

Race to the Top – Early Learning Challenge

2015 ANNUAL PERFORMANCE REPORT



Rhode Island



JUNE 2016



**Race to the Top - Early Learning Challenge
Annual Performance Report
CFDA Number: 84.412**

Rhode Island

2015

Due: February 29, 2016

U.S. Department of Education
Washington, DC 20202
OMB Number: 1810-0713
Expiration Date: December 31, 2016

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0713. The time required to complete this information collection is estimated to average 120 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1810-0713. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Race to the Top-Early Learning Challenge, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E320, Washington, DC 20202-6200.



Annual Performance Report Section List

General Information

Executive Summary

A(3) Successful State System

B(1) Developing and Adopting a Common, Statewide TQRIS

B(2) Promoting Participation in the TQRIS

B(3) Rating and Monitoring Early Learning and Development Programs

B(4) Promoting Access to High-Quality Early Learning and Development Programs for Children with High Needs

B(5) Validating the Effectiveness of the State TQRIS

C(1) Early Learning and Development Standards

C(2) Comprehensive Assessment Systems

C(3) Health Promotion

C(4) Engaging and Supporting Families

D(1) Workforce Knowledge and Competency Framework and 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) Early Learning Data Systems

A(1) Background Data Tables



Performance Report: Cover Sheet

General Information

1. PR/Award#: S412A120033

2. Grantee Name Office of the Governor, State of Rhode Island

3. Grantee Address 255 Westminster Street
City: Providence
State: Rhode Island Zip: 02903

4. Project Director Name: Melissa Emidy
Title: Grant Officer

Phone #: (401) 222-8165 Ext.: _____ Fax #: _____

Email: Melissa.Emidy@ride.ri.gov

Reporting Period Information

5. Reporting Period: From: 01/01/2015 To: 12/31/2015

Indirect Cost Information

6. Indirect Costs

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

Period Covered by the Indirect Cost Rate Agreement(s): From: 07/01/2015 To: 06/30/2016

Approving Federal agency: ED HHS Other Specify other: _____

(Submit current indirect cost rate agreement with this report.)

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.

In 2015, Rhode Island made significant progress toward its ambitious but achievable goals under the Race to the Top Early Learning Challenge Grant. Rhode Island's progress is the result of a fully implemented a system of resources and supports to early learning programs and the workforce which has increased the number of high-needs children who have access to high quality programs that promote school readiness.

Accomplishments

In year four, Rhode Island realized the following key accomplishments in policy and systems development by fully implementing its coordinated system to support programs, the workforce and children:

- increased participation in the state's TQRIS, BrightStars;
- increased program quality;
- increased developmental screening rates; and
- integrated data collection through the newly developed early care and education data system.

BrightStars participation increased 8% in 2015. At year end a total of 739 programs, or 83% of all eligible programs (260 child care centers, 34 public schools, and 445 family child care programs), are rated in BrightStars. Within this current participation rate of 83%, 9% of programs have reached the higher tiers - level 4 or level 5. In addition, 13 programs have achieved the state's highest quality level - Comprehensive Early Childhood Education (CECE) Approval - for one or more classrooms. Additionally, Rhode Island has succeeded in successfully supporting 38 programs to maintain their star ratings upon conversion to the 2013 BrightStars standards and 65 programs to increase their star rating.

This progress was supported by a number of initiatives. Rhode Island's strategies for increasing participation included consistent and regular communication, targeted outreach to ensure understanding and to engage programs, and access to resources and supports to achieve and maintain a star rating in BrightStars. Professional development, program technical assistance, grants, and financial supports were in full implementation in 2015. In October 2015, the Center for Early Learning Professionals released pre- and post-BrightStars rating data for 62 programs that participated in technical assistance and program quality improvement grants which showed that 97% demonstrated improved program quality in at least one BrightStars standard.

Rhode Island's system of support for the early childhood education workforce includes access to high-quality professional development, scholarships to support professional advancement along the career pathway, and the development of a Workforce Registry to understand the composition of the early childhood workforce and to track development, advancement and retention. Rhode Island continues to meet goals in promoting high-quality professional development and obtainment of postsecondary-education credentials aligned to the workforce knowledge and competencies. In 2015, Rhode Island achieved National Association for the Education of Young Children (NAEYC) accreditation at the Community College of Rhode Island, offered professional development to 3,111 early care and education professionals, and released a workforce registry.

Rhode Island made measurable progress in implementing appropriate developmental screening approaches for all children, including dual-language learners, by strengthening developmental screening systems, promoting screening for children ages birth to five and providing evidenced-based interventions to high-risk children. Rhode Island's strategies

include implementing a developmental-screening public awareness campaign, continuous quality improvement of screening protocols in pediatric offices, grants to support evidence-based interventions for children, modifications to the existing KIDSNET data system to include child outreach screening, and supporting the development of a comprehensive assessment system in Early Intervention and Early Childhood Special Education. In 2015, over 6,000 Survey of Wellbeing of Young Children (SWYC) screening tools were completed and participating practices made more than 650 referrals to the Rhode Island Department of Health's Resource and Referral Specialist who subsequently referred families to various programs including Early Intervention, Child Outreach, First Connections, and Head Start.

Rhode Island made significant progress in the development of the Early Care and Education Data System (ECEDS) in 2015. Rhode Island's ECEDS will serve multiple purposes, including enabling uniform data collection, reducing duplicative data collection efforts between the participating state agencies and early childhood stakeholders, and collecting data to help the state answer key policy questions for the purpose of informing policy and programmatic decision-making. In 2015, Rhode Island released the program profile, the workforce registry and the agency portal to the early learning community.

Rhode Island also released its sustainability report "Funding to Exceed: Sustaining a World Class Early Childhood System that Supports the Well-being and School Readiness of Rhode Island's Youngest Learners" and completed a corresponding state budget request for FY17 to continue the work beyond federal Race to the Top-Early Learning Challenge funding. The report was reviewed by the participating state agency leadership in November 2015. The agency leadership approved the submission of a \$4.9M FY17 state budget request in December 2015. The early learning community will hear which recommendations were accepted upon release of the Governor's budget, anticipated in February 2016.

Challenges and Strategies Implemented to Address Challenges

In the fourth year of implementation, Rhode Island faced two challenges which will be addressed in 2016: delays in the promulgation of the family child care regulations and delays in procurement.

The final revisions for the Family Child Care Homes and Group Family Child Care Homes regulations were completed in 2013; however, the regulations have yet to be promulgated. Promulgation of the Family Child Care Homes and Group Family Child Care Homes regulations were delayed due to the new Executive Order 15-07, which requires agencies to submit proposed regulations and associated documents, including an economic impact statement to the Office of Management and Budget Office of Regulatory Reform (ORR). At this time, the economic impact statement submitted by the Department of Children, Youth and Families has yet to satisfy the requirements of ORR. In December 2015, the Executive Office of Health and Human Services took leadership of this activity and will work to complete an economic impact statement. Promulgation of the Family Child Care Regulations for Licensure will complete the alignment of all of the regulations and standards included in Rhode Island's program-quality standards continuum.

Rhode Island's state system for posting and reviewing RFPs, executing contracts and modifications, and obtaining purchase orders continues to be challenging and time-consuming. In some cases, procurements have taken up to twelve weeks. Grant-management staff continues internal fiscal stocktaking meetings to provide a regular vehicle to prioritize procurements and solve problems as soon as they develop. Leadership at the Department of Education and Department of Administration are in regular communication to reduce barriers and increase efficiencies in procurement.

Focus in the No-Cost Extension Period

Rhode Island will focus the no-cost extension period on assisting rated programs to move up the program-quality continuum, increase developmental screening rates, increase access to evidence-based interventions for high-risk children, pilot the Kindergarten Entry Profile, and complete the full scope of the Early Care and Education Data System. The state, with two key partners - the Center for Early Learning Professionals and BrightStars - will work together to identify areas of focus that will be used to target efforts to support program quality improvement directly related to moving up the program-quality continuum. The Department of Health will continue to promote quality improvement in pediatric practices to increase screening rates and ensure that high-risk children have access to evidence-based programs to support their learning and development. The Department of Education will work with districts to pilot the Kindergarten Entry Profile to assess the development of children at kindergarten entry. Finally, Rhode Island will complete and release the Universal Program Application and connect the data on Rhode Island's early care and education programs, workforce, and children to the Statewide Longitudinal Data System.

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).

Governor Gina M. Raimondo took office in January 2015. Governor Raimondo's commitment to early childhood education and workforce development is clearly aligned with the state's RTT-ELC plan. The Council on Elementary and Secondary Education voted unanimously on July 13 to appoint Dr. Ken Wagner, a former school psychologist, middle-school principal, and education-policy leader in New York State, as the next Commissioner of Elementary and Secondary Education. Dr. Wagner started on August 3 and has been meeting regularly with the RTT-ELC Grant Officer.

A series of transitional meetings occurred early in 2015 to support the new leadership in understanding the RTT-ELC grant, its scope of work, and deliverables. Competing priorities in the first year of the agency executive leadership's administration resulted in some delays in RTT-ELC work including promulgation of the family child care regulations and data systems work. In October, a weekly series of meetings was held with agency executive leadership to encourage focus on RTT-ELC priorities identified by the Coordinating Team as requiring the attention of the agency executive leadership. Participating agency leadership recommitted to resolving key issues related to the promulgation of the family child care regulations and data systems work. Communication among agency leadership is regular and on-going both informally (through emails, calls and ad-hoc meetings as issues arise), and formally through the Children's Cabinet.

Governor Raimondo reconvened the Rhode Island Children's Cabinet in July 2015. Pursuant to R.I.G.L. §42-72.5 (1-3), the Children's Cabinet is authorized to engage in interagency agreements and appropriate data-sharing to improve services and outcomes for children and youth. The Children's Cabinet is comprised of executive level agency directors. Governor Raimondo appointed Elizabeth Roberts, Secretary of the Executive Office of Health and Human Services, as chair and Ken Wagner, Commissioner of Elementary and Secondary Education, as vice chair. In December 2015, the Children's Cabinet adopted a strategic plan which identified five desired outcomes for Rhode Island Children and Youth:

1. Physically Healthy and Safe
2. Behaviorally Able and Emotionally Hopeful
3. Academically Empowered and Career Ready
4. Civically, Culturally, and Socially Engaged
5. Supported by Stable Families and Communities

The objectives are shared and coordinated across agencies. The key activities in 2016 are the Getting Together to Get to Kindergarten Initiative, behavioral and mental health transitions mapping, and leveraging the federal Workforce Investment and Opportunity Act to deliver targeted workforce development to youth. To track progress, a shared set of metrics will be applied to deliverables and managed through a data dashboard at monthly meetings. In

addition to activities related to each desired outcome, the Cabinet will develop and utilize child and youth resources maps to track spending toward desired outcomes and identify needed investments and the Cabinet will assess overall investments in children as the Governor sets budget priorities for FY18.

The Children's Cabinet works in tandem with the Rhode Island Early Learning Council. The Rhode Island Early Learning Council was formed in June 2010 according to the guidelines for state early care and education advisory councils outlined in the federal 2007 Head Start Reauthorization Act. The Early Learning Council is advisory to the Children's Cabinet and inclusive of both community and agency staff. The Council coordinates and presents data on how Rhode Island is performing in early education and care. The Council informs the Cabinet through data and local and national best practices. The Council is co-chaired by KIDS COUNT Executive Director Elizabeth Burke Bryant and Ken Wagner, Commissioner of Elementary and Secondary Education.

The Rhode Island Early Learning Council's goals were re-assessed in 2015 as the primary activity of a grant from the National Governor's Association (NGA). The NGA team and a select subgroup of the Council drafted and presented a comprehensive plan and recommendations to the Council in December 2015. The final plan is expected early in 2016. The NGA is also working with the Council to plan a Governor's summit on early care and education. Planning is ongoing and the summit is expected to be held in the spring of 2016.

As a part of the inter-agency collaboration used to implement the RTT-ELC grant, the Coordinating Team continues to meet as necessary to discuss policy questions and implementation plans, review the status of projects, discuss any major challenges, maintain alignment among project policies and activities, and discuss and confirm any necessary adjustments to the budget, scope of work, and implementation plans.

The Coordinating Team's primary focus in 2015 was on sustainability. In 2014, Policy Equity Group was contracted to assist with the development of a sustainability plan. The team started by creating an inventory of RTT-ELC-funded projects and developing criteria by which to evaluate whether projects should be sustained. Policy Equity Group and the sustainability team applied criteria to the RTT-ELC projects and determined projects to be sustained, calculated the cost of sustainability, and identified potential new and existing sources of funding to sustain projects. In January 2015, Policy Equity Group presented to the Rhode Island Early Learning Council in a special meeting focused on sustainability. Feedback to the plan included capturing broader stakeholder input. To ensure that the report was informed, broad stakeholder community interviews were conducted and a survey was released. Interviews captured information on the goals of each project, key benefits, and anticipated cost to sustain the work, alternative funding sources, and the implications for children and families if the project was not sustained. The survey included questions about the RTT -ELC projects that had the greatest impact on the stakeholders' work; the projects that were most important to them; and their perception of the overall impact of the RTT -ELC projects on program and teacher quality and child outcomes. Respondents were also asked about what would happen if no sustainability funding were identified. Interview and survey results were added to the final sustainability report.

The broader stakeholder information, paired with the work of the sustainability team and the consultant was compiled into a sustainability report, "Funding to Exceed: Sustaining a World Class Early Childhood System that Supports the Well-being and School Readiness of Rhode Island's Youngest Learners". Rhode Island completed a corresponding state budget request for FY17 to continue the work beyond federal RTT-ELC funding. The sustainability report and corresponding state budget request was reviewed and approved by the participating state agency leadership in November 2015 and submitted to the Governor's Office in December 2015. The early learning community will hear which recommendations were accepted upon release of the Governor's budget, anticipated in February 2016.

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.

RTT-ELC continues to work collaboratively with the Rhode Island Early Learning Council. The Council continues to provide input and feedback on grant implementation as it relates to the Council's strategic goals, which are aligned with RTT-ELC goals, and its overarching charge to ensure the development of cross-sector and cross-departmental systems and programs. The Council is also charged with facilitating overarching policy decisions to help ensure the effective implementation of the grant and to ensure that the Council can make informed recommendations on key policy issues. The Early Learning Council is regularly apprised of RTT-ELC accomplishments and challenges through a written monthly update and regular subcommittee and council meeting updates.

To encourage participation in BrightStars, state staff and KIDS COUNT, a policy and advocacy organization, engaged in another "boots-on-the-ground" campaign in the summer and fall of 2015 to reach out to providers who had not yet joined BrightStars. Staff members made calls, visited programs, and scheduled informal conversations with groups of providers. Providers were supplied with a packet of information on all RTT-ELC resources and supports as well as with information about the Rising Stars Award. Rising Stars Awards are financial incentives to support program quality and were offered to programs that joined after June 1 and received a 2 star or higher rating. As a result, 32 new early care and education programs, 9 centers, 16 family child care homes, and 7 public schools joined BrightStars.

Formal engagement with the state and its collaborative partners continued in 2015 with 32 informational sessions to learn about opportunities related to RTT-ELC activities. More than 761 early childhood education community members participated in at least one informational session on program quality improvement grants, BrightStars, the early care and education data system, or the state's overall strategies to improve the quality of early care and education. The state also maintains a community presence by attending resource fairs and attending community events that support parent engagement and early care and education providers; information on the importance of early care and education and activities that support families, the workforce and programs is distributed.

By request of the General Assembly House Policy Office, two meetings focused on program standards alignment were held at the auditorium of the Community College of Rhode Island this year. Key legislative members, agency executive leadership, and community-based center providers met to hear from a panel of RTT-ELC Coordinating Team Members and other agencies with auxiliary roles in the program quality continuum established by reference in the child care regulations. Timely topics related to child care regulations were discussed. Barriers to meeting regulations, including immunizations required by the Department of Health, delays in background checks with the State Police and Attorney General's Office, and required inspections by state and local fire departments were identified. As a result, the Department of Children, Youth and Families (DCYF) has taken action steps to ensure alignment with auxiliary agencies. DCYF has regular and ongoing communication with auxiliary departments to ensure alignment and that legislation will be introduced in 2016 to support additional avenues for background checks.

The development of the Exceed website and social media and regular e-news communication has improved the knowledge of the RTT-ELC grant's initiatives tremendously. In July, Rhode Island distributed its annual communication survey and saw a 25% increase in providers' understanding of the state's work to improve quality in early care and education. In the summer of 2015, Rhode Island revised its communication plan and included feedback from the survey. As a result, Rhode Island will compile a condensed and comprehensive report

listing RTT-ELC goals, project deliverables, accomplishments, and supporting documents. The state's communication consultant, Worldways Social Media, developed a digital library to host the information. The digital library will be connected to the Exceed website in 2016. As a result of the positive feedback from the survey, the RTT-ELC communications team disbanded in 2015, however, a feedback loop for communication issues continues between the team members and the grant officer.

To promote the Kindergarten Entry Profile (KEP), the Department of Education met with district assistant superintendents to begin planning communication around the KEP pilot. Each district received a profile of its community that included information regarding children's access to high-quality preschool programs and demographic information such as the number of children born at-risk and the number of children living in poverty. These profiles were intended to shine a spotlight on the major predictors of children's preparedness for kindergarten and to help administrators understand the potential number of children who would enter kindergarten already behind. Policy Equity Group has been hired to develop an implementation plan for Rhode Island that will help structure communications and approaches when the field test is conducted. An initial memo was developed, which provided an overview of the National Implementation Research Network literature in support of a framework for KEP implementation. Building off of that document, Policy Equity Group interviewed Department of Education staff to better understand the current state context. In addition, four focus groups were held statewide to gather information from kindergarten teachers regarding their current context and to better understand the potential challenges and benefits to implementing a KEP. More than 40 teachers participated, with representation from more than 15 individual school districts. In early 2016, focus groups will be held with district administrators and a final report will be presented to leadership at the Department of Education.

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.

The following legislation, policies and executive orders have affect or have been introduced and affect the RTT-ELC grant: Policy changes to the Starting Right Rules, Executive Order 15-07, Quality Family Child Care Act, access pilot, tiered reimbursement and the re-authorization of the federal Child Care Development Block Grant.

Starting Right Rules

In 2013, the Child Care Assistance Program (CCAP), known as Starting Right Rules, were revised to include language describing the availability of Quality Awards to programs rated at BrightStars level 3, 4, or 5, as the Quality Awards are separate and distinct from the Department of Human Services CCAP subsidy payments. The purpose of the Quality Awards is to off-set the cost of operating at the highest levels of quality in BrightStars for programs with at least 10% of their enrolled children receiving subsidized child care. Early learning programs that achieve and maintain a BrightStars rating of 3, 4, or 5 Stars and that meet eligibility criteria for serving children receiving a child-care subsidy can receive a monthly Quality Award payment through a per-child-served calculation. In July 2014, the CCAP Rules and Regulations were revised through an emergency amendment. The amendment made to the CCAP rules excluded Head Start enrollment from the calculation of quality-award payments, even if the program met the eligibility criteria of providing programming for at least 10% of enrolled children receiving subsidized care. In February 2015, DHS began the rule-making process to extend quality awards to include programs that meet the following criteria: 10% or greater of their licensed capacity as CCAP children or the program accepts CCAP

children and can demonstrate that at least 10% of their capacity serves children from families that are low income (less than 200% FPL). In June 2015, the rule-making process was completed and the Quality Awards were extended to 3 new programs. 18 programs already participating were also able to include the children in Head Start and state-funded Pre-K classrooms in the Quality Award calculation.

Executive Order 15-07 and the Impact on Family Child Care Regulations

The RTT-ELC State Plan contains language committed to revising and aligning the complete continuum of program-quality standards. In 2014, the Department of Children, Youth and Families (DCYF) initiated the process to promulgate the final component of that continuum, the Family Child Care Home and Group Family Child Care Regulations for Licensure. The DCYF licensing regulations are considered the foundation on the continuum of standards. The public hearing for the policy change was held in November 2014. Early in 2015, promulgation of the Family Child Care Home and Group Family Child Care regulations was new Executive Order 15-07. Executive Order 15-07 outlines the importance of up-to-date, transparent regulations that use rigorous analysis to balance health, safety, welfare, and the environment against the need to minimize regulatory burdens on Rhode Island businesses and individuals. Agencies must submit proposed regulations and associated documents, including an economic impact statement as defined in EO 15-07, to the Office of Regulatory Reform (ORR). At this time, the economic impact statement prepared by DCYF has yet to satisfy the requirements of ORR. In 2015, the Executive Office of Health and Human Services took leadership of this activity and will work in collaboration with DCYF and ORR to move the regulations to promulgation.

Quality Family Child Care Act and the Family Child Care Union

In late 2013, the Quality Family Child Care Act provided the right of Child Care Assistance Program (CCAP) providers to choose a provider representative, subject to negotiation over the terms and conditions of the CCAP provider's participation in CCAP. In 2014, the Service Employees International Union (SEIU1099NE) filed a petition to begin negotiations with the state. Negotiations were on hold during the Governor's transition and resumed in 2015. A contract with SEIU1099NE was negotiated in the spring of 2015 and signed in June 2015. There are four key provisions of the collective bargaining agreement: the relationship between the parties, professional development and education, compensation, and administrative efficiency. The relationship between the parties includes recognition, dispute resolution (grievances and appeals), communication, parents' rights, confidentiality, economic and bureaucratic systems, and joint work on outstanding issues. Professional development and education provisions include access to high-quality professional development, addressing practical barriers to participation and advancement, and a \$250,000 training fund to support the special needs of family child care providers. Compensation benefits include base rate increases, additional increases linked to staff education and experience, and exploration of bulk purchasing for family child care. The components included within the contract have a projected cost of \$1.5 million over 2 years. A presentation at the September meeting of the Early Learning Council reviewed the agreement with the Council and the early care and education community.

Concurrently, an increase to the CCAP rates of reimbursement was included in the Governor's State budget for all CCAP Providers. All providers received a 3% increase to their rates, and licensed family child care providers, and license-exempt providers approved to participate in CCAP also received a \$10 increase to the infant-toddler reimbursement rate. The projected investment to support CCAP child care providers is \$2.2 million annually.

