

Race to the Top – Early Learning Challenge

2015 ANNUAL PERFORMANCE REPORT



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

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General Information

1. PR/Award#: S412A130038

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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: _____ To: _____

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.

At the conclusion of Vermont's first full year of implementation of its Race to the Top --Early Learning Challenge (ELC) grant, it is a delight to review 2015's progress.

In this 2015 APR, we want to draw particular attention to the systems building work that is evident in the accomplishments below. Our grant infrastructure is set up to maximize collaboration, cross agency cooperation, and mutual support of project implementation --leading to a systems approach for implementation of the grant as a whole. Now that we are halfway through the ELC grant cycle, we can point to ways in which this systems approach is demonstrating its effectiveness, both in our work and in the broader early childhood community.

Vermont's remarkable progress in increasing participation in our tiered quality rating and improvement system, STARS, and the number of programs in the top tiers of STARS, is due to the collective impact of many public/private, cross-sector initiatives. Notable efforts (described on page 22) include close collaboration among Vermont Birth to Five, the Child Development Division (CDD), and the cross-agency implementation team of Act 166 led by the Agency of Education. In addition, the implementation of Act 166 includes partnerships with private child care providers in supervisory unions statewide. All of these partners meet regularly and continually work to align and coordinate their efforts.

The development of the revised Vermont Early Learning Standards (VELS) in 2015 included the major early childhood state partners --the Vermont Department of Health (VDH), Agency of Education (AOE), and Child Development Division (CDD)--in addition to two public comment periods. The State Board of Education formally adopted VELS in August, and VELS now serves as a guiding foundation across many of our efforts, including program quality improvement, professional development, and data systems development. It enjoys a high degree of credibility because of the inclusive process that led to its adoption. Similar cross-sector work on the revised Kindergarten Readiness Survey (KRS) and comprehensive assessment framework mean that Vermont's indicators of child well-being reflect this systems approach. Likewise, the Early Childhood Workforce Survey demonstrated a cross-agency approach in its data collection and analysis. Its results point to the many ways that intersecting systems can strengthen the efforts to increase quality, retention, and remuneration of the workforce.

Building Bright Futures (BBF), a statewide early childhood organization that has a state advisory council and twelve regional councils, continued to strengthen its efforts as a backbone organization during 2015. Through their work, the importance of community-based systems integration became more and more apparent. The twelve BBF Regional Councils helped facilitate the implementation of several ELC grant projects, including Help Me Grow (p. 49), Early Multi-Tiered Systems of Support (p. 52), and Promise Communities (p. 13), as well as the implementation of Vermont's Universal Prekindergarten law, Act 166, and the work of Vermont Birth to Five, Let's Grow Kids, and Children's Integrated Services. These multiple efforts sometimes led to confusion and initiative fatigue at the regional level. Consequently, BBF, together with grant leadership, convened an ad hoc workgroup to address the need for enhanced communication and coordination between these regional initiatives state leadership. Through this work, we are making significant progress in promoting intentional collaboration and coordination.

In 2015, the early childhood Data Governance program was launched. Input from multiple stakeholders helped to ensure the adoption of a solid infrastructure for the program. A cross-sector, multi-department, public-private approach is reflected in the Data Governance structure, including Building Bright Futures' State Advisory Council, its Data and Evaluation Committee, and Vermont Insights. This systems approach will

improve communication and collaboration across agencies and programs. This means more access to reliable and useful data to evaluate the effectiveness of early childhood services, which in turn, will drive program and policy development that better supports young children and families.

Vermont is one of more than thirty states shifting policy and practice in order to apply the Strengthening Families approach to all programs working with children and families. Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. The Agency of Human Services and communities throughout the state are in the process of adopting the Strengthening Families framework. ELC funds are leveraged, along with funds from the Child Care and Development Fund (CCDF) and the Department of Labor, to provide Strengthening Families Training for trainers and for child care professionals. The grant also funds expansion of Strengthening Families Child Care to family child care homes and an evaluation of Vermont's Strengthening Families Child Care models.

All of this work continues to follow the path set by Vermont's Early Childhood Action Plan. In 2015, implementation of the strategies of the plan (including many of the initiatives mentioned above) necessitated strengthened partnerships between AOE, CDD, VDH, BBF as well as Parent Child Centers, private child care providers, local community agencies, and many others. These enhanced partnerships pave the way toward a unified system of implementation for the action plan and for our ultimate vision to realize the promise of every Vermont child.

1) ACCOMPLISHMENTS

- The infrastructure for managing the Early Learning Challenge grant continued to function effectively. The State Advisory Committee, the Implementation Team, and the Early Childhood Interagency Coordinating Team (p.15) continued to support implementation of ELC's projects throughout the state and across agencies. These components of our infrastructure proved resilient during the year as we saw the departure of several key staff members who had been partners in the writing and implementation of the grant --Manuela Fonseca from AOE, Karen Garbarino from CDD, and Aly Richards from the Governor's office. Just after the close of the calendar year, Julie Coffey, the Executive Director of BBF, left her position.

Accomplishments that **improved quality and access** of early learning and development opportunities:

- After a significant cross-sector drafting and review process, the State Board of Education approved the newly revised birth to grade three Vermont Early Learning Standards. The complete revised VELS document can be found online at <http://education.vermont.gov/early-education/early-learning-standards>.
- Our strong progress in increasing the quality of programs in STARS continued. In 2015, we exceeded our newly revised targets for the number of early learning and development programs with four or five stars. We increased from 145 programs with four stars in 2014, to 191 programs in 2015, exceeding our target of 165. We had 211 five star programs in 2014 and 226 in 2015, exceeding our target of 215. Over 60 new highly-rated, high quality programs in 2015 is good news for children and families in Vermont.
- During 2015, Vermont saw a continued increase in both the number and the percentage of its child care programs participating in STARS, increasing from a baseline in September 2013 of 597 programs participating in STARS, representing 42% of all programs, to 1045 programs participating, representing

79% of all programs, in December 2015.

- Participation of family child care homes in STARS increased from 25% in 2013 to 77% in 2015, from a total of 230 homes to a total of 596 homes. This is due to the continued success of the partnership between Vermont Birth to Five and the Child Development Division with support of incentives such as the ELC-funded STARS maintenance bonuses.
- A notable increase in STARS participation occurred among Specialized Child Care (SCC) services -- those providers who care for children most at risk. From December 31, 2013 - December 31, 2015, the number of SCC providers participating in STARS increased from 556 to 766 --a 38% increase over three years. The number of SCC programs that were unrated or for whom information was not available decreased from 244 to 111 during that time period. At the same time that more SCC providers were participating in STARS, data also shows that programs were moving to higher levels of STARS over three years. For example, in 2013, 128 SCC programs were at the four star level. At the end of 2015, 175 were! These increases demonstrate the high level of collaboration and cross-agency support at the community level, where Vermont Birth to Five, Building Bright Futures Councils, CDD staff, early interventionists and others are all promoting the importance of participation in STARS.
- There was a major increase in the number of state-funded preschool programs in Vermont in 2015, likely as a result of Act 166. We jumped from 285 programs in 2014 to 318 programs in 2015 -- exceeding our year four target.
- 2015 brought nearly complete staffing of twelve regional Building Bright Futures Councils statewide, strengthening our community based early childhood infrastructure.
- An Early Childhood Comprehensive Assessment Framework was drafted with significant stakeholder input.
- Approximately 37 licensed child care centers, serving over 1,300 children, received Strengthening Families child care grants from the Child Development Division, to implement Strengthening Families informed practices. Three of these centers are funded by the Early Learning Challenge grant, reaching 356 children. In addition, the ELC grant funds the expansion of Strengthening Families to child care homes. Sixty-one homes are now being served, serving a total of 618 children.

Accomplishments that improved **early childhood wellness**:

- We made significant progress in increasing the number of children with high needs (CWHN) who receive developmental screenings. 15,664 children were screened in year two, up from 12,789 in year one, and exceeding our year two target of 13,770. In fact, the number of children screened in year two exceeds our target of year four!

- The *Help Me Grow (HMG)* Contact Center at Vermont 2-1-1 officially launched on October 1, 2015. The trained Child Development Specialists that staff the line offer a “go-to” place for family members and providers seeking information, support, community resources and referrals. To date (September 1-December 31, 2015), we have had 122 calls with the majority of calls from parents and caregivers and the rest from community providers. The top five caller concerns/issues were regarding:
 - basic needs
 - child care
 - parent support
 - family functioning
 - developmental concerns

HMG VT 2-1-1 Child Development Specialists made 180 referrals on behalf of families. For more information, see the narrative in C (3).

- As part of the Provider Outreach element of *Help Me Grow Vermont*, the Vermont Child Health Improvement Program (VCHIP) is our partner for providing training on developmental monitoring and screening to both health *and* early care and education providers. As of December 2015, 111 *new* early learning and development programs, both home and center-based, have been trained in developmental monitoring, screening, referral, and response.
- During 2015 the Child Care Wellness Consultant program (CCWC) made 61 visits to almost 50 early learning and development programs, serving more than 1600 children. The two most requested content areas for consultation were nutrition/physical activity and assistance with health and safety policies. Surveys completed by programs after a visit from a consultant indicated that 56% of programs had already incorporated changes into their programs based on their visits and 86% were planning to make changes in the future. CCWCs have also conducted eight Medication Administration in person workshops for more than 150 child care professionals who are now trained in safe medication administration in early childhood programs.
- In December 2015, the Agency of Education released data from the first cohort of five sites implementing the Early Multi-Tiered Systems of Support (Early MTSS) model, a key component of our efforts to improve child wellness. The data measures how well the programs are implementing the model as well as the resulting impact on children's social and emotional development. One of the key measures is the Teaching Pyramid Observation Tool (TPOT), which measures how well teachers are promoting healthy social and emotional development through their classroom practices. 3 of 5 Cohort 1 teachers scored an 80% or higher indicating that they were implementing the pyramid model with a high degree of fidelity. 4 of 5 teachers showed an increase in their TPOT score from fall 2014 to spring 2015, with an average increase of 10%. All sites showed growth in children's use of social skills between pre- and post-assessment of the Social Skills Improvement System assessment. Finally, the programs collected pre and post teacher-reported data on the incidence of challenging behaviors in the classroom. Four of the five sites saw marked decreases in children's challenging behaviors.

Accomplishments that **invested in a highly skilled workforce** through professional development:

- The Early Childhood Workforce Survey was completed, with key findings:

- Educational degree attainment varies by sector.
- Wages in family child care homes and early childhood and afterschool licensed centers are lower than wages in public school settings.
- Few benefits are provided to people working in the family child care homes and licensed centers that are not managed by the public schools.
- The early childhood and afterschool workforce reports high job satisfaction and plans to continue working in the field.
- Low wages and few benefits are the top reasons why individuals might leave the field of early childhood and afterschool.

Though we were pleased to see high rates of job satisfaction, this finding seems at odds with the finding that our early childhood workforce receives low wages and few benefits. Many people reported that if they were to leave the workforce, it would be because of low wages and few benefits. We need to continue to work with our partners to increase compensation and benefits. Our sister grant, the PreSchool Development and Expansion grant, addresses this issue currently, as does the legislatively appointed Blue Ribbon Commission on Financing High Quality, Affordable Childcare (see page 17), and the Early Learning and Development Committee of Building Bright Futures.

- In 2015, 127 early childhood professionals attended ELC funded college courses at the Community College of Vermont (CCV). Participation in the Vermont Child Care Apprenticeship program has increased 11% with ELCG funding, which has been used to increase access to college-level coursework. For more information see page 59.
- During 2015, T.E.A.C.H. Early Childhood® VERMONT helped 37 early education professionals increase their education. Eight T.E.A.C.H. Scholarship recipients completed their AA degrees in 2015. The average grade point average for a T.E.A.C.H. recipient working on their associate degrees was 3.7. The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.05 and those recipients who completed their degrees during this time increased their earnings by 14%. This is a very small step, and underlines the need for continued work to address wages and benefits. In a survey of T.E.A.C.H. recipients, 92% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.
- The early childhood higher education workgroup was convened in fall 2015 under the leadership of Dr. Cheryl Mitchell, a highly respected educator, longstanding early childhood advocate, and former deputy secretary of the Agency of Human Services. In the first meetings, representatives of virtually all of the Institutes of Higher Education (IHEs) that offer early childhood coursework, degrees, or certificate programs in Vermont participated. There was a high level of enthusiasm among participants, and a firm belief that substantial improvement in aligning coursework and increasing access for non-traditional students is possible.

Accomplishments that **empowered communities** to support young children and families:

- As the backbone organization for Vermont's early childhood system at the state and regional level, Building Bright Futures (BBF) used its State Advisory Council and 12 Regional Councils to harness the power of Vermont communities to impact the well-being of young children and families. In 2015, the 12 BBF Regional Councils worked with hundreds of diverse stakeholders to create 12 robust Regional

Action Plans, anchored by a regional Theory of Change. Using data available in Vermont Insights, each Regional Action Plan will also have a Regional Profile that summarizes key demographic, outcome, and indicator data. These plans are aligned with the Vermont Early Childhood Action Plan and a state Theory of Change model. The BBF regional infrastructure was also used to conduct extensive community outreach to promote Help Me Grow throughout the state and to support the launch of Promise Communities in seven towns in Vermont (see below). Regional Coordinators also support the work of the Vermont Early Childhood Action Plan committees, to ensure regional voice is reflected in the strategic actions of these working groups as well as efforts such as Let's Grow Kids (public will campaign), Vermont Birth to Five (supports for child care providers), and Act 166 (universal Pre-K).

- In April 2015, the following rural Vermont communities were selected to be the first cohort of Promise Communities:
 - Barre
 - Parks Place / Bellows Falls
 - Children and Parents Project / Green Street School in Brattleboro
 - Franklin County Early Childhood Programs
 - Rutland City
 - St. Johnsbury
 - Winooski

This project mobilizes rural communities with a concentration of children with high needs to work towards the transformation of every aspect of the environment that supports young children and families in order to achieve a high degree of school readiness and success.

- The first cohort of twenty-five Early Childhood Leadership Institute participants graduated in October after completing the leadership institute that featured six three-day retreats over a nine-month period. During dialogue interviews at the conclusion of the Institute, participants reported gaining knowledge of the early childhood world, increasing and improving their leadership skills, and strengthening their sense of being able to make a difference at both the community and state levels. Participants included people from various sectors within early childhood and beyond, including center directors, child care providers, principals within the K-12 and preK-12 system, teachers, early education coordinators, Building Bright Futures regional coordinators, and more. Success of this program is also evident in the fact that many of the twenty-five participants chose to continue to meet independently as a cohort to discuss and address opportunities and challenges facing Vermont's early childhood community.

Accomplishments that **strengthened our data systems** to ensure that we are making a difference:

- Vermont's Pre-Natal - Grade 12 Data Governance Program structure was approved. This structure will enhance the quality and security of data reported, collected, and used, and improve communication and collaboration across agencies, programs, and information technology staff. This means more access to reliable and useful data to evaluate the effectiveness of early childhood services.

- Building Bright Futures-Vermont Insights published its first report, *Mind the Gap: Data Asset and Gap Analysis Report* in February of 2015.
- The AOE's newly revised Kindergarten Readiness Survey for the first time included health and wellness indicators. It was administered in the fall of 2015 to 95% of the state's kindergarteners --a major increase from 81% in 2014.
- The American Institutes of Research reported that the revised KRS and VELs had strong alignment of 91% of items and 81% of standards. This was much improved compared with alignment between the unrevised KRS and the prior VELs in which only 50% of the standards aligned.
- Various evaluations, including validation studies and formative assessments of implementation, were underway during 2015 for Building Bright Futures, Strengthening Families, M.A.T.C.H., STARS and Promise Communities. Results will be reported on in future APRs.

2) LESSONS LEARNED

- Financial Management: In 2015, we placed significant emphasis on codifying and strengthening our financial management procedures. Each grantee --the Department of Children and Families, the Department of Education, the Department of Health, and Building Bright Futures --must adhere to all relevant federal as well as state requirements. Here are some examples of the processes we have put in place to meet federal requirements:
 - The fiscal manager for the grant supplies a quarterly report to our federal program officers on spending by project to date, including obligations to date.
 - Any significant variations from the federally approved budget have to be approved in advance by our federal program officers.
 - Any variations in categories of spending (for example, moving a planned expenditure from a grant to a contract or vice versa) have to be approved in advance.
 - The federal government requires a process called “sub-recipient monitoring” in which every contract or grant that we enter into has to be monitored based on level of risk determined through a process developed and approved by our federal partners. The monitoring involves our fiscal manager reviewing selected items at random from the expenditures and making sure all appropriate documentation is in place to demonstrate why the Early Learning Challenge grant paid for this expenditure.
- Flexibility to Promote Innovation: At the outset of grant implementation, grant leadership made a commitment to avoid duplication by trying to utilize existing workgroups, councils, and committees to advise and support grant implementation. For the most part we have adhered to this goal, but 2015 provided a good example of how ad hoc groups focused on a particular issue can facilitate swift and innovative action. In February 2015, Aly Richards from the Governor's Office and Julie Cadwallader Staub of the Early Learning Challenge grant convened an ad hoc group to discuss the anticipated shortage of licensed PreK teachers required in publicly funded PreK programs under Act 166. The group worked to understand the pathways to licensure/ endorsement, identify barriers, and facilitate possible solutions. In the course of a few months the group worked with the Agency of Education to

create a new, time limited process by which early childhood practitioners with a bachelor's degree could apply for a provisional license from AOE, be teamed with a mentor (provided by Vermont Birth to Five), adhere to a plan to complete whatever coursework was needed (with ELC scholarship funds), and be appropriately licensed for early childhood or early childhood special ed within two years.

- Creating stronger linkages between regional and state level work: As mentioned above, the wealth of early childhood initiatives currently underway in Vermont created some confusion at the regional and community level. Additionally, many early childhood stakeholders at the regional level are eager to be involved in the early childhood systems building work going on Vermont, but aren't sure how to get connected. Much of this feedback was initially absorbed by the Building Bright Futures Regional Council network, and BBF has been actively involved in working to build strong connections between the regions and the state.
 - As part of this work, in September 2015, Vermont sent a team of fifteen early childhood stakeholders representing both the state and regional level to the “BUILDing Supportive Communities and State/Local Partnerships for Children and Families” Conference, organized by the BUILD initiative. This sparked critical thinking about how to strengthen connections between the BBF Regional Councils and the BBF State Advisory Council.
 - Beginning in 2015, and moving forward in 2016, Vermont will continue to develop feedback loops between the regional and state level and evaluate how well they are serving regional and state partners. Two of these efforts that were begun during 2015 were implementing a regional initiatives coordination work group and establishing a standing meeting between state agency partners and BBF Regional Coordinators

3) CHALLENGES

- Agency of Education Staffing Challenges: Throughout 2015, the Agency of Education has struggled to fill positions. In 2015, Manuela Fonseca retired from her position as Early Education Coordinator which had a significant short term impact on grant implementation as she was the project lead or co-lead for seven of our twenty-four projects. However, her supervisor, Karin Edwards developed a solid plan to cover Manuela's grant work. Several projects are now led by other staff, whereas others had interim leadership plans put in place until Manuela's replacement is hired. That position was not filled in 2015, along with several positions related to projects of the ELC grant, and positions for the leadership of Vermont's Preschool Development and Expansion Grant. While these positions go unfilled, other staff have had to step up to lead implementation of grant projects, and while most projects are moving forward admirably, we are seeing delays, most significantly in the FirstSchool pilot and PreK Monitoring. Our First School pilot did make significant headway in the fall of 2015 (for more information about First School, see Competitive Priorities on page 13). Our efforts to establish a PreK Monitoring Systems took a major leap forward at the very end of 2015 when we received two strong proposals in response to our RFP to establish a rating and monitoring system. AOE has continued to work diligently to fill vacant positions, and we hope to see more progress in 2016.
- Delay in creation of the State Longitudinal Data System (SLDS): Due to lengthy procurement processes, AOE encountered major delays in its creation of the SLDS, which was anticipated to be completed at the end of 2015. AOE has received a no cost extension for this project, and will complete the SLDS by the end of 2016. At that point in time, we will be able to incorporate the five early childhood datasets, as planned, into the SLDS.

- Spending Delay: Due to the length of the contracting process for any Vermont agreement, it may be 3-6 months before a contract is fully executed. During this process, no work may commence for the project which then leads to a delay in starting the work of the contractual agreement. There are areas within the ELC Project that have experienced this delay as well as other issues that have slowed progress for some of the 24 projects. As noted in Vermont's response to spending delays in Year 1, we continue to feel the ripple effect from the initial 4 month delay. However, we have made great strides in getting contracts fully executed and processing payments resulting from the work of those contracts.

