	244		32	13.00%	100	36.00%				
Director's Credential, Level 2	187		30	16.00%	62	29.00%				
Director's Credential, Level 3	115		4	3.00%	9	8.00%				
Early Childhood Education (ECE) Credential. Level 1	1,532		605	39.00%	1,256	59.00%				
Early Childhood Education (ECE) Credential. Level 2	107		28	26.00%	109	81.00%				
Early Childhood Education (ECE) Credential. Level 3	24		11	46.00%	63	180.00%				
Early Childhood Education (ECE) Credential. Level 4	111		116	105.00%	290	128.00%				
Early Childhood Education (ECE) Credential. Levels 5 and 6	139		128	92.00%	249	93.00%				
Infant Toddler Credential, Level 2	107		62	58.00%	169	100.00%				
Infant Toddler Credential, Level 3	6		3	50.00%	9	100.00%				
Infant Toddler Credential, Level 4	49		92	188.00%	122	87.00%				
Infant Toddler Credential, Levels 5 and 6	84		87	104.00%	92	54.00%				
Early Childhood Teacher Certificate with Bilingual or ELLS endorsement or approval	342		226							

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 Illinois Network of Child Care Resource and Referral Networks (INCCRRA) tracks the information for credentials 1-3, and the Illinois State Board of Education (ISBE) tracks the information for ESL/Bilingual endorsements. These data represent the number of new credentials (not renewals) awarded annually.

Percentages are calculated based on the percentage increase in the total number of individuals with said credential/certification from one year to the next.

Credential Type 1: Director Credential; Credential Type 1 is the Illinois Director Credential (IDC). There are three levels of the IDC.

Credential Type 2: Early Childhood Education (ECE) Credential; Credential Type 2 is the Illinois Early Childhood Education (ECE) credential. There are six levels of the ECE credential.

Credential Type 3: Infant Toddler Credential; Credential Type 3 is the Illinois Infant Toddler Credential (ITC). There are five levels of the ITC.

Credential Type 4: The number in the table represents the number of educators with an Early Childhood Teaching Certificate who earned an English as a Second Language (ESL) endorsement or Bilingual endorsement each year. Due to a recent redesign of the data system for Professional Educator Licenses in Illinois, the number of new ESL or Bilingual endorsements earned in 2014 by educators with an Early Childhood endorsement is not yet available.

The number of credentials by level within each credential type are indicated. Due to table size restrictions, levels are collapsed where cell sizes are few.

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.

Illinois was successful in meeting its Performance Measure Targets for all Gateways Credentials this year.

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.

As noted in the State's Phase One and Phase Two applications, Illinois issued an RFSP for a kindergarten entry and progress assessment system in October 2011. In June 2012, a contract was signed with WestEd Center for Child and Family Studies (WestEd) with a subcontract to Berkeley Evaluation and Assessment Research Center, Graduate School of Education, University of California - Berkeley (BEAR Center) to develop and implement the Illinois Kindergarten Individual Development Survey (KIDS). This contract is funded with existing state funding. KIDS is an adaptation of the Desired Results Developmental Profile-School Readiness (DRDP-SR). Specific adaptations included the development of additional domains that are in the Illinois Kindergarten Learning Standards but were not addressed in the DRDP-SR and the development of a subscale assessing Spanish language development. KIDS includes the following 11 domains: Approaches to Learning/Self-Regulation; Social Emotional Development; Literacy and Language Development; English Language Development; Spanish Language Development; Math – Cognitive; Science – Cognitive; Physical Development; Health; History and Social Studies; and Visual and Performing Arts. KIDS is designed to be completed three times during the kindergarten year (at approximately 40, 105, and 170 days into the school year.)

The DRDP-SR was selected in part because it already had evidence of adequate validity and reliability. However, given the modifications and extensions that are being made to the tool, Illinois recognized the need to complete additional studies of the tool's validity. Illinois' plan includes a process for evaluating the tool's validity, beginning with establishing construct validity through a field study which was completed in 2014 and a calibration study that is in progress. Planning for a predictive validity study is set to begin in 2015.

With RTT-ELC funds, Illinois contracted with WestEd to develop an online system through which teachers can establish and maintain reliability in administering KIDS. This system is being developed and will be pilot tested and completed in 2015.

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.