Child Care Assistance Program - Access Legislation

The average number of children receiving child care assistance each month has increased from 8,200 in 2014 to 9,200 children in 2015. This increase is a result of the implementation of a 12-month eligibility period and other eligibility criteria changes. In 2015, legislation made the Department of Health and Human Services Child Care for Training pilot a permanent piece of the subsidy program, extending child care assistance program eligibility to include families receiving job readiness training under the Governor's Workforce Board. In addition, the Department of Human Services continued to pilot the Transitional Child Care program, which allows families to maintain eligibility as their income increases. Prior to this pilot, families were required to be at or below 180% of the federal poverty level to remain in the Child Care Assistance Program (CCAP). As of October 13, 2013, families already eligible for CCAP are allowed to retain eligibility if their income rises above the initial eligibility threshold of 180% of the federal poverty level so long as it does not exceed 225% of the federal poverty level. State legislation to make this permanent was introduced in January 2016. In addition, legislation has been introduced that would raise the entry-level eligibility for CCAP to 200% FPL.

Finally, a Senate Resolution was introduced in 2015 requesting that the Department of Human Services develop a plan for implementing a tiered reimbursement system for CCAP - with higher rates tied to a provider's BrightStars rating - and to submit a proposal to the Governor and General Assembly by the end of calendar year 2015.

Child Care Development Block Grant Reauthorization

To ensure that a comprehensive plan is in place to meet the requirements of the newly reauthorized Child Care and Development Block Grant (CCDBG), the Department of Human Services conducted various means of input as it developed the Rhode Island Child Care Development Fund state plan for 2016-2018. A survey to interested parties and the Early Learning Council, one-on-one meetings, and public listening sessions were conducted in 2015. The Department of Human Services will begin revising the Child Care Assistance Program rules in February 2016, with the goal of having policy changes required by the CCDBG reauthorization in effect by September 2016.

Permanent Legislative Commission on Child Care

Each participating state agency participates in the Permanent Legislative Commission on Child Care. The Commission acts as an advisory body to the Rhode Island General Assembly and relevant other government bodies in order to adequately plan and advocate for the state's current and future child care and early education needs. Annually, the Commission hosts Child Care Day for the General Assembly to promote awareness and access to high-quality early learning programs. The most recent event, held in May of 2015, had more than 150 participants. Also in 2015, the Commission held a retreat to identify key legislative priorities for the 2016 season including: supporting the early childhood workforce's professional growth with access to high-quality professional development and technical assistance, continuing access to post-secondary education, a plan to adjust the Child Care Assistance Program rates to ensure providers are at or above the 50th percentile of the market rate, establishing a plan for tiered rates connected to quality, and increasing low-income families' access to child care.

Participating State Agencies

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

Although participation and commitment by the Participating State Agencies has not changed, staffing changed significantly with the end of the original grant award. In the latter half of 2015, each state agency experienced some staffing changes as a result of the original award

period ending. The participating state agencies have requested staffing in the FY17 budget to support the ongoing needs of early care and education in Rhode Island.

At the Department of Human Services, the Program Service Officer (PSO) for data and the PSO for management of the quality rating and improvement system left in the early fall of 2015. Two additional positions were vacated at the end of 2015: the PSO for management of the professional development center and an administrative assistant. The staffing structure at the Department of Human Services funded by RTT-ELC in the no-cost extension period includes an administrator and one PSO. Additional staffing capacity at Department of Human Services has been added through the Child Care Development Fund.

The Department of Education had three staffing changes. The Education Specialist - Workforce, the Executive Staff Assistant, and a consultant charged with Data Governance left the project before the end of 2015. The responsibilities of these positions have been divided among an Education Specialist, the Associate Director and the Grant Officer.

The Department of Health's RTT-ELC data specialist completed the work required under RTT-ELC and left the project in October 2015. The ongoing data work related to KIDSNET data has been assigned to leadership in the department. In addition, one quality improvement specialist in the Screening to Succeed project reduced hours to part-time, requiring an increase in leadership hours under RTT-ELC.

As part of the state's plan, RTT-ELC supported funding for two positions in the licensing unit at the Department of Children, Youth and Families (DCYF) to ensure annual monitoring visits are conducted at family child care homes. With RTT-ELC funding for these two positions ending in December of 2015, the two positions were sustained through the Child Care Development Fund. In addition, the Chief Casework Manager at DCYF retired in December 2015.

High-Quality, Accountable Programs

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

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

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

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

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

- Early Learning and Development Standards
- A Comprehensive Assessment System
- Early Childhood Educator Qualifications
- Family Engagement Strategies
- Health Promotion Practices
- Effective Data Practices

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

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

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

The program-standards alignment process - to align DCYF Child Care Regulations for Licensure, BrightStars Standards, and the Department of Education Comprehensive Early Childhood Education Standards - was completed in 2013. The final continuum contains six dimensions or domains of quality. They are: 1. Health, Safety, and Nutrition, 2. Enrollment and staffing, 3. Staff qualifications and ongoing professional development, 4. Administration, 5. Early learning and development, 6. Family engagement.

The final revisions for the Family Child Care Homes and Group Family Child Care Regulations were completed in 2013; however, the regulations have yet to be promulgated. In In 2014, the Rhode Island Department of Children, Youth and Families initiated the process to promulgate the final component of that continuum, the Family Child Care Home and Group Family Child Care Regulations for Licensure. The DCYF licensing regulations are considered the foundation on the continuum of standards. The public hearing for the policy change was held in November 2014. Early in 2015, promulgation of the Family Child Care Home and Group Family Child Care regulations was delayed due to the new Executive Order 15-07. Executive Order 15-07 outlines the importance of up-to-date, transparent regulations that use rigorous analysis to balance health, safety, welfare, and the environment with the need to minimize regulatory burdens on Rhode Island businesses and individuals. Agencies must submit proposed regulations and associated documents, including an economic impact statement as defined in EO 15-07, to the Office of Management and Budget's Office of Regulatory Reform (ORR). At this time, the economic impact statement submitted by DCYF has yet to satisfy the requirements of ORR. In 2015, the Executive Office of Health and Human Services took leadership of this activity and will work in collaboration with DCYF and ORR to move the regulations to promulgation. Promulgation of the Family Child Care Regulations for Licensure will complete the alignment of all of the regulations and standards included in the Rhode Island program-quality standards continuum.

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.

Rhode Island continues to make progress toward goals for participation in Rhode Island's TQRIS, BrightStars. Participation in BrightStars is required for programs participating in the Child Care Assistance Program (CCAP), State-Funded PreK, and for programs seeking Comprehensive Early Childhood Education (CECE) approval. Voluntary participation remains for licensed child care centers, family child care homes and for public schools. At year end, a total of 739 programs, or 83% of all eligible programs, (260 child care centers, 34 public schools, and 445 family child care programs) are rated in BrightStars. This represents a 10% increase in the participation rate over last year. This progress is due to a number of efforts put in place. Rhode Island's strategies in 2015 included:

- consistent and regular communication;
- targeted outreach to ensure understanding and engage programs; and

- resources and supports to achieve and maintain a star rating.

Communication

In December 2013, a formal outreach and marketing plan was developed by BrightStars in conjunction with the Department of Education, the Department of Human Services, and the grant's communications vendor, with the goal of communicating regularly and often, through a variety of means, to ensure that programs understand the connection between BrightStars and the overall quality continuum as it relates to positive child outcomes and access to resources and supports.

Systemic supports continue to encourage participation in BrightStars upon the opening of a new center or family child care home. The Department of Children, Youth and Families, with responsibility of licensing new centers and family child care homes, provides packets to all new owners and operators, which include copies of the Early Learning and Development Standards, the revised licensing regulations, the revised BrightStars Standards, and information about the resources and supports available under RTT-ELC, including professional development and grants. Presentations are held at First Steps, the required pre-course for all new family child care providers to ensure understanding of the system of supports for programs through participation in BrightStars. The Department of Human Services (DHS) requires participation in BrightStars for any program participating in the child care subsidy program. Upon receipt of application to participate as a subsidy provider, providers are immediately referred to BrightStars and have six months to receive a rating. DHS has also put systems in place to ensure all programs with subsidized children maintain a star rating.

To support communication with the general public, Rhode Island launched the Exceed website, exceed.ri.gov in 2014. In addition to sharing information about the early childhood system for programs and professionals, a page for families was created to allow Rhode Island residents to search for and review a program's profile in Rhode Island's early learning program search. [Exceed.ri.gov](http://exceed.ri.gov) provides residents with the information necessary to choose the best early care and education program for their family and supports residents' understanding of the early childhood education system, including the foundational regulations for early childhood programs, license status, and their overall BrightStars rating with additional information of their rating by standard. In 2015, Rhode Island continued to update and refresh the website with relevant information for families, the workforce, and programs. The Department of Education is planning to support the Department of Human Services requirements for updates to the Exceed families' page and the search function to meet the requirements outlined in the consumer education section of the newly reauthorized Child Care Development Block Grant. Regular spotlights on BrightStars-rated programs in the Exceed newsletter, Facebook, and Twitter posts on both BrightStars and Exceed pages continued in 2015 to inform providers and families and highlight exemplary programs and practices.

Rhode Island's Quality Matters campaign to inform families of the importance of choosing a high-quality early learning program also launched in 2015. The campaign has three focus areas: community outreach, direct parent contact, and advertising. BrightStars has scheduled individual meetings with agencies working with children and families and disseminated information about young children's brain development and the importance of high-quality experiences in the early years. The campaign leads families to a page connected to exceed.ri.gov. BrightStars is also the state's Resource and Referral Office and speaks directly with parents when they call to inquire about childcare. The Quality Matters campaign's plan includes number of paid ads throughout the state and in both English and Spanish; more than 100,000 impressions have been made through web, television and print ads. The Quality

Matters campaign will continue through 2016.

Outreach - Join Campaign

The participating state agencies and partners planned a second “boots-on-the-ground” effort to encourage participation in BrightStars in the summer of 2015. Similar to last year’s “March Madness” campaign, the outreach team included staff from several state and community agencies. The campaign was designed to provide all early childhood administrators with information about benefits of applying to BrightStars and to inform them of the Rising Stars award. The Rising Stars award offers one-time financial incentives to center-based early learning programs, public schools, and family child care homes to recognize programs achieving a 2 star or higher rating in BrightStars TQRIS. As a result, 39 programs joined BrightStars for the first time, with 12 eligible to receive a Rising Stars award. The state’s campaigns have ensured every provider in the state has received, at minimum, written material and at least one personal phone call about the state’s efforts to improve quality in early care and education.

Resources and Supports

In addition to communication and outreach, Rhode Island was intentional in its design of supports. All direct financial supports to programs are linked to participation in BrightStars and are intended to help support the costs of improving program quality or of maintaining program quality. This package of incentives and supports includes Program Improvement Grants, Quality Awards, Rising Stars awards, and Technical Assistance and the combined effect is expected to help programs reach and maintain a higher star rating.

Program Quality Improvement Grants

In 2015, the Center for Early Learning Professionals implemented a second full year of program quality improvement, representing waves 5 through 8, and awarded \$4,540,706 in grants. Programs participating in BrightStars at all star levels were eligible for program quality-improvement grants (PQI). Grant applications were required to be aligned with the program’s continuous quality-improvement plan, required through participation in BrightStars. Centers were eligible for up to \$60,000 per year, and family child-care homes up to \$10,000 per year. In 2015, a total of 256 grants were awarded representing 145 grants to center-based programs, 90 grants to family child-care providers, and 21 grants to public schools, totaling \$3,559,101, \$425,093, and \$566,512 respectively. Program quality-improvement grants primarily funded materials and furnishings to improve Environmental Rating Scores, the purchase or development of curricula, parent engagement activities, substitutes to allow for staff to attend professional development sessions at the Center, college tuition for staff, and onsite professional development. The Center for Early Learning Professionals will offer one final wave of program quality grants totaling \$400,000 in the no-cost extension period. Programs that have not yet received an award will receive priority in this final wave of funding.

Facilities Technical Assistance and Grants

As a result of the feedback from stakeholders on the 2013 revisions to the Department of Children, Youth and Families regulations for licensed child care programs, the state commissioned an Early Learning Facility Needs Assessment. Local Initiatives Support Corporation (LISC) - Rhode Island Child Care Facilities Fund (RICCFF) conducted the study from January through May 2014. The resulting report included detailed information regarding the overall condition of Rhode Island early learning facilities, with a particular focus on issues that presented barriers to meeting and maintaining licensing standards, including group size. Priority findings include:

- 1) Compliance with DCYF Licensing Regulations. 27% of centers were observed to

have non-group size structural licensing issues. A total of 20% of centers were observed to have a structural group size issue.

2) Health and Safety - Overall Building Condition: The majority of centers (69%) had some issues related to overall building condition; these issues ranged across a wide spectrum, from large structural issues (roof, siding, heating systems) to smaller maintenance issues, such as peeling paint and damaged flooring.

3) Health and Safety - Playground Issues: Every center (100%) had at least one issue related to safety on the playground; 67% of centers had five (5) or more safety issues, and 17% of centers had 10 or more safety issues

The facilities study led to the submission of an amendment to allocate additional resources and supports to programs in the area of facilities. In 2015, a second contract was awarded to LISC via the Rhode Island competitive bidding process. This \$1M contract supported LISC to implement professional development and technical assistance and to provide capital and planning grants to Rhode Island's early care and education community. LISC reframed its existing facilities program and created the Rhode Island Child Care and Early Learning Facilities Fund (RICCELFF) and officially launched the program in January of 2015. The RICCELFF is a public-private partnership designed to help child care and early learning programs develop safe, high quality learning environments - indoors and outdoors. RICCELFF supports organizations with the development of new facilities as well improvements to existing spaces. RICCELFF combines the efforts of the long-standing Rhode Island Child Care Facilities Fund, with the newly funded Rhode Island Early Learning Facilities Project. RICCELFF focuses its efforts on supporting the development and improvement of physical space for child care and early learning facilities across Rhode Island. Combining access to expert technical assistance with written resource materials and group training, the RICCELFF promotes best practices in child care and early learning facility design and development. Financial resources are available to qualified centers in the form of grants and low- and zero-interest loans through private funding. Services are available to licensed child care and early learning centers, Head Start centers, state-funded pre-k programs, and public school preschool settings.

RICCELFF staff and consultants provide the Rhode Island child care and early learning centers with technical assistance on all aspects of facility design and development, including guidance on navigating physical space challenges related to licensing and quality improvement, creating financing and fundraising plans, assessing the feasibility of proposed construction and renovation projects, obtaining playground audits, and creating improvement plans. LISC staff members support programs with guidance through each step of the process and assist with identifying and securing the professionals needed to support the implementation of a successful project. LISC produces and distributes a library of resources, which are promoted in a regular education eNews to the field. The Equipment Guide, originally written and published in 2005, was updated to reflect new regulations, guidance and priorities. "Fast Facts" documents are also provided and are popular and helpful resources to the community. A Facility Self-Assessment Tool was released in the summer of 2015 and was introduced with a series of trainings. In addition to the work with with early learning centers, LISC provided technical assistance to state partners. In 2015, on-going support and technical assistance was offered to the Department of Children, Youth and Families licensing staff regarding facility-related issues. Support was also provided to Department of Education staff relative to new playground audit requirements that have been added to the Comprehensive Early Childhood Education approval process.

RICCELFF also supports state staff and program administrators through high-quality

professional development on ways to improve existing facilities or create new spaces that support quality. RICCELFF offered all-day playground training for all individuals working with centers on national playground safety standards and a three-day national playground safety certification course in June of 2015. This course enabled attendees to test for and potentially receive certification as a playground safety inspector. In 2016, RICCELFF will launch training related to funding facility projects with creative fundraising, financing and sound budget management and a series of trainings related to utilization of the facility self- assessment tool.

RICCELFF also offered facilities grants to support health and safety, playground, and quality improvement. Priority was given to centers serving substantial numbers of high-needs children and to centers demonstrating a strong commitment to continuous quality improvement through their participation in BrightStars. Funding and targeted outreach was also focused on centers that received DCYF licensing variances. In the first two waves, 100 programs applied for funding. It quickly became apparent that the costs to remediate the challenges exceeded the capacity initially allocated for the work. In May 2015, a second amendment to the RTT-ELC grant's budget provided an additional \$1.1M to support facilities improvement. RICCELFF offered three waves of facilities improvement grants in 2015. In total, \$1,706,012 was awarded to 81 programs (76 community based early learning centers and five public schools); 14 programs were funded for capital improvements, 30 programs for facilities planning and 37 centers for a combination of capital and planning. Funds benefitted centers at all levels of the BrightStars continuum: 25% at the 1-star level, 18% at the 2-star level, 30% at the 3-star level, 21% at the 4-star level, and 6% at the 5- star level.

Technical Assistance - Center for Early Learning Professionals (The Center)

The Center for Early Learning Professionals offers individual and group technical assistance (TA) that builds on program strengths to improve program quality and outcomes for children. TA is offered in both English and Spanish, and in small-group or individual sessions. TA services are adapted to match the current and dynamic status of programs as they strive to move forward along the quality continuum. The focus of TA provided is aligned to expectations outlined in the BrightStars Framework and Comprehensive Early Childhood Education Program Standards.

The Center has developed two approaches to technical assistance to meet the needs of programs. *Small group TA* is offered to programs as a means of providing support to those administrators who can best benefit from working with colleagues in a small-group setting. *Small group TA* employs both a community of practice and process consultation approach. Administrators work collaboratively with TA specialists and other early childhood administrators on common issues. *On-site program-level TA* is offered to program administrators and family child-care providers interested in individualized support that focuses on their unique program needs. TA providers meet with administrators and their staff and utilize process consultation strategies to help move the program forward in their quality improvement efforts.

Technical assistance is designed to support administrators and education coordinators to embrace a culture of continuous improvement by building strong systems for program self-assessment and staff support that are aligned with the BrightStars rating system and Rhode Island's Workforce Knowledge and Competencies. Most often, programs receiving small-group TA and on-site program-level TA receives supports to:

- strengthen the program's Quality Improvement Plan (QIP);
- strengthen the Individual Professional Development Plans (IPDP) of staff;
- develop a program self-assessment process;

- identify community resources;
- understand the program quality-improvement grant process and alignment of the program's QIP goals with grant requests;
- assist programs in their efforts to meet the CECE approval and certification process; and/or
- increase the administrator's capacity to lead programs on a continuous path of self-assessment and ongoing quality improvement.

In 2015, 347 providers received technical assistance through individual and small group sessions at the Center for Early Learning Professionals. In October 2015, the Center for Early Learning Professionals released pre- and post-BrightStars rating data for 62 programs (28 centers and 34 family home providers) that received the Center for Early Learning Professionals' services in the past 18 months. The data shows that of those 62 programs, 97% demonstrated improved program quality and 97% increased their star rating or maintained their star rating while converting to the 2013 standards.

As part of the continuous improvement plans for the Center for Early Learning Professionals, an internal evaluation was conducted in the spring of 2015. The evaluation team conducted focus group interviews with three sets of providers receiving Center services with the goal to gather in-depth information about providers' sense of the value and impact of Center services, particularly TA services. Participants' comments suggest three categories of TA support that they particularly valued: (1) personalization of services, often in the form of resources/tools, problem-solving, and coaching; (2) assistance navigating the state's changing early childhood landscape; and (3) developing a networked, "community of practice," where providers can look to their peers as ongoing resources. Participants in all three focus groups also noted that the Center has been invaluable in helping them negotiate new standards, regulations, and requirements. The information gathered from these focus groups will inform both continuous improvement plans for the Center and planning for sustainability of Center services in the future.

Quality Awards

Quality Awards assist early learning programs participating in the state child-care subsidy program in offsetting the overall cost of operating a high-quality program. Early learning programs that achieve and maintain a BrightStars rating of 3, 4, or 5 Stars and meet eligibility criteria for serving children receiving a child-care subsidy can receive a monthly Quality Award payment via a per-child-served calculation. In addition to the monthly base payment, a bonus is provided to early learning programs that provide care for infants and toddlers. The monthly Quality Award payment increases as an early learning program moves up the quality continuum and is designed to address estimated gaps in program expenses and probable revenue, which correspond to increased quality standards.

In July 2014, the CCAP Rules and Regulations were revised through an emergency amendment. The amendment made to the CCAP rules excluded Head Start enrollment from the calculation of quality-award payments, even if the program met the eligibility criteria of providing programming for at least 10% of enrolled children receiving subsidized care. In February 2015, DHS began the rule making process to extend quality awards to include programs that meet the following criteria: 10% or greater of their licensed capacity as CCAP children or the program accepts CCAP children and can demonstrate that at least 10% of their capacity serves children from families that are low income (less than 200% FPL). In June 2015, the rule making process was completed and the Quality Awards were extended to 3 new programs. 18 programs already participating were also able to include the children in

Head Start and state-funded Pre-K classrooms in the quality award calculation.

Altogether, just over \$1.3M of RTT-ELC funds were allocated to support programs to maintain the higher tiers of BrightStars; 54 centers and 14 family child-care providers received Quality Awards of \$1,272,282 and \$30,287 respectively. Programs enrolled in the Quality Award program are required to spend a percentage of their award on mandatory expenditures, such as wage enhancements, staff bonuses, expanded benefits, and staffing/release time for professional development activities. As of September 2015, over \$770,000 of the total expenditures has been spent on these mandatory expenditures. Quality Awards ended in December of 2015 and the Department of Human Services has submitted a plan for tiered reimbursement for consideration by the General Assembly.

Rising Stars

The Department of Human Services, in collaboration with RTT-ELC partners, presented a proposal for a Rising Star program to offer one-time awards to recognize programs achieving a particular level in BrightStars, to the Program Standards and Quality Early Learning Council subcommittee in May 2015. Feedback from the council was incorporated into the plan and DHS extended the incentive to the early care and education field through the Child Care Development Fund. The Rising Star Program offers one-time awards to center-based early learning programs, public schools, and family child care homes to recognize programs achieving an advanced level in the BrightStars TQRIS. This program is intended to incentivize programs to convert from the 2009 to the 2013 standards and/or to increase quality as evidenced by their overall BrightStars rating. Specifically, this program provides a financial bonus to programs enrolling at, moving up, or converting to a 2 star or higher level, with awards increasing by star level. Center and public schools are eligible for \$500 for a one-star conversion to the new standards, \$2,000 at 2-star, \$4,000 at 3-star, \$5,000 at 4-star, and \$6,000 at 5-star. Family child care homes are eligible for \$250 for a one-star conversion, \$1,000 at 2-star, \$2,000 at 3-star, \$2,500 at 4-star, and \$3,000 at 5-star. Although use of funds is flexible, programs must provide an application which includes details of how the award will be invested in their early learning program. Programs receiving Rising Star awards must continue their enrollment in BrightStars for at least one year following the award.