Also, to add to the delay in documented spending, Vermont reports are prepared as cash basis (i.e. actual expenses are reported as cash out the door), which leave the impression that activities that are funded by contracts are not occurring. Vermont does have contracts/grant agreements in place for most projects where funds were identified to support those activities, but reporting these commitments is not part of the GRADS360 functionality. To address this need to show Vermont does have contractual commitments, a SF425 with a detail listing of current contracts, spending and balance of commitment have been uploaded as an attachment in Project 1 Managing the Grant each quarter.

- Change in Administration: Governor Peter Shumlin announced in May of 2015 that he would not seek re-election. He has been a great supporter and advocate for early care and education, supporting this grant and many other initiatives during his four years as Governor, and will be sorely missed. The impact of his departure on grant implementation is that we are seeking to move the two grant positions that are currently in the Governor's Office --the Grant Director and Project Manager --into the Agency of Human Services. In addition, various grant partners have begun to consider how we can engage with gubernatorial candidates in 2016 in order to ensure that early childhood remains a priority of any incoming administration.
- Sustainability of early childhood infrastructure: Because critical efforts that are funded by the Early Learning Challenge grant depend upon an effective early childhood infrastructure, sustainability of Building Bright Futures after the grant's conclusion is a major challenge. BBF's role as a backbone organization contributes tremendous value in coordinating and integrating early childhood services and supports at the community level. However, it can also be seen as competing for limited resources within the system. This "systems-building" vs. "direct services" is a duality with which potential funders and legislators often struggle.
- AOE Audit: As the result of a whistleblower claim, the State Auditor's office launched an inquiry, and then an audit, of the AOE's use of Early Learning Challenge funds. The results included several recommendations: to tighten up criteria for the Agency of Administration, as well as the Agency of Education, that need to be met before sole source contracting can be pursued; to be more careful about contracting to create additional capacity if AOE employees could provide the service as part of existing positions; and to watch carefully for conflict of interest, as they found one small contract awarded to an outside vendor for which an AOE employee had been paid to provide trainings.

4) STRATEGIES

- Monitoring Expenditures and Contract Obligations: In 2016, we will be implementing more frequent budget-to-expenditure reporting to the grant leadership team. Our fiscal manager already provides quarterly reports to our federal program officers. By sharing these reports with our project

leads, we can see a clearer connection between spending and implementation and make course corrections as necessary. In order to address the need to show the level of our contractual commitments, the fiscal manager uploads a SF425 with a detail listing of current contracts, spending and balance of commitment as an attachment in Project 1 Managing the Grant each quarter.

- Adjusting Promise Communities Process: As our first cohort of Promise Communities has implemented their coalition building work in 2015, we quickly recognized that each community moves at its own rate. We have learned to support communities where they are and to recognize that relationship building is a critical first step in the community transformation process. Planning is underway for the next cohort, taking into account the key lessons learned from the first cohort. For example, some communities, who already have strong local relationships in place, want to do this work on their own, and having the state involved with the teams became somewhat of a barrier to the work. We are taking time to look at the process and develop new ways of working with the community teams, while holding on to the structure we believe is important to move communities in the direction of progress for young children and families.
- Sustainability for BBF and Vermont Insights: To fulfill its responsibilities as a backbone organization, at the state and regional level, Building Bright Futures (Project 2 and Vermont Insights, Project 20, a program of BBF) needs to develop more diversified public/private funding streams. The challenges are many. The capacity of Vermont's philanthropic community, combined with a large community of worthy 501(c)(3) organizations seeking funding for direct services, is among the most difficult. To help offset these challenges, BBF is currently developing its capacity to diversify and grow its funding streams through grant writing, earned income and other revenue generating strategies at the state, regional and federal levels. During 2016, these plans will be further developed and implemented.

5) COMPETITIVE PRIORITIES

- Competitive Priority #4: Sustaining Program Effects into the Early Elementary Grades: Our project to sustain the effectiveness of early childhood programs into early elementary years is off to a strong start with FirstSchool, an initiative of the Frank Porter Graham Center of UNC, Chapel Hill. Four preK-primary school communities chose to participate with FirstSchool: St. Albans, St. Johnsbury, Chelsea-Tunbridge, and Smilie School in Bolton. These five rural schools cross Vermont from east to west, and include partnerships with private child care programs and parent child centers. All of these schools are early adopters of universal PreK through Act 166. One school, St. Albans, is also an Early MTSS site. In the summer of 2015, First School hosted a summer institute to begin the work of creating a “culture of caring, competence and excellence” in the schools, including an in-depth exploration by leadership teams on building a culture of collaborative inquiry across PreK through third grade. In the fall and winter of 2015, the Agency of Education collected EduSnap and CLASS baseline data for the approximately 85 teachers. This data will be used to drive decision-making about teaching practices at the classroom, grade, and school levels and approximately 1600 children will be impacted in these five schools. We look forward to tracking progress of these children and teachers as this pilot moves forward.
- Competitive Priority 5: Addressing the Needs of Children in Rural Areas: Seven rural communities of Vermont were selected to be the first cohort of Promise Communities. Three coaches support the various communities throughout the state to provide technical assistance and support in the community transformation process. Each community is using the Collective Impact, Results Based Accountability, and Strengthening Families frameworks to support an asset based needs assessment of

the community. Each community has moved at its own rate, and we have learned to support communities where they are and to recognize that relationship building is the first step in the process.

In 2015, Vermont's Promise Communities team partnered with the Casey Family Foundation and the work they are doing with Communities of Hope. They helped reinforce the idea that "progress moves at the speed of trust." Because the focus of the Promise Communities work is to make fundamental change at the community level, we are really supporting communities to take the time to build relationships. For true community engagement, we have trained community members in Community Café conversations model to elicit local dialogue. These conversations are just underway.

Vermont contracted with Flint Springs Associates to evaluate the Promise Communities project. They have developed a process evaluation of Promise Communities to look at how the state and community teams work. One aspect of the evaluation process so far was to get feedback on the application process from the first round of community applicants. This information has helped inform the next round of applications. Evaluators are also looking at the collaboration perceptions of the various team members and using data to see how this changes over time.

As described above under "Challenges," planning is underway for the next round of applicants. One of the key lessons learned from cohort one is that communities want to do this work on their own. For those places where local relationships are formed, having the state involved with the teams became somewhat of a barrier to the work. We are taking time to look at the process and develop new ways of working with the community teams, yet hold on to the structure we believe is important to move communities in the direction of progress for young children and families.

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).

The Governance structure of Vermont's Early Learning Challenge Grant consists of several components:

The Early Learning Challenge - Race to the Top State Advisory Council (ELC SAC), meets quarterly and includes a broad membership of stakeholders from across the state, including parents, representatives of advocacy organizations, and representatives of organizations serving low income families. The ELC SAC is made up of all members of the BBF State Advisory Council, as well as several additional members representing organizations serving children with developmental delays or disabilities, statewide K-12 professional organizations, the statewide Council of Special Education Administrators, and others. ELC SAC members function as both ambassadors and advisors for the grant, offering feedback and advice on issues facing early childhood and providing additional communication avenues statewide.

The Implementation Team, hosted by Vermont's lead agency, the Governor's Office, provides leadership and direct oversight of the progress of the grant, and includes the five major players in the grant's implementation: the Agency of Education, the Child Development Division of the Agency of Human Services, the Department of Health of the Agency of Human Services, Building Bright Futures, and the philanthropic sector. Several of our implementation team members directly oversee programs that serve children from low-income families, or children with developmental delays or disabilities. The Implementation Team:

- closely monitors the progress of individual projects
- seeks deeper collaboration to enhance program effectiveness whenever possible
- and consciously addresses concerns and opportunities through a systems-building lens.

In 2015 there were several changes to Implementation Team membership, mostly as a result of turnover in grant related positions. Additionally, the Implementation Team made a strategic decision in spring of 2015 to begin including the Regions Manager from Building Bright Futures in order to have a better direct link to the implementation of projects at a regional level.

Each project is overseen by its project lead, who serves on the Implementation Team. For example, Project 12, Help Me Grow is overseen by the Director of Maternal Child Health, who serves on the Implementation Team and on the ELC SAC, thereby assuring consistency of oversight and vision throughout the project. Each project's staff report to the project lead.

Several projects have advisory teams relevant to their particular area of work. These advisory teams meet on an ad hoc basis, as needed for input and feedback in critical issue areas for the project. For example, Project 23, Promise Communities has an advisory group consisting of a broad range of community stakeholders with representatives from libraries, higher education, planning commissions, schools, recreation, businesses, etc. The advisory group met in Fall 2014 to create a broad set of parameters to guide the development of the Promise Communities' application process, and again in the spring of 2015 to review progress to date and learn from the Casey Foundation's Communities of Hope.

With the departure of Aly Richards, Deputy Chief of Staff at the Governor's Office, the Grant Director currently reports to the Early Childhood Liaison at the Governor's Office. In the future, when the transition of the ELC positions to the Agency of Human Services is complete, it is likely that the Grant Director will report to the

Deputy Commissioner of the Child Development Division within the Department of Children and Families. The Project Manager of the Early Learning Challenge grant reports to the Grant Director.

The Financial Manager reports to the Financial Director of the Agency of Human Services.

The Grant Administrator for AOE reports to the Director, PreK through Middle Division at AOE; and the Grant Administrator for the Child Development Division (CDD) reports to the Director of Statewide Systems and Community Collaboration for the Child Development Division. The Grant Administrators, the Fiscal Manager and the Grant Director form an informal "Operations Team" which met on a monthly basis the first year, and on an as-needed basis the second year, in order to review progress on project-specific RFPs, contracts, MOUs, and to develop protocols and schedules for sub-recipient monitoring.

Though not specifically part of the governance of the ELC grant, an Early Childhood Interagency Coordinating Team was established to further enhance cross agency and organization collaboration. This group meets monthly, and is composed of the representatives of each relevant agency or department from AOE and AHS who serve on the Building Bright Futures and Early Learning Challenge State Advisory Councils, as well as the Executive Director of Building Bright Futures.

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.

In this second year of the grant, we continued to engage providers of early childhood care and education, parents and families, particularly those with children with high needs, in our work. At the highest level, our Early Learning Challenge State Advisory Council includes representatives of advocacy organizations, including those serving children with developmental delays or disabilities, statewide K-12 professional organizations, the statewide Council of Special Education Administrators, representatives from the state agencies of Education and Human Services, the Vermont legislature, at large members, parents, representatives from higher education, the business community, and philanthropy. In 2015, this group met three times, in conjunction with the Building Bright Futures State Advisory Council. Many of the stakeholders are in common, and discussions included such topics as the launch of Help Me Grow, the implementation of Act 166, a review of the data from the 2014 APR and STARS implementation. In addition, Governor Peter Shumlin met with the group and shared his views about the importance of this work.

This process was replicated at the regional as well as individual project level. First, Building Bright Futures (Project 2), successfully implemented a strategy to strengthen and enrich the participation in its 12 Regional Councils throughout Vermont. Nearly 300 members - representing home-based and center-based child care providers, schools, libraries, faith-based, businesses, hospitals, health organizations, public safety, state agencies, United Ways, parents, and philanthropy - met regularly to integrate local education, health and human services delivery systems to impact the lives of young families and their children, birth to age eight. All twelve BBF Regional Councils drew upon this diverse membership to craft twelve Regional Action Plans to identify pressing needs and develop strategies to improve the well-being of Vermont's young children and their families. We will report on those plans in 2016.

Second, each project lead considered what existing work groups or organizations were doing similar work, and then what other essential voices needed to be at the table. A great example was the creation of an advisory committee for our Promise Communities initiative (Project 24). Because Promise Communities relies on collaboration across many sectors, this initial advisory committee included representation from transportation agencies, parks and recreation, libraries, and arts organizations. Another example is the Specialized Child Care

Project. The advisory group for the project includes representatives from the Agency of Education and the Child Development Division, as well as many child care providers, licensors, resource development specialists, and child care coordinators.

Project-specific advisory groups such as these inform the development and implementation of our projects. The composition of these groups and committees ensures participation from representatives of a variety of agencies and organizations that serve young children and families, particularly those from families of low income or those with children who have disabilities or developmental delays, as well as representatives from the state agency/ies that oversee that project. Whenever possible, parents and child care professionals are included, though daytime meetings make this difficult.

Beyond these advisory groups, we endeavored to set up our communication vehicles to be as broad and accessible as possible, given the nature of the ELC work. Monthly updates, with in-depth information about the progress of our work, are disseminated widely to a wide array of early childhood stakeholders, as well as being posted on our website (which is hosted by Building Bright Futures), and sent to the University of Vermont's early childhood listserv. In addition, we developed a series of "Fast Fact" sheets, which are one-pagers in an appealing format to catch the attention of a broader audience. Each one presents an overview of a particular project or set of projects in order to help the public at large understand what we are doing, and why it matters. In addition to Fast Fact sheets that are geared to a general audience, we have also developed Fast Fact sheets for specific audiences, including parents and families, early childhood professionals and legislators. The Fast Fact sheets are disseminated through our 12 Building Bright Futures Regional Councils, through the grant's Implementation Team, at conferences and meetings throughout the state, and posted on our website <http://buildingbrightfutures.org/early-learning-challenge/>. We have also presented to legislative leaders and state agency leads on the work of the grant, to make sure these prominent stakeholders understand the importance of our work.

Proposed Legislation, Policies, or Executive Orders

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

In 2014, the passage of Act 166 established universal preschool for ten hours per week during the school year for three, four and five year olds. It was signed into law by Governor Shumlin. In fall of 2014 the Secretaries of the Department of Human Services and the Agency of Education issued a joint letter allowing school districts staggered implementation dates to adopt the new law, either July 1, 2015 or July 1, 2016. The first wave of implementation in 2015 has had significant impact on all aspects of the early care and education system in Vermont; the legislation created a new program that provides \$3000 in tuition reimbursement (per child) for existing preK programs that qualify. In order to access this additional funding, programs have to meet quality requirements (national accreditation, 4 or 5 stars, or 3 stars with an approved plan). Vermont will continue to see the ripple effects of Act 166, as it's expected that a greater number of private child care programs will move into the higher levels of STARS and seek appropriate licensure for their teachers. As described in the Executive Summary, the Early Learning Challenge grant leadership worked closely with agency leads on the implementation of Act 166, in particular by leading an ad hoc work group (described in D 2) to address the licensed teacher shortage in private settings.

The most significant early childhood-related or grant-related legislative activity during the 2015 session was the establishment of the **Blue Ribbon Commission on Financing High Quality, Affordable Childcare**. The purpose of the Commission is to determine the components of a high quality child care program, and to make recommendations to the General Assembly and the Governor as to the strategies that would support affordable, high quality child care in Vermont. The Commission was included (though not funded) in the Fiscal Year (FY) 2016 budget, and is co-chaired by the VP and General Counsel at Green Mountain Power, the state's

leading utility, and the Governor's Early Childhood liaison, as the designee chosen by the Secretary of Administration, who also serves on the Early Learning Challenge's Implementation Team. The Commission itself is composed of Gubernatorial appointees that represent several different sectors in Vermont, including the Secretaries of the Department of Human Services and of the Agency of Education, leaders from the small business community, higher education, parents, childcare providers, the financial services industry, and more. The Blue Ribbon Commission met several times during 2015, and will continue its work and research through November of this year. Lack of funding in the FY16 budget for the Commission, meant there was an opportunity for the Commission to be privately funded. The Permanent Fund for Vermont's Children, the state's largest local early childhood philanthropic organization, stepped forward and has contributed the funds need to hire an independent research contractor to assist the Blue Ribbon Commission in researching, analyzing and producing a final report with recommendations. Grant leadership participates in the work of the Commission (though not officially a member of the Commission), and considers its implications for the work of the Early Learning Challenge.

Vermont, like many states, continues to face budget constraints. In the current economic climate, level-funding of program services in the face of increasing demand is considered a success. Vermont faced several tragedies relating to child welfare during 2015 when two young children died, bringing much needed attention to the chronic under-funding of child protection, and then later in the year, a dedicated social worker was murdered by the mother of a family on her caseload. Greater funding for child protection and for social workers was allocated as a result of these tragedies. While the Child Protection Services Division isn't directly partnered with the grant, we are working, as part of Project 8, on strengthening the relationship between child protective services and our specialized child care program to assure that our most-needy children have consistent access to quality child care in times of transition and trauma.

As mentioned in the Executive Summary, Governor Peter Shumlin announced in May of 2015 that he would not seek re-election. The Governor has been an incredible supporter and advocate for early care and education through his tenure, supporting this grant and many other initiatives, and will be sorely missed. In order to maintain continuity with the work that has been accomplished over the last few years, grant leadership will move the two grant positions that are currently in the Governor's Office --the Grant Director and Project Manager --into the Agency of Human Services. In addition to this move, various grant partners have begun to consider how we can engage with gubernatorial candidates during the 2016 election in order to ensure that early childhood remains a priority of any incoming administration.

Participating State Agencies

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

There has not been any change in participation or commitment by any of the Participating State Agencies as described in our State Plan.



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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.

Project 6 supports the evaluation of our TQRIS, known as STARS. The primary goals of this study are to: (1) evaluate the experiences of STARS participants and implementers to determine how the TQRIS is working to improve quality, and (2) to determine if the existing STARS framework produces rating levels that meaningfully differentiate higher quality programs from lower quality programs. For more information on the STARS evaluation, see section B(5).

In addition to this evaluation, we ensure measurable progress through the STARS Oversight Committee is a statewide standing committee that includes representatives from state agencies and stakeholder groups. This committee is charged with monitoring the implementation and quality of STARS. A STARS Evaluation Committee was formed to focus specifically on informing and providing feedback to the STARS Evaluation.

As we noted last year, because this question asks specifically about whether the State has made progress in *developing or revising* these areas in the grant year, we have had to answer "No" to each item above. We have not made progress **because the state already has each of these five components in its TQRIS. Vermont's TQRIS applies to all types of regulated programs, including Head Start and publicly funded prekindergarten education programs.** In addition, as noted above, an evaluation was underway throughout 2015, and any changes to our TQRIS will be made in the future.

As noted last year, Vermont's TQRIS (STARS) was codified as state policy in 2008. It includes:

- 1) Early Learning and Development Standards: our TQRIS utilizes the Vermont Early Learning Standards.
- 2) Early Childhood Educator qualifications: our TQRIS utilizes Child and Program Assessment Systems (TS GOLD and ERS).
- 3) Family Engagement strategies: our TQRIS utilizes a Families and Communities arena, including a Strengthening Families and a Leadership focus.
- 4) Health Promotion strategies: our TQRIS includes some elements of health promotion such as credit for participating in the USDA Child and Adult Care food program. During this grant year, Vermont's ELC grant is now funding bonuses to STARS early learning and development programs for providing nutritious meals and/or snacks.
- 5) Effective Data Practices: The Child Development Division has a comprehensive data system, the Bright Futures Information System (BFIS), which documents critical information such as programs in STARS and their star levels, enrollment of children receiving subsidy, and grants and payments made to participating programs.

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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.

During 2015, Vermont saw a continued increase in both the number and the percentage of its child care programs participating in STARS, increasing from a baseline in September 2013 of 597 programs participating in STARS, representing 42% of all programs, to 1045 programs participating in STARS, representing 79% of all programs, in December 2015.

The percentage of center based programs participating in STARS rose from 74% in year one to 83% in year two, representing 449 programs in year one and 432 in year two. The percentage of home based programs participating also increased from 71% in year one to 77% in year two, representing 582 programs in year one and 596 programs in year two.

In addition, a notable increase in STARS participation occurred among specialized child care services --those providers who care for children most at risk. From December 31, 2013 - December 31, 2015, the number of SCC providers participating in STARS increased from 556 to 766 --a 38% increase over three years. The number of Specialized Child Care programs that were unrated or for whom information was not available decreased from 244 to 111 during that time period. At the same time that more SCC providers were participating in STARS, data also shows that programs were moving to higher levels of stars over three years. For example, in 2013, 128 SCC programs were at the four star level. At the end of 2015, 175 were!

During 2015, Project 8 (Specialized Child Care) focused on developing higher standards for Specialized Child Care providers, and planning a new and improved advanced training program to obtain the required advanced specialized child care training hours needed every year to maintain their status as specialized. Working in conjunction with various other state and community resources who also offer professional development, CDD will offer a menu of identified core classes aimed specifically at increasing awareness of specific risk factors that affect Vermont's children and families.