As of December 2014, 2,560 kindergarten teachers and 324 School Administrators were trained to use KIDS. There were 210 school districts (441 schools) that used KIDS in fall 2014 and completed the KIDS assessment on 26,544 kindergarten students. The districts participating in the second phase implementation are geographically diverse and together represent the ethnic and economic diversity of the state.

ISBE hired the KIDS Project Implementation Manager and the KIDS Professional Development Manager in September 2014 to assist with implementation and training. Teachers implementing KIDS attend a two-day training to learn how to gather evidence for and complete the assessment, use the results to inform planning curriculum, and share results with parents. Administrators are also invited to attend the two-day training, or attend a half-day training specifically for administrators. Teachers can find resources for implementing KIDS on the KIDS website (www.illinoiskids.org) such as tutorials, observation resources, checklists, and articles of interest.

Teacher and administrator feedback from the pilot has been utilized to customize, restructure and simplify the KIDS instrument, training and implementation process. Feedback was gathered with two online surveys and a series of feedback webinars. The first survey was conducted in winter 2014 and asked teachers for their feedback on KIDS training and support. There were ten feedback webinars held in spring 2014 to learn about the reasons training and support worked or not. The second survey was conducted in spring 2014 and gathered information to inform ISBE's decisions for instrument domains for each KIDS assessment cycle beginning in 2014-15. Some key concerns expressed by participants about implementing KIDS include that it is time-consuming to document children's development and complete ratings and that it is difficult to do KIDS in addition to district-required assessments and other mandates. To address these concerns, WestEd is planning to conduct an investigation into which domains and measures are most informative. ISBE will use this information to determine whether the full instrument or a subset of measures will be required during the statewide implementation of the instrument. To allow for thoughtful incorporation of KIDS into school systems, provide flexibility for the field as it builds capacity and maintain and strengthen support, alternatives for extending the implementation timeline were being discussed as of December 31, 2014.

The State is especially appreciative of the private sector support it received in 2013 and 2014 to support the implementation of KIDS. The Joyce Foundation provided a grant of \$1.2 million over two years to WestEd to hire regional coaches who provide training, technical assistance, and support to administrators and teachers throughout the state as Illinois builds towards statewide implementation of the instrument. The feedback from teachers and administrators has repeatedly been that the coaches have made the difference in them being able to successfully implement KIDS. Alternative funding to continue the regional coaches once the Joyce Foundation funding ends is being explored.

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

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.

Building Linkages Among Data Systems

Illinois continues to pursue its plans to build its early learning data system in conjunction with the Illinois Longitudinal Data System (ILDS). This approach allows us to leverage existing and developing supports and resources, including the ILDS legal and governance structures, administrative personnel, and end-user supports.

The ILDS governing board administered an RFP to select a Central Demographic Dataset Administrator (CDDA), and a contract with Northern Illinois University (NIU) is in negotiation. The CDDA is a key component of the State's planned federated data system, in which agencies will maintain their own databases, which will be linked for analysis through the CDDA. Under this contract, NIU will:

- Develop and maintain a batch file exchange process to achieve a standardized data exchange for the ILDS;
- Develop, maintain, and administer a Master Client Index that tracks multiple unique identifiers across ILDS agencies (including ISBE and DHS) necessary for record linkages;
- Provide identity resolution services to identify and reconcile records with the Master Client Index; and
- Provide a confidence rating service to identify a threshold for determining true matches and non-matches.

The CDDA systems and services will support critical early learning projects, including the current effort to establish an unduplicated count across ISBE and IDHS systems of children receiving State-supported early childhood services.

Strengthening Existing Data Systems

The Interagency Project Team on Data and Outcomes, led by the Data and Outcomes Manager in OECD, has undertaken several projects to prepare existing early childhood data systems to include essential data elements, to be interoperable, and to be able to generate information while meeting privacy laws.

First, a subset of the Interagency Project Team has developed a project plan to analyze some agency data to determine the feasibility of answering key research questions with data in its current state. For example, the team will be testing the degree to which children enrolled as four-year-olds in Preschool for All (PFA) are enrolled in public kindergarten the following year using the same student identifier, and the degree to which complete demographic data is available for PFA participants. This project aims to offer insights and recommendations for improving data quality for key data elements, and to encourage discussions about how to support the generation of information for decision-making. Additionally, the project plan aims to address interoperability needs by proposing the development of necessary documentation, such as data dictionaries, to ensure the smooth exchange of data and accompanying information within and across agencies as well as to eventual end-users.