A team was created to monitor the communication, outreach and implementation of the Rising Stars program. Outreach teams were created and representatives from the Early Learning Council and the Department of Education recruited new programs to BrightStars while the Center for Early Learning Professionals and BrightStars focused on outreach to existing programs that may be eligible for an increase in star rating. Weekly calls were set up to check-in, identify barriers and problem-solve. Between June and December 2015, 166 programs applied to and were rated by BrightStars. 110 programs received an award totaling \$209,500. The allocation was not fully expended during the announced award period and Rising Stars awards were extended on a first-come-first-served basis to the remaining 130 programs that submitted an application for an increase by December 15, 2015 and are currently pending evaluation by BrightStars.

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 and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	6	86%	8	100%	14	100%	14	100%	20	100%
Early Head Start and Head Start ¹	10	26%	20	53%	44	100%	44	100%	44	100%
Programs funded by IDEA, Part C	0	0%	0	0%	0	0%	0	0%	0	0%
Programs funded by IDEA, Part B, section 619	55	0%	0	0%	55	100%	55	100%	55	100%
Programs funded under Title I of ESEA	6	0%	0	0%	6	100%	6	100%	6	100%
Programs receiving CCDF funds	86	9%	233	25%	933	100%	933	100%	933	100%
Other 1	34	10%	82	25%	330	100%	330	100%	330	100%
<i>Describe:</i>	DCYF Licensed Child Care Centers									
Other 2	59	9%	172	25%	688	100%	688	100%	688	100%
<i>Describe:</i>	DCYF Licensed Family Child Care									
Other 3										
<i>Describe:</i>	All Public Schools									

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

Performance Measure (B)(2)(c) - Additional Other rows

Targets: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 4										
<i>Describe:</i>										
Other 5										
<i>Describe:</i>										
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

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

Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	7	6	86%	7	6	75%	11	8	72.7%	17	16	94%	18	18	100%
<i>Specify:</i>															
Early Head Start and Head Start ¹	38	10	26%	38	16	45%	38	29	76.31%	40	36	90%	45	43	93.33%
Programs funded by IDEA, Part C	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Programs funded by IDEA, Part B, section 619	55	55	0%	55	0	0%	50	0	0%	53	15	28.3%	50	32	64%
Programs funded under Title I of ESEA	6	6	0%	6	0	0%	4	0	0%	3	2	67%	3	2	66.66%
Programs receiving CCDF funds	933	86	9%	933	166	17.79%	774	774	100%	703	659	93.7%	761	744	97.76%
Other 1	330	34	10%	330	48	14.55%	309	278	89.67%	311	245	78.8%	317	260	82.02%
<i>Describe:</i>	DCYF Licensed Child Care Centers														
Other 2	688	59	9%	688	127	18.46%	569	516	90.68%	552	425	77%	516	445	86.24%
<i>Describe:</i>	DCYF Licensed Family Child Care														
Other 3													55	34	61.82%
<i>Describe:</i>	All Public Schools														

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

Performance Measure (B)(2)(c) - Additional Other rows

Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

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 Data is estimated.

Source(s)

Title I: Number of Programs. Accelegrants; Participation: Oakland Beach, Warwick, not rated. Captain Harold Hunt, Central Falls, 3 stars, ECEDS, 12/31/15.

Head Start: Number of programs, Direct from Grantees, 1/15/16.

IDEA: Number of programs, Rhode Island Department of Education, 12/31/15.

Licensed child care, all public schools and CCAP: Rhode Island's Early Care and Education Data System, 12/31/15. Programs receiving CCDF funds represent the total number of Center-based and Family Child Care homes receiving CCDF funds. Other 1: DCYF licensed child care programs; Represents the total number of center-based programs in Rhode Island. Other 2: Represents the total number of family child care homes in Rhode Island.

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.

At year end a total of 739 programs, or 83% of all eligible programs, 260 child care centers, 34 public schools, and 445 family child care programs, were rated in Rhode Island's Tiered Quality Rating and Improvement System (TQRIS), known as BrightStars. This represents an 8% increase in the participation rate over last year. This progress is due to a number of efforts put in place by the state. Participation in Rhode Island's TQRIS is required for programs participating in the Child Care Assistance Program (CCAP) or state-funded pre-K, or seeking Comprehensive Early Childhood Education approval. Voluntary participation remains for licensed child care programs and for public schools. As previously described, Rhode Island's strategies for increasing participation include consistent and regular communication, targeted outreach to ensure understanding and engage programs, and resources and supports to achieve and maintain a star rating in BrightStars.

The Department of Human Services has put in place protocols and policies to ensure 100% of CCAP programs are engaged in BrightStars. Quality-assurance checks are completed monthly by DHS's Office of Child Care staff. In December of 2015, 669 programs are active CCAP providers. 12 of the CCAP programs are not currently rated in BrightStars. There are a number of factors that resulted in these 12 programs accepting CCAP and not currently being rated. Data reported is a point-in-time snapshot of December 31, 2015. These programs have pending, expired ratings and/or may be new and are in the application process. DHS maintains regular contact with each provider and expects the remaining programs to be rated and/or in good standing with BrightStars within six months of their initial application and/or

status change. Programs failing to meet BrightStars participation requirements will result in a suspension in CCAP payments.

100% of state-funded pre-k programs and 100% of programs with a CECE-approved classroom are participating in BrightStars. Public schools became eligible to participate in BrightStars in October 2013 and in 2014, 15 public schools were rated in BrightStars. Participation more than doubled in the second year of eligibility and as of December 2015, 34 public schools, or 62% of all public schools, are rated in BrightStars. Regular and ongoing communication is in place with public schools through the Commissioner's field memos and monthly meetings.

Head Start and Early Head Start, including sites participating in the Early Head Start- Child Care Partnerships Grant, have an overall participation rate of 93%. Three of the Head Start grantee programs opened in the fall of 2015 and are expected to join in 2016. 100% of the Early Head Start Child Care Partnerships Grant sites are participating. The Department of Human Services continues to encourage participation of the new programs.

Rhode Island has a total of 149 early care and education programs (57 centers, 71 homes, and 21 public schools) that have not yet engaged with BrightStars. Through the 2015 join campaign, the state sent mailings, made phone calls and set up meetings throughout the state to answer questions, address concerns and encourage participation. 65% of the child care centers that are not participating are family-run traditional nursery school programs and have fewer than 36 children total with very few high-needs children in their care. The state continues to encourage 100% of early care and education programs to participate in BrightStars.

BrightStars will continue a public awareness campaign, Quality Matters, into 2016 and will continue to provide promotional materials and advertising on local websites and in physical locations of community partners connected to children and families, including pediatricians' offices, health care centers/hospitals, and parent organizations and support groups, to ensure parents can make an informed choice on their child's care by using the early learning program search.

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

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

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

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

Rhode Island continues to strive for consistency in rating and monitoring the quality of all early learning and development programs across all aspects of the program-quality continuum. Rhode Island's program-quality continuum creates a logical pathway for continuous program improvement. The quality continuum for early childhood education programs begins with the foundational requirements of the Department of Children, Youth and Families licensing regulations for child care centers and family child care homes and the Department of Education's Basic Education Program compliance for public schools. As programs make quality improvements, they move up through the 1-5 Star BrightStars rating process. The highest bar in the quality continuum for preschool and kindergarten programs is approval under the Department of Education's 2013 Comprehensive Early Childhood Education Standards for Approval. To promote consistency in rating and monitoring programs Rhode Island:

- developed an alignment team and Assessor Management System;
- convened a cross-agency alignment team to support consistent and regular communication and monitoring;
- made specific steps to increase consistency in monitoring within each respective agency involved in the continuum; and
- created a streamlined application for providers to apply for licensing renewal, to apply to BrightStars, and to apply for CECE approval.

Alignment Team

The Department of Education continued the monthly convening of an alignment team consisting of staff from the Department of Children, Youth and Families, BrightStars, the Center for Early Learning Professionals, Local Support Initiatives Corporation, and the Department of Education. This team's goal is to ensure ongoing consistency and reliability among the assessors and front-line staff regularly interacting with programs, not only in

standards/regulations measurement but also in providing consistent guidance and communication about quality expectations, resources, and supports. The focus of the 2015 work was on aligning expectations, and measurements and messaging across the continuum. During this process, the team determined programs needed significant guidance and developed the following tip sheets for early care and education programs:

- Child Assessment;
- Family Communication, Involvement, and Engagement;
- Continuous Quality Improvement and the Quality Improvement Plan;
- Inclusive Practices;
- Group Size/Determining Licensed Capacity;
- Health and Safety in Facilities;
- Curriculum;
- Developing a Program-Level Curriculum Framework; and
- Systems of Staff Support.

In an effort to support consistent messaging, front-line training for all staff with direct contact with early learning programs was held from March through August 2015. The sessions focused on the areas listed above.

The Center for Early Learning Professionals has an Info Line. This resource assists early learning programs and professionals to improve quality by answering questions and accessing resources related to best practice in the field of early childhood. The Center staffs the Info Line, but the Center also has a system for reaching out to assigned staff within other state and community agencies to ensure the consistency and accuracy of the information provided. To further ensure consistent communication with the field, the Exceed website is updated regularly with information about the program-quality continuum.

Assessor Management

Rhode Island's Assessor Management System (AMS) was developed collaboratively by the Rhode Island Department of Education, the Rhode Island Department of Human Services and the Rhode Island Association for the Education of Young Children (RIAEYC). Rhode Island's AMS includes policies and procedures that apply to the standards for Environmental Rating Scale (ERS) assessors, observations, and reports, training, quality assurance, and the appeals process. ERS assessments are required in BrightStars starting at the 3-star level. The AMS was completed in 2015. The AMS requires all assessors achieve 85% reliability with an author-reliable trainer. Inter-rater reliability for the ERS is essential in maintaining accuracy and accountability. Inter-rater reliability is established during "reliability checks." Staff trained by Environmental Rating Scale Institute (ERSI) will be checked on or before their 20th assessment following ERSI training. Reliability checks will occur on or before every 20th assessment thereafter. All BrightStars staff and consultants conducting assessments using any of the Environment Rating Scales participate in reliability checks for *each* scale that they use. Rhode Island's standards for reliability include an average score of 85% across the last three reliability checks. This base level of reliability establishes an assessor's ability to conduct independent assessments and ensures that assessors are using the Environment Ratings Scales accurately.

In February 2015, RIAEYC, the organization contracted to implement BrightStars, sub-contracted with Branagh Information Group to develop the automated Environmental Rating System (ERS), a data collection system for Rhode Island. The Branagh ERS data system allows BrightStars assessment staff and consultants to conduct the Environmental Rating Scale System across age groups (ECERS-R, ITERS-R, FCCERS-R and SACERS) using

software on a tablet computer. The system also provides information and tools that the BrightStars assessment team uses to conduct and automatically score assessments, producing a wide range of feedback and monitoring reports. Training for assessors and consultants took place in March, 2015, with full implementation and roll-out in April 2015. Reports from the ERS Data System have been shared with the staff at the Center for Early Learning Professionals. Management staff at BrightStars, in collaboration with the Center for Early Learning Professionals, will also use ERS data to incorporate information on scores by indicator into professional development opportunities. In 2015, BrightStars revised its confidentiality policy for participating programs to encompass new data sharing requirements and to incorporate the use of tablets in the field by assessment staff.

Rating and monitoring: Department of Children, Youth and Families

The Department of Children, Youth and Families (DCYF) is responsible for monitoring the licensing regulations for centers and family child care homes. DCYF continues to make progress toward the goal to monitor all licensed child care center programs at least twice per year and all family child care homes at least annually. As part of RTT-ELC, targets were set to monitor 100% of family child care homes at least annually. As of year end 67% of family child care homes had received at least an annual monitoring visit. DCYF continues to work on improving rates for monitoring.

Building upon the knowledge from the facilities study and the implementation of re-measurement in all centers conducted in 2014, DCYF developed a plan to seek expert guidance to develop a measurement guide and to train staff, with a focus on improved customer service and ensuring consistency when monitoring compliance to licensing regulations. In January 2015, a request to allocate \$50,000 from the RTT-ELC technical assistance set-aside to support consistency in DCYF monitoring was approved. In December of 2015, DCYF determined that they would not seek outside technical assistance and would continue to work internally on consistency in monitoring. The funds allocated to this project were moved to support program quality improvement.

Rating and Monitoring: BrightStars

The Department of Human Services and the Rhode Island Association for the Education of Young Children convene the BrightStars Governing Board, comprised of representatives from the Head Start Collaboration Office, Department of Health, Rhode Island Kids Count, United Way of Rhode Island and the Department of Education, Department of Children, Youth and Families. The role of the BrightStars Governing Board is to review BrightStars policies, procedures, business processes, work plans, and staffing patterns to ensure operational efficiencies; to incorporate current research and best practices in BrightStars standards; and to ensure alignment with other state systems and initiatives. The BrightStars Governing board makes official recommendations to the Department of Human Services for consideration and ultimate decision-making. In 2015, the BrightStars Governing Board made two policy changes: BrightStars will no longer grant variances to standards compliance in any case or circumstance and now requires programs applying for a 2-Star or higher rating to have completed an approved training on one of the assessment tools used during the BrightStars evaluation, Environmental Rating Scale (ERS) and/or Classroom Assessment Scoring System (CLASS). In addition, the BrightStars Governing Board approved new operational procedures for BrightStars staff conducting assessments. In 2015, Brightstars reinstated the policy allowing on-site feedback visits for all programs, and reinstated a three week, unannounced site visit window rather than a two week, unannounced site visit window.

Rating and Monitoring: Department of Education

In Rhode Island, the highest level of program quality is established by the Department of Education's Comprehensive Early Childhood Education (CECE) Program Standards. CECE

standards align with, or exceed the highest tier in BrightStars. CECE approval is voluntary for preschool and kindergarten programs and required for state-funded prekindergarten classrooms. The standards meet or exceed national pre-k benchmarks, and reflect research and evidence-based practices shown to improve educational and developmental outcomes for children. The standards also incorporate a framework for providing high-quality educational services based on Rhode Island's Early Learning and Development Standards. Approval is available at both a classroom and a program level. The Department of Education's Approval systems were updated and providers were informed of new application protocols in 2014. As of December 2015, 18 classrooms in 13 of Rhode Island's early care and education programs have achieved the highest level in Rhode Island's Program Quality Continuum.

Streamlining Application Processes: Universal Program Application

To support alignment in data collection across the program quality continuum, three state agencies worked together to support a streamlined application that can be used for applying for license renewal, a BrightStars rating and/or Comprehensive Early Childhood Education program approval. The Universal Program Application (UPA) allows program administrators to link the data from the early care and education data system's program profile with the data on the program's staff in the workforce registry, since the information contained in the program profile and workforce registry are commonly requested in the applications across all agencies. This streamlined process reduces the paperwork burden on program administrators and ensures that accurate, up-to-date information is shared across agencies. Specifications for the UPA were finalized in 2015 and development is underway. In addition to what is common across the agencies and collected in the UPA, each agency participating in the program quality continuum has a set of application requirements that are unique. As the data team completes each unique section, the applications across the continuum will be released in phases starting with license renewal for centers and school-age programs, family child care license renewal, BrightStars rating application and then CECE approval.

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

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

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

Describe the progress made in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

In 2015, state implemented strategies that resulted in progress toward targets. First, the collaboration between BrightStars and the Center grew stronger in 2015. BrightStars and the Center are co-located making it easy for regular communication to be a part of the work. The Center for Early Learning Professionals and BrightStars staff are collaborating to provide technical assistance to programs with an emphasis on quality improvement efforts. In October 2015, the Center for Early Learning Professionals released pre-and post-BrightStars rating data for 62 programs (28 centers and 34 family home providers) that received the Center for Early Learning Professionals' technical assistance, program quality improvement grants, and aligned professional development in the period March 2014-October 2015. The data shows that of those 62 programs, 97% demonstrated improved program quality and 97% increased their star rating or maintained their star rating while converting to the 2013 standards.

Second, the implementation of another "boots-on-the-ground" campaign and incentives promoted movement up the quality continuum. The Rising Stars program recognizes programs that increase their rating, convert from the 2009 to the 2013 standards, join at two starts or higher, or move up the BrightStars quality continuum. As a result of this campaign, between June and December 2015, 166 programs applied to and were rated by BrightStars and an additional 130 programs submitted an application and are in the queue to be rated. Of the 166 programs that applied to BrightStars, 110 were seeking a conversion from the old standard to the new or were applying to increase their star rating. Rhode Island has succeeded in successfully supporting programs to maintain their star rating upon conversion to the new standards or increase their star rating. In 2015, 38 programs maintained their star rating while 65 went up at least one level. Only 7 programs decreased in star rating. Of those 7, ERS scores were the primary cause of their reduction in overall star level.

While we will continue to encourage programs that have not yet participated in the TQRIS to participate, Rhode Island will focus the final year of the grant on assisting rated programs to move up the program-quality continuum. The Center for Early Learning Professionals and BrightStars will work together to analyze data collected by both agencies, including technical assistance notes, Environmental Rating Scores, Classroom Assessment System Scores, professional development participation, and quality-improvement plans, to identify areas of focus that will be used to target efforts to support program quality improvement directly related to moving up the program-quality continuum. Dependent upon the program's individual needs, BrightStars and/or the Center for Early Learning Programs will provide direct outreach to rated programs and provide technical assistance to reach a higher star level.

Rhode Island expects to see the impact of the full implementation of resources and supports provided to programs in 2015 as an increase in programs reaching the higher tiers in 2016. Rhode Island will also implement one additional wave of program quality improvement grants and the child assessment grants to support programs in continuous quality improvement.

Rhode Island was intentional to ensure high quality and positive child outcomes in its design of the highest tiers of the Rhode Island's Tiered Quality Rating and Improvement System, BrightStars. There were no changes to the high-quality benchmarks in 2015.

Performance Measures (B)(4)(c)(1)

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

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	93	255	1,079	1,079	1,079
Number of programs in Tier 1	34	77	755	540	270
Number of programs in Tier 2	23	64	108	216	270
Number of programs in Tier 3	14	51	108	162	216
Number of programs in Tier 4	16	38	54	81	162
Number of programs in Tier 5	6	25	54	80	161
Number of programs enrolled but not yet rated	0	0	0	0	0

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	93	175	786	685	739
Number of programs in Tier 1	34	88	97	460	414
Number of programs in Tier 2	23	36	48	118	202
Number of programs in Tier 3	14	16	22	41	53
Number of programs in Tier 4	16	23	29	48	54
Number of programs in Tier 5	6	12	13	18	16
Number of programs enrolled but not yet rated	0	0	0	0	7

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.

Rhode Island Early Care and Education Data System, 12/31/15.

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.

Rhode Island is clear that participation in BrightStars is the first step for early care and education programs to increase program quality. There are a number of reasons Rhode Island did not reach its targets. First, delays in developing, issuing, and reviewing proposals and contracting for the state's TQRIS vendor resulted in a 9 month delay in implementing the revised TQRIS standards. This delay impacted the state's ability to reach its targets. For example, public school programs were not eligible for participation until November of 2013. Second, leadership changes at the Rhode Island Association for the Education of Young Children (RIAEYC), the vendor contracted to implement the TQRIS, occurred in January of 2014 and resulted in revised contract deliverables and shifts in operational practice that required time to implement. Lastly, Rhode Island's TQRIS remains voluntary for early learning programs that do not accept state funding. These challenges have impacted the timeline for moving programs up the quality continuum, although positive results were visible in 2015.

Rhode Island's targets are based on estimates from 2011. In 2015, Rhode Island has 833 licensed child care programs. This represents a reduction of 83 programs (916 licensed programs in 2014). There are two reasons for the reduction: firstly, a number of family child care programs are reported as closed in 2015; and secondly, data collection on the number of programs has improved with the nightly data feed into the early care and education data system. The Rhode Island estimated number of programs by tier as a percentage of total is: 50% at Tier 1, 20% at Tier 2, 15% at Tier 3, 8% at Tier 4, and 7% at Tier 5. With a current participation rate of 83%, the distribution of Rhode Island's programs is currently 56% Tier 1, 27% at Tier 2, 7% at Tier 3, 7% at Tier 4, and 2% at Tier 5 (percentages do not total due to rounding).

Performance Measure (B)(4)(c)(2) Definition of Highest Tiers

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

Rhode Island defines the highest tiers as level four and five of the Rhode Island's TQRIS,

BrightStars. Rhode Island's program quality continuum creates a logical pathway for continuous program improvement beginning with the foundational requirements of the Department of Children, Youth and Family licensing regulations for child care centers and family child care homes and Basic Education Program regulations for public schools. As programs make quality improvements, they move up through the 1-5 Star BrightStars rating process. The highest bar in the quality continuum for preschool and kindergarten programs is approval under the Department of Education's 2013 Comprehensive Early Childhood Education Standards for Approval.

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

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

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.										
Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	69	64%	92	64%	161	64%	230	64%	731	100%
Early Head Start and Head Start ¹	515	20%	1,024	40%	1,535	60%	2,047	80%	2,559	100%
Programs funded by IDEA, Part C	0	0%			0		0		0	
Programs funded by IDEA, Part B, section 619	0	0%	0		1,053	50%	1,580	75%	2,106	100%
Programs funded under Title I of ESEA	0	0%	54	50%	108	100%	108	100%	108	100%
Programs receiving CCDF funds	244	3%	476	6%	794	10%	1,588	20%	2,382	30%
Other 1	243	4%	333	6%	556	10%	1,111	20%	1,667	30%
<i>Describe:</i>	DCYF Licensed Child Care Centers									
Other 2	1	0%	24	1%	71	3%	119	5%	191	8%
<i>Describe:</i>	DCYF Licensed Family Child Care Homes									

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

Performance Measure (B)(4)(c)(2) - Additional Other rows

Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 3										
<i>Describe:</i>										
Other 4										
<i>Describe:</i>										
Other 5										
<i>Describe:</i>										
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

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.

In most States, the **Number of Children with High Needs served by programs in the State** for the current reporting year will correspond to the **Total** reported in Table (A)(1)-3a. If not, please explain the reason in the data notes.

Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# 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	#	%	# 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	69	69	64%	98			156	73	46.79%	205	175	85.3%	417	259	62.11%
<i>Specify:</i>															
Early Head Start and Head Start ¹	2,559	515	20%	2,559	687	26.84%	2,046	759	37.09%	2,416	1,466	60.7%	2,413	1,328	55.03%
Programs funded by IDEA, Part C	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
Programs funded by IDEA, Part B, section 619	2,106	0	0%	2,106	0	0%	2,166	0	0%	2,786	347	12.4%	2,186	296	13.54%
Programs funded under Title I of ESEA	108	0	0%	108	0	0%	79	0	0%	108	20	2.2%	91	0	0%
Programs receiving CCDF funds	7,940	244	3%	7,940	563	7.09%	4,898	576	11.75%	5,748	811	14.8%	6,405	794	11.97%
Other 1	5,558	243	4%	5,558	550	9.89%	3,741	561	14.78%	4,585	786	17.1%	4,871	729	14.96%
<i>Describe:</i>	DCYF Licensed Child Care Centers														
Other 2	2,382	1	0%	2,382	13	0.05%	1,157	15	1.1%	1,506	25	1.6%	1,534	38	2.47%
<i>Describe:</i>	DCYF Licensed Family Child Care Homes														

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

Performance Measure (B)(4)(c)(2) - Additional Other rows

Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline		Year One			Year Two			Year Three			Year Four			
	# 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	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
Other 3															
<i>Describe:</i>															
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

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.

Baseline data is estimated.

Title I: CSPR, 2013-2014. Program: Department of Education, 12/31/15. Oakland Beach (not rated) has two classrooms in Warwick and Captain Harold Hunt (3 stars) has one classroom in Central Falls.

Head Start: Enrollment, Direct from Grantees, 1/15/16.

IDEA: Enrollment in ECE programs, Master Directory, Rhode Island Department of Education, 12/31/15.

CCAP Enrollment: Department of Human Services, 12/31/15.

State Pre-K: Rhode Island Department of Education, 10/1/15.

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 targets by the end of the grant period.

Rhode Island is focused on assisting rated programs to move up the program-quality continuum in order to ensure high-needs children have access to high-quality programs. Rhode Island will continue the successful strategies used to engage programs in BrightStars to encourage programs to move up the quality continuum. In addition, Rhode Island will employ the strategies described in the previous section including analyzing data that will be used to target efforts to support program quality improvement directly related to moving up the program-quality continuum and offering child assessment grants and one final round of program quality improvement grants to programs.

Nearly 60% of the 45 Head Start/Early Head Start programs are at higher quality tiers of the TQRIS, defined as BrightStars level 4 or level 5. 20 are in the higher tiers, 12 are at star level 3, 1 at star level 1 and three are not yet rated. 8 of the 10 partnership sites are working toward the two highest tiers. As reported in the January Administration of Children and Families newsletter, individualized work plans are in place through the partnership grant for each partner. As a result, 1,428 low-income children have access to higher-tier programs.

In 2014, The U.S. Department of Education awarded Rhode Island a Preschool Development Grant to add additional prekindergarten programs in the seven highest-need communities in Rhode Island: Central Falls, East Providence, Newport, Pawtucket, Providence, West Warwick, and Woonsocket. With funding from this grant, the Rhode Island Department of Education will expand the Rhode Island prekindergarten program from the current 17 sites to a total of 60 sites by school year 2019-2020. The Rhode Island Department of Education requires BrightStars participation and requires programs to meet the Comprehensive Early Childhood Education standards as a condition of eligibility for the State Funded Pre-K Expansion grant. This expanded opportunity will encourage programs to reach for the highest tiers of the program-quality continuum and will help Rhode Island ensure more high-needs children have access to high-quality programs. In 2015, Rhode Island's State Funded Pre-K

was expanded to 581 children participating in 33 pre-kindergarten classes and in the 2016 academic year, will expand 360 slots in an additional 20 classrooms in the fall of 2016 to total 941 children in the state funded pre-k program. Of the 581 state-funded pre-k children in 2015, 417 are high-needs children.

The average number of children receiving child care assistance each month has increased from 8,200 in 2014 to 9,200 children in 2015. The increase is due to maintaining 12-month eligibility and 2015 legislation to extend eligibility for the child care assistance program from only working families to include families receiving job readiness training under the Governor's Workforce Board. As of December 31, 2015, 48 of the 669 (8%) CCAP programs are at the two highest tiers, resulting in 729 CCAP children having access to high-quality care. As CCAP programs move up to the highest tiers through the strategies described in the previous section, we will see an increase in high-needs children accessing high-quality programs.

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.

Rhode Island has made progress in the plan to validate the effectiveness of the TQRIS, BrightStars. In February 2014, the Department of Human Services contracted with Child Trends to design and implement the BrightStars validation study. The proposed plan by Child Trends required modification due to the delayed status of BrightStars implementation as of the spring of 2014. DHS and Child Trends made revisions to the study design and re-framed the proposed questions to examine 1) how BrightStars is functioning, by analyzing existing administrative data; and 2) conducting a validation study to compare the ratings with independent measures of quality and measures of children's outcomes. The Child Trends validation team began program recruitment in May 2015. The validation team invited all Level 3, 4 or 5 centers/schools to participate in the validation study. Child assessment data collection started in mid-September and continued through mid-November. Three-hundred eighty-four (384) children were assessed. In early December, Child Trends staff conducted training on the Classroom Assessment Scoring System (CLASS) pre-k version, and all three data collectors became certified on the observational measure. Child Trends staff also conducted a document review of BrightStars applications to determine the feasibility of using the applications as administrative data and to begin developing plans for summarizing the data in early 2016.

In December 2015, the validation team added additional study questions. Child Trends will collect the Supportive Environment Quality Underlying Adult Learning (SEQUAL) in the programs in the study sample to provide data about the work environment of BrightStars programs. Child Trends is subcontracting with the Center for the Study of Child Care Employment at the University of California-Berkley to gather this data. All teachers in participating programs will be invited to complete an online survey. In 2016, Child Trends will do an additional round of recruitment for participation in classroom observations, complete all classroom observation visits of one preschool classroom per center, work with DHS and BrightStars to develop procedures for gathering BrightStars standards-level data in March, and prepare for collecting child assessment data in the spring. The study will wrap up in the summer of 2016 with a final report available in the fall of 2016.

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

Select the Focused Investment Areas addressed in your RTT-ELC State Plan:

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.
- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

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

Promoting Early Learning Outcomes

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

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

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

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

Rhode Island Early Learning and Development Standards are intended to provide guidance to families, teachers, and administrators on what children should know and be able to do as they enter kindergarten. Rhode Island's Early Learning and Development Standards (RIELDS) were completed in 2013 and reported in the 2013 APR. The final standards address all domains of learning and development; avoid redundancy and focus only on essential aspects of development and learning; can be measured; are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities; are research-based or otherwise grounded in a strong rationale for inclusion; and are vertically integrated with K-12 standards. The Rhode Island Early Learning and Development Standards include developmental benchmarks at the following ages: 9 months, 18 months, 24 months, 36 months, 48 months, and 60 months. Rhode Island made progress on its 4 strategies to promote the understanding and commitment to use the Early Learning and Development Standards: review of curriculum alignment to the standards; targeted outreach and promotion; provider training on the standards; implementation of Family Fun Activities; parent training; and mini-grants to support implementation of parent trainings.

Curriculum Alignment

Rhode Island completed a second review of curricula in 2015. Rhode Island's curriculum review process and indicators have been informed by national organizations' indicators of effectiveness including the National Association for the Education of Young Children (NAEYC) and the National Institute for Early Education Research (NIEER). The Curriculum Review Committee met in the spring of 2015 for the purpose of reviewing 10 curricula submitted by the vendors/publishers through a request for information released in the spring of 2015; 9 of which qualified for review. Five education specialists from the Department of Education conducted a detailed, independent review of specific domains, as well as an overarching review of the curriculum. Each individual score was used for the purposes of discussion and upon completion the team settled upon one consensus, average score. The Curriculum Alignment report provides information and guidance to help programs select high quality, research-based published curricula aligned to the Rhode Island Early Learning and Development Standards and Rhode Island's definition of curriculum. The report intends to provide useful information to program leaders for the purposes of making curricular decisions for their program. The 2015 report is posted on the ride.ri.gov website.

The Department of Education and the Department of Health are working together on completing alignment to the RIELDS within their home-visiting programs. This work has been done in two ways, first through an alignment with the Parents as Teachers curriculum and second to Healthy Families America Watch Me Grow curriculum. The goal of this work is to demonstrate where alignment exists in the experiences and content families receive with the state's school readiness goals. The statewide children's librarians are updating and enhanced the Learning and Readiness Kits (LARK) curriculum kits, which are made available to early care and education programs through the statewide library system; as well as parent learning bags, which provide materials to support learning at home aligned to the RIELDS and Fun Family Activity Cards.

Outreach

To promote the use of the RIELDS, Rhode Island printed, translated, and distributed the standards to all early care and education programs, family child care homes, state agency leads and staff, and postsecondary-education faculty and trainers within the network in 2014. New programs are provided with a set of RIELDS by the Department of Children, Youth and Families (DCYF) upon approval of their initial licensing application. New programs can also request copies of the RIELDS standards through the Department of Education or download copies and posters direct from the web. A printing standards guide and information on discounted printing is also available on the web.

Rhode Island continued outreach with state agencies, vendors, partners, and institutes of postsecondary education to ensure that staff and parents are aware of Rhode Island's Early Learning and Development Standards and Fun Family Activity Cards, can access parent training, and, when staff and programs speak to school readiness and children's learning and development, that messages, materials, activities, and curricula are aligned with RIELDS. Building upon the work in 2014, the Department of Education worked with the following agencies in 2015: the Department of Health, the Providence Children's Museum, Amos House - Rhode Island's largest family shelter, the statewide children's librarian network, Women, Infants and Children's Hospital social workers, the DCYF family support staff, parenting organizations, and high schools with pregnant and parenting teens.

RIELDS Training

Rhode Island has a long history of supporting the use of early learning standards by offering comprehensive professional development to the early care and education workforce. The Rhode Island Early Learning Standards Project provides four professional development opportunities to support early care and education professionals in creating high-quality, standards-based programs: Foundations for Rhode Island Early Learning Standards, Developing a Standards-Based Curriculum, Implementing a Standards-Based Classroom, and Implementing a Standards-Based Program. All training is leveled to the appropriate role as it relates to Rhode Island's Workforce Knowledge and Competencies.

The Rhode Island Department of Education offers both train-the-trainer RIELDS courses and RIELDS trainings for early learning professionals. 4 participants from 2014's train-the-trainer cohort received their certification in January and 6 from the 2015 cohort received their certificates by the end of 2015. Early learning professionals were offered 66 opportunities to take one of four RIELDS courses and 723 early learning professionals participated and received course certificates. In addition to the four RIELDS courses, Rhode Island offers Next Steps for professional development. Next Steps consists of a series of workshops designed for those who have completed a RIELDS course. The sessions are designed to provide a deeper look at content within the standards. In 2015, an additional 366 members of the workforce participated in 1 of 14 Next Steps workshops.

In 2015, the content of the RIELDS Foundations training was converted into the Blackboard

format and offered in three transcription formats: as a free module to participant's standalone professional development; as an undergraduate credit-bearing course for 1 credit hour; and as a non-credit course for Continuing Education Unit (CEU). The Foundations hybrid-online course was piloted in the summer of 2015. The RIELDS team engaged participants via an anonymous online survey to provide feedback on the course design and delivery. Edits were made based on the feedback and the finalized course was offered in the fall. A shortened version of the Foundations course was also developed for educators who hold a Rhode Island teaching certificate and this was piloted in September. The course was finalized based on feedback in November and registration for the first course is underway.

Family Fun Activities, Parent Training and Family Fun Activities Mini- Grants

Families are supported to use the RIELDS through the use of Fun Family Activity (FFA) Cards and Fun Family Activities Parent Training. Fun Family Activity Cards can be downloaded and provide family members with specific play-based activities that can be used to support children's learning and development at home. To continue to support families in the use of the RIELDS, a webpage for families on the RIELDS website was published in March 2015. Promotional materials were distributed to families in the spring to promote the use of the Family Fun Activities.

Fun Family Activity parent trainings are based on the knowledge that parents have a critical role in supporting children's learning and development and preparing children for later school success. Rhode Island has conducted 3 trainings for facilitators of the parent groups with 39 trainers trained in 2015. The 39 trainers trained 160 parent facilitators, which resulted in 134 parents participating in the 14 FFA parent courses hosted throughout the state. 88 completed the 15-hour parent training. Also, in November of 2015 the RIELDS team began the process to revise the Fun Family Activities parent and trainer modules. To garner feedback from the trainers and participants, a survey was distributed to the network and a focus group met in December. Rhode Island will revise the modules based on survey feedback in January and February of 2016. Updates and revisions will be presented at training of facilitators in March.

To promote implementation of the RIELDS Family Fun Activities, the Department of Education, in collaboration with Rhode Island Parent Information Network, also offers mini-grants. Family Fun Activities mini-grants are awarded to entities that have completed facilitator training and are used to support the implementation of parent training by supporting the cost of 2 certified facilitators and the purchase of required materials. Outreach efforts were targeted to include entities working with children and families including early learning programs, faith-based groups, community-based organizations, and high-school teen parenting based programs. As a result of the grants, \$21,102 was awarded to support the participation of 132 families including teen and Spanish-speaking parents of Title I and/or special education students, and families with children ages 0-5 completed one of 13 grant-funded trainings. Data collected through formal reports and focus groups confirmed that the FFA series helps parents create learning connections for their young children, but also showed that challenges related to recruitment of parents, retention of participants, and assessing impact remain. These findings informed a multi-tiered selection process that now provides programs with more intensive support in creating plans and measurable outcomes related to family engagement in early childhood learning and development. In the fall, a second round of mini-grant applications was released, resulting in 14 programs in process of implementing a new round of the parent series scheduled for early 2016.

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

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

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

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

Rhode Island made measurable progress in implementing appropriate screening approaches for all children, including dual language learners, by strengthening developmental screening systems and promoting screening for children ages birth to five. Rhode Island's strategies include: implementing a developmental-screening public awareness campaign; continuous quality improvement of screening protocols in pediatric offices, grants to support evidence-based interventions for children based on data, modifications to the existing data system to include all elements of the comprehensive assessment system, and supporting the development of a comprehensive assessment system in Early Intervention and early childhood special education.

Implementation of the Developmental Screening Campaign

In 2014, the Department of Education initiated a developmental screening campaign to create an environment in Rhode Island where families with children ages birth to five are aware of and understand the importance of developmental screening, know how to access it, and feel supported by their social networks and health and education providers to participate in the process. Three goals were identified: 1) increase the number of families with children ages birth to five who understand the importance of developmental screening and know how to access it for their children; 2) celebrate developmental milestones and share the value in attention to a child's development in their earliest formative years; and 3) increase pediatrician awareness of the work of Child Outreach and engage pediatric offices in the process of informing families of children ages 3-5 of the Child Outreach system by creating easily accessible materials and tools.

In 2015, the public awareness campaign launched. The campaign included Spanish radio advertisements, Spanish and English bus stop displays throughout the state, and the launch of the developmental screening and milestones family web sites. The state created developmental screening kits to provide information on screening tools, when they should be used and for what purposes, and who should be conducting the screenings. The materials identify the roles of pediatricians and Child Outreach screeners in providing screening for children ages birth to 5. A web page for parents and providers, linked to exceed.ri.gov, was made available with information regarding developmental milestones and screening. Over 7,000 developmental screening kits were distributed in English and Spanish, and 15 separate training sessions were offered to pediatricians, home visitors, Department of Children, Youth and Families staff, public librarians, and others to prepare them to share this information and to support communication of this information to families. In addition, materials were distributed

at the annual Head Start conference for families preparing to send their children to kindergarten, the annual Rhode Island Association for the Education of Young Children educator conference, New England Fathering Conference and Temas Familiares, a parenting conference for Spanish Speaking parents. Child Outreach also redesigned their informational materials, brochures and posters to align with the developmental screening campaign's look and feel. In 2016, The Department of Education and the Department of Health will continue disseminating information and supporting pediatricians and Child Outreach in using appropriate screening tools and following recommendations and regulations regarding developmental screening.

Developmental Screening Birth- Three Year Olds

Rhode Island has three strategies to increase birth-three year old developmental screening rates: continuous quality improvement in pediatric practices, evidence-based resource and referral, and improved data systems to track and report on developmental screening.

Continuous quality improvement of screening protocols in pediatric offices

During 2015, the Rhode Island Department of Health (RIDOH) made significant progress towards increasing developmental screening rates in Rhode Island. RIDOH continued to work with 13 out of the 14 practices that started the project in 2014. Five of these practices hit their 1-year mark of participating in the project. During 2015, RIDOH signed on another 12 primary care practices and continued to actively recruit practices by contacting an additional 30 practices to encourage participation.

As part of the project, RIDOH, along with Health Centric Advisors, worked with practices to improve their screening rates. In 2015, over 6,000 children were screened using the Survey of Wellbeing of Young Children (SWYC). The SWYC is a screening instrument designed to be freely accessible and available to families, pediatricians, and nurses, as well as professionals involved in early childhood education and care. This instrument is designed to screen cognitive, language, motor and social-emotional development as well as family risk factors. At certain ages, there is a section for autism-specific screening. The entire instrument takes fifteen minutes to complete and is easy to score and interpret. Practices that screen at least 50% of their eligible children at 6 months and at least 80% of their eligible children at 12 months with this tool are eligible to receive bonus payments. All of the active practices who have been eligible to receive bonuses have either received them or are in the process of receiving them.

Evidence Based Resource Referral

To support practices in connecting families with evidence-based language and literacy and social-emotional resources, the Department of Health developed and continues to use a resource directory to track referrals. In 2015, participating practices made over 650 referrals to RIDOH's Resource and Referral Specialist, who referred families to various programs including Early Intervention, Child Outreach, First Connections, and Head Start. In addition, participating practices that show a need can take advantage of evidence-based resources including onsite mental health consultation, the Incredible Years Parenting Program, and/or Reach Out and Read at their practice. Six participating practices currently have an onsite Mental Health Consultant who spends either one morning or one afternoon a week at the practice. The Mental Health Consultant is available to consult with physicians on issues, to provide brief family consultation with the family while the physician is present, to perform basic assessments with a family to determine next steps, and to help with care coordination. Multiple practices have expressed interest in the Incredible Years parenting program. In late 2015, recruitment began for 2 Incredible Years Toddler parenting groups and for 1 Incredible Years pre-school parenting group; all 3 groups will start in the first quarter of 2016. RIDOH

also began planning 4 additional Incredible Years parenting groups to implement in the spring of 2016.

Data Systems to support birth-3 screening and referral

The Department of Health encourages the use of two interactive web-based data systems where parents can complete evidence-based screening tools regarding their child's development: Child Health and Development Information Systems (CHADIS) and Patient Tools. Data sharing agreements between the Department of Health's public health Data System KIDSNET and Total Child Health Inc. (CHADIS) and Patient Tools Inc. are in place. Requirements gathering, business analysis, specifications, programming, and testing of the import of screening data from CHADIS and Patient Tools into KIDSNET were completed in 2015. As of December 2015, practices serving 27% of all children under 3 were sending developmental screening data to KIDSNET. Since August 2014, KIDSNET has collected over:

- 6,000 Survey of Well-being of Young Children (SWYC) Developmental Screens: Developmental Milestones;
- 8,100 SWYC Social/Emotional Screens: Baby Pediatric Symptom Checklist/ Preschool Pediatric Symptom Checklist;
- 4,300 SWYC Autism screenings: Parent's Observations of Social Interactions (POSI);
- 2,100 Ages and Stages Questionnaires (ASQ-3);
- 1,300 Ages and Stages Questionnaires: Social-Emotional (ASQ: SE);
- 700 Modified Checklists for Autism in Toddlers, Revised (M-CHAT-R™).

In 2016, the early childhood developmental screening data will be part of a data transfer between KIDSNET and the Early Care and Education Data System and can be linked to the statewide longitudinal data system.

Developmental Screening for 3-5 Year Olds

Child Outreach is a universal developmental screening system designed to screen **all** children, aged three to five years old. 36 school districts in Rhode Island are responsible for Child Outreach screening under the child find requirements of the Individuals with Disabilities and Education Act (IDEA). Screening serves as a first step in the identification of children who might have developmental delays or disabilities and who could benefit from intervention. In 2015, two new strategies helped to support an increase in child outreach screening rates, The Primary Care Provider and Child Outreach Pilot, and the Dual Language Learner Screener Initiative.

Primary Care Provider and Child Outreach Pilot

The Primary Care Provider and Child Outreach Pilot's goal is to train and support primary care providers (PCP) to use efficient communication pathways to connect children to Child Outreach screenings for both regular annual screens and screenings requested in response to a primary care provider or family concern. The project has four objectives: 1) Ensure that PCPs are talking with all families about the importance of screening and are connecting them with the Child Outreach screening program in their community; 2) Ensure that PCPs have an effective and reliable mechanism for flagging children that they are concerned about for screening; 3) Ensure that PCPs receive feedback regarding the outcomes of screening/referral for children that they are concerned about and; 4) Ensure that children are referred for special education evaluations when appropriate. Work began in March 2015 collaboratively between the Department of Health and the Department of Education. The team created a

system to ensure communication between primary care practices and Child Outreach. Materials were created to assist doctors in understanding the screening and referral systems and process. Participating practices put Child Outreach contact information directly into their Electronic Medical Records (EMRs) and began sending referrals for their patients to the appropriate Child Outreach Programs. These take the form of a “prescription pad” and providers write a “prescription” to families at their children's 3, 4, and 5-year well-child checks. The prescription reminded families to make an appointment for their free annual developmental screening. Pilot practices were also given posters and brochures to hand to their families.

The Department of Health supported 4 practices in 5 sites in the implementation of the prescription pilot in tandem with the continuous quality improvement work. In December, a survey was sent out to participating PCPs and Child Outreach Coordinators to gauge effectiveness and the results will be aggregated and released in January 2016.

Dual Language Learner (DLL) Screener initiative

In 2015, The Department of Education created a Dual Language Learner Screener initiative to train local interpreters to do child outreach screenings. Starting in 2015, The Department of Education, along with a team of stakeholders, created a plan for partnering with translation agencies around screening dual-language learners. Memoranda of understanding were signed with 3 translation agencies. The Department of Education provided 2 trainings to 10 interpreters from the three translation agencies and 6 bilingual screeners already hired by local education agencies. All new screeners reviewed screening instruments after training and attested to their readiness to screen. The Department of Education will continue this effort in 2016 and will track and maintain a record of interpreter training completion, completion of the post-training assessment; and continue to update a public directory of organizations with dual language screeners and the names of dual language screeners trained to implement screening at those agencies. The directory will be released in February 2016 and updated on a regular basis.