The state continues to partner with Vermont Birth to Five (VB5), a privately funded initiative that supports and incentivizes family child care home providers to enter the TQRIS (STARS). The work of this organization, that includes peer mentoring and financial incentives, has been a major reason that participation of family child care homes in STARS increased from 25% in 2013 to 77% in 2015, from a total of 230 homes to a total of 596 homes. VB5 and the state have an ongoing commitment and agreement to implement strategies to assist those new to STARS to continue on their pathway to improve program quality and to make the most of their STARS participation.

In fall of 2015, grant leadership offered to help facilitate a public/private effort to promote parent awareness of STARS as a tool to find quality childcare. Partners include the Child Development Division, the STARS coordinators office, the VT Association of Child Care Resource and Referral Agencies (VACCRRA), Let's Grow Kids, Building Bright Futures, and Vermont Birth to Five. Until this year, there wasn't a high enough percentage of programs participating in STARS to make advisable a campaign targeted at parents. The group started by outlining objectives, considering updated messages, and outlining a proposed timeline of the work. We are looking into the cost of contracting with a communications consultant who could help with researching, message building, and a marketing plan. The planning and material development stages of this work would continue through 2016 with a goal of launching public outreach in January 2017.

Vermont continues to employ several additional strategies to encourage TQRIS participation. For example, ELC

funds build upon the practice of awarding one-time payments to programs as they achieve each new star level. ELC funds now support annual bonuses for programs who have maintained the star level for a year. This is particularly appreciated by the programs that have achieved the highest star levels of 4 or 5. In addition, ELC funded bonuses for providing nutritious meals and/or snacks is in place for annual payments. There are ELDPs that have returned to STARS participation due to these payments. In general, bonuses for STARS participation and for nutritious meals and snacks have been greatly appreciated by STARS participating programs. In calendar year 2015, 660 annual bonus payments have gone out to programs. \$345,790.00 has been awarded to programs maintaining their STARS quality level and \$156,900.00 has been awarded for providing nutritious snacks and meals. The top three uses for bonus funds, as reported by programs, are materials or equipment for the program, professional development, and facility improvements.

The CDD (Child Development Division) also manages several grants that contribute to awareness of, and support for, participation in STARS. This include grants to the Vermont Association for the Education of Young Children (VAEYC) and the Vermont Child Care Providers Association (VCCPA) whose mentors support programs to improve quality including participation in STARS and achieving national accreditation. The STARS administrative staff also provides ongoing training and technical assistance for all programs interested in, and applying to, STARS. The CCR&R agencies, CDD licensing staff and multiple other organizations and agencies are familiar with STARS and encourage participation and connections with the most appropriate organization(s). Collectively, all of these organizations and individuals provide an underpinning for the success of the hard work of mentors, supported by Vermont Birth to 5.

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	268	100%	273	100%	278	100%	283	100%	288	100%
Early Head Start and Head Start ¹	42	93%	44	98%	44	98%	45	100%	45	100%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619										
Programs funded under Title I of ESEA										
Programs receiving CCDF funds	597	42%	851	59%	993	68%	1,156	80%	1,372	95%
Other 1	367	69%	398	75%	450	85%	477	90%	504	95%
<i>Describe:</i>	Center based programs only									
Other 2	230	25%								
<i>Describe:</i>	Home based programs only									
Other 3										
<i>Describe:</i>	Family Friend and Neighbor -- This is not an area that was included in the grant. The Child Development Division reached out to Le									

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	268	268	100%	285	285	100%	318	318	100%						
<i>Specify:</i>	State-Funded Preschool														
Early Head Start and Head Start ¹	45	42	93%	59	56	95%	75	73	97%						
Programs funded by IDEA, Part C															
Programs funded by IDEA, Part B, section 619															
Programs funded under Title I of ESEA															
Programs receiving CCDF funds	1,435	597	42%	1,371	986	72%	1,318	1,045	79%						
Other 1	530	367	69%	547	404	74%	542	449	83%						
<i>Describe:</i>	Center based programs only														
Other 2	905	230	25%	824	582	71%	776	596	77%						
<i>Describe:</i>	Home based programs only														
Other 3															
<i>Describe:</i>	Family Friend and Neighbor -- This is not an area that was included in the grant. The Child Development Division reached out to Leg														

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.

Vermont's children eligible for IDEA, Part C attend inclusive regulated programs with typically developing peers. We do not fund separate programs under this funding source.

Vermont's children eligible for IDEA, Part B, section 619 attend inclusive publicly funded prekindergarten education programs with typically developing peers. We do not fund separate programs under this funding source. The same is true for Title I under ESEA.

New in 2015, the data on state funded preschool programs was collected in the state's Bright Futures Information System as of 12/31/2015. This represents private and public programs that are prequalified to provide 10 hours of publicly funded preK under VT's Act 166.

The data on the Head Start and Early Head Start programs includes programs fully funded by Head Start, and programs that receive Head Start services through partnerships with Head Start grantees. In Year Two, 31 of the programs were operated by Head Start grantees, while 44 programs were partnerships. There was an increase in the number of Head Start partnerships in 2015. This is partially due to Capstone Community Action and Champlain Valley Office of Economic Opportunity now implementing their federal Early Head Start-Child Care Partnership programs. Additionally, this year's implementation of Act 166 by one third of school districts in which there are Head Start grantees, as well as the implementation of federal Preschool Development Expansion Grant by three Head Start grantees, affected where, how, and with whom individual Head Start grantees decided to deliver Head Start, state-funded pre-k, Preschool Development Expansion Grant, and/or child care services. Finally, recent Bright Futures Information System enhancements has increased the accuracy of this year's data collection.

Other 1 is an isolated group of the number of programs receiving CCDF funds - it represents only the licensed center based programs in Vermont participating in the TQRIS program. Other 2 is also another isolated group and includes only registered home based programs in Vermont participating in the TQRIS program.

The data from this table was generated through the BFIS annual reports, using what is current as of 12/31 of the reporting year (so for this report 12/31/2015). These numbers exclude the school age programs from our numbers.

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.

The primary goal for Vermont with relation to this performance measure is to increase the number and percentage of CCDF funded programs, both centers and homes, participating in STARS.

- Between the baseline and year one, we saw a dramatic increase in total participation, from 42% to 72% of all programs participating in STARS.
- Between year one and year two we saw a continued increase with 1045 programs participating in STARS, representing 79% of all programs in the state. This exceeds our year two target of 68% participation.
- The percentage of center based programs participating in STARS rose from 74% in year one to 83% in year two, representing 404 programs in year one and 449 in year two.
- The percentage of home based programs participating also increased from 71% in year one to 77% in year two, representing 582 programs in year one and 596 programs in year two.

This increase in STARS participation means that more and more early care and learning programs in Vermont

are examining their program practices and making a commitment to make their good programs even better.

In addition, there was a notable increase in the number of state-funded preschool programs in Vermont in 2015, likely as a result of Act 166, our Universal PreK law. We jumped from 285 programs in 2014 to 318 programs in 2015, exceeding our year four targets. All state-funded preschool programs must participate in STARS and be rated in the top tiers. This jump may also be explained by the fact that we can now more accurately report the number of programs receiving state-funding because of the pre-qualification process set up by Act 166.

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.

There are several major avenues that support developing and enhancing a rating and monitoring system within Vermont's Early Learning Challenge grant: **Project 7**, which supports developing a rating and monitoring system for ELDPs; **Project 6**, which supports an evaluation of our TQRIS, known as STARS; and STARS promotion. Our progress in 2015, as noted in the checkboxes above, is mostly related to the implementation of the Environmental Rating Scales (ERS) assessment as part of Project 7. As you will see below, there are other aspects of developing a monitoring system where we have significant room to progress.

Project 7 took a major step forward in 2015 when we received two strong proposals in response to our RFP to establish a rating and monitoring system. We had tried and failed two times previously, but made significant changes for this third round that resulted in the strong bids. The decision will be made in early 2016. This contract will include convening stakeholders, researching and developing a monitoring plan, developing a pilot, implementing the pilot, assessing the pilot and making revisions in order for Vermont to have a clear and effective preK monitoring system going forward. Since Project 7 is a shared project between the Child Development Division and the Agency of Education, representatives from both agencies, in addition to the Director of the Early Learning Challenge grant, participated in the review, and decision-making process.

A major component of Project 7 is also the use of Environmental Rating Scales (ERS) as the primary program assessment tool. CLASS, a widely respected measure of adult-child interactions and practices, is also an option for programs that have been successful with the ERS. Two Anchor Assessors for ERS were hired in December of 2014. They have since ensured reliable assessment results and improved the quality and timeliness of these assessments. The Anchor Assessors provide a "gold standard" against which other approved ERS assessors can be determined reliable. This increased quality of ERS assessment results will become part of the overall coordinated system of program monitoring. It is important to note that the ERS assessors are also providing training and mentoring opportunities for programs prior to a formal assessment. If a mentoring visit was provided for the two-point level then a different assessor provides the formal scored assessment to determine if the program may achieve 3 or 4 points in the Program Practices Arena of STARS.

As previously mentioned, **Project 6**, the evaluation of STARS, has been underway for more than a year. There will be three waves of data analysis. The third will involve analyzing ECERS-R data in the spring of 2017. For more information, see section B(5).

MAKING RATING AND MONITORING MORE PUBLICLY AVAILABLE

During 2015, an ad hoc group was created in order to consider how best to launch a STARS promotion campaign. Grant leadership is working with private and public partners to consider timing, logistics and planning, and have relied heavily on experience gained from other states with successful TQRIS promotion campaigns. The next step will be to determine availability of financial resources from public and private partners (including the grant) and then create a simplified bid for a communications firm to host focus groups, develop effective messaging, and create a statewide plan. (Please see B2 narrative for more detail about STARS promotion.)

As the Rating and Monitoring system is developed during 2016, we will closely watch for opportunities for coordination in terms of outreach and messaging.

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 we exceeded our newly revised targets for the number of programs with four or five stars. We just missed our targets for number of programs at the 1, 2, and 3 STAR level, but this is good news, as it means we have more programs at the 4 and 5 STAR level. We went from 145 programs with 4 stars in 2014, to 191 programs in 2015, exceeding our target of 165. We had 211 5 star programs in 2014 and 226 in 2015, exceeding our target of 215. Over 60 new highly-rated, high quality programs in 2015 is good news for children and families in Vermont.

One explanation for the jump in four and five star programs is likely the implementation of Act 166, or Universal PreK, in Vermont. In order to provide public preK and access public funding, programs have to meet quality requirements (national accreditation, 4 or 5 stars, or 3 stars with an approved plan). We will continue to see the ripple effects of Act 166, we believe, in a greater number of private child care programs moving into the higher levels of STARS.

Other strategies that have helped increase quality include our STARS bonuses, our many workforce development projects (see section D2), and the continued good work of the STARS coordinators and VB5 mentors in providing technical assistance and guidance to providers working their way through the TQRIS.

As we look ahead, we expect this increase to continue. Implementation of Act 166 was optional in 2015, but becomes mandatory in the fall of 2016. If we are correct in assuming that Act 166 is, in part, responsible for driving these increases, we will continue to see more early learning and development programs moving into the top tiers of STARS.

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	596	986	1,020	1,085	1,100
Number of programs in Tier 1	77	285	240	230	215
Number of programs in Tier 2	100	187	200	225	225
Number of programs in Tier 3	112	158	200	225	235
Number of programs in Tier 4	139	145	165	175	185
Number of programs in Tier 5	169	211	215	230	240
Number of programs enrolled but not yet rated					

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	596	986	1,045		
Number of programs in Tier 1	77	285	235		
Number of programs in Tier 2	100	187	195		
Number of programs in Tier 3	112	158	198		
Number of programs in Tier 4	139	145	191		
Number of programs in Tier 5	169	211	226		
Number of programs enrolled but not yet rated					

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.

Data is accurate and gathered from the Child Development Division, Bright Futures Information System (BFIS). Participation in STARS is directly linked to quality bonus payments and to child care financial assistance rates paid on behalf of enrolled children. BFIS captures this information and reports can be generated from this information.

Data represents the number of centers and homes caring for birth to age 6 that are participating in the QRIS as of 12/31/2015.

The final row, "NUMBER OF PROGRAMS ENROLLED BUT NOT YET RATED" does not apply to Vermont so we have left it blank.

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.

After having exceeded many of our targets in this performance measure in our 2014 APR, Vermont was encouraged to submit revised, more ambitious targets for the number of programs in each tier of STARS.

In 2015 we exceeded our newly revised target for the total number of programs in STARS and our revised targets for the number of programs with four and five stars.

- The number of programs in STARS grew from 986 in 2014 to 1045 in 2015, exceeding our year two target of 1020 programs.
- We just missed our targets for number of programs at the 1, 2, and 3 STAR level, but this is good news, as it means we have more programs at the 4 and 5 STAR level.
- We went from 145 programs with 4 stars in 2014, to 191 programs in 2015, exceeding our target of 165.
- We had 211 5 star programs in 2014 and 226 in 2015, exceeding our target of 215.

Over 60 new highly-rated, high quality programs in 2015 is good news for children and families in Vermont!

Although it is not specifically captured in this Performance Measure, it is worth noting that a marked increase in STARS participation occurred among specialized child care services --those providers who care for children most at risk. From December 31, 2013 - December 31, 2015, the number of SCC providers participating in STARS increased from 556 to 766 --a 38% increase over three years. The number of SCC programs that were unrated or for whom information was not available decreased from 244 to 111 during that time period. At the same time that more SCC providers were participating in STARS, data also shows that programs were moving to higher levels of stars over three years. For example, in 2013, 128 SCC programs were at the four star level. At the end of 2015, 175 were! These increases demonstrate the high level of collaboration and cross-agency support at the community level, where Vermont Birth to Five, Building Bright Futures Councils, CDD staff, early interventionists and others are all promoting the importance of participation in STARS.

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"?

Vermont has a 5 tier rating system, and for the purposes of B4 C2, defines high quality as being at the 3, 4 or 5 tier levels. Vermont's TQRIS is called "STARS" which is the acronym for the Vermont Step Ahead Recognition System.

Programs that are NAEYC accredited have a simplified application to participate in STARS. The simplified application awards points for NAEYC Accreditation so the program achieves 5 stars (the highest tier level) if the program has not had a serious regulatory violation within a year and if the program has attained Specialized Child Care status with the Child Development Division.

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	5,711	100%	5,871	100%	5,971	100%	6,071	100%	6,171	100%
Early Head Start and Head Start ¹	1,890	100%	1,890	100%	1,890	100%	1,890	100%	1,890	100%
Programs funded by IDEA, Part C	183	61%	243	70%	318	80%	403	90%	498	100%
Programs funded by IDEA, Part B, section 619	925	100%	925	100%	935	100%	935	100%	935	100%
Programs funded under Title I of ESEA	2,733	100%	2,760	100%	2,788	100%	2,816	100%	2,844	100%
Programs receiving CCDF funds	2,721	44%	3,064	50%	3,677	60%	4,167	68%	4,597	75%
Other 1	1,001	100%	1,011	100%	1,021	100%	1,031	100%	1,042	100%
<i>Describe:</i>	Early Education Initiative Grant Programs (see Data Notes)									
Other 2										
<i>Describe:</i>										

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	5,711	5,711	100%	5,871	5,871	100%	5,681	5,681	100%						
<i>Specify:</i>	Publicly Funded PreK														
Early Head Start and Head Start ¹	1,890	1,890	100%	1,685	1,685	100%	1,720	1,720	100%						
Programs funded by IDEA, Part C	298	183	61%	341	222	65%	636	430	68%						
Programs funded by IDEA, Part B, section 619	998	925	100%	977	977	100%	968	968	100%						
Programs funded under Title I of ESEA	2,733	2,733	100%	2,639	2,639	100%	2,925	2,925	100%						
Programs receiving CCDF funds	6,184	2,721	44%	5,091	2,744	54%	5,389	3,332	62%						
Other 1	1,001	1,001	100%	1,031	1,031	100%	1,236	1,236	100%						
<i>Describe:</i>	Early Education Initiative Grant Programs (see Data Notes)														
Other 2															
<i>Describe:</i>															

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.

In Vermont, PreK is universal and inclusive. Except for age, it does not target specific populations. Therefore, we have listed the total number of children in publicly funded preK for each respective school year. Children with high needs are all in high quality, because we require all publicly funded preK programs to be in the top tiers of TQRIS.

Data Source for publicly funded PreK: School Census on October 1 each year; baseline SY 12-13, Year One SY 13-14, and Year Two SY 14-15

Note regarding: 100% of state funded preschool program in top tiers:

Though it is a requirement that PreK programs must be at the highest level of STARS in order to receive public funding, if a program is nationally accredited and chooses not to participate in STARS, that program would still qualify for public PreK funds. For that reason, although there is slightly less than 100% STARS participation, we can be sure that all publicly funded PreK programs are of the highest quality.

Head Start Year Two Actual data comes from the Head Start Program Information Report for the 2014-2015 Program year; data as of 12/29/2015. The Baseline, Year One, and Year Two data consists of cumulative enrollment data. Cumulative enrollment is different from funded enrollment. Cumulative Enrollment consists of ALL children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit. In contrast, funded enrollment is the total number of enrollees (children and pregnant women) the program was funded to serve. Funded enrollment can also be defined as funded slots. More than one child may fill a slot during the program year due to a child leaving the program for various reasons, such as child and his/her family moving to another place outside of the Head Start/Early Head Start program's service area. When a slot becomes vacant, Head Start/Early Head Start programs will enroll a different child to fill the slot.

The number of children that are funded in IDEA Part C is extracted from Vermont's Bright Futures Information System enrollment data on children who have service needs of protective service or child with special health need and receive IDEA Part C. This data represents all children receiving services in calendar year 2015.

Data Source for Part B, 619 is: Child Count December 1, 2012, 2013, and 2014 respectively. The numbers that are presented above are limited to the children with disabilities who participate and receive special education services in inclusive early learning and development settings, not including those in kindergarten. All inclusive settings must be at the higher tiers of STARS in order to receive state funding. Other Part B services may take place in the home, or in a one-on-one setting and therefore aren't eligible for TQRIS participation.

Data Source for Title I: Title I Participation Report for the 2014-2015 school year

CCDF funded programs: The data from this table was generated through the BFIS annual reports, using what is current as of 12/31 of the reporting year (so for this report 12/31/2015). These numbers exclude the school age programs from our numbers.

Data Source for Early Education Initiative (EEI): Early Education Initiative Annual Reports (July 2015 for SY 2014-15) from grantees. EEI serves children who are ineligible or inadequately served by existing early childhood education programs. Coordinated with community programs to avoid duplication and to make the best possible use of resources, EEI services also fill gaps created by restrictive requirements or insufficient resources.

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.

Vermont state policy requires that all publicly funded preK programs be in the top tiers of STARS. Additionally, children attending Head Start programs, or receiving funding from IDEA, Part B, section 619 or Title 1, must all be in high quality programs. Because of this, our primary goals for this performance measure are to increase the percentage of children receiving IDEA Part C services and children receiving CCDF funds who are in high quality programs.

- With 62% of children receiving CCDF funds now in programs with 3, 4, and 5 STARS, we have met our year two target of 60% and made significant progress from our baseline of 44%.
- Our year two target for children receiving Part C services was to have 80% in high quality programs, and we fell short with 68%. It is important to note that between year one and year two, the number of children receiving Part C services almost doubled. VT's caseload of young children needing protective services has increased markedly.

As part of Project 8 (Specialized Child Care) of the grant, we continue to work toward a policy that would require programs serving children receiving Part C services to be at 3, 4, or 5 STARS levels.

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.

Project 6 supports the evaluation of our TQRIS, known as STARS. The primary goals of this study are to:

- (1) evaluate the experiences of STARS participants and implementers to determine how the TQRIS is working to improve quality, and
- (2) to determine if the existing STARS framework produces rating levels that meaningfully differentiate higher quality programs from lower quality programs.

During 2015, we released an RFP to identify an organization to conduct an evaluation and validation of STARS. We executed a contract with Child Trends for this purpose in March 2015 and Child Trends staff came to VT and met with STARS Evaluation Committee and with CDD leadership. The STARS Evaluation Committee is comprised of stakeholders from various sectors including home based, independent, and public school programs as well as partner agencies such as AOE, DCF, and the Department of Health. Throughout 2015, Child Trends met by conference phone for several monthly meetings of the Evaluation Committee and held additional phone meetings with AOE and CDD leadership.