A team including several members of the Interagency Project Team on Data and Outcomes has also begun work on a pilot project to align home visiting data elements from various agencies' systems with Common Education Data Standards (CEDS). Results from the project will be shared with the entire Interagency Project Team with the intention of initiating similar projects with other subsets of early childhood data. The goal is to develop recommendations for data element collection in order to facilitate the successful alignment of systems that would enable us to answer priority research questions.

Additionally, with support from Early Learning Challenge funds, ISBE has contracted with IBM to offer supports for business processes needed to improve ISBE early childhood data quality and collection, to create new or improved data collection procedures and system components, and to establish data governance structures. Critical enhancements to ISBE's Student Information System and related data systems will include building out new fields to allow for student and teacher connection; KIDS assessment data; and program's ExceleRate Illinois circle of quality designation.

Key Progress in 2014

As described in the State's Phase Two application, Illinois defined its "Essential Data Elements" to include elements from three categories of data: child/family, workforce, and program (including TQRIS ratings). In 2014, the State made progress on its development of effective systems for each of the three levels of data:

- **Child/Family:** The Interagency Project Team on Data and Outcomes met in Spring 2014 to launch a project to create a matched set of child/family data across agencies' respective data systems.
 - The primary purpose of this project is to identify data quality issues and other barriers that can be addressed by those agencies participating in the Illinois Longitudinal Data System.
 - An informatics team at NIU is contracted to carry out the work. A multiple party data sharing agreement has been executed between IDHS, ISBE, and NIU, covering child/family and some program data for 0-5 year olds in IDHS and ISBE programs. Reports and table shells were developed to guide the informatics team's work. There were long delays in finalizing the data sharing agreements, but initial analysis is scheduled to be completed in January 2015.

- Program Data: The Data Tracking Program (DTP) housed at INCCRRA includes data on all licensed programs in Illinois. Delta files are now transferred from IDCFS to INCCRRA on a daily basis. With the execution of the data sharing agreement between ISBE and INCCRRA and subsequent transfer of data, all licensed programs and school-based programs are now included in DTP. Additionally, ExceleRate Illinois Circles of Quality for all rated programs are also included in DTP. This data integration has allowed for the ExceleRate Illinois website to contain information on all licensed child care programs and all school-based Preschool for All programs, giving parents a one-stop source for locating high quality early learning programs. The Interagency Project Team plans for the NIU informatics team to incorporate this program data in future work to assess interoperability of DTP with other data systems and to allow for richer analyses of existing data.
- Workforce Data: As described in the Phase Two application, Illinois' primary workforce data system is the Gateways to Opportunity Registry. Over the course of calendar year 2014, the Gateways Registry has grown from 56,503 members to over 80,000. Plans to facilitate the automatic integration of ISBE early childhood teacher certification (Type 04) data and non-certified teacher aide data into the Gateways Registry have stalled due to data privacy concerns. The Interagency Team will be reviewing and revising its plan for creating at least a point-in-time matching across Registry and ISBE licensed teacher databases. When these tasks are complete, the Gateways Registry will have comprehensive data on the vast majority of the formal early childhood workforce.

Additionally, the Head Start Data Cooperative has made significant progress on its pilot project to prepare Head Start data from Teaching Strategies Gold (a child assessment system) and ChildPlus (a management information system commonly used by Head Start grantees in Illinois) for integration into the SLDS. Developing time-effective approaches to linking this data across TS Gold and ChildPlus has proven to be more difficult than anticipated. Data from TS Gold have been extracted from 17 programs, representing 8,290 Head Start children and 1,030 Early Head Start children, or approximately one-quarter of all funded enrollment statewide. Some data have also been extracted from ChildPlus, but the team is currently seeking solutions to create a “bridge” between the two systems that will not involve cumbersome manual processes. Similarly, the team has begun to develop its protocol for preparing data from the City of Chicago's Head Start program, which uses a different management information system, for inclusion in the SLDS.

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	69,510	43.3%
Toddlers ages 1 through 2	140,866	43.3%
Preschoolers ages 3 to kindergarten entry	179,191	43.3%
Total number of children, birth to kindergarten entry, from low-income families	390	43.3%

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 was provided by the Illinois Early Childhood Asset Map (IECAM), 2012 data, based on the five-year American Community Survey, 2008-2012

For children age 5 not yet in kindergarten, 1/2 the number of 5-year-olds was used. This number will vary depending on the month of the year from 1/12 of 5-year-olds to 12/12 of 5-year-olds. Thus the middle variation was used.