Data Systems Improvements to Support Data Collection for Child Outreach

Prior to RTT-ELC, data was collected and maintained separately by each district, with aggregate reporting to the Department of Education. One of the Rhode Island Department of Education's approaches for aligning and integrating assessments and sharing assessment results was to improve the Department of Health's public health data system, KIDSNET, to incorporate Child Outreach data. The plan allows for better tracking statewide of children and their screening information. Housing Child Outreach data in KIDSNET allows identification of all individual children eligible for screening at the school-district level and facilitates communication between school districts as well as with primary care providers and the Department of Education. Data sharing agreements are in place with each of the 36 school districts. Rhode Island piloted its new data entry system for Child Outreach Screening in 2014 and continues to make improvements to support high-quality data entry. KIDSNET allows the Department of Education to monitor the percentages of children screened, whether Child Outreach screeners are following recommended protocol for screening, and how many children are referred to and/or found eligible for special education services. Screening rates in 2015 are 35% overall, and include 14% of all 3 year olds, 38% of all 4 year olds and 50% of all five year olds. As with the CHADIS data, Child Outreach data will eventually be part of the data transfer to the Early Care and Education Data System and can be linked to the statewide longitudinal data system.

Early Intervention and Early Childhood Special Education Collaboration

The Department of Education, which oversees early childhood special education (ECSE), and

Executive Office of Health and Human Services, which oversees Early Intervention (EI), are working together with a national expert to design a work plan to assist with developing and implementing aligned assessment policies and procedures across programs serving children aged birth to five with disabilities and developmental delays. In 2014, a revised scope of work focused on four key components of a comprehensive assessment system for special education programs was approved. The four key components are 1) developmental screening, 2) evaluation and eligibility, 3) formative assessment, and 4) federal outcomes reporting were submitted for IDEA Part C and Part B. The scope includes providing for the creation of aligned professional development and the necessary technical assistance to support educators to accelerate learning, and ultimately improve outcomes and reduce readiness gaps for young children with disabilities and developmental delays. Thus far, the team has completed the work to align the Child Outcomes Summary Form (COSF) that incorporates child outcomes scoring policies and procedures and increase the effectiveness and efficiency of the transition process between EI and ECSE. Aligned professional development is in development and implementation will commence in January 2016 and will include the Rhode Island Early Learning and Development Standards-Foundations course for Early Intervention providers, and the implementation of online modules on child outcomes for Child Outreach. The team will continue in 2016 to align policies and procedures for eligibility determination, formative assessment practices, and developmental screening and to design professional development opportunities to support implementation of new policies and procedures. The next phase of the work includes revisions to the policies and procedures for Early Intervention and Early Childhood Special Education screening, evaluation and eligibility. Stakeholder review for the evaluation and eligibility component is planned for February 2016.

Comprehensive assessment in early childhood education programs and training for early childhood educators to appropriately administer

To strengthen early childhood educators' understanding of the purposes and uses of each type of assessment included in Rhode Island's comprehensive assessment systems, the Department of Education worked with a vendor to finalize and deliver a professional development series on assessment. The professional development series is designed to provide information to teachers at levels I and II on the Workforce Knowledge and Competencies domain of Child Assessment. Levels I and II provide information regarding Rhode Island's approach to child assessment, the purposes for assessment in early childhood, and the different types of assessment used in early childhood settings. This series has been designed to be facilitated by program directors and/or education coordinators, and will be offered through the Center for Early Learning Professionals for approved professional development credit. The modules were completed in 2015, and the Center will begin offering them in the spring of 2016.

Supporting technology use in assessment

In 2014, the Department of Education released a competitive request for proposals for a vendor to provide technology grants to child care and family child care programs to support and enhance assessment practices and selected the Center for Early Learning Professionals (the Center) to administer the grants. The grants are intended to support high-quality child assessment practices in programs, including family child care homes, which demonstrate the capacity to use technology-based child assessment in the classroom. In addition to administering the Child Assessment Technology Grants, the Center will provide technical assistance and professional development to support grantees to enhance their Quality Improvement Plans in the area of child assessment, strengthen child assessment planning and implementation, and develop new knowledge and competencies necessary to implement strong child assessment practices. The contract was finalized in May 2015. Upon issuance of a purchase order in the fall of 2015, the vendor developed and released the technology grant

application. In early December, the vendor received 65 responses from early childhood providers. Decisions regarding grant awards will be made in early 2016, along with the distribution of funds. In 2016, the Center will also provide technical assistance and professional development, as needed, regarding the use of technology in classroom settings to support high-quality assessment practices.

Health Promotion (Section C(3) of Application)

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

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

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

Rhode Island did not write to Section C(3) of the RTT-ELC application.

RHODE ISLAND DID NOT ADDRESS FOCUS AREAS C(3) OR C(4) IN
ITS RTT-ELC APPLICATION
PAGES 54 of 129 THROUGH 56 of 129 HAVE BEEN DELETED

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

(Section D(1) of Application)

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

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

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

Rhode Island has made progress in meeting its goals in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the state's workforce knowledge and competency framework.

In 2013 and 2014, Rhode Island completed the Workforce Knowledge and Competencies (WKC) for teachers, with a special addendum for Early Intervention and early childhood special education, teacher assistants, and professional development providers. The WKC help professionals understand what they should know and be able to do in their respective roles in the early care and education system. Rhode Island is in progress with the development of the final WKC: Workforce Knowledge and Competencies for administrators and education coordinators. A development team was brought together consisting of early childhood program administrators, education coordinators, elementary-school leadership, technical assistance providers, professional development providers, and state staff. The development team worked throughout the spring and summer of 2015 to define nine domains for which knowledge and skills for those working in leadership positions fall, including: leadership, family engagement, systems of staff support, program administration and management, community partnerships, continuous quality improvement, development and learning, curriculum framework, and child assessment. In May, the Rhode Island Department of Education released a request for proposals to solicit a team of national experts to review the work. A purchase order for the work was received in December 2015 for the Education Development Center to begin recruitment of national experts. The work plan for national expert review will continue through February. In March, the state will garner feedback from the early childhood community and make necessary changes, and expects to release the WKC for administrators and education coordinators in May 2016.

Alignment of Professional Development

Contract deliverables for the Center for Early Learning Professionals (The Center) specify that all offerings created by The Center must align with the state's expectations for the workforce as articulated in multiple Workforce Knowledge and Competency documents. The Center has developed and implemented professional development aligned to WKC covering a range of topics that fall into three major categories: 1) use of classroom assessment tools, 2) foundations of child development and best practices in early care and education, and 3) developing a responsive curriculum for infants and toddlers. In 2015, 121 courses, (81 in English and 40 in Spanish) were offered in-house or at the satellite center at Ready to Learn Providence. In addition, the Center for Early Learning Professionals developed a professional

development review process to ensure alignment of community-based professional development to WKC's, designed a rubric for assessing quality, and undertook the processing and approval of professional development in 2014. To date, 312 community-based professional development courses have been approved by the Center for Early Learning Professionals as aligned to the WKC's.

Professional Development on Comprehensive Assessment

In order to ensure alignment with assessment efforts underway within the K-12 system, the Department of Education led the project to develop the professional development series on child assessment. The professional development series is designed to support the knowledge and skills of teachers at levels I and II on the Workforce Knowledge and Competencies in the domain of Child Assessment. Levels I and II provide information regarding Rhode Island's approach to child assessment, the purposes for assessment in early childhood, and the different types of assessment used in early childhood settings. This series has been designed to be facilitated by program directors and/or education coordinators, and will be offered through the Center for Early Learning Professionals for approved professional development credit. The modules were completed in 2015, and the Center will begin offering them in the spring of 2016.

Postsecondary Education Alignment to Workforce Knowledge and Competencies

Rhode Island has three institutes of postsecondary education with programs of study focused on early childhood education: the Community College of Rhode Island, the University of Rhode Island, and Rhode Island College. The state continues to improve its postsecondary education alignment to the WKC's at each of the institutions as described below.

Community College of Rhode Island

In 2013, the Community College of Rhode Island (CCRI) set forth to pursue accreditation of its Early Childhood Education Associate's degree program through the National Association for the Education of Young Children (NAEYC). The purpose for engaging in this process was to promote excellence in early childhood teacher education and to provide a valid and objective external evaluation of the course of study. During this two-year endeavor, collaboration was developed and inclusive of CCRI faculty degree candidates, alumni, and community stakeholders representing various early childhood programs and state agencies. Members of the collaboration were engaged in intensive self-study of many elements within the program including courses, advising, field placement program resources, student comprehension, and success. In March 2015, NAEYC peer reviewers conducted an onsite visit at CCRI. The assessor team toured all four campuses, observed class and field placement sites, met with students, faculty, administrators, and community stakeholders, and reviewed the submitted supporting documentation. The Accreditation Coordinator submitted a written response to the NAEYC Commission in June and a final decision to accredit CCRI was received in August. In the words of the commission: *"The CCRI program substantially meets expectations regarding alignment...the program enjoys a reputation of excellence throughout the state of Rhode Island. Students benefit from high levels of quality in teaching, advising, and support. Students also benefit from a strong, committed faculty who invest time in professional development, reflection, and program development and from administration who supports faculty in the development and implementation of program outcomes. The NAEYC Commission on Early Childhood Associate Degree Accreditation commends the program for its many strengths related to the Accreditation Criteria revealed through this accreditation process beyond the areas noted."*

CCRI faculty will continue to engage in ongoing quality improvement plans with students and stakeholders to ensure that the school's programming options are relevant for the early

childhood workforce in Rhode Island. Improvements are underway to redesign the Infant/Toddler methods course and to review the ECE core course content, assessments, and student-learning opportunities.

University of Rhode Island

The work with the University of Rhode Island (URI) to ensure alignment of courses in the Human Development and Family Studies and Education Department to the WKC's is complete. In 2015, URI revised its early childhood education curriculum to cover the key concepts in the Rhode Island Early Learning and Development Standards Foundation course and the Workforce Knowledge and Competencies; embedded readings and activities on cognitive science into the methods course on teaching integrated math and science and into the literacy courses; revised to align materials and content for the child assessment course; and developed a course on health and wellness to meet alignment requirements.

Rhode Island College

Rhode Island College's Institute for Early Childhood Teaching and Learning is in progress with the development of a new birth-5 bachelor's degree program aligned to Rhode Island's Workforce Knowledge and Competencies and Rhode Island's Early Learning and Development Standards. With funding from RTT-ELC, the Institute contracted in 2014 with Zero To Three-National Center for Infants, Toddlers, and Families to provide a framework for the new Infant Toddler pilot program. Work will continue into 2016 on the development of infant/toddler courses. Altogether, a total of 7 courses in the early childhood education program at Rhode Island College were aligned this year to the Workforce Knowledge and Competencies. This included the development of three new courses designed for the Institute for Teaching and Learning: ECED 350 - Social/Emotional Development in Early Childhood; ECED 350 - Assessment in Early Childhood Education, and PED 450 - Health and Wellness and the Young Child.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

(Section D(2) of Application)

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

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

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

Rhode Island continues to meet goals in statewide professional development and obtainment of postsecondary-education credentials. Rhode Island's system of support for the early childhood education workforce includes free, high-quality professional development, supporting professional advancement along the career pathway, and the development of a workforce registry to understand the composition of the early childhood workforce and to track development, advancement and retention.

Effective Professional Development Aligned to Workforce Knowledge and Competencies

To increase the knowledge and skills of early learning professionals, Rhode Island targets professional development toward the key knowledge and competencies that promote young children's healthy development and learning. Rhode Island's professional development includes pre-service health and safety training, high-quality professional development at centralized locations through the Center for Early Learning Professionals, training throughout

the state on Rhode Island's Early Learning and Development Standards, and training on comprehensive assessment systems. RTT-ELC has supported training at no cost to early learning professionals.

Pre-service Health and Safety Training

The implementation of the mandatory pre-service on health and safety for license-exempt providers was shifted from the Department of Human Services, Office of Child Care (OCC) to the Center for Early Learning Professionals (the Center) in 2015. OCC held planning meetings with the Center to mainstream the process for implementation. Modules were translated in March and are now delivered online to license exempt providers. In 2015, 22 of the current license-exempt providers completed the online module.

Professional Development at the Center for Early Learning Professionals (The Center)

The Center for Early Learning Professionals (the Center) was awarded the contract for professional development in early 2014. The Center has developed and implemented high-quality professional development, approved high quality professional development by community based organizations, and continued implementation of an information line.

In 2015, the Center for Early Learning Professionals offered 81 professional development sessions in English covering 32 different topics with a total of 1,274 participants and an additional 40 professional development sessions in Spanish covering 8 different topics with a total of 628 participants. Of these, 19 were newly developed in 2015. The Center for Early Learning Professionals also developed a professional development review process to ensure alignment of community-based professional development to Workforce Knowledge and Competencies, designed a rubric for assessing quality, and undertook the processing and approval of professional development. To date, 312 community-based professional development courses have been approved as high-quality and aligned to the Workforce Knowledge and Competencies.

Professional Development on high-quality facilities

In addition to the Center, the Rhode Island Child Care and Early Learning Facilities Fund (RICCELFF) supports programs through high-quality professional development on ways to improve existing facilities or create new spaces that support quality. RICCELFF offered all-day playground training for all individuals working with centers on national playground safety standards and a three-day national playground safety certification course in June of 2015. This course enabled attendees to test for and potentially receive certification as a playground safety inspector. More than 140 programs participated in training or information sessions designed to support programs to focus on best practices in designing early learning spaces, understanding facility grant management and utilization of federal funding for facility projects. An additional 80 programs participated in grantee training sessions held for all centers who received RTT-ELC facilities funding through RICCELFF. These trainings covered grants management, project management, selection of professionals, Davis Bacon compliance, and topics such as safety of children during construction and how construction projects can be part of curriculum.

Rhode Island Early Learning and Development Standards (RIELDS)

Rhode Island has a long history of supporting the use of early learning standards by offering comprehensive professional development to the early care and education workforce. The Rhode Island Early Learning Standards Project provides four professional development opportunities to support early care and education professionals in creating high-quality, standards-based programs: Foundations for Rhode Island Early Learning Standards,

Developing a Standards-Based Classroom, Implementing a Standards-Based Classroom, and Implementing a Standards-Based Program. All training is leveled to the appropriate role as it relates to Rhode Island's Workforce Knowledge and Competencies. The Rhode Island Department of Education offers both train-the-trainer RIELDS courses and RIELDS trainings for early learning professionals. Four participants from 2014's train-the-trainer cohort that received their certification in January and six from the 2015 cohort received their certificates by the end of 2015. Early learning professionals were offered 66 opportunities to take one of four RIELDS courses and 723 early learning professionals participated and received course certificates. In addition to the four RIELDS courses, Rhode Island offers Next Steps for professional development. Next Steps consists of a series of workshops designed for those who have completed a RIELDS course. The sessions are designed to provide a deeper look at content within the standards. An additional 366 members of the workforce participated in 1 of 14 Next Steps workshops.

In 2015, the content of the RIELDS Foundations training was converted into the Blackboard format and offered in three transcription formats, as a free module to participant's standalone professional development, as an undergraduate credit-bearing course for 1 credit hour, and as a non-credit course for Continuing Education Credit (CEU). The Foundations hybrid-online course was piloted in the summer of 2015 and participants were awarded certificates of completion. The RIELDS team engaged participants via an anonymous online survey to provide feedback on the course design and delivery. Edits were made based on the feedback and the finalized course was offered in the fall. A shortened version of the Foundations course was developed for educators who hold a Rhode Island teaching certificate and piloted in September. The course was finalized based on feedback in November. Registration has begun for the January 2016 session.

The Rhode Island Department of Education awarded Child Trends a contract to evaluate the effectiveness of the professional development component of the Rhode Island Early Learning and Development Standards Project in 2014. Work commenced in March and was completed the following year, in October of 2015. The evaluation includes an examination of the process and supports provided to trainers, as well as the fidelity and effectiveness of course delivery. The evaluation used multiple methods to collect data from staff, trainers, writers, trainer candidates, and professional development course participants through focus groups, interviews, document review, and surveys. The final report delivers: background on the RIELDS project and details about the trainer process and courses; details about the evaluation, research questions, and data collection methods; the results, including findings; and a summary and recommendations that can be used by the Department of Education to support and improve the RIELDS professional development processes. Recommendations were separated into those focused on trainers/administrators and those focused on participants in RIELDS courses. A RIELDS trainer networking meeting was held in November in which the group reviewed and discussed the Child Trends evaluation findings. The networking group is in the process of developing an action plan based on recommendations. The full report is available on exceed.ri.gov.

Training for ECE Educators to Appropriately Administer Comprehensive Assessment

To strengthen early childhood educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems, the Department of Education worked with a vendor to finalize and deliver a professional development series on assessment. The professional development series is designed to provide information to teachers at levels I and II on the Workforce Knowledge and Competencies domain of Child Assessment. Levels I and II provide information regarding Rhode Island's approach to child assessment, the purposes of assessment in early childhood, and the different types of assessments used in early childhood settings. This series has been designed to be facilitated by program directors and/or education coordinators, and will be offered through the Center for

Early Learning Professionals for approved professional development credit. The modules were completed in 2015, and the Center will begin offering the assessment modules in the spring of 2016.

Supporting Professional Advancement Along the Career Pathway

Rhode Island's system of supporting professional advancement along the career pathway includes supporting basic education for family child care providers, a 12-credit training program, an associate's degree in Early Childhood Education, and a bachelor's degree in Early Childhood aligned to the Workforce Knowledge and Competencies.

Family Child Care Basic Education

The Rhode Island Early Learning Workforce Study indicated that 23% of Spanish speaking family child care educators have less than a high school credential. A phone survey conducted by Rhode Island's family child care union noted that 77 individuals (23%) have less than a high school credential, with 93% of those providers live in Providence area. In order for Rhode Island's family child care providers to increase learning outcomes for the children in their care, it became clear that RTT-ELC needed to further support basic literacy and language skills. In partnership with the Department of Human Services, the Rhode Island Department of Education, Office of Adult Education, was engaged to develop a pilot program to provide English as a Second Language (ESOL), and adult basic education instruction with wrap around support services for a cohort of up to 25 early childhood educators. The cohort model was designed as a dynamic transitional growth opportunity by providing both the *challenges* that will encourage learners to grow and the *support* they need to meet those challenges. A request for proposals was issued by the Department of Education in April, 2015. There were four proposals received and the Genesis Center was selected to provide contextualized ESOL and Spanish General Equivalence Degree (GED) program. Classes began in May 2015.

The contextual elements of the coursework for the GED and ESOL programs was developed through a partnership with the Center for Early Learning Professionals who met with the Genesis instructors to provide contextual training on Rhode Island's early learning system including, the BrightStars rating system, classroom assessment systems and other professional development initiatives.

The GED course curriculum was based on the Steck-Vaughn 2014 GED series. The GED Program is offered in Spanish. Through discussions with the providers and the union, it was understood that many of the providers in need of a GED were already enrolled in other classes or working in their homes with tutors to prepare. 14 GED participants enrolled, 13 participants attended, 2 others withdrew. 11 remained enrolled through the end of the pilot. While no participants passed all GED subject tests, significant gains were documented, with an average increase of 11.2 points per participant on subsequent practice tests in the fall. While progress was slow, there was good progress; the participants need more time than what was allocated to the six month pilot to gain the skills necessary to earn a high school equivalency.

The core coursework for the ESOL Program was guided by the All-Star English workbook series. 23 ESOL participants enrolled, 21 participants attended, 1 withdrew when her clients' schedule changed. Ultimately, 20 participants remained in the program for the duration of the pilot. 60% of the participants increased their Educational Functioning Level in the first 6 months of the class. At least one participant improved her BrightStars rating this past fall.

The pilot ran for six months and sustainability funding to continue the ESOL and GED programs has been acquired. The Rhode Island Department of Education will continue to subcontract with the Genesis Center to provide the ESOL program through the Workforce Investment Opportunities Act and the GED program will continue with child care development

funds.

Rhode Island Early Childhood Education Training Program (RIECETP)

The RIECETP program is on track to reach its goal of 280 students successfully obtaining 12 credits in early childhood education at the Community College of Rhode Island (CCRI). The RIECETP is an essential part of the early childhood system, as it is aligned to level 3 in both the center and family child care BrightStars frameworks. In the 2015 academic year, 160 students were enrolled, and 102 students completed the RIECETP program, bringing the total to 174 students completing the program since the beginning of RTT-ELC funding. To recruit students, the RIECETP coordinator works collaboratively with BrightStars and the Center for Early Learning Professionals to target BrightStars level 2 programs for potential students. In addition, the RIECETP coordinator uses mailing lists, networks with programs, displays flyers in and around the four CCRI campuses, and sends mailings to local technical schools and community partners.

To ensure success in the program, all RIECETP students are assigned a mentor and can access counseling and advising from the program coordinator. Program mentors assist the student in contextualizing early childhood education best practice within the classroom or home setting. Upon referral, students are also provided technical assistance from a trained environmental rating specialist. In addition to mentoring, all CCRI students have access to a variety of online and drop-in student support services at all campus locations. Services include, but are not limited to, college-readiness support, faculty advising, library resources, technology help, peer tutoring, study skills, math and writing labs, and ESL classes. As the cohort moves into its fourth course, T.E.A.C.H. staff visit the class to inform students wishing to further their education about the availability of scholarships through T.E.A.C.H.

Access to Credentials through T.E.A.C.H.

For educators ready for admission to an A.A. or B.A/B.S teacher-preparation program, T.E.A.C.H. scholarships are available to students working 30 or more hours per week in an early childhood program. These scholarships require sponsorship and a financial contribution from the center by which the educator is employed. Additionally, T.E.A.C.H. provides access to additional supports as needed or identified by the cohort. The employer must provide release time and increased compensation for program participants as they complete each scholarship term. To offset the cost to programs, Program Quality Improvement Grants may be applied to the supports required to sponsor a T.E.A.C.H. scholar. In 2015, 101 students were participating in T.E.A.C.H; 94 students from 64 of Rhode Island's child-care centers and 7 students from 6 family child-care homes. Since RTT-ELC funding began for T.E.A.C.H., 24 students have graduated with a postsecondary degree.

CCRI A.A. in Early Childhood Education

As of December 2015, the Community College of Rhode Island (CCRI) graduated 32 students with an Associate's degree in Early Childhood Education. CCRI coursework is aligned to level 1 and level 2 of the Workforce Knowledge and Competencies for Teachers.