A formal plan for the STARS evaluation/validation was developed that reflected the approved RFP and in depth dialogue with the STARS Evaluation Committee. As part of the validation of STARS, Child Trends examined if STARS included key concepts of child care quality that are related to child outcomes and to what extent STARS included quality constructs (such as the 5 STARS arenas) that are similar or different than constructs included in other state QRISs. It was determined that, in general, the constructs and content are similar to other states. However, there are a few topics that the evaluation committee wanted to consider exploring further in areas such as Health and Safety, Curriculum, and Interactions. As part of this process, under the guidance of Child Trends, the Evaluation Committee also considered the various model types of QRIS including block, point and hybrid models. Currently STARS is point-based system and the Evaluation Committee was interested to note

that Child Trends proposed that some of the “points” in STARS were similar to “blocks” in other QRISs.

As part of the evaluation process, Child Trends examined existing STARS data to conduct an indicator analyses. The purpose of this was to analyze the distribution of STARS indicators to identify patterns and potential challenges. The results of this research is reported by Child Trends in the “Vermont STARS Indicator Analysis”. This analysis was thoroughly reviewed and discussed with the STARS Evaluation Committee.

Patterns identified were, in general, not surprising, such as the pattern of programs at the lower star levels attaining points primarily in regulatory history and administration practices. However, this was still very good information to have quantified and discussed in the context of the formal evaluation.

Child Trends has developed draft surveys for STARS providers and mentors that will be will be as early as mid-January 2016. We will coordinate with any other RTT-ELC data collection efforts that may take place in 2016 or early 2017 to reduce the burden on STARS providers.

In summary, there are three waves of data analysis. First, we began analyzing BFIS data in the fall of 2015. Second, we will analyze STARS provider and mentor survey data upon the close of fielding these instruments, likely in the spring of 2016. Finally, we will analyze ECERS-R data in the spring of 2017.

Though interim updates and reports on the progress of our study will be shared throughout, our Final Report will be presented to CDD/AOE Oct 2017.

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.

Vermont made significant progress in 2015 on its effort to revise and update the Vermont Early Learning Standards (VELS). As of our 2014 APR, we were just beginning a second draft of the revised standards. We can now report that the new birth to grade three standards were adopted by the State Board of Education in August 2015 and work to create professional development materials around the new VELS is well underway.

The draft VELS were completed and sent out for initial public comment in March 2015. However, many early care and education professionals who are not closely linked to the public school system were unaware of the call for public comment. Consequently, there was substantial concern from the Child Development Division and others that there would not be adequate investment in the new VELS. Grant leadership helped facilitate an agreement between AOE and the Child Development Division to open up another comment period, this time with more targeted outreach to a much broader audience. In addition, grant leadership created a structured survey to encourage careful and thorough feedback, and asked leadership at each agency (Health, AOE, CDD, Head Start Collaboration Project, and Building Bright Futures) to write personal messages to their constituents explaining the importance of participating. Feedback from the second public comment period was submitted to the VELS Revision Committee and the revised VELS were submitted to and approved by the State Board of Education in August 2015.

The newly revised VELS are aligned with the following:

- For teachers of infants, toddlers, and preschoolers, the revised VELS are aligned and incorporate Developmentally Appropriate Practices (NAEYC) and Division of Early Childhood (DEC) Recommended Practices ;
- For preschool teachers working in Head Start settings and for teachers and caregivers in Early Head Start infant and toddler settings, the VELS are aligned with the 2015 Federal Office of Head Start's Head Start Early Learning Outcomes Framework, Ages Birth to Five;
- For K-3 teachers, the Common Core State Standards for English language arts and mathematics, the Next Generation Science Standards, add CASEL here and Vermont's Grade Level Expectations are all built into the VELS.

The complete revised VELS document can be found online at <http://education.vermont.gov/early-education/early-learning-standards> .

Revised Early Childhood Educator and Early Childhood Special Educator competencies were presented to the Vermont Standards Board for approval at the same August 2015 meeting. The revised competencies were

aligned to the revised Vermont Early Learning Standards and the documents presented to the board included a statement confirming the alignment.

Additionally, professionals progressing on Vermont's early childhood career ladder will find that at each level, VELs informs the content. The new (and old) VELs are aligned very closely with the Vermont Core Knowledge and Competencies for Early Childhood Professionals in the Core Area of Knowledge-Child Development. All instructors in the Vermont Instructor Registry, who are training early childhood professionals, must understand VELs and apply this knowledge in the context of their instruction and practice.

In December 2015, the AOE collaborated with Vermont Birth to Five (VB5) (private partner) to print 1500 hard copies of the VELs. VELs were distributed to over 300 prequalified public PreK programs as well as early care and learning programs identified by VB5.

The new 2015-16 Kindergarten Readiness Survey domain areas have been cross-walked with the new VELs.

Act 166, Vermont's universal PreK law, requires that school districts and prequalified public PreK programs align their curriculum with the VELs. Early childhood programs must submit evidence to the AOE about curriculum alignment with VELs as part of the approval process.

The new proposed child care licensing regulation standards also align with VELs.

Starting in fall 2015, AOE has worked with members of the VELs Revision Committee, grant leadership, and others to create professional development materials for the new VELs. Their goal is to develop webinars on the standards for different age groups available in spring of 2016. Planning is underway for a VELs week long Institute in summer 2016. AOE is also working to develop an interactive web platform that will allow early childhood professionals to easily access the standards and get examples and activities to help them use the VELs in their classrooms. This website will be modeled in part on the website for the Georgia Early Learnings and Development Standards. Finally, AOE will continue the VELs professional learning plan and plan and conduct a training of trainers effort to create a comprehensive state cadre of professional VELs trainers and coaches. We will be linking identified VELs trainers and coaches to our M.A.T.C.H. registry (Project 15) to provide on-site training, coaching, technical assistance and support for implementation in ways that are informed by the VELs content and by the Knowledge and competencies required of M.A.T.C.H. professionals.

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.

During 2015, major progress was made in creating Vermont's comprehensive early childhood assessment framework. By increasing the position of Comprehensive Assessment Coordinator from .5 to .8, we greatly increased the Coordinator's capacity to attend to both of the major components of this work: to design the framework in coordination with the task force, and to coordinate trainings in TS Gold and the Classroom Assessment Scoring Scales for Infants and Toddlers, Preschoolers, and K-3.

In our original grant scope of work, we included the drafting of a comprehensive assessment framework as a deliverable for 2015. By the close of 2015, a nearly complete draft had been developed. The Coordinator worked closely with the Comprehensive Assessment Task Force, and called several meetings over the course of 2015. Initially, participants reviewed material from other states to help inform the design of the comprehensive assessment framework. The Coordinator continued to use what was helpful from other states as she fleshed out the framework, utilizing the expertise of various members as needed. Attention to alignment with the 2015 Vermont Early Learning Standards and working in concert with other documents was forefront in the development. A nearly complete framework was presented to the team late in 2015, and a final review is scheduled for January 2016, so that the comprehensive assessment framework draft can be reviewed by a larger group of stakeholders.

Several questions remain to be answered: what is the approach for collecting, sharing, and use of assessment data? How will we promote the framework and gain buy-in from early childhood administrators and educators? How can we sustain the framework and its components? During 2016, these questions will be addressed by the task force as the framework is finalized and work begins on an accompanying guidebook. With the Data Governance Council newly formed, the Comprehensive Assessment Coordinator will be able to coordinate her efforts with theirs to make sure that each of their efforts reinforce the other.

In addition to the major progress in drafting the comprehensive assessment framework, advancement in training in the assessment measures continue. The cadre of Teaching Strategies Gold (TSG) trainers provided both Introductory and Step 2, 3, and 4 training throughout the state of Vermont during 2015. Unfortunately, our trainer numbers dwindled as 2 Introductory and 5 Step trainers' employee agreements were not renewed due to not adhering to their agreement requirements. Different ways to continue to build our TS Gold trainer capacity, such as regional trainings and partnering with other New England states, are being explored.

We also began to build capacity for training in the CLASS assessment tool in 2015. After contracting with Teachstone in the spring, 5 training sessions (1 Infant/Toddler, 2 Pre-K, and 1 K-3) were held in August and September. This May, three train the trainers sessions (1 Infant/Toddler, 1 Pre-K, and 1 K-3) will be held to create a cadre of experts in CLASS that will be incorporated into Vermont's comprehensive early childhood assessment system. Training experienced educators to become accredited CLASS trainers will build state capacity and sustainability.

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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.

In order to address these areas of health promotion, this narrative is broken down into sections. The components of health promotion within the Early Learning Challenge grant are bulleted below. Each component reinforces the work of the others:

- Home Visiting
- Developmental Screening
- Child Care Consultation and Training
- Promoting Early Childhood Development

HOME VISITING:

The Home Visiting Coordinator, Ann Miles, and the Children's Integrated Services Director, Terri Edgerton, of the Child Development Division (CDD), continue to meet with Vermont Department of Health (VDH) staff on a regular basis to ensure collaboration with home visiting in Vermont. VDH staff share strategies used in their Maternal, Infant, Early Childhood Home Visiting (MIECHV) funded programs and the LAUNCH project. The CDD team worked closely with John Burley, the Data Analyst in the Department of Health (VDH), in the development of a database that will collect information for fidelity reports for the evidence based home visiting models currently beginning to be implemented statewide (see more below).

We have a signed contract with the University of New South Wales to purchase and implement the Maternal Early Childhood Sustained Homevisiting (MECSH) program. This program will be implemented through the Home Health Agencies (HHAs) in six regions throughout the state. We held a statewide 5-day training with the University of New South Wales for regional agency staff in August. The state developed agreements with the HHAs which have been signed and returned to the state office. The HHAs conduct outreach and recruitment and provide services as outlined in the initial roll-out phase in MECSH. We implemented monthly community of practice calls with the HHAs, staff from the University, and state staff to discuss implementation, fidelity, and address both practice and operational questions from the field.

We began work with the University of New South Wales on the logistics of a train-the-trainer model to ensure sustainability of the model, with staff attrition as an ongoing challenge. A training is scheduled for October of 2016.

We have a signed contract with Parents as Teachers (PAT) to purchase and implement their home visiting

program that is based on family support workers. This program will be implemented through Parent Child Centers (PCCs) throughout the state. We will hold a 5-day statewide training for the first cohort of family support workers in April 2016, with more trainings scheduled during 2016 and 2017. We held several conference calls with Parent Child Centers and a Head Start program to discuss the development of the required affiliate plan. PAT staff also held webinars to answer questions from the PCCs. PAT has conducted numerous calls with state staff to discuss roll out and implementation.

DCF and VDH developed a data system to support the data needs of both MECSH and PAT. Both programs require annual reporting to ensure program fidelity. Once the CIS MMIS care management is in place, we anticipate moving data from the VDH system into MMIS. The data system will also help coordinate home visiting efforts led by other agencies, including the Department of Health's Maternal, Infant, Early Childhood Home Visiting (MIECHV) funded programs. The coordination of home visiting programs, and the creation of a data system to track progress, helps ensure that evidence based home visiting services that meet the needs of families are available to pregnant women and families with young children throughout Vermont.

Vermont's home visiting programs are aligned with the outcomes developed by the Vermont Home Visiting Alliance, which includes representatives of home visiting programs that are funded by MIECHV and the LAUNCH grant.

DEVELOPMENTAL SCREENING

Help Me Grow Vermont

The *Help Me Grow Vermont* system was fully implemented in 2015 with all four system components operational (central access point, community outreach, provider outreach, data collection and analysis).

HMG Central Access Point

Our centralized telephone point of access is provided by the *Help Me Grow (HMG) Vermont 2-1-1 Contact Center* which provides a personalized model of care coordination. Trained Child Development Specialists at the call center offer a "go-to" place for family members and providers seeking information, support, community resources, and referrals. The Child Development Specialists answer family's questions about their child's development and behavior and offer parent education resources - like resources that help parents and caregivers build their child's social emotional competence and address challenging behaviors. Child Development Specialists link to developmental screening when appropriate and refer to community resources and programs. Two *HMG* Child Development Specialists were hired and the center officially launched on October 1, 2015 (although we started taking live calls on September 1, 2015 in order to prepare our system). See call data for 2015 below.

HMG Vermont Community Outreach

The *HMG Vermont 2-1-1* early childhood resource database was significantly expanded, and is currently being kept up-to-date *in real time* via our partnership with Building Bright Futures (BBF) State and Regional Councils. Leveraging existing BBF networking activities and community and family outreach events, the BBF Regional Coordinators play a vital system role by providing *real-time*, on the ground, information about communities and resources that directly inform the Vermont 2-1-1 resource and referral system. Vermont 2-1-1 staff began regularly attending BBF Regional Council meetings in all localities, (at least quarterly), in order to foster this ongoing information exchange. This information exchange is bi-directional: the *HMG* Contact Center data and reporting, which includes information on gaps and barriers, helps inform both the regional and state BBF councils in their work for effective advocacy and system change.

Of note, our *HMG Vermont* website is housed on the BBF platform and construction has begun. When completed, the *HMG Vermont* website will offer a clearinghouse of early childhood information and state resources, link to the VT 2-1-1 *HMG* resource database via an online portal connection, and link to national child development and parent education resources - including resources that support young children's social emotional competence.

HMG Vermont Provider Outreach

Leveraging our Project LAUNCH partner sites, the Vermont Child Health Improvement Program (VCHIP) is our partner for both health *and* early care and education provider outreach and training on developmental monitoring and screening training. This VCHIP quality improvement training was expanded statewide this year in partnership with Vermont Birth to Five, a project of the Permanent Fund for Vermont's Children. The VCHIP quality improvement training, outreach and intensive coaching includes:

- Training in developmental monitoring and how to talk with parents about concerns using CDC's "Learn the Signs. Act Early." program resources.
- Training and help implementing developmental screening using the Ages and Stages Questionnaire (ASQ) and the ASQ: Social and Emotional (ASQ:SE)
- Education about *HMG* Vermont 2-1-1 Child Development Specialists in order to link both providers and families to needed resources and referrals, as well as for ongoing care coordination and connection to a child's health care provider.
- Working with BBF Regional Coordinators and Regional Councils to disseminate materials such as CDC's "Learn the Sign. Act Early".

As of December 2015, 111 *new* Early Care and Education (ECE) programs, both home and center-based, have been trained in developmental monitoring, screening, referral, and response. This number is cumulative over time and represents new programs actively involved in ongoing developmental screening training since September 2014. Early results (cohorts 1-2) include:

- 347 children screened
- 65 children in need of specific developmental monitoring
- 39 children needed referrals
- 5 children identified with specific developmental delays as a result of screening and referral

Find more information on our public health dashboard at: http://healthvermont.gov/hv2020/dashboard/childhood_screening.aspx

HMG Data Collection and Analysis:

With our *HMG* Vermont 2-1-1 data collection system up and running, we have 2015 call data to report. To date (September 1- December 31, 2015), we have had 122 calls with the majority of calls from parents and caregivers and the rest from community providers. The top five caller concerns/issues were regarding:

- basic needs
- child care
- parent support
- family functioning
- developmental concerns

During that same time frame, there were 180 referrals made by *HMG* VT 2-1-1 Child Development Specialists on behalf of families. The top five types of services families were connected to included:

- basic needs
- developmental screening (includes referrals to Children's Integrated Services, Early Essential Education, Child Development Clinic and other developmental services)
- parenting/education
- childcare (complaint, provider referrals and subsidies)
- parent/child participation/activity groups

Of the callers who agreed to follow up or ongoing telephone care coordination from the Child Development

Specialists:

- 13 of these children/families have been *connected and are receiving at least one service*
- 7 children/families are *pending service with at least one referral*

*categories are based on *Help Me Grow* National definitions

For more data/results, please see our *HMG* Vermont RBA report card posted on our Early Learning Challenge grant website at http://buildingbrightfutures.org/elc_grant/outcomes/.

The Vermont Department of Health has completed a Universal Developmental Screening (UDS) Registry as part of our Health Department immunization registry that will include screening results for multiple tools: the Ages and Stages Questionnaire (ASQ), Ages and Stages Questionnaire-Social Emotional (ASQ:SE), and the Modified Checklist for Autism in Toddlers (M-CHAT). We drafted legislation in late 2015, (being introduced in the 2016 legislative session) that, if passed, will give the Health Department legal authority to collect the screening data. Once legislative approval is received, we will pilot the UDS Registry beginning with 3 primary care practice LAUNCH partner sites. These child health providers, currently receiving training on the ASQ:SE, will additionally receive training on entering screening results in the UDS Registry. The UDS Registry will offer a state-wide data collection system with reporting features for primary care providers including: a screening history report, screening follow up status, and children due for screening (according to the American Academy of Pediatrics Bright Futures Periodicity schedule). The intent is for primary care providers to use the registry features to help them improve developmental screening rates overall for children in their practice and to utilize the data to get credit for improved screening rates (under the Vermont Blueprint for Health Care Reform). We plan to import developmental screening data from Early Head Start programs, beginning with Champlain Valley Head Start. In 2016, we intend for the UDS registry data to be included with our *HMG* National Common Indicator annual reporting (number of children receiving developmental screening - unduplicated count).

HMG Innovations

We have expanded our pilot of the innovative Mid-Level Developmental Assessment (MLDA) model this year. MLDA is a feasible and effective, evidence-based model for the timely assessment of children ages 0-6 years suspected of developmental delay on the basis of surveillance and screening. Through the assessment, children with mild/moderate developmental and behavioral concerns are efficiently linked to programs and services, while facilitated access is coordinated for children with more severe delays to additional comprehensive assessment and services. After an initial pilot in 2015, the Health Department Child Development Clinic (CDC) has adapted the MLDA model to accommodate CDC protocols. In collaboration with training and consultation offered by *HMG* National Center, CDC staff provided consultation for additional community partners to pilot MLDA model. The Burlington Early Essential Education program is currently piloting the MLDA model to support quality improvements and efficiencies in their current screening and assessment protocols.

We are in the early stages of exploring the creation of a parent-friendly mobile app for smartphones. The idea is that that we would connect parents with *Help Me Grow* information -- where parents can ask questions through a 211 app, and perhaps combine it with a "Daily Vroom"-type brain building exercise (<http://www.joinvroom.org/>) for parents to do with their children. We want the app to ideally have a two-way line of incoming information and outgoing questions. This effort is spearheaded by The Permanent Fund for Vermont's Children, and EC LINC partners -the Lamoille Family Center and Lamoille Building Bright Futures Regional Council. With the support of the *HMG* National Center, we hope to develop and pilot a *HMG* mobile app in 2016 that could be used by other *HMG* affiliate states.

CHILD CARE CONSULTATION AND TRAINING

During 2015, the Child Care Wellness Consultant program (CCWC) made 61 visits to almost 50 STARS accredited early learning and development programs, serving more than 1600 children. Of these visits, 36% were made to Registered Family Child Care programs and 64% were made to Licensed Child Care Centers. 62% of the programs are enrolled in the Child and Adult Care Food Program. The two most requested content areas were nutrition/physical activity and assistance with health and safety policies. The RN CCWCs also worked with a large number of programs on safe medication administration and emergency preparedness planning. Outcome surveys completed by programs indicated that 56% of programs had already incorporated changes into their

programs based on their visits and work with their CCWC and 86% were planning to make changes in the future. Over 81% of respondents indicated they were either highly or very satisfied with the program.

CCWC RNs began working in their individual communities to promote the use of the program and found Starting Point Networks most helpful in increasing the program's referrals. Starting Point Networks are local groups of early childhood professionals across 12 regions in Vermont who take initiative through leadership, professional development, and peer support to encourage, learn, and grow together.

In response to the smaller number of participating Registered and Licensed Family Child care programs, a more informal introduction to the program was developed, called "Ask the Nurse" night. A finding of the first three "Ask the Nurse" session was that solo child care professionals are less likely to accept a site visit for various reasons. These sessions are anticipated to increase trust between these smaller providers and the CCWCs.

CCWCs have conducted eight Medication Administration workshops for more than 150 child care professionals trained in safe medication administration in ELDPs. Ten more workshops have been scheduled for 2016. The on-line medication administration training modules required in order to attend the in person workshops, housed on the Northern Lights Career Development Center, were updated. A set of Medication Administration refresher modules were developed and posted on Northern Lights for those child care professionals who had previously taken the original set of modules along with the training.

The Child Care Wellness Consultant team intranet site has been updated regularly to ensure the team delivers consistent evidence-based approaches to health and safety concerns. Bi-monthly team conference calls gave the team opportunities to share their visit experiences and explore workflow changes and outreach methods and will continue into 2016. The next annual retreat will be held in May 2016.

The CCWC Coordinator, Rosemeryl Harple, represented the program on the statewide Early Childhood Wellness Committee and made recommendations to that committee on the promulgating licensing regulations specific to health and safety topics. She also made recommendations directly to the Child Development Division Licensing group and participated in a day long workgroup developing guidance documents for the approved after-school licensing regulations. Work with Registered and Licensed Family Child Care Homes and Center Based Child Care and Preschool Programs licensing regulations and guidance documents will continue into 2016. The Coordinator has been invited to work more directly with the licensing team in 2016 around important health and safety topics.