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	57,520	6.4%
Are English learners ²	74,021	8.2%
Reside on "Indian Lands"	0	0.0%
Are migrant ³	437	0.0%
Are homeless ⁴	30,009	3.3%
Are in foster care	5,880	0.0%
Other as identified by the State		
Describe:		
<p>¹For 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).</p> <p>²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.</p> <p>³For 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).</p> <p>⁴The 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)).</p>		

Data Table (A)(1)-2 Data Notes

Indicate the data source and clarify or explain any of these data if needed.

- Have disabilities or developmental delays Data come from Illinois Department of Human Services, FY 2013 (0-2 with an Individualized Family Service Plan) and Illinois State Board of Education, FY 2014 (3-5 year olds with an Individual Education Plan)
- English Language Learners: Data come from IECAM data, from IPUMS. Reflects number of 0-5 year olds who do not speak English at home and who speak English less than very well. For children younger than age 5, responses refer to mother's responses, if present; if not, then fathers; if not, then guardians.
- Reside on "Indian Lands": Not applicable
- Are migrant: Data come from 2013-14 Head Start Program Information Report - cumulative enrollment for IL

Migrant & Seasonal Head Start

- Are homeless: Estimated based on reported number of homeless 0-18 year olds in "America's Youngest Outcasts: A Report Card on Child Homeless." by National Center on Family Homeless. <http://homelesschildrenamerica.org/>.
- Are in foster care: Data come from Illinois Department of Children and Family Services
- Percentages based on data provided by the Illinois Early Childhood Asset Map (IECAM), 2012 data, based on the five-year American Community Survey, 2008-2012. For children age 5 not yet in kindergarten, 1/2 the number of 5-year-olds was used. This number will vary depending on the month of the year from 1/12 of 5-year-olds to 12/12 of 5-year-olds. Thus the middle variation was used.

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	-	2,810	72,421	75,231
Specify:	Preschool for All (for children ages 3-Kindergarten Entry)			
Data Source and Year:	Illinois State Board of Education 2013			
Early Head Start & Head Start¹	2,168	6,299	39,835	48,302
Data Source and Year:	2013 Program Information report (PIR); Includes IL Early Head Start, Head Start, and Migrant and Seasonal Head Start			
Programs funded by IDEA, Part C and Part B, section 619	2,358	6,322	48,840	57,520
Data Source and Year:	IL Dept of Human Services, 2012 for children two and under and IL State Board of Education, 2013 for children ages three to five. Unduplicated counts are not broken out for infants and toddlers; data for toddlers include children birth through age 2.			
Programs funded under Title I of ESEA	-	199	33,924	34,123
Data Source and Year:	2012 IL Consolidated State Performance Report, Section 2.1.2.3. Unduplicated counts are not broken out for infants and toddlers; data for toddlers includes children birth through age 2.			
Programs receiving funds from the State's CCDF program	9,147	25,006	101,720	135,873
Data Source and Year:	Illinois Department of Human Services, FY2013 Child Care Tracking System and Site Administered Contract reports, average monthly.			
Other 1	-	14,264	-	14,264
Specify:	Prevention Initiative			
Data Source and Year:	Illinois State Board of Education, 2013. Unduplicated counts are not broken out for infants and toddler; data for toddlers includes children birth through age 2.			

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.

For the following programs, Illinois data cannot be broken down by children under age one and children ages one and two. Therefore data depicted shows children ages zero through age two.

- Programs and services funded by IDEA Part C and Part B, section 619
- Programs funded under Title I of ESEA
- Programs funded by the Prevention Initiative

- For Programs receiving funds from the State's CCDF program, the following age breakdowns were used, based upon available data.
 - Infants under age 1: Actually birth to 14 months
 - Toddlers ages 1 through 2: Actually 15 months to 36 months
 - Preschoolers ages three until kindergarten entry: Actually 37 months to 5 years

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	23,641	321	2,433	16,807	112	3,275	28,642
Specify:	Preschool for All						
Early Head Start & Head Start¹	17,225	342	806	20,109	30	5,994	14,125
Early Learning and Development Programs funded by IDEA, Part C	5,871	8	619	2,888	8	505	10,243
Early Learning and Development Programs funded by IDEA, Part B, section 619	8,058	239	1,239	4,676	77	1,352	21,737
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	37,091	99	1,574	87,042	262	5,039	27,983
Other 1	5,064	36	335	5,050	10	660	3,109
Describe:	Prevention Initiative (state funded for children birth through age three)						

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.