Institute for Early Childhood Teaching and Learning at Rhode Island College

Rhode Island College offers an Early Childhood Learning PK-2 B.S. degree and the Infant and Toddler Education B.S. degree. The Rhode Island College Institute for Early Childhood Teaching and Learning began its inaugural semester in fall 2014 with the PK-2 B.S. degree and in the fall of 2015, the Infant and Toddler Education B.S. degree. The Institute's cohort design is aimed at providing wraparound supports that address needs in mathematics, reading, and writing, as well as supports for other barriers to college completion. Each cohort member is required to attend weekly tutoring sessions that occur in the two hours prior to their

coursework. The content of these tutoring sessions is determined by individual assessments of math and literacy skills. Cohort members take two courses per semester, both of which are hybrid courses - 50% of course hours are completed online and 50% in person. Students may also take general education requirements as needed. The cohorts attend classes during fall, spring, and summer semesters. The cohort model takes 8 semesters for A.A. to B.S. candidates to complete and 7 semesters for second bachelor's-degree candidates to complete.

In both the Early Childhood Learning PK-2 B.S. degree and the Infant and Toddler Education B.S. degree, students begin with foundational early childhood coursework, such as early childhood development, and move toward coursework focused on pedagogy. The coursework culminates in a student-teaching experience and capstone seminar. Coursework allows for ample practice of newly acquired knowledge and skills and students are required to target changes to their instruction and practice in a variety of ways, such as working with a mentor teacher and videotaping lessons for class reflection and discussion. The first cohort of 15 students has received a total of 445 credit hours. A second degree program, Infant and Toddler Education, welcomed its first cohort in the fall of 2015 and has 26 students enrolled with 101 credit hours received in 2015. Recruitment efforts for the Institute continue through the T.E.A.C.H. scholarship program, which has been engaging with those currently in the workforce interested in pursuing a Bachelor's degree as part of their work. T.E.A.C.H. recruited through mailings and emails to all licensed programs, visits to Associate's degree-level courses at the Community College of Rhode Island, and targeted outreach through BrightStars and through technical assistance providers from the Center for Early Learning Professionals.

Development of Rhode Island's Workforce Registry

Promoting the professional growth and development of the workforce is essential to reaching the state's workforce goals. Rhode Island's goal also includes a clear way to understand the existing early care and education workforce, answer key policy questions related to demographics and credentials, and measure the impact of our investments in our workforce. The State developed and launched the Workforce Registry in 2015. It is a part of Rhode Island's Early Care and Education Data System (ECEDS). The workforce registry allows the central collection of data regarding the education, credentials, demographics, professional development, and employment history of individuals within the early care and education workforce. The workforce registry is able to create an account to review information provided by state agencies, and enter and update general information about them that is required by regulatory authorities. The workforce registry pulls information from the Department of Education (credentials) and the Center for Early Learning Professionals for state-sponsored professional development. The result is that a provider has a digital staff file that can be shared with their current employer and can transfer with the workforce member if they change employers. The workforce member can also print a resume to be shared with prospective employers.

To maximize participation in data collection, Rhode Island will provide technology grants and training. The Department of Education will modify the contract with the Center for Early Learning Professionals to support center administrators, public schools, and family child care programs that are not participating in the Child Care Assistance Program (CCAP) in 2016. The Department of Human Services (DHS), in conjunction with the family child care union, has identified the need to train educators to use technology and enter data into the new DHS eligibility system and into the workforce registry. To that end, DHS will include the provision of proper technology (i.e. hardware), computer skills training, and training on creating and maintaining a workforce registry profile for family child care homes participating in CCAP. The work with the CCAP family child care workforce will be funded through the Child Care Development Fund and will occur in the latter half of 2016, once the new eligibility system

launches in July 2016.

The public report of aggregated data on the early childhood workforce's development, advancement, and retention has been designed by the program team and is currently in the build phase by the data team. Rhode Island expects to release a preliminary report in the summer of 2016 on the participation and composition of those participating in the workforce registry in the first half of the year, and release a full report of the early care and education workforce by December 2016.

Performance Measures (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 and Annual Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of "aligned" institutions and providers	0	2	5	8	11
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	0	1,000	1,500	2,000	2,500

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.

Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of "aligned" institutions and providers	0	2	6	3	6
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	0	621	1,569	2,178	3,111

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

In Year 1, the two aligned providers were the Rhode Island Association for the Education of Young Children (RIAEYC) and the Rhode Island Department of Education (RIDE). RIAEYC provided professional development through an existing contract with Department of Human Services using Child Care Development Funds with additional funds added from RTT-ELC. It was required that these opportunities be aligned to the Workforce Knowledge and Competencies. RIDE continued to provide professional development in the Early Learning Standards, also aligned with the WKC's for teachers and teacher assistants.

In Year 2, RIAEYC and RIDE continued to offer the professional development opportunities in 2012. RIAEYC continued to provide professional development through an extended contract, while the professional development and technical assistance center was in development.

In year three, 2,178 members of the workforce were documented as receiving high-quality professional development aligned to the Workforce Knowledge and Competencies in three approved institutions: The Rhode Island Association for the Education of Young Children

(RIAEYC), the Center for Early Learning Professionals, and the Rhode Island Department of Education (RIDE).

In Year 4, 6 institutions were approved to provide aligned professional development include the Department of Education, The Center for Early Learning Professionals, Ready to Learn Providence, Rhode Island Association for the Education of Young Children, and Local Support Initiatives Corporation. The 5 institutions provided professional development to a total of 3,111 members of the workforce: 22 participants in the Health and Safety pre-service modules, 10 in Rhode Island Early Learning and Development Standards (RIELDS) Train-the-Trainer courses, 723 in RIELDS Courses; 366 in RIELDS Next Steps, 75 in Formative Assessment on TSG, 13 in Formative Assessment Data Collection and Analysis on TSG, and 1,902 in approved professional development onsite at the Center For Early Learning Professionals. 20 participated in the English as a Second Language program at Genesis Center. In addition to the 3,111 participating in professional development, the following providers completed an aligned course while seeking a degree credential: 13 in the GED program at Genesis Center, 160 in the RIECETP at CCRI, and 41 in the cohorts at Rhode Island College's Institute for Early Childhood Teaching and Learning.

The Center for Early Learning Professionals also approves professional development provided by early childhood educators and consultants. The number of providers who obtained professional development credit in the 312 courses approved by the Center for Early Learning Professionals is unknown.

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.

Targets were met in 2015 due to the state's efforts in ensuring alignment of professional development and credential programs. Contract deliverables for the Center for Early Learning Professionals (the Center) specify that all offerings created by the Center must align with the state's expectations for the workforce as articulated in multiple Workforce Knowledge and Competency documents. In addition, in 2014, The Center implemented an approval process for community-based providers and the approval process is still in place. Approval is granted for a period of one year and subsequent approval is required by the end of such period. In 2015, a total of 312 professional development providers, such as a staff member in a program, a paid consultant, or content expert, were approved to provide high-quality professional development to Rhode Island's early learning workforce.

In 2016, Rhode Island's Early Care and Education Data System will be ready to incorporate data from the community based providers to understand the number of participants in each approved professional development opportunity. Rhode Island will include functionality in the workforce registry to be able to accurately reflect the number of individuals completing aligned professional development through these community based providers.

Performance Measures (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.										
Baseline and Annual Targets										
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>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1							500		1,000	
<i>Specify:</i>	12 Credit Hours in Early Childhood Education or CDA plus 9 credits; Career Pathway Level 1.									
Credential Type 2							350		750	
<i>Specify:</i>	A.A. in Early Childhood Education or 24 Credits in ECE; Career Pathway Level 2.									
Credential Type 3							250		500	
<i>Specify:</i>	Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE); Career Pathway Level 3.									
Credential Type 4							100		100	
<i>Specify:</i>	Master's Degree in Early Childhood Education or Bachelor's Degree in Early Childhood Education									
Credential Type 5										
<i>Specify:</i>										
Credential Type 6										
<i>Specify:</i>										
Credential Type 7										
<i>Specify:</i>										
Credential Type 8										
<i>Specify:</i>										
Credential Type 9										
<i>Specify:</i>										
Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

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.

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>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1					3		69		102	
<i>Specify:</i>	12 Credit Hours in Early Childhood Education or CDA plus 9 credits; Career Pathway Level 1.									
Credential Type 2							35		32	
<i>Specify:</i>	A.A. in Early Childhood Education or 24 Credits in ECE; Career Pathway Level 2.									
Credential Type 3							30		26	
<i>Specify:</i>	Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE); Career Pathway Level 3.									
Credential Type 4							1		6	
<i>Specify:</i>	Master's Degree in Early Childhood Education or Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE); Career Pathway Level 4.									
Credential Type 5										
<i>Specify:</i>										
Credential Type 6										
<i>Specify:</i>										
Credential Type 7										
<i>Specify:</i>										
Credential Type 8										
<i>Specify:</i>										
Credential Type 9										
<i>Specify:</i>										
Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

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

Please describe the methodology used to collect the data, including any error or data quality information.

In the application, the progression of credentials was defined as:

- Level 1: 12 credit hours in Early Childhood Education (ECE) OR CDA plus 9 credit hours in Early Childhood Education (ECE).
- Level 2: A.A. in Early Childhood Education (ECE) OR 24 credits in Early Childhood Education (ECE).
- Level 3: Bachelor's Degree in addition to or including 30 credits in Early Childhood Education (ECE) OR RI Early Childhood Certification PK-2 (includes Bachelor's Degree).
- Level 4: Master's Degree in Early Childhood Education OR Bachelor's Degree in Early Childhood Education and 12 graduate credits in Early Childhood Education (ECE)

Upon completion of the Workforce Registry, Rhode Island will be able to provide the number of professionals at each level of the career pathway working in early childhood education programs. Rhode Island has provided the number of educators who are currently enrolled in post-secondary early childhood education courses at Rhode Island institutions who work in ECE programs.

2015 Data Notes:

Credential Type 1: Adjusted 2014 and 2013 actual. Since 2013, 174 students completed the Rhode Island Early Childhood Education Training Program. Community College of Rhode Island, reported by the Department of Human Services. Spring 13 - Summer 13; Fall 13 - Summer 14: 69; Fall 14 - Summer 15: 76; Fall 15: 26

Credential Type 2: Community College of Rhode Island, reported by the Department of Human Services.

Credential Type 3: Adjusted 2014 APR actual. Reported one student graduating from the University of Rhode Island with B.S.; actual is 12 with B.S. in human development and family studies. In 2015, 16 individuals received their B.S. in human development and family studies from the University of Rhode Island with at least 30 credits in ECE. In 2015, 24 candidates completed a B.S. with a Concentration in Teaching and 2 candidates complete a B.S. with a Concentration in Community Programs at Rhode Island College.

Credential Type 4: Adjusted 2014 APR actual to include 1 post baccalaureate in ECE with teacher certification. In 2015, 1 candidate graduated with a post baccalaureate in ECE with teacher certification at the University of Rhode Island. In 2015, 6 candidates complete a M.Ed. at Rhode Island College.

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.

Rhode Island continues to support the workforce in obtaining higher credentials that align with the career pathway set forth in the application. Data is expected with the development of the early care and education data system's workforce registry. Rhode Island launched the

workforce registry in 2015, with preliminary data to be reported in 2016 APR.

Measuring Outcomes and Progress

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

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

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

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

As reported in the 2014, APR, the Kindergarten Entry Assessment will cover the five essential domains, language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development.

Two rounds of pilot testing were completed in 2015 to confirm that the assessment measures what it was intended to measure, that the domains and their associated progressions measure one and only one factor, that average performance on the scale advances through the progressions, and that the points on the progressions progress in difficulty. Rasch scaling will be used to examine unidimensionality, effectiveness of the rating scale, and item difficulty. Score reliability will also be estimated using the Rasch metrics of person reliability, item reliability, and internal consistency. Item-person maps will be used to evaluate the density of items across the full performance continuum.

Psychometric analyses involving exploratory and confirmatory factor analyses, initial Item Response Theory analyses, and examination of domain-score reliabilities will be conducted. These analyses will be used to determine how well the items measure each domain as part of the item-development and validation process and later in setting cut scores and levels of performance. Online certification modules will be developed to assess inter-rater reliability of teachers and to certify them as reliable to administer the assessment. To establish reliability, a teacher will view sets of documentation for different children for different progressions and be asked to locate the child's performance on the progression, based on the documentation provided. These responses will be compared with master scores to compute reliability. Teachers who fail the reliability check will be given additional training and asked to retake the reliability check until they achieve reliability.

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.

Rhode Island continues to develop the state's Kindergarten Entry Profile (KEP). Rhode Island is participating in a federal Enhanced Assessment Grant multi-state consortium, led by North Carolina. The scope of work includes enhancing North Carolina's kindergarten-entry assessment to ensure that it aligns with a common set of standards that represent all states in the consortium, that the assessment measures the constructs it intends to measure, and that the assessment is valid and reliable. The five essential domains of school readiness will be assessed. The assessment items were field tested in the spring of 2015, with 26 kindergarten teachers, 5 first grade, and 4 second grade teachers. The kindergarten assessment was piloted in the fall of 2015, with 8 kindergarten teachers. The full K-3 formative assessment system will be piloted in the spring of 2016 with K-3 teachers.

To promote the KEP, The Department of Education met with district assistant superintendents to begin planning communication around the KEP pilot. Each district received a personalized profile of their community, which included information regarding children's access to quality preschool programs and demographic information such as the number of children born at-risk and the number of children living in poverty. These profiles were intended to spotlight the major predictors of children's preparedness for kindergarten and to help administrators understand the potential number of children who would enter kindergarten already behind. To additionally support formative assessment and the kindergarten entry profile, Rhode Island will work with local education agencies (LEA) to help prepare them to implement formative assessment in grades K-3. After the approval of the no-cost extension application, Rhode Island revised the state plan and reallocated unspent funds to release a request for proposals to provide professional development for LEAs that will help them focus specifically on understanding and supporting developmentally appropriate kindergarten instruction, assessment and curriculum practices, and transition from preschool to kindergarten. The Policy Equity Group was contracted in 2015 to develop the implementation plan for Rhode Island that will help structure communications and approaches when the field test is conducted. An initial memo was developed, which provided an overview of the National Implementation Research Network literature in support of a framework for KEP implementation. Building off of that document, Policy Equity Group interviewed Department of Education staff to better understand the current state context. In addition, four separate focus groups were held statewide to gather information from kindergarten teachers regarding their current context and to better understand the potential challenges and benefits to implementing a KEP. Over 40 teachers participated, with representation from more than 15 individual school districts. In early 2016, focus groups will be held with district administrators. Rhode Island will continue to work with the North Carolina Consortium and the consultant to develop an implementation work plan. State leadership will be involved in the development of the plan.

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

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- Has all of the Essential Data Elements;
- Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
 - Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

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

Rhode Island has made significant progress in the development of the Early Care and Education Data System (ECEDS) in 2015. Rhode Island's ECEDS will serve multiple purposes, including enabling uniform data collection, reducing duplicative data collection efforts between the participating state agencies and early childhood stakeholders, and collecting data to help the state answer key policy questions for the purpose of informing policy and programmatic decision-making. The ECEDS as currently defined includes a statewide child identifier to enable linkage between the Department of Health's public health database, the Department of Human Services database data, and the Department of Education's Statewide Longitudinal Data System; a unique statewide workforce identifier; a unique program site identifier; child, family, and workforce demographic information; data on the educator's educational attainment and credentials and professional development information; data on the program's structure, quality, and applicable data reported as part of BrightStars, Rhode Island's Quality Rating and Improvement System; and child-level participation and attendance data.

Data System Integration

Rhode Island's RTT-ELC application initially specified the data elements from each of the data systems: InRhodes, social service eligibility system from the Department of Human Services; Brightstars, tiered quality rating and improvement system data from the Rhode Island Association for the Education of Young Children; KIDSNET, the state public-health database from the Rhode Island Department of Health; Eride, public school database, and Ecert, teacher certification database, both from the Rhode island Department of Education; RICHIST, child welfare database, from the Rhode Island Department of Children Youth and Families; and Welligent, Early Intervention database, from the Executive Office of Health and Human Services. It was determined early on in the grant that a direct exchange with Welligent data was not necessary to reach our goals, as the data required about early intervention services is

available through KIDSNET. After reviewing the elements from each system, the state determined that the gaps between existing data and the data required to answer policy questions would be collected directly from the early learning program administrators (program data) and individuals through a Workforce Registry (workforce data).

The integration of participating state agency data into the Early Care and Education Data System (ECEDS) continues to progress. The Department of Children, Youth and Families (DCYF) and Department of Human Services (DHS) set up protocols for staging data for integration into the ECEDS; a daily data load is incorporated into ECEDS. In 2016, The Department of Human Services will launch its new integrated eligibility system, RI Bridges. Specifications have been developed and a new data sharing agreement is in process. Testing for the RI Bridges integration is scheduled to begin in February 2016 with full automation expected in July 2016. The Department of Education has begun the process to automate the master directory of schools and teacher certifications into the ECEDS. The Department of Health has completed the modifications to KIDSNET to allow screening data from CHADIS to integrate into KIDSNET and to modify KIDSNET to incorporate child-outreach screening.

KIDSNET is an integrated public health information system that opens records at birth or upon first contact with a participating public health program. KIDSNET contains newborn developmental risk screening, lead screening, developmental screening, immunization, and other data. Requirements gathering, specifications, programming, and testing of the process to update KIDSNET with current school roster data to include school district, school and grade were completed. Starting in November 2015, school roster data has been sent monthly from the Department of Education to KIDSNET. An initial file of children ages birth to 5 was sent from ECEDS to KIDSNET. A KIDSNET ID number was returned for all matches. Children not previously in the ECEDS database were added and assigned a state assigned student Identification Number (SASID). The SASID stays with a child longitudinally and thus allows for connecting early childhood data in KIDSNET and ECEDS with the state longitudinal data system (SLDS). A list of desired early childhood data elements to send from KIDSNET to ECEDS was developed. Permission to send the desired data was requested of each relevant program. File layout specifications are completed for an initial data file to include data elements where permission to share has been granted. Changes to the ECEDS database to accept the early childhood data from KIDSNET are in process. Rhode Island included in the scope of work the ability to collect enrollment and attendance data. In 2016, this will be accomplished initially via administrative data transfers. With the grant's focus on high-needs children, the state will be able to get a substantial population from DHS CCAP data, KIDSNET data, and Department of Education data. Planning to integrate the enrollment and attendance data for all children is underway.

Data Governance

In order to effectively produce Rhode Island's desired Early Care and Education System, additional resources were requested to support data governance and allocated through an amendment in 2014. A contract was issued and a full-time consultant was hired to facilitate the development and implementation of a data-governance structure. Rhode Island convened the data governance group in 2015 and created formal documents guiding the format for ECEDS Data Governance and completed Privacy Policies and Terms and Conditions of Use. At the end of 2015, the consultant transitioned out of the project. The transition offers an opportunity to move toward a sustainable data governance function and fold the overarching ECEDS data governance structure into the SLDS, the state's P20 - W+ system. Planning is underway. The Data Stewards group convenes bi-weekly to ensure that the system is functioning with high-quality, reliable data and if any issues arise at the Data Stewards meeting that need to be escalated to the Data Governance Board, they are addressed on an ad-hoc basis.

Data-Sharing Agreements

In 2015, modifications to the existing data-sharing agreements were drafted to include additional required data elements. The Department of Health's data sharing agreement is fully

executed. The amendment to the Department of Human Services' data sharing agreement is in progress. Additionally, memoranda of understanding were created for the ECEDS system and its use with the Department of Human Services and Department of Children, Youth and Families. In addition to an understanding on how data will be collected and used, the memoranda of understanding outline the expectations for operationalizing the use of the ECEDS system related to the universal program application. Fully executed memoranda of understanding are in expected to be in place in the spring of 2016.

Early Care and Education Data System Development

The data team made significant progress on the development of the Early Care and Education Data System. The first phase of the work began with the development of a website. Rhode Island launched the Exceed website, exceed.ri.gov, in 2014. In addition to supporting information about the early childhood system for programs and professionals, a page for families was created to allow Rhode Island residents to search for and review a program's profile in Rhode Island's Early Learning program search. This supports residents' understanding of the foundational regulations for early childhood programs and understanding of how quality is measured across our state. Other information is also made available to support their child's early learning and development and to access resources to afford quality care. Exceed.ri.gov provide residents with the information necessary to choose the best early care and education program for their family. The Exceed families' page and the program search are the foundation for meeting the requirements outlined in the Child Care Development Block Grant reauthorization.

The website is also the entry point into the ECEDS for Program Administrators, individuals in the early learning workforce, and state agencies. There is one login and registration to ECEDS for administrators, the workforce and state agencies. The development team built and released the ECEDS registration, login, delegation, multi-site user functionality, state-agency access, program, workforce and classroom tabs in 2015. Program Administrators login and view the program portal. There they review information provided by state agencies and enter and update general information about their program. This, paired with information that is already collected and stored by state agencies, displays the program profile. Program Administrators can also access and update their personal Workforce Registry through a toggle feature on the program portal page. The individuals within the early care and education workforce login to enter and view the Workforce Registry. In the Workforce Registry, the workforce member can review information provided by state agencies and enter and update general information about them that is required by regulatory authorities. The individual then has a digital staff file that can be shared with their current employer and will move with the workforce member if they change employers. Once the workforce member completes their registry, program administrators can also review their employees' credentials, education, and experience. Program Administrators can use the information in the Workforce Registry to support their employees' professional development plan and monitor the staff requirements for their regulatory agencies. Workforce information is not displayed in the program's public profile. The next planned release for the workforce registry is linkage of information from the Department of Education for teacher certification and to the Center for Early Learning Professionals for state-sponsored professional development into the workforce registry.

In the first quarter of 2016, the state will complete the development of and implement the functionality to support the Universal Program Application. Since the information contained in the program profile and workforce registry is commonly requested in the applications across all agencies, the Universal Program Application (UPA) allows program administrators to link the data in the early care and education data system's program profile with the data on the program's staff in the workforce registry. This streamlined process reduces the paperwork burden on program administrators and ensures that accurate, up-to-date information is shared across agencies. Specifications for the UPA were finalized in 2015 and development is underway. In addition to what is common across the agencies and collected in the UPA, each agency participating in the program-quality continuum has a set of application requirements

that are unique. As the data team completes each unique section, the applications across the continuum will be released in phases aligned with the program-quality continuum; starting with license renewal for centers and school-age programs, family child care license renewal, BrightStars rating application, and then Comprehensive Early Childhood Education approval.