The CCWC coordinator collaborates heavily with the Department of Children and Families/Child Development Division and their statewide early childhood professionals' Preparation and Professional Development committee and STARS Oversight committee. These committees shape the professional development and training for early childhood professionals and are working to revise the quality rating process for early childhood care programs.

The collaboration with Northern Lights Career Development Center continued in 2015. Ongoing planning and implementation is underway to offer additional on-line and in-person trainings on various health and safety subjects, especially those highlighted in the Child Care Development Block Grant. These trainings are developed and/or evaluated by the program's training and curriculum development consultant, Margaret Poppe, RN, MSN. Eight RN Child Care Wellness Consultants are currently registered with the Northern Lights Instructor Registry.

2016 CCWC goals include continued work to increase the number of child care program consultations, to promote the program to various stake-holders as well as demonstrate value toward sustainability. The Help Me Grow Early Childhood Specialists at VT 2-1-1 will be trained on the process for referring interested child care programs to RN consultants. The Coordinator will continue work with the Vermont National Association for Education of Young Children (NAEYC) to begin mandating CCWC consultations for NAEYC accredited programs. Development will begin on a public-facing website promoting evidence-based health and safety in child care programs, which will serve parents, child care professionals and health care professionals.

PROMOTING EARLY CHILDHOOD DEVELOPMENT THROUGH EARLY MULTI-TIERED SYSTEMS OF SUPPORTS

The Early Multi-Tiered System of Supports (Early MTSS) approach supports the social, emotional, and learning needs of all children, inclusive of children with high needs and disabilities in early care and education settings.

Early MTSS utilizes the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children as a conceptual framework of evidence-based practices including promotion, prevention and intervention. The Pyramid Model was developed by two national, federally-funded research and training centers: The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) and Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI).

In July 2015, the Early MTSS review committee approved five new Early MTSS cohort 2 sites. These early childhood programs provided evidence of readiness through their application process. On-site interviews with site administrators and staff were conducted. Classroom observations were completed. Cohort 2 sites are intentionally located regionally across the state. They include:

- Caledonia Central Barnet School located in Barnet, VT
- Early Education Services-Canal Street Head Start located in Brattleboro, VT
- Shelburne Community School Preschool located in Shelburne, VT
- Starksboro Cooperative Preschool located in Starksboro, VT
- Windsor Southeast State Street PreK Program located in Windsor VT

Early MTSS cohort 1 and new cohort 2 combined now include ten sites in five regions. To assure consistency with quality standards, one of the criteria for local early childhood programs to become an Early MTSS cohort site is: *"Maintain 4/5 STARS or NAEYC accreditation standards as required by Vermont's quality recognition system for registered family child care providers and/or licensed early childhood programs (including Head Start and Act 166 (public preK prequalified programs)."*

In December 2015, the Agency of Education released data from the first cohort of five Early MTSS sites. The data measures how well the programs are implementing the model as well as the resulting impact on children's social and emotional development. One of the key measures is the Teaching Pyramid Observation Tool (TPOT), which measures how well teachers are promoting healthy social and emotional development through their classroom practices. 3 of 5 cohort one teachers scored an 80% or higher indicating that they were implementing the pyramid model with a high degree of fidelity. 4 of 5 teachers showed an increase in their TPOT score from fall 2014 to spring 2015, with an average increase of 10%. All sites showed growth in children's use of social skills between pre- and post-assessment of the Social Skills Improvement System assessment. Finally, the programs collected pre and post teacher-reported data on the incidence of challenging behaviors in the classroom on a four-point scale, with 4 being Almost Always and 1 being Never. Four of the five sites saw marked decreases in children's challenging behaviors.

RTT ELC funds support the scale up and sustainability efforts of Early MTSS that has been supported since 2008 through the State Personnel Development (USDOE SPDG #3 and SPDG #4). To ensure implementation and sustainability of evidence based practices supporting young children's social and emotional competence and well-being, we conducted a series of meetings at the state, regional and local levels to build the capacity for leadership and organizational systems design in Early MTSS. In addition, in 2015, Early MTSS project leadership worked on building a close relationship with the Building Bright Futures (BBF) regional council infrastructure to support systems design in each of Vermont's 12 Building Bright Futures Councils in order to develop a shared understanding and readiness to adopt and implement Early MTSS and its processes.

Early MTSS collaborates with and supports several other projects within ELC to further improve child outcomes.

- Early MTSS trainers and coaches are recognized in Mentoring Advising Teaching Coaching Consulting Helping (M.A.T.C.H.) (Project 15) Professional Development system. ELC Early MTSS and M.A.T.C.H. are working together to provide the necessary connections to recognize trainer/coach/consultant qualifications, competencies and practice across early childhood PD sectors. M.A.T.C.H. is undergoing an evaluation to improve its system via ELC.
- Early MTSS also aligns with Help Me Grow (Project 12), and project leads meet monthly to more closely reinforce each other's efforts. HMG provides the first open door for young and their families

through its 2-1-1 help line; Early MTSS then provides needed supports and practices for early childhood practitioners and families to better meet the needs of all children, especially those at risk or with disabilities.

- Early MTSS also works closely with Project 10, Comprehensive Assessment. Early MTSS collects child progress data, teacher implementation data, and program-wide systems data through a variety of measures, including Ages and Stages Questionnaire (ASQ), The Pyramid Observation Tool (TPOT), Social Skills Improvement System (SSIS) and Early MTSS Program Inventory (systems tool). These efforts align with, and are supported by, our Comprehensive Assessment work.

Performance Measure (C)(3)(d)

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

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
Baseline and Annual Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Number of Children with High Needs screened	12,660	13,326	13,770	14,214	14,659
Number of Children with High Needs referred for services who received follow-up/treatment	7,596	7,976	8,375	8,794	9,234
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	19,878	19,878	20,211	20,655	20,877
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	0.72	0.75	0.78	0.8	0.82

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Number of Children with High Needs screened	12,660	12,789	15,664		
Number of Children with High Needs referred for services who received follow-up/treatment	7,596	7,417	7,519		
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	19,878	18,923	19,872		
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	0.72	0.76	0.74		

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

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

Year 2 data is from 2014 calendar year. We use chart review data from a longitudinal quality improvement project and Medicaid claims data to report the number of children screened. We use the longitudinal quality improvement project chart review for the number of children referred who receive follow up/treatment.

The number of high needs children (the denominator) jumped to 23,379 in 2014. This may be due to our health insurance efforts (exchange) .

We use Medicaid claims data for the percentage of children who participate in ongoing healthcare and also who are up-to-date in a schedule of well child care.

We are working toward actual developmental screening rates being available through a statewide data repository (building on our immunization registry). While we still hope to be able to report screening and referral rates from repository by 2016, we need legislative authority to collect developmental screening results on all Vermont children.

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

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

In year two, Vermont made significant progress in increasing the number of children with high needs (CWHN) who receive developmental screenings.

- 15,664 children were screened in year two, up from 12,789 in year one, and exceeding our year two target of 13,770. In fact, the number of children screened in year two exceeds our target of year four.
- We didn't quite meet our year two targets for “number of CWHN referred for services who received follow-up/treatment” and “number of CWHN who participate in ongoing health care as part of a schedule of well care,” although both numbers increased from year one. It's important to remember that these are primary goals of the 2-1-1 Help Me Grow system which launched in October 2015, only three months before the close of the grant year. We expect to reach future targets, due to having full 12 months of implementation.
- We saw a slight decline in the percentage of participating children who are up-to-date in a schedule of well-care, in part because there was an increase in total number of children in this category from year one. (In other words, the denominator increased compared to year one.) This increase may be due to our health insurance efforts through the Vermont Health Connect exchange. Overall, the number of CWHN receiving ongoing well child care will improve through our efforts with our EPSDT state Medicaid Partners to increase the outreach to Medicaid eligible families about the *Bright Futures* schedule of check ups and what components constitute high quality well care. In addition, the health and safety consultants (nurses) for childcare are seeing an increasing number of consultative visits every month, and they provide an outreach function to assure that children in early care have access to preventive services. Again, we expect to meet future targets.

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

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

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

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

Vermont did not write to this performance measure.

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.

Vermont did not write to this performance measure.

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.

Vermont's Early Learning Challenge grant has supported increasing professional development for early childhood professionals in a variety of ways.

1) ADDITION OF COLLEGE COURSES - VCCICC

The Vermont Child Care Industry and Career Council, Inc. (VCCICC) has used the support of the RTT -ELC grant to expand the availability of a series of six 3-credit college courses that are required of the Vermont Child Care Apprenticeship Program and are foundational for all early care professionals. Three additional ELC-funded course cycles have been added to the three already supported through VCCICC and other sources. Additionally, capacity to promote the courses and the Apprenticeship Program and facilitate registration for both is enhanced with ELC funding. VCCICC and the VT Department of Labor collaborate to offer the Apprenticeship Program for child care workers seeking education and experience in the field. Apprentices document 4,000 hours of supervised on-the-job training; complete the sequence of 6 tuition-free college courses; and

participate in additional community based trainings to gain the knowledge and skills needed to work more effectively in the field.

Delivery of the new ELC funded courses began in 2015. Classes at these two sites are offered as hybrid courses which blend on-line learning with 4 face to face meetings. The VT Child Care Industry and Careers Council (VCCICC) uses this strategy to increase the catchment areas of students who may access the learning opportunities.

There was a great deal of intentionality and targeted outreach to engage as many early childhood professionals as possible. A short PSA was developed through CAT-tv in Bennington to promote participation in the training program and college courses offered. This video can be viewed at <http://youtu.be/hDLubzLBGZQ>. In 2015, 210 early childhood professionals attended VCCICC sponsored classes. 127 of these students attended the courses funded through the ELC grant. Apprenticeship has increased 11% with ELC funding.

2) ADOPTION OF T.E.A.C.H.

During 2015, our first full year of implementation, T.E.A.C.H. Early Childhood® VERMONT helped 37 early education professionals increase their education. Recipients working to obtain their AA degree in Early Childhood Education through the Community College of Vermont completed an average of 11 credits per contract and took over 312 credits this year. The average grade point average for a T.E.A.C.H. recipient working on their associate degree was 3.7. There were 8 T.E.A.C.H. Scholarship recipients who completed their degrees in 2015. The average hourly wage of a teacher on a T.E.A.C.H. scholarship was \$10.05 and those recipients who completed their degrees during this time increased their earnings by 14%. Of our recipients, 78.4% worked with 3-5 year old children and 59.5% worked with children under 2. In a survey of T.E.A.C.H. recipients, 92% indicated they would recommend T.E.A.C.H. to their peers; and 100% of their employers would recommend T.E.A.C.H.

In the fall of 2015, T.E.A.C.H. formed a new partnership with the Vermont Agency of Education for a scholarship model to help early education professionals obtain either their Early Childhood Education or Early Childhood Special Education endorsements. Funding for this was re-allocated to T.E.A.C.H. Early Childhood® VERMONT from another workforce-related ELC project after receiving federal approval. The scholarships will support educators who currently hold a provisional license and are working to obtain full licensure. Vermont Birth to 5 is another critical partner in the effort, providing mentoring services to help the provisional licensees through the process of obtaining their endorsement.

3) COORDINATION WITH INSTITUTIONS OF HIGHER EDUCATION

The success of Act 166, Vermont's Universal PreK law, relies, in large part, on having enough qualified programs delivering PreK services in a variety of settings to serve all of Vermont's 3, 4, and 5 year olds not yet in kindergarten. Many high-quality programs are interested in providing Pre-K, but don't qualify because they don't employ a licensed early education teacher. All children in Vermont deserve access to a high quality early learning and development experiences in the settings preferred by their families, but, currently, there are not enough licensed and early childhood endorsed educators working in private settings to meet this need.

In February 2015, Aly Richards from the Governor's Office and Julie Cadwallader Staub of the Early Learning Challenge grant convened an adhoc group to discuss the anticipated shortage of licensed PreK teachers required in publicly funded PreK programs. The group worked to understand the pathways to licensure/endorsement, identify barriers, and describe possible solutions. The meeting included representation from the Agency of Education, the Agency of Human Services, the higher education community, and the philanthropic community.

Throughout 2015, this PreK Teacher Capacity Workgroup met approximately monthly. As a short term solution, the group worked with the Agency of Education to create a new, time limited process by which early childhood practitioners with a bachelor's degree could apply for a provisional license from AOE, be teamed with a mentor (provided by Vermont Birth to Five), adhere to a plan to complete whatever coursework was needed (with ELC scholarship funds mentioned above), and be appropriately licensed for early childhood or early childhood special ed within two years. In addition, the AOE streamlined their requirements for peer review and joined a "license to license" arrangement with many other states to simplify the process for those holding an early childhood licensure from elsewhere to obtain licensure in Vermont.

Because the PreK Teacher Capacity Work Group was already up and running, we asked and received permission from our federal program officers NOT to create another work group in the form of the Early Childhood Higher Ed Work Group envisioned in Project 16 of the grant, but instead to have the work of this Higher Ed Group be part of the PreK Teacher Capacity Group.

The Higher Ed Group met twice during 2015, under the leadership of Dr. Cheryl Mitchell, a highly respected educator, longstanding early childhood advocate, and former deputy secretary of the Agency of Human Services. In these first two meetings, representatives of virtually all of the Institutes of Higher Education (IHEs) that offer early childhood coursework, degrees, or certificate programs in Vermont participated. There is a high level of enthusiasm among participants, and a firm belief that substantial improvement in aligning coursework and increasing access for non-traditional students is possible.

At the most recent meeting, in December 2015, members discussed a model in which six colleges and universities in southern Vermont banded together to provide needed coursework and degrees to address a shortage of health care professionals in the three area hospitals. The possibility of a similar model to address a preK teacher shortage was discussed, and a more formal presentation on the health care model will be presented at the February 2016 meeting.

The Higher Ed Group is also monitoring the progress of a proposed program at Lyndon State College to meet the needs of many early childhood professionals who have a AA degree in ECE already and are looking for a pathway to a BS degree with licensure. The program would begin in fall 2016 and offer a series of 5-week online courses, with face-to-face meetings at the start of each term. Students with an AA would be able to finish the program in five semesters. The proposed program is progressing through the approval process with final approval anticipated in April 2016.

4) IMPLEMENTATION OF M.A.T.C.H.

Vermont M.A.T.C.H. (Mentoring, Advising, Teaching, Coaching, Consulting, and Helping) will create a framework and a process to recognize and support the work of mentoring, coaching, and consulting in early childhood settings. This includes developing a registry of qualified M.A.T.C.H. professionals which will help early childhood professionals and programs identify appropriate individuals to assist with their personal or programmatic goals and needs.

In 2014, the CDD contracted with Education Development Center, Inc. to provide expert assistance in the development of a plan to evaluate the implementation of M.A.T.C.H. Over the course of 2015, after intense engagement work with the M.A.T.C.H. Committee stakeholder group, the EDC release a report with recommendations on practices to implement and evaluate M.A.T.C.H. in December 2015. The M.A.T.C.H. implementation team is using this work to finalize detailed policies for M.A.T.C.H. professionals and the organizations that support them. The Northern Lights Career Development is working with an IT professional to finalize the M.A.T.C.H. registry format that will provide the “face” of M.A.T.C.H. allowing M.A.T.C.H. professionals to be identified and potentially linked with a program or individual that would like to access their expertise as a M.A.T.C.H. professional. In 2016, partner agencies will identify evidence-informed content experts to become identified as M.A.T.C.H. professionals. One of the first goals of these new M.A.T.C.H. professionals will be to provide their expertise to Specialized Child Care programs serving children with high needs.

5) EARLY MULTI-TIERED SYSTEMS OF SUPPORT

Early Multi-Tiered System of Supports (Early MTSS) is a tiered framework of universal promotion, prevention and intervention that promotes the social and emotional well-being of children from birth through age 8. Early childhood programs use this framework to create nurturing and responsive relationships in high quality, supportive environments for all children. The Early MTSS framework also provides additional social and emotional supports, and intensive interventions, for children who are struggling socially and/or emotionally.

Notable accomplishments in 2015 in professional development in the implementation of Early MTSS include:

- In December 2015, the Agency of Education released data from the first cohort of five Early MTSS sites. The data measures how well the programs are implementing the model as well as the resulting impact

on children's social and emotional development. One of the key measures is the Teaching Pyramid Observation Tool (TPOT), which measures how well teachers are promoting healthy social and emotional development through their classroom practices. 3 of 5 cohort one teachers scored an 80% or higher indicating that they were implementing the pyramid model with a high degree of fidelity. 4 of 5 teachers showed an increase in their TPOT score from fall 2014 to spring 2015, with an average increase of 10%. All sites showed growth in children's use of social skills between pre- and post-assessment of the Social Skills Improvement System assessment. Finally, the programs collected pre and post teacher-reported data on the incidence of challenging behaviors in the classroom on a four-point scale, with 4 being Almost Always and 1 being Never. Four of the five sites saw marked decreases in children's challenging behaviors.

- In June 2015, informational webinars were conducted to recruit early childhood programs to apply to participate in cohort 2 (2015-16) as well as recruit qualified individuals to join VT's cadre of Early MTSS trainers, systems coaches and practice-based coaches. These webinars remain on-line.
- Between November 2014 and March 2015 a state cadre of nine Early MTSS trainers, practice-based coaches, and systems coaches were identified for Cohort 1. In the summer of 2015 Early MTSS identified and added 6 new trainers and coaches for cohort 2. All members of the state cadre of Early MTSS trainers and coaches receive on-going professional learning opportunities to inform and support the professional development of site personnel. The trainers and coaches support the site staff in building program capacity to implement and sustain evidence-based practices that support children's social, emotional and learning development. These practices provide universal supports for all children through nurturing and responsive relationships and high quality environments. Early MTSS also conducts monthly community of practice conference calls.
- The Early MTSS Program Inventory (PI) was developed under the State Personnel Development grant (SPDG4) to assist in the scale up and sustainability of Early MTSS statewide. The PI measure is currently being implemented by all Early MTSS Cohort 1 and 2 sites to assess progress in systems development and plan future actions so that Early MTSS initiatives are implemented with fidelity, are sustainable, and ultimately, benefit children and families. The Program Inventory is grounded in the science of implementation, which bridges the gap between evidenced-based practices (EBP) and high fidelity implementation of that practice. Program Leadership Teams, with support from their BBF councils and an implementation coach, will track their progress on the stages of implementation. The Program Inventory tool can be found in Grads360 under Project 13. Information gathered through the Program Inventory is used to develop action plans specific to each Early MTSS cohort site. The Early MTSS aligns with the Agency of Education K-12 MTSS field guide.
- In April of 2015, members of Early MTSS Cohort 1 Site Leadership Teams were asked to rate the impact the use of the Program Inventory had on their understanding of the five key components of MTSS. Respondents reported that using the Program Inventory had a positive impact on their understanding of the five MTSS components, with an overall average of 4.35 (on a five-point scale with 1 being "no impact" and 5 being "a lot of impact"). Leadership Team members were also asked to rate the impact the system coaching had on their knowledge and skills to work as a Leadership Team member. Respondents reported that the coaching had a lot of impact (average of 4.75 on a five-point scale) on their knowledge and skills to participate on their Leadership Team.

6) ADVANCED SPECIALIZED TRAINING OPPORTUNITIES FOR SPECIALIZED CHILD CARE PROVIDERS

The RTT-ELC Specialized Child Care (Project 8) workgroup is developing strategies to increase the quality of specialized child care. One strategy is focusing on the annual advanced training hours that are required to maintain status as a specialized child care provider. Working with state and community resources who offer professional development, the Child Development Division (CDD) will identify training opportunities that address the specific risk factors and needs of children and their families accessing specialized child care services. The menu of advanced training hours will also include on-site consultation from M.A.T.C.H. professionals, who provide mentoring to providers in registered homes and licensed centers.

7) WORKFORCE STUDY

CDD awarded a contract to EDC to develop a survey of the early childhood and afterschool workforce in order to gain information on the wages, benefits, credentials, and other characteristics of the Vermont Early Childhood and Afterschool workforce. The survey's goal was to provide the Department for Children and Families (DCF), the Agency of Education (AOE), and other Vermont stakeholders with an enhanced understanding of the Vermont Early Childhood and Afterschool workforce.

The survey development included meetings with stakeholders, cognitive interviews to pilot initial drafts of the survey, and national research on survey development and questions that would be meaningful to the targeted respondents. Language was customized to reflect key groups or sectors of the workforce: family child care home providers, center based staff and public school programs.