- State-funded preschool: Data come from Illinois State Board of Education (ISBE)
- Early Head Start and Head Start: Data come from 2013-14 Program Information Report (PIR); 2 other categories not included here – “Other” = 5769 & “Unspecified” =1697
- Early Learning and Development Programs funded by IDEA, Part C: Data come from Illinois Department of Human Services
- Early Learning and Development Programs funded by IDEA, Part B, section 619: Data unavailable at this time; to come from ISBE
- Early Learning and Development Programs funded under Title I of ESEA: Data unavailable at this time; to come from ISBE

- Early Learning and Development Programs receiving funds from the State's CCDF program: Illinois Department of Human Services, Child Care Assistance Program (CCAP), March 2014. March data is used because March gives the most typical picture of the CCAP. It is the one month of the school year with typically no major holidays and 21-23 regular business days.
- Prevention Initiative: Data come from Illinois State Board of Education

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 Start¹	\$731,298	\$700,048	\$857,714		
State-funded preschool	\$300,192,400	\$300,192,400	\$300,192,400		
Specify:	Preschool for All				
State contributions to IDEA, Part C	\$72,904,200	\$75,691,900	\$75,691,900		
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$17,308,047	\$16,488,199	\$16,488,210		
Total State contributions to CCDF²	\$127,345,031	\$126,269,800	\$126,700,000		
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met		
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	\$134,482,223	\$139,402,852	\$134,400,000		
Other State contributions 1					
Specify:	Even Start Programs (Title 1)				
Other State contributions 2	\$454,157,940	\$512,230,764	\$454,200,000		
Specify:	Child Care GRF claimed for TANF MOE				
Other State contributions 3	\$35,254,798	\$34,137,675	\$36,792,800		
Specify:	Infant Mortality/Family Case Mgmt GRF				
Other State contributions 4	\$8,240,341	\$8,358,158	\$8,452,922		
Specify:	Healthy Families Illinois GRF				
Other State contributions 5	\$6,870,300	\$6,870,300	\$6,870,300		
Specify:	Parents Too Soon				
Other State contributions 6	\$1,200,000	\$1,200,000	\$1,200,000		
Specify:	Child Care GRF claimed for Title XX/SSB				
Other State contributions 7	\$29,557,764	\$35,062,808	\$36,000,000		
Specify:	Other State spending in Child care not claimed as CCDF				
Other State contributions 8	\$83,572,255	\$85,643,680	\$82,045,479		
Specify:	IDCFS (Foster care, adoption, protective services)				
Total State contributions:	\$1,271,816,597	\$1,342,694,694	\$1,279,891,725		

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.

Budgets are for the State's fiscal year. The State's baseline was for FY 2013, which ran from July 1, 2012 – June 30, 2013. Year one is FY 2013, July 1, 2013 through June 30, 2014, and Year two is FY 2014, July 1, 2014 through June 30, 2015.

Some year one numbers changed from 2013 APR, as actual spending differed from budgeted amount reported in APR.

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 Program¹			
Type of Early Learning and Development Program	Baseline	Year 1	Year 2
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	78,607	75,623	75,231
Specify:	Preschool for All		
Early Head Start and Head Start² <i>(funded enrollment)</i>	41,075	41,849	40,079
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	55,505	56,245	56,959
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	30,856	34,123	-
Programs receiving CCDF funds <i>(average monthly served)</i>	115,188	107,170	135,873
Other 1	19,481	14,770	14,264
Describe:	Prevention Initiative, Healthy Families Initiative, Parents as Teachers and Nurse Family Partnership		
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.

- Preschool for All: Data come from Illinois State Board of Education
- Early Head Start and Head Start: Data come from 2013-14 Program Information Report (PIR). Data do not match data reported in Table A(1)-3 due to differences in actual enrollment versus funded enrollment.
- Programs and services funded by IDEA Part C: Data come from Illinois Department of Human Services
- Programs and services funded by IDEA Part B, section 619: Data come from Illinois State Board of Education
- Programs funded under Title I of ESEA: Year one data come from 2014 Consolidated State Performance Report. Year two data is not yet available because the 2015 Report has not been published.
- Programs receiving CCDF funds: Data come from Illinois Department of Human Services

- Prevention Initiative: Data come from Illinois State Board of Education; 2014 data includes only Prevention Initiative.