Development continues on the agency portal, which allows the participating state agencies to view information about programs and the workforce and access general reports. The state agency portal is similar to the program administrator's portal; state agency leads can review the credentials, education, experience and professional development of their staff, delegate access to ECEDS features, and view program information displayed in the program's profile and run basic reports. The next phase of the agency portal will include notifications and functionality to support the acceptance of applications for license renewal, BrightStars rating and CECE approval.

Supports to Providers to Use ECEDS

A complex data system that engages the field in data entry will require significant supports to ensure success. Rhode Island has planned for such supports to administrators and the workforce in the rollout of the ECEDS. Communication to ensure a clear understanding of the vision and purpose of the data system is ongoing. Rhode Island is using a number of approaches: letters, updated information on the Exceed website, social media, and presentations to the field. A contract for help-desk service was secured in 2015. The help desk will support child-care administrators, public-school leaders, and the workforce with technical issues related to registration, login, and data entry. This contract is in response to lessons learned and built upon the existing functionality developed from Rhode Island's Race to the Top K-12 grant.

To maximize participation in data collection, Rhode Island will provide technology grants and training. The Department of Education will modify the contract with the Center for Early Learning Professionals to support center administrators, public schools and family child care programs that are not participating in the Child Care Assistance Program (CCAP) in 2016. The Department of Human Services (DHS), in conjunction with the family child care union, has identified the need to train educators to use technology to enter data into the new DHS eligibility system and into the workforce registry. To that end, DHS will include the provision of proper technology (i.e. hardware), computer skills training, and training on creating and maintaining a workforce registry profile for family child care homes participating in CCAP. The work with the CCAP family child care workforce will be funded through the Child Care Development Fund and will occur in the latter half of 2016, after the new eligibility system launches in July 2016.

As phases of the Universal Program Application are launched, support sessions will be provided by the participating state agencies for each respective application. Rhode Island anticipates producing a number of webinars for providers to access as they are completing their applications. Lastly, upon completion of the registration and family-search launch, administrators will be asked to complete a short survey on their user experience to help inform modifications in the system and to plan for additional training and supports.

Rhode Island's TQRIS vendor, the Rhode Island Association for the Education of Young Children (RIAEYC), is also making progress in the goal to link to the ECEDS System. In 2015, RIAEYC discontinued its contract with Mosaic and in September 2015, a contract with Branagh Information Group was executed to develop a data system to support processing of the applications for Rhode Island's tiered quality rating and improvement system, BrightStars. In addition, Branagh Information Group will develop the automated Environmental Rating Scale Data System for Rhode Island. Work was conducted over the fall, including data gathering and process mapping, creating checklists, taxonomies and customizations for the system based on BrightStars workflows, customizing program values, and setting up

permissions and roles. In November 2015, BrightStars hosted a phone conversation between Branagh Information Group and the ECEDS Team to begin conversations around joining the two systems together and develop timelines. In December 2015, a representative from Branagh Information Group met with BrightStars and the Department of Education for two days to finalize pieces of the data system for BrightStars. In February 2016, the system sandbox will be created for testing, and the system is scheduled go live in April 2016.

Reporting

The Rhode Island Department of Education is developing a longitudinal data warehouse to support the integration of data with the statewide longitudinal data system. The state has determined that the most effective way to meet reporting needs is to develop the ability for administrative users to query the data warehouse and define data extracts. The screens have already been outlined by business stakeholders and include one each for programs, workforce, and child-level data.

The public report of aggregated data on the early childhood workforce's development, advancement, and retention has been outlined by the program team and is currently in the build phase by the data team. Rhode Island expects to release a preliminary report in the summer of 2016 on the participation and demographics of those participating in the workforce registry in the first half of the year, and release a full report of the early care and education workforce by December 2016.

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-Income¹ 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	4,932	45%
Toddlers ages 1 through 2	10,273	45%
Preschoolers ages 3 to kindergarten entry	16,019	45%
Total number of children, birth to kindergarten entry, from low-income families	31,224	45%

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

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

Rhode Island KIDS COUNT (2016). % of children under age 6 in low-income families is from the 2014 American Community Survey, 1 year estimate. Estimates are not available broken out for more specific age categories under 6. Child population by age is from Census 2010.

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

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

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	9,770	7%
Are English learners ²	4,970	9.5%
Reside on "Indian Lands"	0	0%
Are migrant ³	0	0%
Are homeless ⁴	483	1%
Are in foster care	691	1%
Other 1 as identified by the State	1,537	2%
<i>Describe:</i>	Have experienced maltreatment	
Other 2 as identified by the State		
<i>Describe:</i>		

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).

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.

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).

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)).

Data Table A(1)-2 Data Notes

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

Rhode Island KIDS COUNT (2016). Children with developmental delays and disabilities is the number of children under age 3 with an IFSP (2,184) and the number of children ages 3 to 5 with an IEP (2,786) as of June 30, 2014 from the 2015 Rhode Island KIDS COUNT Factbook. Denominator is children under age 6 from Census 2010 (52,182).

Children who are English Language Learners is from the RI Department of Health's KIDSNET database and is the number and percentage of children under age 5 as of September 1, 2015 who were born to a mother who did not speak English (recorded at time of birth). Denominator is the number of children under 5 with known maternal language (69,386).

Children who are homeless is the number of children under age 6 who spent at least one night in an emergency homeless shelter, domestic violence shelter, or transitional housing facility in Rhode Island in 2014 from the 2015 Rhode Island KIDS COUNT Factbook. Denominator is children under age 6 from Census 2010.

Children in foster care is the number of children under age 6 who had been removed from their families and were in the care of the RI Department of Children, Youth and Families as of

January 2, 2015 from the 2015 Rhode Island KIDS COUNT Factbook. Denominator is children under age 6 from Census 2010.

Children who have been maltreated is the number of children under age 6 who were victims of substantiated child abuse or neglect in 2014 from the 2015 Rhode Island KIDS COUNT Factbook. Denominator is children under age 6 from Census 2010.

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.

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool	0	0	417	417
<i>Specify:</i>				
<i>Data Source and Year:</i>	Rhode Island Department of Education, October, 2015			
Early Head Start and Head Start¹		209	2,204	2,413
<i>Data Source and Year:</i>	Center Based Early Head Start and Head Start enrollment as of 12/31/15.			
Programs and services funded by IDEA Part C and Part B, section 619	1,297	3,062	2,927	7,286
<i>Data Source and Year:</i>	Executive Office of Health and Human Services, Rhode Island Department of Education			
Programs funded under Title I of ESEA	0	0	91	91
<i>Data Source and Year:</i>	ECEDS and Rhode Island Department of Education, Master Directory, 12/31/15			
Programs receiving funds from the State's CCDF program		2,720	3,972	6,692
<i>Data Source and Year:</i>	ECEDS and Department of Human Services 12/31/15			
Other 1				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 2				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 3				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 4				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 5				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 6				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

Table (A)(1)-3a - Additional Other rows

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other 7				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 8				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table A(1)-3a Data Notes

Enter text here to clarify or explain any of these data if needed.

Programs and services funded by IDEA Part C and Part B, Section 619: Part B includes all children receiving services in 2015, reported by the Executive Office of Health and Human Services (Part C) and Rhode Island Department of Education (Part B). Total reported in Early Intervention, 4,359, RIEICCS, 2015. Total reported in IDEA Part B, 2,927. Total number IDEA part B reported in Section *Performance Measure (B)(4)(c)(2)*, 2,186, is reflective of the number of IDEA part B children in ECE programs.

Head Start/Early Head Start Enrollment, direct from Grantees. 209 is the total number of children in Early Head Start, breakdown by age was unavailable at time of report.

CCAP, as reported by Department of Human Services. Number reported in toddler is total of children under age 3. Preschoolers, total number ages 3-5 enrolled in an early care and education program.

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.

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	140	25	27	92	11	86	217
<i>Specify:</i>							
Early Head Start and Head Start ¹	0	0	0	0	0	0	0
Early Learning and Development Programs funded by IDEA, Part C	1,292	17	86	299	2	162	2,501
Early Learning and Development Programs funded by IDEA, Part B, section 619	612	41	79	206	3	104	1,882
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program							
Other 1							
<i>Describe:</i>							
Other 2							
<i>Describe:</i>							
¹ Including Migrant and Tribal Head Start located in the State.							

Table (A)(1)-3b - Additional Other rows

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Other 3							
<i>Describe:</i>							
Other 4							
<i>Describe:</i>							
Other 5							
<i>Describe:</i>							
Other 6							
<i>Describe:</i>							
Other 7							
<i>Describe:</i>							
Other 8							
<i>Describe:</i>							

Data Table A(1)-3b Data Notes

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

Data in column two or more races, may include Hispanic Children. State Funded Pre School data from the RI Department of Education, Pre-K Child Demographic Survey, 2014-2015.

CCDF, Head Start Data unavailable at time of report.

Race and Ethnicity data was not collected by the SEAs for IDEA Part B, or Title I under ESEA or CCDF at the state level. Additionally, as the Rhode Island collects data via the ECEDS, we will be able to report this information.

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.

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Supplemental State spending on Early Head Start and Head Start¹	\$800,000	\$800,000	\$800,000	\$800,000	\$800,000
State-funded preschool	\$700,000	\$208,000	\$1,450,000	\$1,950,000	\$2,950,000
<i>Specify:</i>	GR Funds				
State contributions to IDEA Part C	0	0	0	0	0
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	0	0	0	0	0
Total State contributions to CCDF²	\$9,292,000	\$9,631,000	\$9,504,605	\$10,091,567	\$10,194,719
State match to CCDF Exceeded / Met / Not Met	Met	Met	Not Met	Met	Met
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	0	0	0	0	0
Other State contributions 1	0	\$125,000	\$125,000	\$125,000	\$125,000
<i>Specify:</i>	Head Start Collaboration				
Other State contributions 2		\$4,500,000	\$4,400,000	\$4,400,000	\$4,400,000
<i>Specify:</i>	Child Welfare				
Other State contributions 3	0	\$250,000	\$100,000	\$100,000	0
<i>Specify:</i>	United Way of Rhode Island				
Other State contributions 4		\$225,000	0	0	0
<i>Specify:</i>	Rhode Island Foundation				
Other State contributions 5					
<i>Specify:</i>					
Other State contributions 6					
<i>Specify:</i>					

Table (A)(1)-4 - Additional Other rows

Funding for each Fiscal Year

Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Other State contributions 7					
<i>Specify:</i>					
Other State contributions 8					
<i>Specify:</i>					
Total State contributions:	\$10,972,000	\$15,431,000	\$16,429,605	\$17,466,567	\$18,469,719

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.

Funds listed in this table are aligned with goals of our Race to the Top - Early Learning Challenge State Plan and will help us achieve our outcomes. Funds listed are aligned with the State's fiscal year: July 1 - June 30.

State funding for Pre-K are categorically allocated as part of Rhode Island's education funding formula pursuant to a ten year Pre-K expansion plan beginning in FY 2013. In FY 2012, bridge funding for the Pre-K classrooms was provided by a blend of state funding, Title 1 funding and private, philanthropic resources (United Way and Rhode Island Foundation) to cover six classrooms operating during the transition from the Pre-K Demonstration Project Phase funded by the R.I. Department of Education to Pre-K being funded through the new mechanism of the education funding formula.

State funding for Head Start expands access to Head Start programs for low-income families. Head Start Collaboration supports partnerships and collaboration among Head Start agencies and other state early learning and development programs.

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

Note: 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.

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 One	Year Two	Year Three	Year Four
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	81	110	156	205	417
<i>Specify:</i>					
Early Head Start and Head Start² <i>(funded enrollment)</i>	3,793	2,986	2,269	2,416	2,413
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	6,524	6,721	4,143	4,873	7,286
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>	581	647	608	917	1,084
Programs receiving CCDF funds <i>(average monthly served)</i>	8,407	8,623	5,076	5,748	6,692
Other 1					
<i>Describe:</i>					
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table A(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

State Funded PreK: RI Department of Education, Pre-K Child Demographic Survey, 2015-2016.

Early Head Start/Head Start: Reported by grantees, 1/15/16.

Programs funded under Title I of ESEA is the total served in Title I funded schools in the 2013-2014 academic year as reported in the Consolidated State Performance Report. 2014-2015 academic year is not yet reported.

Programs and services funded by IDEA Part C and Part B, Section 619: Part B includes all children receiving services in 2014, reported by the Executive Office of Health and Human Services (Part C) and Rhode Island Department of Education (Part B).

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

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Data Table A(1)-6 Notes

Enter text to explain or clarify information as needed.

Below is the outline of Rhode Island's Early Learning and Development Standards:

Physical Health and Motor Development (PH)

PH 1: Health and Safety Practices

PH 1.a: Children engage in structured and unstructured physical activity.

PH 1.b: Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them.

PH 1.c: Children develop self-help skills.

PH 2: Gross Motor Development

PH 2.a: Children develop large-muscle control, strength, and coordination.

PH 2.b: Children develop traveling skills.

PH 3: Fine Motor Development

PH 3.a: Children develop small-muscle control, strength, and coordination.

PH 3.b: Children develop writing and drawing skills.

Social and Emotional Development (SE)

SE 1: Relationships with Others

SE 1.a: Children develop trust in and engage positively with adults who are familiar and consistently present in children's lives.

SE 1.b: Children engage in positive relationships and interactions with other children.

SE 2: Sense of Self

SE 2.a: Children develop an awareness of themselves as an individual with unique thoughts, feelings, and perspectives.

SE 2.b: Children develop the confidence to complete an action successfully or independently.

SE 3: Self-regulation

SE 3.a: Children develop the ability to express and regulate their own emotions.

SE 3.b: Children develop the ability to control impulses.

Language Development (LD)

LD 1: Receptive Language

LD 1.a: Young children attend to, understand, and respond to increasingly complex language.

LD 2: Expressive Language

LD 2.a: Young children use increasingly complex vocabulary, grammar, and syntax to express thoughts and needs.

LD 3: Pragmatics

LD 3.a: Young children understand, follow, and use appropriate social and conversational rules.

LD 4: Language Development of Dual Language Learners

LD 4.a: Young children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English.

LD 4.b: Young children become increasingly proficient in expressing their thoughts and ideas in English.

Literacy (L)

L 1: Phonological Awareness

L 1.a: Children notice and discriminate the sounds of spoken language.

L 2: Alphabet Knowledge

L 2.a: Children recognize and identify letters and make letter-sound connections.

L 3: Print Knowledge

L 3.a: Children demonstrate book awareness and knowledge of basic print conventions; they understand that print carries meaning and spoken words are represented by text.

L 4: Comprehension and Interest

L 4.a: Children show interest in and an understanding of a variety of literacy experiences.

L 5: Literacy Development for Dual Language Learners

L 5.a: Children become increasingly engaged in literacy experiences in English.

L 6: Emergent Writing

L 6.a: Children learn writing skills and show knowledge of writing conventions; they demonstrate an understanding of writing as a means of communication.

L 6.b: Children use writing to represent and communicate ideas in a variety of contexts; they use a combination of drawing, dictating, and writing to communicate; they participate in shared writing.

Cognitive Development (CD)

CD 1: Logic and Reasoning

CD 1.a Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems.

CD 2: Memory and Working Memory

CD 2.a Children hold information in their mind and manipulate it to perform tasks.

CD 3: Attention and Inhibitory Control

CD 3.a Children's skills increase in filtering impulses and sustaining attention on a task.

CD 4: Cognitive Flexibility

CD 4.a Children's skills increase at adjusting to changes in demands, priorities, and perspectives.

Mathematics (M)

M 1: Number Sense and Quantity

M 1.a Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent.

M 2: Number Relationships and Operations

M 2.a Children learn to use numbers to compare quantities and solve problems.

M 3: Classification and Patterning

M 3.a Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern.

M 4: Measurement, Comparison, and Ordering

M 4.a Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons.

M 5: Geometry and Spatial Sense

M 5.a Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space.

Science (S)

S 1: Scientific Inquiry and Application

S 1.a: Children learn to plan for and carry out investigations and to collect, evaluate, and communicate information.

S 2: Knowledge of Science Concepts

S 2.a: Children explore the characteristic of objects and materials that are living, non-living, man-made, or naturally occurring

Social Studies (SS)

SS 1: Self, Family, and Community

SS 1.a: Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people.

SS 2: Self, History, and Geography

SS 2.a: Children understand the concepts of time (past, present, and future) and place.

Creative Arts (CA)

CA 1: Experimentation and Participation in the Creative Arts

CA 1.a: Children gain an appreciation for and participate in the creative arts.

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

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	X	X	X	X	
<i>Specify:</i>					
Early Head Start and Head Start ¹	X	X		X	
Programs funded by IDEA, Part C	X	X			X
Programs funded by IDEA, Part B, section 619	X	X			
Programs funded under Title I of ESEA	X	X			
Programs receiving CCDF funds	X	X	X	X	X
Current Quality Rating and Improvement System requirements (Specify by tier)	X	X	X	X	X
Tier 1					
Tier 2	X				
Tier 3	X		X		
Tier 4	X	X	X		
Tier 5	X	X	X	X	
State licensing requirements	X				
Other 1					
<i>Describe:</i>					
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
¹ Including Migrant and Tribal Head Start located in the State.					

Table (A)(1)-7 - Additional Other rows

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
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

Data Table A(1)-7 Notes

Enter text here to clarify or explain any of the data if needed.

State Funded Pre-K uses the following elements of a Comprehensive Assessment System: Screening Measures, Teaching Strategies Gold, ECERS, and CLASS.

IDEA Part B, Section 619 used screening measures and Teaching Strategies Gold.

Programs accepting the Child Care Assistance Program (CCAP) funded through CCDF were required to participate in BrightStars, Rhode Island's Program Quality and Improvement Rating System, in 2013. Each of the elements of a Comprehensive Assessment System are included in the BrightStars TQRIS, dependent upon the program's star level. Screening measures are required in all tiers. Formative assessments are required at star level 4 and 5. ECERS, ITERS, or FCCRS, dependent on type of program are required at star levels 3, 4, and 5. Additionally CLASS is required for preschool programs at star level 5.

DCYF Regulations for Licensure require staff to work collaboratively with local school districts to ensure that all children have the opportunity to participate in Child Outreach screening.

Budget and Expenditures

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.

Rhode Island increased its spending rate by 34% over last year. The increase in spending is associated with the increase in program participation in the state's tiered quality rating and improvement system, BrightStars, as resources and supports for programs are tied directly to program's participation in BrightStars. Increased participation in BrightStars also led to an increase in expenses for Rhode Island's largest RTT-ELC contract, to support professional development and technical assistance. In addition, four waves of program quality improvement grants and four waves of facilities grants were implemented. In all, Rhode Island expended a total of \$17,011,072.

Rhode Island continues to have challenges and actual expenditures were 31% lower than the anticipated budget of \$24,731,692. This was largely due to vacancies and delays in contracting and invoicing.

First, salary and fringe was underspent due to vacancies in grant year four. In the latter half of 2015, each state agency experienced some staffing changes as a result of the original grant award period anticipated end date. A total of 8 FTE staff left the project at various times in 2015; 4 at the Department of Human Services; 2 at the department of Education; and 2 at the Department of Health.

Second, Rhode Island's state system for posting and reviewing RFPs, executing contracts and modifications, and obtaining purchase orders continues to be challenging and time-consuming. In some cases, initial procurements have taken up to five months. This resulted in delays in project implementation, most significantly in project 5 for the Department of Health to implement evidenced-based resources for high-risk children, the work to support the kindergarten entry profile and the work to support aligned policies, procedures and protocols for Early Intervention and early childhood special education. Grant-management staff increased internal fiscal stocktaking meetings to provide a regular vehicle to prioritize procurements and solve problems as soon as they developed. Leadership at the Department of Education and Department of Administration are in regular communication to reduce barriers and increase efficiencies in procurement.

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 delays described above resulted in \$7,720,620 less in anticipated spending versus actual spending. As a result, Rhode Island will submit a no-cost extension request in March 2016 to include a programmatic and budgetary amendment to provide the additional time to necessary reach the state's goals. The following projects will be included in the no-cost extension request: Grant Management, Comprehensive Assessment, Building and Early Learning Data System and Improving the Quality of Early Learning Programs, which will include supports for the state's workforce developments efforts.

PAGE BLANK DUE TO FORMATTING ISSUES

Project Budget 1

Project Name: Overall Grant Management

Project Budget Narrative

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

Project 1 budget was a total of \$1,227,562 with actual spent as \$1,100,312. The discrepancy between the budgeted and actual costs in this project is due to salaries and contract actuals lower than budgeted. Actual salary and fringe is lower than budgeted due to turnover in the fourth quarter; some staff left the project earlier than their budgeted end date. At the Department of Human Services, turnover resulted in less than anticipated expenses. At the Department of Education funds were shifted to line 6 to hire a temporary administrative assistant to replace a vacancy in August 2015. The hiring process for the temporary administrative assistant took longer than expected, resulting in unspent funds in 2015. The temporary assistant will remain in the position until funds are expended. Also in line 6, the communications consultant completed the work to support communication efforts under budget. Funds from the communication project were reallocated to support a testimonial video and for translation in 2016.

Project Budget Explanation of Changes

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

In project 1, Overall Grant Management, the total grant funds requested is \$3,957,014. The Department of Human Services Race to the Top Grant Administrator has left the project and the lead on the project has shifted back to the Child Care Administrator. To support the Child Care Administrator, Rhode Island will extend salaries at the Department of Human Services for the fiscal officer through December, and the executive assistant, through May. Additionally, the Department of Education will extend the contract for a temporary assistant to remain with the project through December. The budget for year 5 is \$866,235.

Project Budget 2

Project Name: Improving the Quality of Early Learning Programs

Project Budget Narrative

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

Project 2 budget was a total of \$10,909,374 with actual spent as \$7,807,978. The discrepancies are due to the process by which programs receive facilities funding, overestimation of implementation costs and invoicing challenges.

The discrepancy in contracts is due to the implementation of facilities grants. The Rhode Island Child Care and Early Learning Facilities Fund offered three waves of facilities improvement grants in 2015. In total, \$1,706,012 was awarded to 81 programs. Facilities grants are paid as reimbursement to construction projects. As projects complete, funds will be drawn down.

Funds to intermediaries and early learning programs in Line 11 were significantly less than the 2015 budget for the following reasons:

1. Quality awards were overestimated as the number of programs reaching the highest tiers in 2015 did not meet targets.
2. Implementation costs for technical assistance at the Center for Early Learning Professionals was overestimated.
3. Implementation costs for the state's tiered quality rating and improvement system was overestimated.
4. The Center for Early Learning Professionals had delays in payment of invoices; it was a challenge for the vendor to provide documentation required for timely invoice payment.