The Child Development Division received a total of 1,403 responses to the survey. Those who completed the survey included a wide range of individuals from each sector: registered and licensed home child care providers, licensed child care center staff including Head Start, Pre-K teachers, afterschool staff, child care support services, and K-3 teaching staff in public schools.

Key findings from the survey are:

1. Educational degree attainment varies by sector.
2. Wages in family child care homes and early childhood and afterschool licensed centers are lower than wages in public school settings.
3. Few benefits are provided to people working in family child care homes and licensed centers that are not managed by the public schools.
4. The early childhood and afterschool workforce reports high job satisfaction and plans to continue working in the field.
5. Low wages and few benefits are the top reasons why individuals might leave the field of early childhood and afterschool.

The final survey report is now available on the Child Development Division website at <http://dcf.vermont.gov/cdd/reports>

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	23	25	27	28	28
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	783	1,150	1,700	2,600	3,600

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	23	23	23		
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	783	1,078	1,500		

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

There is not yet a comprehensive system set up that tracks the numbers of **all** early childhood educators and early childhood special educators who receive credentials and degrees. The AOE licensing system includes all licenses but does not include other specific information such as where they work, how they got their license or type of credential or degree. AOE needs to identify what needs to be tracked and include it within the educator licensing system, or build a bridge to the BFIS system. BFIS, on the other hand, tracks credentials and degrees but doesn't include all licensed teachers; only those teachers who report their credentials to BFIS are counted through that system. We anticipate that the new child care licensing regulations will address this problem by requiring this information to be entered and verified in BFIS. The new regulations go into effect Sept 1, 2016.

Additional information on BFIS: We collect the above data through our BFIS system. This includes the total number of people who have received leveled certificates and/or degrees from institutions that are verified as aligned. This does not include people who have not submitted their information to BFIS. Institutions that award credentials and degrees include out of state institutions. The data from this table was generated through the BFIS annual reports, using what is current as of 12/31 of the reporting year.

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.

We didn't quite hit our target for the total number of early childhood professionals credentialed by an "aligned" institution or provider. However, we saw a significant increase from year one, from 1078 professionals to 1500.

The number of aligned institutions has held steady over the course of the grant. We are encouraged by the work of our higher education group in moving the needle on this measure. Representatives of virtually all of the Institutes of Higher Education (IHEs) that offer early childhood coursework, degrees, or certificate programs in Vermont participate. There is a high level of enthusiasm among participants, and a firm belief that substantial improvement in aligning coursework and increasing access for non-traditional students is possible. The group is monitoring the progress of a new AA to BA program under development in Vermont that, if approved, can be added to our list of aligned institution in year three.

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	118	2.7%	200	4.6%	400	9.2%	600	14%	750	17%
<i>Specify:</i>	VT Early Childhood Level I Certificate									
Credential Type 2	203	4.7%	250	5.7%	400	9.2%	600	14%	800	18%
<i>Specify:</i>	VT Early Childhood Level II Certificate or Child Development Associate (CDA)									
Credential Type 3	72	1.7%	250	5.7%	500	11%	800	18%	1,000	23%
<i>Specify:</i>	VT Early Childhood Level IIIA Certificate									
Credential Type 4	87	2%	200	4.6%	400	9.2%	600	14%	850	19%
<i>Specify:</i>	VT Early Childhood Level IIIB Certificate or Associate Degree									
Credential Type 5	151	3.5%	200	4.6%	400	9.2%	600	14%	850	19%
<i>Specify:</i>	VT Early Childhood Level IVA Certificate or Bachelor Degree									
Credential Type 6	40	0.9%	200	4.6%	400	9.2%	600	14%	850	19%
<i>Specify:</i>	VT Early Childhood Level IVB Certificate									
Credential Type 7	40	0.9%	45	1%	60	1.4%	75	1.7%	100	2.3%
<i>Specify:</i>	VT Early Childhood Level VA Certificate or Master Degree									
Credential Type 8	10	0.2%	10	0.2%	15	0.3%	20	0.4%	50	1.1%
<i>Specify:</i>	VT Early Childhood Level VB Certificate									
Credential Type 9	42	1%	50	1.1%	60	1.4%	70	1.6%	80	1.8%
<i>Specify:</i>	Apprenticeship Program Completed									
Credential Type 10	3	0.07%	10	0.2%	15	0.3%	25	0.6%	30	0.7%
<i>Specify:</i>	Early Childhood Family Mental Health Credential									
Credential Type 11	17	0.4%	26	0.6%	32	0.7%	53	1.2%	74	1.7%
<i>Specify:</i>	Program Director Credential - Step One									
Credential Type 12	1	0.02%	26	0.6%	51	1.2%	101	2.3%	151	3.5%
<i>Specify:</i>	Program Director Credential - Step Two									
Credential Type 13	2	0.05%	25	0.6%	50	1.2%	80	1.8%	100	2.3%
<i>Specify:</i>	Program Director Credential - Step Three									

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	118	2.7%	232	5.1%	280	5.97%				
<i>Specify:</i>	VT Early Childhood Level I Certificate									
Credential Type 2	203	4.7%	294	6.5%	327	6.97%				
<i>Specify:</i>	VT Early Childhood Level II Certificate or Child Development Associate (CDA)									
Credential Type 3	72	1.7%	119	2.6%	150	3.2%				
<i>Specify:</i>	VT Early Childhood Level IIIA Certificate									
Credential Type 4	87	2%	104	2.3%	116	2.47%				
<i>Specify:</i>	VT Early Childhood Level IIIB Certificate or Associate Degree									
Credential Type 5	151	3.5%	114	2.5%	137	2.92%				
<i>Specify:</i>	VT Early Childhood Level IVA Certificate or Bachelor Degree									
Credential Type 6	40	0.9%	66	1.5%	84	1.79%				
<i>Specify:</i>	VT Early Childhood Level IVB Certificate									
Credential Type 7	40	0.9%	18	0.4%	26	0.55%				
<i>Specify:</i>	VT Early Childhood Level VA Certificate or Master Degree									
Credential Type 8	10	0.2%	22	0.5%	29	0.06%				
<i>Specify:</i>	VT Early Childhood Level VB Certificate									
Credential Type 9	42	1%	50	1.1%	60	1.28%				
<i>Specify:</i>	Apprenticeship Program Completed									
Credential Type 10	3	0.07%	0	0%	4	0.09%				
<i>Specify:</i>	Early Childhood Family Mental Health Credential									
Credential Type 11	17	0.4%	93	2%	111	2.36%				
<i>Specify:</i>	Program Director Credential - Step One									
Credential Type 12	1	0.02%	34	0.8%	43	0.09%				
<i>Specify:</i>	Program Director Credential - Step Two									
Credential Type 13	2	0.05%	16	0.4%	18	0.38%				
<i>Specify:</i>	Program Director Credential - Step Three									

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

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

A detailed description of requirements at each level of Vermont's Early Childhood Career Ladder can be found at <http://northernlightscdc.org/career-pathways/early-childhood-pathways/>.

Data in this table represents the cumulative number of individuals at each credential level working in Early Learning and Development Programs, who work directly with children. A total of 4694 individuals were working directly with children as of 12/31/2015. Data is extracted from Vermont's Bright Futures Information System (BFIS) which is the state's workforce registry and is based on 4694 individuals.

It is important to remember when viewing this performance measure that we are reporting the total number of individuals with each certificate or credential, not the number of new certificates or credentials issued.

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.

Reviewing our targets for this performance measure, it is clear that we were highly ambitious in estimating the number of early childhood professionals at each credential level. We missed all but three of our targets for year two, in some cases, significantly. For example, we hoped to have 500 professionals with a Level IIIA certificate and we had 150.

However, we did see an increase in the number of professionals holding a credential from year one to year two at every level of the career ladder, which means that we are making progress in developing our workforce.

Part of the challenge with this performance measure is that, while the level certificate data accurately reflects everyone currently working in the field, the data in all the other categories, for example the number of professionals with a bachelor's degree, are currently based on voluntary self-reporting in the Bright Futures Information System (BFIS). As part of Project 17 of the grant, an effort is underway to increase the accuracy and volume of reporting in BFIS. The new child care licensing regulations will further address this problem by requiring this information to be entered and verified in BFIS. The new regulations go into effect Sept 1, 2016.

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.

Vermont's Kindergarten Readiness Survey (KRS) is a 24-item survey kindergarten teachers complete for each kindergartner in their class during the first 6-8 weeks of school. Responses are based on the teacher's observation of the child. The KRS has been implemented statewide since 2000. The domains included in the KRS are:

- Social and Emotional Development
- Approaches to Learning
- Communication
- Cognitive Development - General Knowledge
- Physical Health and Development

As reported last year, Vermont contract with American Institutes for Research (AIR) during 2014 to complete a reliability and validity study of Vermont's KEA. Those results were acted upon in March of 2014, changes made accordingly, and the revised Survey administered in the fall of 2014.

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.

During 2015, a collaborative decision was made at the Early Learning Challenge's Implementation Team to

extend the contract with AIR in order to identify additional health and wellness indicators to be incorporated in the KRS. We wanted to make sure that the KRS aligned with the new Head Start standards as well as the Bright Futures recommendations from the American Academy of Pediatrics. AIR was able to do this work within a tight timeframe. They utilized KEAs from other states and found measures that had proven reliable in their own contexts and gave the work group a comprehensive table that included a list of questions, where they had been used, and what level of reliability each one had. From this work, the task force was able to choose additional questions to be included in the newly revised KRS.

On October 15th, 2015 the newly revised KRS was disseminated to approximately 400 kindergarten teachers statewide. Teachers were instructed to complete the survey for each child in their kindergarten classroom by November 13th, 2015. Preliminary data collection results indicate that teachers across the state completed surveys for 95% of enrolled kindergarten students. This is a major increase from 81% in 2014. At this time, the AOE is in the process of analyzing the data, with a report scheduled to be released April 2016. Results of the newly revised 2015 KRS will be used as a baseline measurement for subsequent annual surveys.

Prior to the administration of the survey, the Agency of Education developed and offered professional learning opportunities for all kindergarten teachers. Five regional KRS trainings were planned and conducted across the state. 95 kindergarten teachers attended these face to face trainings. The KRS training modules that were developed will be posted on-line in conjunction with KRS report. We believe that the increase in KRS response rate may be due to the effectiveness of the regional trainings.

Vermont will continue to ensure that kindergarten teachers know how to accurately use the KRS, that they know its purpose, how to interpret and use the data, and that they understand formative assessment in general. In addition, we will continue to work closely with our private partners to ensure that KRS data is presented accurately to the wider public.

In October of 2015, AIR completed an alignment between the KRS and the newly revised Vermont Early Learning Standards. The purpose of the alignment was to examine how well the early learning constructs measured by the KRS match with the indicators of kindergarten readiness in the VELs. AIR looked at KRS items alongside the VELs standards for 'older preschoolers', since the intention is that children would develop those skills by the end of the preschool year and be ready to enter kindergarten. AIR reported that the revised KRS and VELs had strong alignment of 91% of items and 81% of standards. This was much improved compared with alignment between the unrevised KRS and the prior VELs in which only 50% of the standards aligned.

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.

There are four major components to this overall strategy:

- Data Governance
- SLDS and integration of early childhood datasets
- CIS data system development
- Vermont Insights

Data Governance:

During 2015, remarkable progress was made with the creation of a Data Governance system for Vermont. The year began with an ad hoc group, made up of representatives from Agency of Education, Department of Health, Child Development Division and Building Bright Futures, working together to create an RFP for a Data Governance contractor. This eventually resulted in awarding the contract to DataSmith Solutions. During 2015, Dr. Nancy Smith of DataSmith Solutions made three visits to Vermont (she is based in Austin, TX): first a site visit for orientation to the project and to conduct a needs assessment with a broad group of stakeholders about existing data systems and project objectives; then a second visit to vet various policy questions and meet for more in-depth conversations with practitioners and users/consumers of data; then a third visit to share recommendations for a data governance structure that involves both public and private stakeholder groups. The structure was adopted at the Implementation Team meeting in late October, as well as at the Early Childhood Interagency Team meeting in early November. We are now poised for the first meeting of the Data Governance Council in early 2016.

The data governance structure incorporates a hierarchical set of committees and workgroups, including an executive leadership team, the Data Governance Council, and designated data stewards workgroups as deemed necessary. The Data Governance Council is composed of data "owners" from the Agency of Education, the Health Department, the Department of Mental Health, the Child Development Division, the Agency of Human

Services as well as a representative of the Governor's Office, the Early Learning Challenge grant and Building Bright Futures. The data governance structure also included external advisory committees that focus on policy, data and evaluation, and the SLDS system, as portrayed in the following graphic.

SLDS and integration of early childhood datasets

Creating this Council is the first step towards alignment with the Statewide Longitudinal Data System. The lead on AOE's SLDS is on the Data Governance Council, so coordination will be as streamlined as possible across agencies. However, AOE is significantly behind in its initial timeline to create the K-12 SLDS due to lengthy procurement delays. As a result of these delays, AOE has been granted a no-cost-extension, pushing the timeline out another year. Though the plan was to have the SLDS completed at the end of 2015, and ready for the addition of five early childhood data sets, it appears that the SLDS will not be completed until the end of 2016. This means that several of the projects within our project 20 (Vermont Insights) that depended upon SLDS completion will not be completed during 2016 as planned.

AOE made progress during 2015 in the following areas to prepare the way for the addition of the early childhood data sets: prepared a "requirements assessment document;" identified the data elements used to match data sets; determined the process used to match data sets; and identified solutions in order to facilitate secure file transfers between systems.

Children's Integrated Services Data System

Another major component of building and aligning our early childhood systems' data is developing the Children's Integrated Services data system. A vendor has been chosen to develop the Children's Integrated Services data system, and is working closely with the Department of Vermont Health Access (DVHA) in order to include the CIS data system with the work being done to procure a system for the Vermont Chronic Care Initiative (VCCI). Both CIS and the VCCI need a case management system that allows for individual and aggregate reporting. The VCCI project is being built in conjunction with work on the Medicaid Management Information System (MMIS) and The VCCI has been deployed and they are current working out the bugs in the VCCI system. Work is slated to begin on March 1, 2016 for Children's Integrated Services. The CIS module will be developed and deployed upon completion of the VCCI work. A Business Analyst and project manager have been hired and other essential CIS staff have been assigned as subject matter experts to work with the MMIS work group and with the vendor in developing the add-ons for the CIS system.

Vermont Insights

Building Bright Futures-Vermont Insights (Project 20) published its first report, [Mind the Gap: Data Asset and Gap Analysis Report](#) in February of 2015. This report details data assets, gaps, and strategies to satisfy the data requirements of 2014's universal pre-K law. The report found that Vermont currently does not collect all the data needed to implement the new universal pre-K law. A second *Mind the Gap* on Substance Use Disorder and its Impact on Children and Families is being considered with a publication date of June 2016. These reports contribute to the readiness assessment of Vermont early childhood data system to link with Vermont's Agency of Education Statewide Longitudinal Data System.

Vermont Insights was a major contributor to the 2015 BBF publication, [How are Vermont's Young Children and Families?](#) The purpose of this annual report is to provide a factual depiction of the state of young child and family well-being at a point in time, as well as progress on selected indicators and outcomes for the early care, health, and education system. New in this year's report is a section that highlights key indicators for each of the 12 Building Bright Futures' regions in comparison to other regions and to the state as a whole.

The Co-Director of Vermont Insights, Kathleen Paterson, and the Director of the Early Learning Challenge grant, Julie Cadwallader Staub, co-presented a workshop at the national Smart Start conference in May entitled "Building Communities Through Data." The workshop featured an overview of Vermont Insights, Vermont's early childhood data reporting system, including its place within Vermont's Early Learning Challenge --Race to the Top (ELC) grant, awarded in 2014. It highlighted the relevant strategies that foster cross agency state and regional planning, leadership, and governance. Promise Communities, Specialized Child Care, Vermont's QRIS (Step Ahead Recognition System - STARS), and Regional Early Childhood Strategic Plans, specific projects within the grant, functioned as exemplars for the importance and utility of Vermont Insight. The workshop was very well attended.

Vermont Insights adopted the [Early Childhood Integrated Data System \(ECIDS\) Toolkit](#) as its framework at the November 2014 Stakeholder Meeting. In 2015, guided by the seven key components of the ECDIS, Vermont's Early Childhood Data Reporting System (ECDRS) transitioned from prototype to production as Vermont Insights, Communities Connected by Data. The seven components are: Purpose and Vision, Planning and Management, Stakeholder Engagement, Data Governance, System Design, Data Use, and Sustainability.

A VI data dictionary- catalogue tool (an administrative function) architecture was built and tested in September 2015. It includes the CEDS (Common Education Data Standards) functionality to align Vermont early childhood data in Vermont Insights with the national common education standards. This tool will be used to create a data dictionary for the data in VI and available for the ELC grant data projects and others create a data catalogue for data, data with limitation, and data gaps needed to answer essential policy questions once prioritize by the newly formed Data Governance Council (Project #21).

Over 60 child and family well-being American Community Survey reports were created using the VI report generator tool (using the Census Bureau API for developers). These reports used a standard template (why the data matter, data visualizations, findings, and meta-data that includes a reliability measure using the margins of error). The report generator tool, pulls down and auto updates when new data for the reports previously generated. The most recent examples is when the Census Bureau on December 3, 2015 updated its 2010-2014 ACS Survey data, vermontinsights.org.

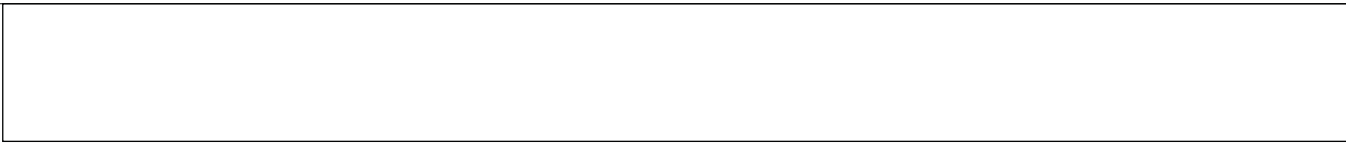
A key dataset was included in VI in the fall 2015, the cumulative and point-in-time *Rate of Children and Youth (per 1,000) in the Vermont Department for Children and Families (DCF) Custody by Geography, Age, and Year*. When the Vermont Insights team demonstrated the report visualizations to the DCF data stewards, they shared that the visuals illustrate trends that were previously not apparent to their team.

As Vermont Insights grows, there are more opportunities to layer a single data set with geographic, demographic or other data sets. What emerged in DCF's case is what gives Vermont Insights its name - insight into surprising trends.

In 2015, operational procedures were developed and implemented ranging from standard public and non-public data sharing agreement and analytic document templates, report specification guidelines, protection of sensitive data, and review of report design and narrative with data stewards and content experts. A [Data Flow: From Data Demand to Data Use](#) infographic, was developed to communicate these practices to the internal and external to Building Bright Futures and for use by the Data Governance Council when it begins to meet.

In the fall of 2015, the new VI community data profile tool was used to prepare its first profile named the [Hogan Trend Collection](#). This tool allows Vermont Insights staff to work with a group such as the Head Start Agencies or the BBF Regional Councils (and in the future, will allow users) to pick and choose data reports in Vermont Insights, and assemble the data into a collection of reports; what we call a profile. One unique aspect of this tool is that the user group can add their own narrative to tell the story behind the data.

Sustainability planning is underway for BBF and VI. It is of prime importance as VI ELC grant funding ends mid-year in 2016 (June 30). Through the development of the VI Marketing Plan in December 2015, the VI audiences (data champions) are described using three categories - data users, data contributors and data investors. A critical ingredient for sustainability is the growth and mutual reinforcement of all the data champions. Their shared and mutually reinforcing interest is crucial to building, growing and sustaining an innovative and responsive data system like [Vermont Insights](#). An illustration to convey this concept was created and can be viewed on the [Stakeholders page](#) of Vermont Insights. VI started (August 2015) to publish an every other month Stakeholder E-News: Building and Growing Vermont Insights Together.



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	2,394	39.75%
Toddlers ages 1 through 2	4,859	39.75%
Preschoolers ages 3 to kindergarten entry	7,298	39.75%
Total number of children, birth to kindergarten entry, from low-income families	14,551	39.75%

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.