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

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

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 Summary Table					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$294,970.50	\$244,154.56	\$0.00	\$0.00	\$539,125.06
2. Fringe Benefits	\$190,292.10	\$170,122.82	\$0.00	\$0.00	\$360,414.92
3. Travel	\$16,918.23	\$10,000.50	\$0.00	\$0.00	\$26,918.73
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$7,144.21	\$4,050.77	\$0.00	\$0.00	\$11,194.98
6. Contractual	\$428,921.00	\$1,205,519.00	\$0.00	\$0.00	\$1,634,440.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$17,457.00	\$15,566.41	\$0.00	\$0.00	\$33,023.41
9. Total Direct Costs (add lines 1-8)	\$955,703.04	\$1,649,414.06	\$0.00	\$0.00	\$2,605,117.10
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	\$6,648,396.75	\$12,589,277.71	\$0.00	\$0.00	\$19,237,674.46
12. Funds set aside for participation in grantee technical assistance	\$80,946.00	\$26,329.35	\$0.00	\$0.00	\$107,275.35
13. Total Grant Funds Requested (add lines 9-12)	\$7,685,045.79	\$14,265,021.12	\$0.00	\$0.00	\$21,950,066.91
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)	\$7,685,045.79	\$14,265,021.12	\$0.00	\$0.00	\$21,950,066.91

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.

There are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Spending is generally on track for the grant, with some delays in spending in a few projects, including the TQRIS Evaluation, Data Systems, KIDS, and Targeted High-Needs Communities. A budget amendment has been submitted to the federal departments to allow funds to be moved to later grant years and/or to reallocate funding as appropriate to other projects.

Budget Summary Table Explanation of Changes

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

The State of Illinois has requested a budget amendment to revise its budget and spending for the remainder of the grant. After two years implementing the grant, the State has determined areas that will require more or less spending to successfully complete the work of the grant and meet its grant goals and performance measures.

Budget Table: Project 1 – Grants Management

Budget Table: Project 1					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$294,970.50	\$244,154.56	\$0.00	\$0.00	\$539,125.06
2. Fringe Benefits	\$190,292.10	\$170,122.82	\$0.00	\$0.00	\$360,414.92
3. Travel	\$16,918.23	\$10,000.50	\$0.00	\$0.00	\$26,918.73
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$7,144.21	\$4,050.77	\$0.00	\$0.00	\$11,194.98
6. Contractual	\$109,200.00	\$191,897.00	\$0.00	\$0.00	\$301,097.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$17,457.00	\$15,566.41	\$0.00	\$0.00	\$33,023.41
9. Total Direct Costs (add lines 1-8)	\$635,982.04	\$635,792.06	\$0.00	\$0.00	\$1,271,774.10
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	\$290,118.12	\$375,100.03	\$0.00	\$0.00	\$665,218.15
12. Funds set aside for participation in grantee technical assistance	\$80,946.00	\$26,329.35	\$0.00	\$0.00	\$107,275.35
13. Total Grant Funds Requested (add lines 9-12)	\$1,007,046.16	\$1,037,221.44	\$0.00	\$0.00	\$2,044,267.60
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)	\$1,007,046.16	\$1,037,221.44	\$0.00	\$0.00	\$2,044,267.60

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.

There are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Project 1 Budget Explanation of Changes

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

The State has requested a budget amendment to move approximately \$318,000 to the Grants Management Project from the Data Systems project to add staff to the grant to support its communications and community systems development in the remaining years of the grant.

Budget Table: Project 2 – TQRIS Infrastructure

Budget Table: Project 2					
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$707,266.12	\$584,881.00	\$0.00	\$0.00	\$1,292,147.12
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)	\$707,266.12	\$584,881.00	\$0.00	\$0.00	\$1,292,147.12
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)	\$707,266.12	\$584,881.00	\$0.00	\$0.00	\$1,292,147.12

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 are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Project 2 Budget Explanation of Changes

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

The State has requested a budget amendment to move approximately \$36,500 from Data Systems project to the TQRIS Systems project to fund additional temporary staff to process the State's TQRIS applications.