Project Budget Explanation of Changes

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

In project 2, Improving the Quality of Early Learning Programs, the total grant funds requested is \$22,760,039. The budget for year 5 is \$11,496,378. Rhode Island will use carry forward extend the following activities through December 2016:

- Extend the salaries to support the administration of workforce initiatives at the Department of Education and the Department of Human Services,
- Support for scholarships to the existing cohort of T.E.A.C.H. scholars through the fall 2016 semester,
- Implement Rhode Island's TQRIS, BrightStars,
- Implement Professional Development and Technical Assistance,
- Develop the final workforce knowledge and competencies document for Administrators

and Education Coordinators.

Carry forward is due to the completion of the Quality Awards program. Final payment to programs for December attendance will be made in January 2016.

Project Budget 3

Project Name: Establishing and Measuring Tiered Quality Standards for Early Learning Prog

Project Budget Narrative

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

Project 3 budget was a total of \$2,517,776 and actual spent is \$1,921,055. The discrepancy between the budgeted and actual costs in this project is due to contract actuals lower than budgeted at the Department of Human Services. The Rhode Island Association for the Education of Young Children (RIAEYC) holds the contract for implementation of the state's tiered quality rating and improvement system, BrightStars. In 2015, the contract was underspent by \$265,568 due to overestimation of the operational expenses associated with implementing BrightStars. Carry forward will be moved to project 2, as outlined in the approved no-cost extension.

The contract to validate the state's tiered quality rating and improvement system was awarded to Child Trends in 2014. The Child Trends validation team began program recruitment in May 2015. Child assessment data collection started in mid-September and continued through mid-November. The work to gather BrightStars standards-level data will begin in March and the collection of child assessment data in the spring. The study will wrap up in the summer of 2016 with a final report available in the fall of 2016. The substantive portion of the validation study's cost is in the analysis after data collection and the state expects to fully expend the contracted amount. Additionally, this vendor was also unable to meet invoicing requirements and payment was delayed. Carry forward will be moved to project 2, as outlined in the approved no-cost extension.

Project Budget Explanation of Changes

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

The approved no-cost extension shifts activities related to the state's tiered rating and improvement system and the validation study to project 2. All other Project 3 activities are complete and no expenses will be recorded in Project 3 in the no-cost extension period.

Project Budget 4

Project Name: Using Early Learning and Development Standards

Project Budget Narrative

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

Project 4 budget was a total of \$1,034,204 and actual spent is \$496,612. The discrepancy between the budgeted and actual costs in this project is related to several items. First, there was a significant delay in obtaining a purchase order for contract modifications to rollover unspent grant year 3 funds. Second, a delay in contracting with Child Trends resulted in a delay in when the work could begin. Finally, indirect costs were lower than expected due to less than budgeted actual expenditures. Printing costs originally budgeted in other was overestimated and were reallocated into projects 1, 2 and 5 for translation and facilitation.

Project Budget Explanation of Changes

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

The approved no-cost extension shifts activities related to the implementation of the early learning and development standards training and implementation of the Family Fun Activities project were shifted to project 2. The budget related to the evaluation of the Rhode Island Early Learning and Development Standards training have been moved to project 2 and will be paid in 2016.

All other Project 4 activities are complete and no expenses will be recorded in Project 3 in the no-cost extension period.

Project Budget 5

Project Name: Developing and Supporting Effective Early Childhood Assessment

Project Budget Narrative

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

Project 5 budget was a total of \$2,126,230 and actual spent is \$827,230. The discrepancy between budget and actual is due to delays in procurement at the Department of Education and the Department of Health (RIDOH) and the redesign of the scope of work related to Early Intervention and early childhood special education alignment.

At the Department of Education, the posting for the request for proposal for a consultant to assist with the implementation of the kindergarten entry profile was a six month process resulting in a late start to the project. The Policy Equity Group was contracted in 2015 to develop the implementation plan for Rhode Island that will help structure communications and approaches when the field test is conducted. An initial memo was developed, which provided an overview of the National Implementation Research Network literature, in support of a framework for implementation for the Kindergarten Entry Profile. The funds were moved to grant year 5.

The discrepancy in line 6 and line 11 is related to the implementation of quality improvement practices and delays in contracting with a vendor to support evidence-based resources to children that are at-risk for developmental delays. First, the number of pediatric practices expected to participate is lower than anticipated. RIDOH is working with 13 practices that started the project in 2014. RIDOH signed on another 12 primary care practices in 2015. This resulted in reduced spending for the bonus payments paid to pediatric practices upon meeting developmental screening targets. Second, the letters of interest to implement evidence-based practices in primary-care offices was posted twice, with no responses in 2013. A third posting in 2014 resulted in a response. These delays resulted in a late start to implementation. The Department of Health (RIDOH) contracted in 2014 with a vendor to release evidence-based grants to support children and families that require additional supports identified through developmental screening. In 2014, memorandums of agreement were signed between the selected vendor and four evidence-based programs. Implementation of evidence-based resources began in January 2015. Participation in developmental-screening quality-improvement efforts is required to access evidence-based resources at pediatric practices. The result of the number of pediatric practices participating and the contracting delays in evidenced-based resources is spending significantly lower than anticipated.

The Executive Office of Health and Human Services is responsible for the implementation of Early Intervention. The redesigned scope of work requires that policies, procedures and protocols for aligned developmental-screening practices must be complete prior to implementation of professional development; therefore, the \$100,000 allocation to support participation grants to early intervention providers has yet to be expended. Professional development will be fully implemented by the end of 2016.

Project Budget Explanation of Changes

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

In project 5, Comprehensive Assessment, the total grant funds requested is \$5,067,779. The budget for year 5 is \$2,802,930. The approved no-cost extension extends project activities through December 2016 in Project 5, therefore, unspent has been carried forward to grant year 5. Primary care practice participation in quality improvement efforts to support increased developmental-screening is less than anticipated, therefore, less evidenced-based resources have been accessed. As a result, Rhode Island decreased the allocation to evidence-based resources in line 11 by \$227,000 and reallocated funds to line 6 to support a contract to modify the Department of Education's instructional support system and to support the technical assistance and professional development required for public school kindergarten teachers and principals to implement the Kindergarten Entry Profile pilot.

Project Budget 6

Project Name: Building an Early Learning Data System

Project Budget Narrative

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

Project 6 budget was a total of \$2,199,171 and actual spent is \$1,618,893. The discrepancies are due to hiring challenges, delays in the procurement of consultants, delays in implementation of resources and supports to programs to enter data into the Early Care and Education Data System and a delay in the launch of Rhode Island's new integrated eligibility system at the Department of Human Services.

Actual salary and fringe is lower than budgeted due to unexpected vacancy for the Sr. Web Application Developer position. The Department of Education was unable to backfill the FTE position in this grant year. Delays in procurement resulted in furlough of a contractor in early 2015 as well as a late start for two additional development contract positions. These procurement delays impacted development, which delayed start of supports for providers to enter data into the Early Care and Education Data System. Technical assistance and grants for providers will begin in 2016.

Delays in the launch of Rhode Island's new integrated eligibility system, RI Bridges, at the Department of Human Services impacted the RTT-ELC data integration into the Early Care and Education Data System. Work began in the fall of 2015 and testing for the RI Bridges integration is scheduled to begin in February 2016 with full automation expected in August 2016. Once testing is complete, the vendor on the RI Bridges project will invoice the Department of Education for the work completed.

Project Budget Explanation of Changes

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

In project 6, Building an Early Learning Data System, the total grant funds requested is \$5,551,733. The budget for grant year 5 is \$1,634,587. The contract supporting the Data Governance/Business lead has been vacated; therefore, Rhode Island Rhode Island will procure a part-time consultant to support requirements gathering and data governance in 2016. Rhode Island will also extend the position for the Associate Director and the existing members of the Department of Education's Office of Network, Information and Systems team to support the project through December 31, 2016. This team will complete the scope of work impacted by procurement delays. In addition, the Department of Education will fund the Office of Network and Informational Systems' staff team that supported the project to reduce the delays in development.

Project Budget 7

Project Name: Improving the Knowledge and Competencies of the Early Learning Workforce

Project Budget Narrative

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

Project 7 budget was a total of \$4,717,373 and actual spent is \$3,239,008. The discrepancies between budget and actual are due to procurement delays, overestimation of operational expenses related to the Institute for Teaching and Learning and the professional development and technical assistance center.

In contracts, procurement delays in grant years 1-3 resulted in significant carry forward year-to-year for the implementation of the professional development and technical assistance center, which requires course-correction. The implementation costs of the Institute for Teaching and Learning and the number of T.E.A.C.H. scholarships issued was much less than anticipated. Additionally, the Center for Early Learning Professionals and T.E.A.C.H. had contract modification and invoicing delays

Project Budget Explanation of Changes

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

Rhode Island will extend professional development and postsecondary education supports through December 2016. The work to support the development of Workforce Knowledge and Competencies for administrators and education coordinators was delayed in the contracting phase. A purchase order was issued in December 2015 and work commenced in January 2016. Work will continue on this project through June 2016. Carry forward has moved to project 2 for the no-cost extension period. The remainder of project 7 activities has been completed and no additional expenses will be recorded in Project 7.

Project Budget 8

Project Name: _____

Project Budget Narrative

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

THE RHODE ISLAND RTT-ELC APPLICATION INCLUDED 7 PROJECTS.
PAGES 108-129 HAVE BEEN DELETED.

Project Budget Explanation of Changes

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

RTT-ELC Budget Summary of Actual Expenditures

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$427,597.88	\$1,469,298.52	\$1,838,212.52	\$1,869,101.85	\$5,863,667.16
2. Fringe Benefits	\$217,166.89	\$771,722.73	\$987,649.81	\$995,238.84	\$3,103,575.49
3. Travel	\$323.01	\$3,194.48	\$10,078.35	\$10,401.13	\$26,900.67
4. Equipment	\$5,888.56	\$29,220.59	\$13,638.50	\$2,200.58	\$52,018.07
5. Supplies	\$881.46	\$28,971.71	\$29,895.36	\$20,956.78	\$82,876.50
6. Contractual	\$40,060.00	\$1,472,288.56	\$3,830,371.73	\$4,690,071.35	\$11,919,569.87
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$280.62	\$11,909.12	\$80,521.37	\$24,654.38	\$121,273.04
9. Total Direct Costs (add lines 1-8)	\$692,198.42	\$3,786,605.71	\$6,790,367.64	\$7,612,624.91	\$21,169,880.80
10. Indirect Costs*	\$9,413.96	\$225,452.43	\$340,797.43	\$232,917.14	\$828,074.13
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$143,438.22	\$4,114,279.71	\$9,070,246.73	\$13,601,091.80
12. Funds set aside for participation in grantee technical assistance	\$17,960.42	\$16,004.62	\$50,688.43	\$95,283.62	\$189,686.26
13. Total Grant Funds Requested (add lines 9-12)	\$719,572.80	\$4,171,500.98	\$11,296,133.21	\$17,011,072.40	\$35,788,732.99
14. Funds from other sources used to support the State Plan	\$62,559,400.30	\$59,311,485.92	\$47,223,804.94	\$66,997,091.53	\$253,377,337.69
15. Total Statewide Budget (add lines 13-14)	\$63,278,973.10	\$63,482,986.90	\$58,519,938.15	\$84,008,163.93	\$289,166,070.68

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.

Actual Expenditures for Project 1 - Overall Grant Management

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$164,527.92	\$365,024.29	\$520,995.06	\$485,556.11	\$1,631,772.19
2. Fringe Benefits	\$83,545.78	\$184,677.06	\$284,875.29	\$262,585.64	\$859,066.84
3. Travel	\$153.18	\$1,053.03	\$3,188.77	\$3,466.24	\$10,407.32
4. Equipment	\$2,173.62	\$20.38	\$3,768.48	\$2,200.58	\$9,232.90
5. Supplies	\$881.46	\$10,841.41	\$14,351.12	\$14,467.45	\$42,415.35
6. Contractual	\$0.00	\$47,518.86	\$149,578.95	\$211,174.13	\$430,619.74
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$265.27	\$3,278.47	\$5,050.60	\$4,982.48	\$15,481.14
9. Total Direct Costs (add lines 1-8)	\$251,547.23	\$612,413.50	\$981,808.27	\$984,432.63	\$2,998,995.48
10. Indirect Costs*	\$1,438.12	\$25,333.49	\$44,084.17	\$30,111.07	\$105,999.26
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	\$17,825.42	\$8,042.82	\$47,974.50	\$85,768.04	\$163,867.03
13. Total Grant Funds Requested (add lines 9-12)	\$270,810.77	\$645,789.81	\$1,073,866.94	\$1,100,311.74	\$3,268,861.77
14. Funds from other sources used to support the State Plan	\$60,124.00	\$45,061.49	\$0.00	\$0.00	\$105,185.49
15. Total Statewide Budget (add lines 13-14)	\$330,934.77	\$690,851.30	\$1,073,866.94	\$1,100,311.74	\$3,374,047.26

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.

Actual Expenditures for Project 2 - Improving the Quality of Early Learning Programs

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$5,581.83	\$48,021.28	\$77,962.43	\$91,266.68	\$286,214.17
2. Fringe Benefits	\$2,348.33	\$26,994.30	\$37,176.35	\$49,304.07	\$152,822.04
3. Travel	\$33.02	\$0.00	\$1,887.22	\$906.08	\$3,149.42
4. Equipment	\$0.00	\$0.00	\$948.24	\$0.00	\$948.24
5. Supplies	\$0.00	\$0.00	\$2,403.09	\$1,216.37	\$3,721.82
6. Contractual	\$0.00	\$0.00	\$0.00	\$550,185.61	\$2,185,372.70
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$253.09	\$2,804.37	\$3,751.51	\$8,705.54
9. Total Direct Costs (add lines 1-8)	\$7,963.18	\$75,268.67	\$123,181.70	\$696,630.32	\$2,640,933.93
10. Indirect Costs*	\$0.00	\$24,938.33	\$29,126.17	\$25,112.41	\$84,317.04
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$143,438.22	\$3,051,766.46	\$7,086,235.70	\$10,510,542.52
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)	\$7,963.18	\$243,645.22	\$3,204,074.33	\$7,807,978.43	\$13,235,793.49
14. Funds from other sources used to support the State Plan	\$49,599,450.14	\$49,613,423.33	\$37,649,868.47	\$56,158,139.00	\$210,306,435.94
15. Total Statewide Budget (add lines 13-14)	\$49,607,413.32	\$49,857,068.55	\$40,853,942.80	\$63,966,117.43	\$223,542,229.43

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.

Actual Expenditures for Project 3 - Establishing and Measuring Tiered Quality Program Standards for Early Learning Programs

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$69,041.30	\$194,592.55	\$241,870.65	\$265,855.42	\$771,359.92
2. Fringe Benefits	\$32,946.44	\$105,840.80	\$137,494.90	\$160,702.64	\$436,984.78
3. Travel	\$0.00	\$0.00	\$1,026.52	\$2,567.06	\$3,593.58
4. Equipment	\$1,116.50	\$11,237.37	\$2,669.94	\$0.00	\$15,023.81
5. Supplies	\$0.00	\$0.00	\$2,916.62	\$263.13	\$3,179.75
6. Contractual	\$0.00	\$21,291.75	\$1,214,833.40	\$1,461,791.85	\$2,697,917.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$351.24	\$773.02	\$871.85	\$1,996.11
9. Total Direct Costs (add lines 1-8)	\$103,104.24	\$333,313.71	\$1,601,585.05	\$1,892,051.95	\$3,930,054.95
10. Indirect Costs*	\$345.69	\$27,675.71	\$35,298.25	\$29,003.35	\$92,323.00
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)	\$103,449.93	\$360,989.42	\$1,636,883.30	\$1,921,055.30	\$4,022,377.95
14. Funds from other sources used to support the State Plan	\$5,140,398.50	\$6,685,634.35	\$7,253,593.70	\$8,841,453.84	\$27,921,080.39
15. Total Statewide Budget (add lines 13-14)	\$5,243,848.43	\$7,046,623.77	\$8,890,477.00	\$10,762,509.14	\$31,943,458.34

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.

Actual Expenditures for Project 4 - Using Early Learning and Development Standards

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$29,615.40	\$39,981.30	\$61,124.74	\$71,032.85	\$201,754.29
2. Fringe Benefits	\$18,324.44	\$16,965.78	\$32,191.34	\$30,467.15	\$97,948.71
3. Travel	\$0.00	\$309.63	\$453.13	\$517.49	\$1,280.25
4. Equipment	\$839.30	\$4,489.85	\$991.00	\$0.00	\$6,320.15
5. Supplies	\$0.00	\$170.94	\$0.00	\$0.00	\$170.94
6. Contractual	\$40,060.00	\$649,046.33	\$765,372.46	\$373,189.49	\$1,827,668.28
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$4,285.51	\$68,788.27	\$6,242.49	\$79,316.27
9. Total Direct Costs (add lines 1-8)	\$88,839.14	\$715,249.34	\$928,920.94	\$481,449.47	\$2,214,458.89
10. Indirect Costs*	\$590.76	\$20,537.45	\$64,146.90	\$15,162.56	\$100,437.67
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)	\$89,429.90	\$735,786.79	\$993,067.84	\$496,612.03	\$2,314,896.56
14. Funds from other sources used to support the State Plan	\$435,800.72	\$462,874.00	\$252,573.21	\$531,435.84	\$1,682,683.77
15. Total Statewide Budget (add lines 13-14)	\$525,230.62	\$1,198,660.79	\$1,245,641.05	\$1,028,047.87	\$3,997,580.33

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.

Actual Expenditures for Project 5 - Developing and Supporting Effective Early Childhood Assessment

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$63,279.76	\$181,613.51	\$268,288.67	\$285,808.37	\$834,681.96
2. Fringe Benefits	\$33,338.63	\$100,055.39	\$135,081.10	\$149,638.38	\$436,038.22
3. Travel	\$0.00	\$473.54	\$1,860.47	\$1,872.30	\$4,240.81
4. Equipment	\$827.45	\$913.85	\$0.00	\$0.00	\$1,741.30
5. Supplies	\$0.00	\$17,005.94	\$4,927.60	\$2,973.67	\$24,995.54
6. Contractual	\$0.00	\$7,922.34	\$522,713.66	\$282,976.84	\$934,984.48
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$9.21	\$164.65	\$673.46	\$5,324.18	\$6,243.05
9. Total Direct Costs (add lines 1-8)	\$97,455.05	\$308,149.22	\$933,544.96	\$728,593.74	\$2,242,925.36
10. Indirect Costs*	\$4,072.80	\$32,616.10	\$51,509.45	\$37,445.96	\$132,755.42
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$51,675.00	\$95,700.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$7,556.80	\$2,713.93	\$9,515.58	\$25,279.23
13. Total Grant Funds Requested (add lines 9-12)	\$101,527.85	\$348,322.12	\$987,768.34	\$827,230.28	\$2,496,660.01
14. Funds from other sources used to support the State Plan	\$147,551.00	\$209,362.00	\$208,502.31	\$169,144.85	\$734,560.16
15. Total Statewide Budget (add lines 13-14)	\$249,078.85	\$557,684.12	\$1,196,270.65	\$996,375.13	\$3,231,220.17

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.

Actual Expenditures for Project 6 - Building an Early Learning Data System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$78,806.19	\$528,634.33	\$542,394.02	\$526,625.99	\$1,741,174.51
2. Fringe Benefits	\$39,618.28	\$283,820.14	\$299,564.13	\$276,128.82	\$932,621.81
3. Travel	\$37.74	\$19.78	\$143.84	\$92.09	\$293.45
4. Equipment	\$931.69	\$7,243.81	\$5,260.84	\$0.00	\$13,436.34
5. Supplies	\$0.00	\$0.00	\$2,515.84	\$393.58	\$3,016.01
6. Contractual	\$0.00	\$32,062.73	\$347,000.71	\$753,677.01	\$1,240,612.15
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$6.14	\$3,191.22	\$1,564.53	\$2,277.46	\$7,074.46
9. Total Direct Costs (add lines 1-8)	\$119,400.04	\$854,972.01	\$1,198,443.91	\$1,559,194.95	\$3,938,228.73
10. Indirect Costs*	\$2,966.59	\$51,809.50	\$70,136.47	\$59,681.86	\$186,803.94
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	\$135.00	\$405.00	\$0.00	\$0.00	\$540.00
13. Total Grant Funds Requested (add lines 9-12)	\$122,501.63	\$907,186.51	\$1,268,580.38	\$1,618,876.81	\$4,125,572.67
14. Funds from other sources used to support the State Plan	\$6,167,824.94	\$1,210,256.62	\$1,015,595.30	\$399,055.00	\$8,792,731.86
15. Total Statewide Budget (add lines 13-14)	\$6,290,326.57	\$2,117,443.13	\$2,284,175.68	\$2,017,931.81	\$12,918,304.53

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.

Actual Expenditures for Project 7 - Improving the Knowledge and Competencies of the Early Learning Workforce

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$16,745.48	\$111,431.26	\$125,576.95	\$142,956.43	\$396,710.12
2. Fringe Benefits	\$7,044.99	\$53,369.26	\$61,266.70	\$66,412.14	\$188,093.09
3. Travel	\$99.07	\$1,338.50	\$1,518.40	\$979.87	\$3,935.84
4. Equipment	\$0.00	\$5,315.33	\$0.00	\$0.00	\$5,315.33
5. Supplies	\$0.00	\$953.42	\$2,781.09	\$1,642.58	\$5,377.09
6. Contractual	\$0.00	\$714,446.55	\$830,872.55	\$1,057,076.42	\$2,602,395.52
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$384.94	\$867.12	\$1,204.41	\$2,456.47
9. Total Direct Costs (add lines 1-8)	\$23,889.54	\$887,239.26	\$1,022,882.81	\$1,270,271.85	\$3,204,283.46
10. Indirect Costs*	\$0.00	\$42,541.85	\$46,496.02	\$36,399.93	\$125,437.80
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$1,062,513.25	\$1,932,336.03	\$2,994,849.28
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)	\$23,889.54	\$929,781.11	\$2,131,892.08	\$3,239,007.81	\$6,324,570.54
14. Funds from other sources used to support the State Plan	\$1,008,251.00	\$1,084,874.13	\$843,671.95	\$897,863.00	\$3,834,660.08
15. Total Statewide Budget (add lines 13-14)	\$1,032,140.54	\$2,014,655.24	\$2,975,564.03	\$4,136,870.81	\$10,159,230.62

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.