In order to determine the percentage of low-income children for each of the smaller age groups: under age 1, 1-2 year olds and the 3-5 year olds, the American Community Survey (ACS) Public Use Micro Dataset Sample (PUMS) dataset must be used because it provides the necessary detail to create the statistic for these small age groupings. Because Vermont's ACS sample size is small, the 1 year ACS PUMS, the most current data, will not yield reliable statistics. The 3 or 5 year ACS PUMS would need to be used. The Census Bureau has discontinued the publication of the 3 year ACS data, the 2011-2013 ACS and ACS PUMS is the last to be published. This leaves Vermont with the option of using the 5 year ACS PUMS to determine the poverty percentages for each age group or use the 1 year ACS for under 6 years and apply the same statistic to the smaller age groups. We chose to use the later methodology.

1. Low-income: 2014 American Community Survey (B17024: AGE BY RATIO OF INCOME TO POVERTY LEVEL IN THE PAST 12 MONTHS) for Vermont 39.8% of children under six years are under 200% of the Federal poverty level. The 2014 ACS percentage for children under 6 years was used to determine the number of children from low-income families for all age groups.

2. Population: Population Estimates, Census Bureau and Vermont Department of Health using Vermont Insights: <http://vermontinsights.org/indicators/report/19>.

The 2014 total population estimates for infants = 6,023

The 2014 total population estimates for toddlers ages 1 through 2 = 12,224

The 2014 total population estimates for preschoolers ages 3 to 5, including five year olds = 18,360

The 2014 total number of children birth to kindergarten entry (birth to five, including five year olds) = 36,607

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	1,324	3.6%
Are English learners ²		
Reside on "Indian Lands"		
Are migrant ³	33	0%
Are homeless ⁴	73	0%
Are in foster care	392	0.01%
Other 1 as identified by the State		
<i>Describe:</i>	Children served by the Dept of Child and Family Services (DCF)	
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.

Vermont does not have accurate information about the methodology used to generate this data for the grant application. As such, we chose to leave blank any category for which we do not have updated, accurate data. In our 2014 APR we were able to include updated data only on the number of children in foster care. This year, our data stewards were able to get a few additional data points. We will continue to work with them in 2016 to get accurate numbers for--if possible--all the categories in the table.

Population estimates for the total number of children birth to kindergarten entry comes from the Census Bureau and Vermont Department of Health using Vermont Insights: <http://vermontinsights.org/indicators/report/19>. The 2014 total number of children birth to kindergarten entry (birth to five, including five year olds) = 36,607

The data on children with disabilities or developmental delays comes from the 12/1/14 ChildCount. This data only reflects 3 to 5 year olds, excluding 5 year olds who were reported as being in kindergarten.

The data on migrant children is from the AOE Migrant Education Program (and submitted to USED through the Consolidated State Performance Report), for the school year 2014-15. This data only reflects 3 to 5 year olds, excluding 5 year olds who were reported as being in kindergarten.

Homeless Data is from the Title I/ Homeless Participation report and only reflects those identified by local school homeless liaisons (it likely represents a very small percent of actual homeless children aged 3-5).

The data on children in foster care comes from a Point-In-Time Rate of Children and Youth (per 1,000) for calendar year 2014 in the Vermont Department for Children and Families (DCF) Custody by Geography, Age, and Year Report, <http://vermontinsights.org/dcf-custody-point-in-time-rate>. Year One data came from 2013. This is a new source from prior years which used *new* children under six in custody from the DCF Custody Management Report.

The VT Agency of Education is only required under ESEA, Title III, English Language Acquisition to collect data on English learners in Public Schools K-12. They do not collect data for children birth to kindergarten entry.

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	5,681	5,681
<i>Specify:</i>				
<i>Data Source and Year:</i>	School Census, October 1, 2014			
Early Head Start and Head Start¹	179	358	1,183	1,720
<i>Data Source and Year:</i>	Head Start Program Information Report for the 2014 - 2015 Program year			
Programs and services funded by IDEA Part C and Part B, section 619	144	142	1,318	1,604
<i>Data Source and Year:</i>	for Part B: Dec 1 2014 Child Count, only children in inclusive settings, not including th			
Programs funded under Title I of ESEA	0	11	2,914	2,925
<i>Data Source and Year:</i>	Title I Participation Report for the 2014-2015 school year			
Programs receiving funds from the State's CCDF program	2,305	1,428	3,867	7,600
<i>Data Source and Year:</i>	from Bright Futures Information System as of 12/31/15			
Other 1	0	0	1,236	1,236
<i>Specify:</i>	Early Education Initiative (EEI)			
<i>Data Source and Year:</i>	Early Education Initiative (EEI) Annual Reports, July 2015			
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.

Data sources included in the table.

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	79	4	116	129	2	41	5,310
<i>Specify:</i>	Publicly Funded PreK						
Early Head Start and Head Start ¹							
Early Learning and Development Programs funded by IDEA, Part C							
Early Learning and Development Programs funded by IDEA, Part B, section 619	26	3	18	32	0	10	1,236
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>	Early Education Initiative Grant Programs						
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.

AOE source for State Funded Preschool: School Census, Oct 1, 2014

Race/ethnicity data on Head Start and Early Head Start children is unavailable because the federal Office of Head Start, in its annual Head Start Program Information Reports, collects and reports the number of children and pregnant women, not just children.

VT AOE collects race/ethnicity data for students participating in Title I services in aggregate. Local Education Agencies report the number of students participating in Title 1 by grade (including PreK) and then also the race/ethnicity across all grades. AOE cannot report the race/ethnicity of preK participants only.

Part B data is from the Dec 1 2014 Child Count.

Because CCDF funded programs and Part C do not extract race and ethnicity data on a regular basis, we have not reported anything here. We continue to work on developing a report for use in Year Three.

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	0	0	0		
State-funded preschool	\$16,716,050	\$17,096,420	\$17,287,315		
<i>Specify:</i>	Publicly Funded PreK				
State contributions to IDEA Part C	0	0	0		
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$16,620,184	\$17,830,304	\$19,081,950		
Total State contributions to CCDF²	\$21,274,723	\$21,652,088	\$21,889,763		
State match to CCDF Exceeded / Met / Not Met					
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	\$10,358,047	\$10,361,496	\$10,362,514		
Other State contributions 1	\$1,098,364	\$1,031,751	\$200,000		
<i>Specify:</i>	Early Education Initiative Grant Programs				
Other State contributions 2	0				
<i>Specify:</i>					
Other State contributions 3					
<i>Specify:</i>					
Other State contributions 4					
<i>Specify:</i>					
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:	\$66,067,368	\$67,972,059			

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.

There is no supplemental state funding for Head Start and Early Head Start.

State funded preschool funding is derived from business office reports at the Child Development Division. Total amount of preschool funding for 2015 from AOE was not available at the time of submission.

Based on the final Special Education Expenditure Report for FY15 state spending on preschool was \$19,081,950.

Total State Contributions to CCDF is derived from business office reports at the Child Development Division.

TANF spending on ELDP is derived from business office reports at the Child Development Division.

Other State Contributions for EEI: Early Essential Initiative grants are 100% state funded in an annual appropriation from the State legislature. The total appropriation for EEI for 2015, its final year of funding, was \$200,000 per Financial Director at AOE.

Data Source for state expenditures for Part B, 619 is from the Agency of Education Finance Division, from the Special Education Finance Manager. The amount is made up of state Early Essential Education block grants (not to be confused with EEI) and local funds (all are state dollars from the education fund).

The application's original baselines in this table included federal dollars that came through state sources. We have revised the baseline to reflect only General Fund dollars. In the original application "Other State contributions" had been federal dollars through the state to support home visiting, and has been zeroed out to correctly reflect the lack of General Fund dollars.

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 (annual census count; e.g., October 1 count)	5,711	5,871	5,681		
<i>Specify:</i>	State-Funded Preschool				
Early Head Start and Head Start² (funded enrollment)	1,368	1,458	1,516		
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)	1,296	1,318	1,604		
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	2,733	2,639	2,925		
Programs receiving CCDF funds (average monthly served)	6,184	5,091	7,600		
Other 1	1,001	1,031	1,236		
<i>Describe:</i>	Early Education Initiative Grant Programs				
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.

See data sources in Table A (1)-3a, in addition to the below:

NOTE: The data displayed here regarding Title I are Preschool students served. However, we do not collect which are on IEPs.

Source: On September 24, 2013, Louise Eldridge, Program Manager, federal Region I Office of Head Start supplied Ben Allen, Vermont Head Start Collaboration Director, with the 1,368 Head Start and Early Head Start funded enrollment figure for Federal Fiscal Year 2013, and on July 10, 2014, Louise supplied Ben with the 1,458 Head Start and Early Head Start funded enrollment figure for Federal Fiscal Year 2014. On February 24, 2015, Roseanne Barney, Grants Management Specialist, Office of Grants Management, ACF Region I, supplied Ben Allen, Vermont Head Start Collaboration Director, with the 1,516 Head Start and Early Head Start funded enrollment figure for Federal Fiscal Year 2015.

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.

Vermont made significant progress in 2015 on its effort to revise and update the Vermont Early Learning Standards (VELS). As of our 2014 APR, we were just beginning a second draft of the revised standards. We can now report that the new birth to grade three standards were adopted by the State Board of Education in August 2015 and work to create professional development materials around the new VELS is well underway.

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		
<i>Specify:</i>					
Early Head Start and Head Start ¹	X	X	X	X	
Programs funded by IDEA, Part C	X	X	X		
Programs funded by IDEA, Part B, section 619	X	X	X	X	
Programs funded under Title I of ESEA		X	x		
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2					
Tier 3					
Tier 4		X	X		
Tier 5		X	X		
State licensing requirements					
Other 1		X	X		
<i>Describe:</i>	Early Education Initiative Grant Programs				
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.

Updated 2015 data was provided by agency leadership from the Agency of Education and the Child Development Division.

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.

Overall, spending was at 54% of the Year 2 budget and will be carried forward to Year 3 and Year 4. The budget categories that lagged in spending were Line 6 Contractual and Line 11 Grants. However, there are agreements in place that have approx. \$8.6 million yet to be expensed.

Due to the delays in fully executing agreements, Vermont was delayed in having contracts in place and then having contractors invoicing at the pace we had initially anticipated. Vermont is carefully monitoring contractual progress and the resulting invoices being submitted for payment. Please note that Vermont is a cash basis reporting entity which means we report expenses that are cash out the door rather than invoice pending payment (accrual basis).

Budget Summary Table Explanation of Changes

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

We do not plan any substantive changes in Year 3. Projects that are assessing progress and may have updates in the near future are: Project 24,

Project Budget 1

Project Name: Managing the Grant

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.

For balances left at end of Year 2 associated with personnel, those were moved to Year 3 and Year 4 Budgets.

Prior approval was obtained on February 17, 2016 to re-allocated Technical Assistance funds in the amount \$157,253.00 (balance of Year 2 and a portion of Year 3) with \$75,460.00 to Project 12 to support the rollout of the universal development screening registry and \$81,793.00 to Project 20 to support staff support at Building Bright Futures for Insights data system work. As part of the APR process the budget will be adjusted to reflect this approval.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 2

Project Name: Building Bright Futures - Empowering Regional Councils

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.

There was a balance left in the amount of \$338,996.24 which will be moved to Year 3 Budget as it will be used to reimburse contractual expenses for November and December 2015 invoices that were yet to be paid as of 12/31/2015.

Remaining balance of \$2,139,971.24 is expected to be used fully by Vermont's contract with Building Bright Futures.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 3

Project Name: Early Childhood Leadership Institute

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.

There was a balance left in the amount of \$29,521.00 which will be moved to Year 3 Budget as it will be used to reimburse contractual expenses for 2015 invoices that were yet to be paid as of 12/31/2015.

Remaining balance of \$459,515.00 is expected to be fully used by our contract with the Snelling Center.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 4

Project Name: Expand Strengthening Families Child Care 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.

For the Contractual budget category, the amount of \$270,000.00 was not used as the contract that should have been paid from this budget line was charged to Line 11 as the agreement type is a Grant rather than a contract. Thus, we will move the budget dollars from Line 6 contractual to Line 11 grants to support this agreement. This line item is intended to support Vermont Birth to 3 agreement.

For the Line 11 Grants, there was a balance of \$144,506.98 that will be moved to year 3 to support the agreements that are in place for the following agreements: Educational Development Corp., MJ Children's Center, Little Dipper Center, and Rutland Community Based Child Center.

We expect to add funds to existing agreements for the following entities: Vermont Birth to 3, MJ Children's Center, Little Dipper Center, and Rutland Community Based Child Center.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets, other than moving Line 6 Contractual to Line 11 Grants.

Project Budget 5

Project Name: Annual STARS awards

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.

There was a balance of \$312,700.00 that has been moved to Year 3 and Year 4 for Line 11 Grants.

During the Year 2 budget period, prior approval was sought and received to move \$110,000 to Project 4 to support activities for Strengthening Families grants.

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.

It is expected that our participating partner Department of Child and Families Child Development Division (DCF CDD) will present a revised plan for this project to Vermont's RTT ELC Implementation Team in March 2016 and if approved by the Implementation Team will be submitted for Federal consideration.

Project Budget 6

Project Name: Validating and Evaluation of STARS

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.

There was a balance left in the amount of \$32,954.00 which will be moved to Year 3 & Year 4 Budgets to support the Child Trends contract.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 7

Project Name: Rating and Monitoring Early Learning and Development

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.

For the Line 11 Grant to MJ Children's Center, it is anticipated that the \$9,541 balance will be moved to Year 3 and Year 4 Budgets. The current agreement ends in August 2016 and it is anticipated that the available balance of \$142,621 will be awarded for the period 9/1/16 - 12/31/17.

Our partner, Agency of Education (AOE), is currently in contract negotiations which are anticipated to be completed by the end of February 2016 which will support the monitoring work in this project.

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.

There are no changes anticipated for the Line 11 Grants managed by DCF CDD and the Line 6 Contractual managed by AOE.

Project Budget 8

Project Name: Children's Integrated Services Specialized Child Care

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.

For the Line 11 Grants balance, it is anticipated that the \$48,583 balance will be moved to Year 3 and Year 4 Budgets. It is anticipated that the remaining balance available will be added to existing agreements to the following entities: Lamoille Family Center, Rutland Area VNA, Sunrise Family Resources and The Family Place.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 9

Project Name: Revised VELS & Dissemination/Training

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.

For the Line 6 Contractual balance, it is anticipated that the \$311,530 balance will be moved to Year 3 and Year 4 Budgets.

For the Line 8 Other balance, it is anticipated that the \$125,000 balance will be moved to Year 3 and Year 4 Budgets. This balance will be used to support disseminating VELS content via an on-line web page and a small amount of booklets.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 10

Project Name: Comprehensive Assessment Strategies

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.

For the balances left to support Assessment position (salary, fringe, operating, etc.), these balances were moved to Year 3 and Year 4 Budgets. Prior approval was requested and received during Year 2 to increase Assessment Coordinator Position from 0.5 FTE to 0.8 FTE to support activities in this project. Due to delays in hiring, there was sufficient vacancy savings to support the position at 0.8 FTE for the period after approval during Year 2 and for Years 3-4.

For the Line 6 Contractual balance of \$131,925, the balance was moved to Year 3 and Year 4 Budgets. It is anticipated that contracts in place for Teaching Strategies, Teachstone Training and small contracts for TS Gold Trainers will utilize the available balance.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 11

Project Name: Home Visiting

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.

For the DCF-CDD portion of the budget, salary/fringe/travel overages were covered by supplies/other budget categories. The overage in these budget categories will cease as the staff member who occupied this position has left state employment and it is anticipated that the replacement will be hired at a lower salary. The Line 6 contractual balance of \$208,274 was moved to Year 3 and Year 4 Budget. There is an existing contract with Ingham Institute as well as an additional contract was recently awarded to PAT which are expected to utilize the remaining contractual balance.

For the VDH portion of the budget supporting the Analyst position, the small balances were moved to Year 3 and Year 4.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 12

Project Name: Health Care Consultation/Developmental Screening (Help Me Grow)

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.

Budget categories supplies and other were moved to support personnel/fringe overages as well as Year 4 budget for personnel/fringe were moved to cover the overages. Future analysis is in process to determine the cause of the overages and will be corrected during the next two quarters.

Approval was received February 17, 2016 to add \$75,460.00 to Project 12 to support the rollout of the universal development screening registry and will be placed in the Line 6 contractual category when the APR process is completed.

For Line 6 Contractual, it is anticipated current contracts will continue and use the remaining balance available.

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.

With the exception of the \$75,460.00 prior approval amount, no changes are anticipated for Year 3 or Year 4.

Project Budget 13

Project Name: MTSS Supporting Socio-Emotional Development

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 Year 2 balance Line 6 Contractual of \$159,293.71 was moved to Year 3 and Year 4 which is expected to be used by existing contracts with M Sullivan, Pyramid, University of North Carolina, and multiple small contracts.

The Year 2 balance Line 11 Grants of \$68,935.09 was moved to Year 3 and Year 4 which is expected to support \$5K annual mini-grants to Regional Councils.

The Associated Supplies/Other remaining budgets were moved forward to support the contracts and grants as work progresses during Year 3 and Year 4.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 14

Project Name: Apprenticeship

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.

For the Line 6 Contractual balance, it is anticipated that the \$77,946.67 balance will be moved to Year 3 and Year 4 Budgets. The current agreement with VCCICC will be extended and increase for the remainder of the grant.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 15

Project Name: Evaluate Implement of M.A.T.C.H. in VT

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.

Line 6 Contractual balance of \$33,789.00 has been moved to Year 3. The remaining balance will support the balance of the contract with Education Development Corp. completing the evaluation work in this project.

Line 11 Grants did not have budget for Year 2 as work on the implementation of M.A.T.C.H. was expected to commence in Year 3. Currently, there is a coordinated effort with Project 8 to begin to implement M.A.T.C.H. with Children's Integrated Services as a contract for this work will be issued.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 16

Project Name: TEACH / Higher Ed

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.

Line 11 Grants remaining balance of \$65,416.00 will be moved to Year 3 and Year 4. DCF CDD expects to use the remaining balance to support VAEYC contract.

Line 6 Contractual remaining balance of \$117,155.03 will be moved to Year 3 and Year 4. There are 2 Request for Proposals are in the process of being posted.

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.

We do not anticipate any changes to Year 3 or Year 4.

Project Budget 17

Project Name: Workforce Study

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.

Line 6 Contractual \$198,604.60 balance moved to Year 3 and Year 4. Educational Development Corp. invoice for \$48,591.00 was pending payment at end of 2015 and will be reflected in Year 3 expenditures. The remaining available contractual balance will be used to support workforce validation efforts as Vermont has contracted with COPE Associates to complete this body of work.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 18

Project Name: Kindergarten Readiness Survey

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.

Line 6 contractual balance of \$45,000 moved to Year 3 and Year 4. The survey has been completed and the resulting invoices are expected to be processed during Year 3.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 19

Project Name: CIS 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.

All excess balances were moved to Year 3 and Year 4. This project is moving slower than anticipated but is expected to move forward in Year 3. GAP analysis were completed in Year 2 which will allow for completion of this project's objectives and using the available funds as prudently as possible.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 20

Project Name: Vermont Insights (Early Childhood Data Reporting 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.

There was a balance left in the amount of \$110,498.64 which will be moved to Year 3 Budget as it will be used to reimburse contractual expenses for November and December 2015 invoices that were yet to be paid as of 12/31/2015.

Also, approval was received on February 17, 2016 to move \$81,793.00 to Project 20 to support staff support at Building Bright Futures for Insights data system work. As part of the APR process the budget will be adjusted to reflect this approval.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets with the exception of the \$81,793.00 from the Technical Assistance funding.

Project Budget 21

Project Name: Data Governance

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.

Year 3 budget was reduced by \$20,060.00 to cover Year 2 overage in the contractual budget category. During Year 2, there were three site visits by our data governance contractor, DataSmith Solutions, Inc.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 22

Project Name: SLDS (State Longitudinal 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.

This project is slated to begin work in Year 3, so no activities were planned for Year 2.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 23

Project Name: Sustaining Program Effects into Early Elementary Grades

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.

Line 6 contractual balance of \$156,532.00 moved to Year 3 and Year 4. It is expected that remaining contractual balance will support the following contracts currently in place: UNC First School and Snapshot. Pilot sites are operational since August 2015 and are supported by Line 11 Grants. The Line 11 Grants balance of \$51,323.00 was moved to Year 4.

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.

We do not anticipate any changes to Year 3 or Year 4 Budgets.

Project Budget 24

Project Name: Promise Communities

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.

For personnel/fringe budget categories, the small balances were moved to Year 3. Year 2 Travel balance was moved to Year 3 and Year 4. Year 2 Equipment balance was moved to Supplies/Other for Year 3 and Year 4 as expenses moving forward as expected to reflect our spending experience for Year 2.

Line 6 Contractual balance of \$66,227 was moved to Year 3 leaving Year 4 at its current amount.