Budget Table: Project 3 – Quality Improvement

Budget Table: Project 3					
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$2,624,280.01	\$5,768,681.60	\$0.00	\$0.00	\$8,392,961.61
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)	\$2,624,280.01	\$5,768,681.60	\$0.00	\$0.00	\$8,392,961.61
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)	\$2,624,280.01	\$5,768,681.60	\$0.00	\$0.00	\$8,392,961.61

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 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.

There are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Project 3 Budget Explanation of Changes

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

The State has requested a budget amendment to move approximately \$354,000 from the Data Systems project to the Quality Improvement project to fund additional training and technical assistance to help programs reach higher Circles of Quality in the State's TQRIS in the remaining years of the grant.

Budget Table: Project 4 – TQRIS Assessments

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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$555,536.00	\$603,331.37	\$0.00	\$0.00	\$1,158,867.37
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)	\$555,536.00	\$603,331.37	\$0.00	\$0.00	\$1,158,867.37
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)	\$555,536.00	\$603,331.37	\$0.00	\$0.00	\$1,158,867.37

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 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.

There are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Project 4 Budget Explanation of Changes

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

No substantive changes are anticipated.

Budget Table: Project 5 – Public Awareness of TQRIS

Budget Table: Project 5					
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$497,048.82	\$781,654.62	\$0.00	\$0.00	\$1,278,703.44
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)	\$497,048.82	\$781,654.62	\$0.00	\$0.00	\$1,278,703.44
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)	\$497,048.82	\$781,654.62	\$0.00	\$0.00	\$1,278,703.44

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 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 are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Project 5 Budget Explanation of Changes

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

The State has requested a budget amendment to move approximately \$140,000 from the Data Systems project to the Public Awareness for TQRIS project to fund a redesign of the State credential website. Credentials are embedded within the State's TQRIS.

Budget Table: Project 6 – TQRIS Evaluation

Budget Table: Project 6					
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	\$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	\$0.00	\$380,821.00	\$0.00	\$0.00	\$380,821.00
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	\$380,821.00	\$0.00	\$0.00	\$380,821.00
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	\$380,821.00	\$0.00	\$0.00	\$380,821.00
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	\$380,821.00	\$0.00	\$0.00	\$380,821.00

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 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.

Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is slightly delayed this fiscal year due to a delay in contract execution. Additionally, the State's contractor anticipated spending less during this planning year and more on data collection than originally anticipated. The State has requested a budget amendment to reallocate funds across fiscal years for the TQRIS Evaluation.

Project 6 Budget Explanation of Changes

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

The State has requested a budget amendment to reallocated funds across fiscal years to address the change in spending needs over time.

Budget Table: Project 7 – Community Supports

Budget Table: Project 7					
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$256,318.00	\$280,000.00	\$0.00	\$0.00	\$536,318.00
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)	\$256,318.00	\$280,000.00	\$0.00	\$0.00	\$536,318.00
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)	\$256,318.00	\$280,000.00	\$0.00	\$0.00	\$536,318.00

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.

There are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Project 7 Budget Explanation of Changes

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

The State has requested a budget amendment to move approximately \$210,200 from the Data Systems project to Community Supports to allow for an expansion of the State's Community Support work, to enable the support of more community systems and to train two pilot cohorts of state and local leaders on the ABLe change framework.

Budget Table: Project 8 – Gateways Registry

Budget Table: Project 8					
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$586,626.35	\$649,930.00	\$0.00	\$0.00	\$1,236,556.35
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)	\$586,626.35	\$649,930.00	\$0.00	\$0.00	\$1,236,556.35
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)	\$586,626.35	\$649,930.00	\$0.00	\$0.00	\$1,236,556.35

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 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.

There are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Project 8 Budget Explanation of Changes

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

The State has requested a budget amendment to move approximately \$54,000 from the Data Systems project to the Gateways Registry project to support the processing of credential applications. The State received over 12,000 applications for credentials last year, due to the inclusion of credentials in the State's TQRIS.

Budget Table: Project 9 – Professional Development

Budget Table: Project 9					
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$693,346.92	\$1,305,598.33	\$0.00	\$0.00	\$1,998,945.25
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)	\$693,346.92	\$1,305,598.33	\$0.00	\$0.00	\$1,998,945.25
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)	\$693,346.92	\$1,305,598.33	\$0.00	\$0.00	\$1,998,945.25

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 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.

There are no discrepancies between the approved project budget and expenditures. Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is on track for year two given the end date of June 30th.