Line 11 Grants was planned for expenses in Year 3 and Year 4 and has remained as previously budgeted.

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.

It is expected that DCF CDD will present a revised plan for this project to Vermont's RTT ELC Implementation Team in March 2016 and if approved by the Implementation Team will be submitted for Federal consideration.

Project Budget 25

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 VERMONT RTT-ELC APPLICATION INCLUDED 24 PROJECTS.
PAGES 115-119 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	\$268,992.94	\$862,345.08	\$0.00	\$0.00	\$1,131,338.02
2. Fringe Benefits	\$97,687.29	\$349,882.18	\$0.00	\$0.00	\$447,569.47
3. Travel	\$6,907.99	\$45,034.84	\$0.00	\$0.00	\$51,942.83
4. Equipment	\$2,826.43	\$3,030.81	\$0.00	\$0.00	\$5,857.24
5. Supplies	\$212.18	\$5,624.28	\$0.00	\$0.00	\$5,836.46
6. Contractual	\$1,020,602.12	\$3,053,006.42	\$0.00	\$0.00	\$4,073,608.54
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$9,150.21	\$38,501.58	\$0.00	\$0.00	\$47,651.79
9. Total Direct Costs (add lines 1-8)	\$1,406,379.16	\$4,357,425.19	\$0.00	\$0.00	\$5,763,804.35
10. Indirect Costs*	\$107,808.76	\$307,707.93	\$0.00	\$0.00	\$415,516.69
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$532,452.39	\$1,176,706.91	\$0.00	\$0.00	\$1,709,159.30
12. Funds set aside for participation in grantee technical assistance	\$3,954.94	\$13,278.22	\$0.00	\$0.00	\$17,233.16
13. Total Grant Funds Requested (add lines 9-12)	\$2,050,595.25	\$5,855,118.25	\$0.00	\$0.00	\$7,905,713.50
14. Funds from other sources used to support the State Plan	\$13,978,208.07	\$13,286,177.02	\$0.00	\$0.00	\$27,264,385.09
15. Total Statewide Budget (add lines 13-14)	\$16,028,803.32	\$19,141,295.27	\$0.00	\$0.00	\$35,170,098.59

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 - Managing the Grant

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$99,167.29	\$252,549.42	\$0.00	\$0.00	\$351,716.71
2. Fringe Benefits	\$26,013.81	\$81,153.80	\$0.00	\$0.00	\$107,167.61
3. Travel	\$2,874.56	\$6,226.83	\$0.00	\$0.00	\$9,101.39
4. Equipment	\$2,826.43	\$1,977.24	\$0.00	\$0.00	\$4,803.67
5. Supplies	\$212.18	\$1,773.82	\$0.00	\$0.00	\$1,986.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$2,794.04	\$12,774.20	\$0.00	\$0.00	\$15,568.24
9. Total Direct Costs (add lines 1-8)	\$133,888.31	\$356,455.31	\$0.00	\$0.00	\$490,343.62
10. Indirect Costs*	\$16,589.86	\$35,196.33	\$0.00	\$0.00	\$51,786.19
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	\$3,954.94	\$13,278.22	\$0.00	\$0.00	\$17,233.16
13. Total Grant Funds Requested (add lines 9-12)	\$154,433.11	\$404,929.86	\$0.00	\$0.00	\$559,362.97
14. Funds from other sources used to support the State Plan	\$9,463.44	\$16,193.70	\$0.00	\$0.00	\$25,657.14
15. Total Statewide Budget (add lines 13-14)	\$163,896.55	\$421,123.56	\$0.00	\$0.00	\$585,020.11

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 - Building Bright Futures: Empowering 12 Regional Councils

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$652,586.76	\$1,106,617.00	\$0.00	\$0.00	\$1,759,203.76
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$652,586.76	\$1,106,617.00	\$0.00	\$0.00	\$1,759,203.76
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$652,586.76	\$1,106,617.00	\$0.00	\$0.00	\$1,759,203.76
14. Funds from other sources used to support the State Plan	\$250,031.55	\$299,688.77	\$0.00	\$0.00	\$549,720.32
15. Total Statewide Budget (add lines 13-14)	\$902,618.31	\$1,406,305.77	\$0.00	\$0.00	\$2,308,924.08

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 - Early Childhood Leadership Institute (ECLI)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$23,050.00	\$163,810.00	\$0.00	\$0.00	\$186,860.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$23,050.00	\$163,810.00	\$0.00	\$0.00	\$186,860.00
10. Indirect Costs*	\$4,625.00	\$0.00	\$0.00	\$0.00	\$4,625.00
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)	\$27,675.00	\$163,810.00	\$0.00	\$0.00	\$191,485.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$27,675.00	\$163,810.00	\$0.00	\$0.00	\$191,485.00

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

Column (e): Show the total amount requested for all grant years.

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

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

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

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

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

Actual Expenditures for Project 4 - Expand Strengthening Families (SF) Child Care Programs

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$237,615.00	\$0.00	\$0.00	\$237,615.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$237,615.00	\$0.00	\$0.00	\$237,615.00
10. Indirect Costs*	\$0.00	\$6,013.00	\$0.00	\$0.00	\$6,013.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$32,382.06	\$114,124.00	\$0.00	\$0.00	\$146,506.06
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)	\$32,382.06	\$357,752.00	\$0.00	\$0.00	\$390,134.06
14. Funds from other sources used to support the State Plan	\$923,931.01	\$1,149,275.00	\$0.00	\$0.00	\$2,073,206.01
15. Total Statewide Budget (add lines 13-14)	\$956,313.07	\$1,507,027.00	\$0.00	\$0.00	\$2,463,340.07

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.

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

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Actual Expenditures for Project 5 - Annual STARS Awards

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$45,435.00	\$644,600.00	\$0.00	\$0.00	\$690,035.00
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)	\$45,435.00	\$644,600.00	\$0.00	\$0.00	\$690,035.00
14. Funds from other sources used to support the State Plan	\$151,738.31	\$2,601.00	\$0.00	\$0.00	\$154,339.31
15. Total Statewide Budget (add lines 13-14)	\$197,173.31	\$647,201.00	\$0.00	\$0.00	\$844,374.31

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

Column (e): Show the total amount requested for all grant years.

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

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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.

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Actual Expenditures for Project 6 - STARS Evaluation and Validation

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$134,546.00	\$0.00	\$0.00	\$134,546.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$134,546.00	\$0.00	\$0.00	\$134,546.00
10. Indirect Costs*	\$0.00	\$9,250.00	\$0.00	\$0.00	\$9,250.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$143,796.00	\$0.00	\$0.00	\$143,796.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$143,796.00	\$0.00	\$0.00	\$143,796.00

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

Column (e): Show the total amount requested for all grant years.

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

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

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Actual Expenditures for Project 7 - Rating and Monitoring Early Learning and Development Programs

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$29,940.33	\$119,761.00	\$0.00	\$0.00	\$149,701.33
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)	\$29,940.33	\$119,761.00	\$0.00	\$0.00	\$149,701.33
14. Funds from other sources used to support the State Plan	\$161,816.23	\$1,523,125.22	\$0.00	\$0.00	\$1,684,941.45
15. Total Statewide Budget (add lines 13-14)	\$191,756.56	\$1,642,886.22	\$0.00	\$0.00	\$1,834,642.78

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.

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

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Actual Expenditures for Project 8 - Specialized Child Care

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$233.00	\$0.00	\$0.00	\$233.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$233.00	\$0.00	\$0.00	\$233.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$243,320.00	\$17,864.00	\$0.00	\$0.00	\$261,184.00
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)	\$243,320.00	\$18,097.00	\$0.00	\$0.00	\$261,417.00
14. Funds from other sources used to support the State Plan	\$2,771,109.71	\$2,016,804.00	\$0.00	\$0.00	\$4,787,913.71
15. Total Statewide Budget (add lines 13-14)	\$3,014,429.71	\$2,034,901.00	\$0.00	\$0.00	\$5,049,330.71

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

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Line 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.

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Actual Expenditures for Project 9 - Complete revision of the Vermont Early Learning Standards (VELS) and implement the new Birth-Grade 3 high quality standards.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$3,000.00	\$7,970.00	\$0.00	\$0.00	\$10,970.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$3,000.00	\$7,970.00	\$0.00	\$0.00	\$10,970.00
10. Indirect Costs*	\$555.00	\$1,474.45	\$0.00	\$0.00	\$2,029.45
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)	\$3,555.00	\$9,444.45	\$0.00	\$0.00	\$12,999.45
14. Funds from other sources used to support the State Plan	\$3,969.97	\$9,826.23	\$0.00	\$0.00	\$13,796.20
15. Total Statewide Budget (add lines 13-14)	\$7,524.97	\$19,270.68	\$0.00	\$0.00	\$26,795.65

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

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Actual Expenditures for Project 10 - Develop Vermont's EC Comprehensive Assessment System Plan. Increase educator's knowledge and use of formative assessment (TS GOLD) and CLASS to inform practice.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$34,542.66	\$0.00	\$0.00	\$34,542.66
2. Fringe Benefits	\$0.00	\$26,925.38	\$0.00	\$0.00	\$26,925.38
3. Travel	\$0.00	\$916.21	\$0.00	\$0.00	\$916.21
4. Equipment	\$0.00	\$119.57	\$0.00	\$0.00	\$119.57
5. Supplies	\$0.00	\$147.16	\$0.00	\$0.00	\$147.16
6. Contractual	\$29,250.00	\$58,750.00	\$0.00	\$0.00	\$88,000.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$580.00	\$3,112.08	\$0.00	\$0.00	\$3,692.08
9. Total Direct Costs (add lines 1-8)	\$29,830.00	\$124,513.06	\$0.00	\$0.00	\$154,343.06
10. Indirect Costs*	\$5,518.55	\$13,579.19	\$0.00	\$0.00	\$19,097.74
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)	\$35,348.55	\$138,092.25	\$0.00	\$0.00	\$173,440.80
14. Funds from other sources used to support the State Plan	\$3,301.20	\$8,370.60	\$0.00	\$0.00	\$11,671.80
15. Total Statewide Budget (add lines 13-14)	\$38,649.75	\$146,462.85	\$0.00	\$0.00	\$185,112.60

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

Column (e): Show the total amount requested for all grant years.

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

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

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

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Actual Expenditures for Project 11 - Evidence based Home Visiting

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$57,534.09	\$134,863.00	\$0.00	\$0.00	\$192,397.09
2. Fringe Benefits	\$25,656.43	\$60,046.00	\$0.00	\$0.00	\$85,702.43
3. Travel	\$1,417.28	\$17,813.00	\$0.00	\$0.00	\$19,230.28
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$122.00	\$0.00	\$0.00	\$122.00
6. Contractual	\$0.00	\$62,176.00	\$0.00	\$0.00	\$62,176.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$592.67	\$1,190.00	\$0.00	\$0.00	\$1,782.67
9. Total Direct Costs (add lines 1-8)	\$85,200.47	\$276,210.00	\$0.00	\$0.00	\$361,410.47
10. Indirect Costs*	\$35,363.39	\$46,486.60	\$0.00	\$0.00	\$81,849.99
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)	\$120,563.86	\$322,696.60	\$0.00	\$0.00	\$443,260.46
14. Funds from other sources used to support the State Plan	\$9,320,420.44	\$7,554,530.00	\$0.00	\$0.00	\$16,874,950.44
15. Total Statewide Budget (add lines 13-14)	\$9,440,984.30	\$7,877,226.60	\$0.00	\$0.00	\$17,318,210.90

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.

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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.

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Actual Expenditures for Project 12 - Early Childhood Wellness

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$79,334.00	\$179,595.00	\$0.00	\$0.00	\$258,929.00
2. Fringe Benefits	\$35,833.00	\$84,350.00	\$0.00	\$0.00	\$120,183.00
3. Travel	\$1,263.00	\$8,766.00	\$0.00	\$0.00	\$10,029.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$31,408.00	\$232,575.00	\$0.00	\$0.00	\$263,983.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$176.00	\$3,656.00	\$0.00	\$0.00	\$3,832.00
9. Total Direct Costs (add lines 1-8)	\$148,014.00	\$508,942.00	\$0.00	\$0.00	\$656,956.00
10. Indirect Costs*	\$19,302.00	\$29,409.00	\$0.00	\$0.00	\$48,711.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$37,375.00	\$0.00	\$0.00	\$0.00	\$37,375.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$204,691.00	\$538,351.00	\$0.00	\$0.00	\$743,042.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$204,691.00	\$538,351.00	\$0.00	\$0.00	\$743,042.00

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

Column (e): Show the total amount requested for all grant years.

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

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

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

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Actual Expenditures for Project 13 - Scale up Early MTSS state, regional, local level leadership and organizational support systems to ensure sustainability of evidence based practices.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$1,500.30	\$0.00	\$0.00	\$1,500.30
6. Contractual	\$0.00	\$76,039.62	\$0.00	\$0.00	\$76,039.62
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$820.00	\$0.00	\$0.00	\$820.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$78,359.92	\$0.00	\$0.00	\$78,359.92
10. Indirect Costs*	\$0.00	\$13,287.31	\$0.00	\$0.00	\$13,287.31
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$11,064.91	\$0.00	\$0.00	\$11,064.91
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$102,712.14	\$0.00	\$0.00	\$102,712.14
14. Funds from other sources used to support the State Plan	\$5,123.70	\$30,440.30	\$0.00	\$0.00	\$35,564.00
15. Total Statewide Budget (add lines 13-14)	\$5,123.70	\$133,152.44	\$0.00	\$0.00	\$138,276.14

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

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Actual Expenditures for Project 14 - Vermont Child Care Apprenticeship Program

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$64,000.00	\$135,043.00	\$0.00	\$0.00	\$199,043.00
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)	\$64,000.00	\$135,043.00	\$0.00	\$0.00	\$199,043.00
14. Funds from other sources used to support the State Plan	\$330,293.97	\$631,599.00	\$0.00	\$0.00	\$961,892.97
15. Total Statewide Budget (add lines 13-14)	\$394,293.97	\$766,642.00	\$0.00	\$0.00	\$1,160,935.97

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Actual Expenditures for Project 15 - Evaluate and Implement MATCH

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$51,211.00	\$0.00	\$0.00	\$51,211.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$51,211.00	\$0.00	\$0.00	\$51,211.00
10. Indirect Costs*	\$0.00	\$8,325.00	\$0.00	\$0.00	\$8,325.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$59,536.00	\$0.00	\$0.00	\$59,536.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$59,536.00	\$0.00	\$0.00	\$59,536.00

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Actual Expenditures for Project 16 - Support the establishment of T.E.A.C.H. in Vermont by providing funds for scholarships. Reinvigorate a Work Group of IHE's to enhance ECE in-service and preservice programs and dismantle barriers EC staff face in advancing credentials. IHE's and other PD organizations will develop advanced and specialized PD opportunities on topics geared to supporting high needs children.

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$31,844.97	\$0.00	\$0.00	\$31,844.97
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$31,844.97	\$0.00	\$0.00	\$31,844.97
10. Indirect Costs*	\$0.00	\$5,891.32	\$0.00	\$0.00	\$5,891.32
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$80,000.00	\$134,250.00	\$0.00	\$0.00	\$214,250.00
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)	\$80,000.00	\$171,986.29	\$0.00	\$0.00	\$251,986.29
14. Funds from other sources used to support the State Plan	\$37,600.16	\$34,086.09	\$0.00	\$0.00	\$71,686.25
15. Total Statewide Budget (add lines 13-14)	\$117,600.16	\$206,072.38	\$0.00	\$0.00	\$323,672.54

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Actual Expenditures for Project 17 - Design and implement workforce survey

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$75.00	\$0.00	\$0.00	\$75.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$1,977.00	\$1,000.00	\$0.00	\$0.00	\$2,977.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$1,977.00	\$1,075.00	\$0.00	\$0.00	\$3,052.00
10. Indirect Costs*	\$0.00	\$4,625.00	\$0.00	\$0.00	\$4,625.00
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)	\$1,977.00	\$5,700.00	\$0.00	\$0.00	\$7,677.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$1,977.00	\$5,700.00	\$0.00	\$0.00	\$7,677.00

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

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Actual Expenditures for Project 18 - Measuring Kindergarten Readiness

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$8,027.25	\$3,812.87	\$0.00	\$0.00	\$11,840.12
15. Total Statewide Budget (add lines 13-14)	\$8,027.25	\$3,812.87	\$0.00	\$0.00	\$11,840.12

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

Column (e): Show the total amount requested for all grant years.

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

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

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

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Actual Expenditures for Project 19 - CIS Data System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$54,182.00	\$0.00	\$0.00	\$54,182.00
2. Fringe Benefits	\$0.00	\$22,854.00	\$0.00	\$0.00	\$22,854.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$77,036.00	\$0.00	\$0.00	\$77,036.00
10. Indirect Costs*	\$0.00	\$46,128.37	\$0.00	\$0.00	\$46,128.37
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$123,164.37	\$0.00	\$0.00	\$123,164.37
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$123,164.37	\$0.00	\$0.00	\$123,164.37

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

Column (e): Show the total amount requested for all grant years.

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

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

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

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Actual Expenditures for Project 20 - Building Bright Futures-Early Childhood Data Reporting System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$279,330.36	\$584,325.00	\$0.00	\$0.00	\$863,655.36
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$279,330.36	\$584,325.00	\$0.00	\$0.00	\$863,655.36
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$279,330.36	\$584,325.00	\$0.00	\$0.00	\$863,655.36
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$279,330.36	\$584,325.00	\$0.00	\$0.00	\$863,655.36

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

Column (e): Show the total amount requested for all grant years.

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

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

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

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Actual Expenditures for Project 21 - Data Governance

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$60,560.00	\$0.00	\$0.00	\$60,560.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$60,560.00	\$0.00	\$0.00	\$60,560.00
10. Indirect Costs*	\$0.00	\$2,312.50	\$0.00	\$0.00	\$2,312.50
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$62,872.50	\$0.00	\$0.00	\$62,872.50
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$62,872.50	\$0.00	\$0.00	\$62,872.50

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.

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Actual Expenditures for Project 22 - Link Essential Early Childhood Datasets with STATE Longitudinal Data System (SLDS) and Transfer Integrated Data to Early Childhood Data Reporting System (ECDRS)

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14. Funds from other sources used to support the State Plan	\$448.45	\$2,053.20	\$0.00	\$0.00	\$2,501.65
15. Total Statewide Budget (add lines 13-14)	\$448.45	\$2,053.20	\$0.00	\$0.00	\$2,501.65

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

Column (e): Show the total amount requested for all grant years.

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

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

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Actual Expenditures for Project 23 - Pilot a PreK through Grade 3 approach in 3-4 school districts with large percentages of children with high needs

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$2,191.80	\$0.00	\$0.00	\$2,191.80
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$195,193.83	\$0.00	\$0.00	\$195,193.83
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$7,709.30	\$0.00	\$0.00	\$7,709.30
9. Total Direct Costs (add lines 1-8)	\$0.00	\$205,094.93	\$0.00	\$0.00	\$205,094.93
10. Indirect Costs*	\$0.00	\$16,751.18	\$0.00	\$0.00	\$16,751.18
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$221,846.11	\$0.00	\$0.00	\$221,846.11
14. Funds from other sources used to support the State Plan	\$932.68	\$3,771.04	\$0.00	\$0.00	\$4,703.72
15. Total Statewide Budget (add lines 13-14)	\$932.68	\$225,617.15	\$0.00	\$0.00	\$226,549.83

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Actual Expenditures for Project 24 - Promise Communities

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$32,957.56	\$206,538.00	\$0.00	\$0.00	\$239,495.56
2. Fringe Benefits	\$10,184.05	\$74,553.00	\$0.00	\$0.00	\$84,737.05
3. Travel	\$1,353.15	\$8,888.00	\$0.00	\$0.00	\$10,241.15
4. Equipment	\$0.00	\$934.00	\$0.00	\$0.00	\$934.00
5. Supplies	\$0.00	\$2,081.00	\$0.00	\$0.00	\$2,081.00
6. Contractual	\$0.00	\$48,773.00	\$0.00	\$0.00	\$48,773.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$5,007.50	\$9,240.00	\$0.00	\$0.00	\$14,247.50
9. Total Direct Costs (add lines 1-8)	\$49,502.26	\$351,007.00	\$0.00	\$0.00	\$400,509.26
10. Indirect Costs*	\$25,854.96	\$68,978.68	\$0.00	\$0.00	\$94,833.64
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)	\$75,357.22	\$419,985.68	\$0.00	\$0.00	\$495,342.90
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$75,357.22	\$419,985.68	\$0.00	\$0.00	\$495,342.90

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