Project 9 Budget Explanation of Changes

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

The State has requested a budget amendment to move approximately \$222,000 from Data Systems project to the Professional Development project to support working with higher education institutions (two and four-year) teacher preparation programs to redesign their programs, align to the Gateways Credentials, and work on articulation.

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Budget Table: Project 10 – Kindergarten Individual Development Survey (KIDS)

Budget Table: Project 10					
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	\$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	\$304,721.00	\$265,552.00	\$0.00	\$0.00	\$570,273.00
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)	\$304,721.00	\$265,552.00	\$0.00	\$0.00	\$570,273.00
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)	\$304,721.00	\$265,552.00	\$0.00	\$0.00	\$570,273.00
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)	\$304,721.00	\$265,552.00	\$0.00	\$0.00	\$570,273.00

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 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.

Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Spending is slightly delayed this year due to difficulties with recruiting teachers to participate in the interrater reliability during the school year. The State has requested a budget amendment to move \$50,000 to Year 3 of the grant (FY 2016) to allow for teachers to participate during the summer of 2015.

Project 10 Budget Explanation of Changes

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

The State has requested a budget amendment to move \$333,000 from the Data Systems project to the KIDS project to support coaches to work with districts to support the implementation of KIDS, the State's kindergarten readiness assessment. Additionally, The State has requested to move \$50,000 from Year 2 (FY 2015) to Year 3 (FY 2016) for the interrater reliability testing.

Budget Table: Project 11 – Data Projects

Budget Table: Project 11					
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	\$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	\$304,721.00	\$265,552.00	\$0.00	\$0.00	\$570,273.00
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)	\$304,721.00	\$265,552.00	\$0.00	\$0.00	\$570,273.00
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)	\$304,721.00	\$265,552.00	\$0.00	\$0.00	\$570,273.00
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)	\$304,721.00	\$265,552.00	\$0.00	\$0.00	\$570,273.00

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 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.

Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015.

The State has underspent in the Data Systems project for year two of the grant. As work has progressed on the data systems project, it has become clear that fewer RTT-ELC resources will be needed to develop and implement the federated approach to the ILDS. This is due both to the fact that relatively low-cost solutions for developing the system have been identified, and to the unanticipated availability of remaining funds from the ILDS federal grant.

The State has requested a budget amendment to reallocate data funds across the remaining years of the grant and to other grant projects to account for this unanticipated underspending.

Project 11 Budget Explanation of Changes

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

The State has requested a budget amendment to reallocate data funds across the remaining years of the grant and to other grant projects to account for unanticipated underspending.

Budget Table: Project 12 – Multi-State Partnership

Budget Table: Project 12					
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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$2,096.04	\$0.00	\$0.00	\$0.00	\$2,096.04
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)	\$2,096.04	\$0.00	\$0.00	\$0.00	\$2,096.04
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)	\$2,096.04	\$0.00	\$0.00	\$0.00	\$2,096.04

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 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.

Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore year two of the grant ends on June 30, 2015. Illinois has underspent in this project in Year two, as the lead State partner on this work has not required any work from the State to date other than participation in planning and development meetings.

Project 12 Budget Explanation of Changes

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

No substantive changes are anticipated at this point. However, depending upon the work of the lead State partner, Illinois may have further delays in spending.

Budget Table: Project 13 – Targeted High-Needs Communities

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	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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	\$0.00	\$0.00	\$0.00
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	\$357,260.37	\$1,503,169.80	\$0.00	\$0.00	\$1,860,430.17
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)	\$357,260.37	\$1,503,169.80	\$0.00	\$0.00	\$1,860,430.17
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)	\$357,260.37	\$1,503,169.80	\$0.00	\$0.00	\$1,860,430.17

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 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.

Illinois received approval to budget based on the State's fiscal year, which begins on July 1st and ends June 30th. Therefore Year Two of the grant ends on June 30, 2015. Spending is slightly delayed this fiscal year, as the work with the State's selected 7 communities has cost less than originally anticipated. This will allow us to work with an additional four communities. The State has requested a budget amendment to reallocate remaining funds across the remaining years of the grant.

Project 13 Budget Explanation of Changes

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

The State has requested a budget amendment to reallocate funds across fiscal years due the cost of supporting the State's seven communities being less than originally anticipated. Underspending will allow us to work with an additional four communities for the remainder of the grant.