

Race to the Top – Early Learning Challenge

2015 ANNUAL PERFORMANCE REPORT



North Carolina



JUNE 2016



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

2015

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General Information

1. PR/Award#: S412A120027

2. Grantee Name Office of the Governor, State of North Carolina

3. Grantee Address Division of Child Development and Early Education, NC Department of
City: Raleigh
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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.

North Carolina's Race to the Top - Early Learning Challenge (RTT-ELC) grant builds on North Carolina's history of recognizing that when each child has the opportunity to fulfill his or her potential, we create the best outcomes in education, health and economic well-being for everyone in the State. Through the work of many partners, North Carolina continues to build and enhance its early learning system to support positive outcomes for young children as they learn and develop. Highlights of this work in 2015 include:

NC Early Childhood Integrated Data System (NC ECIDS)

North Carolina is building a data system to integrate early childhood, public education, health and social services information. By linking data on programs and services for young children across State agencies, North Carolina will have access to more information that can help answer key policy, program and research questions.

In 2015, North Carolina continued to build the NC ECIDS application, including the implementation of unique identifiers (UIDs) for each child in the system, and continued to implement a multi-agency, collaborative governance system, including a multi-agency agreement for data sharing. The NC ECIDS project has experienced a high level of support and collaboration across many agencies, which has been a significant benefit in navigating the complex planning required for a sophisticated integrated data system. North Carolina looks forward to the launch of NC ECIDS in 2016.

NC K-3 Formative Assessment

North Carolina is designing a developmentally appropriate individualized formative assessment for children at kindergarten entry through third grade. This new assessment process expands the areas assessed in the early grades from reading and mathematics to all developmental domains included in North Carolina's early learning and development standards. The K-3 Formative Assessment provides teachers a more complete picture of the whole child and provides important data to guide teaching and learning to help meet the needs of every child.

Data gathered through the K-3 Formative Assessment process will also be entered into the state's longitudinal data system and used to inform professional development rather than for accountability or to evaluate teachers and programs. The K-3 Assessment will include safeguards to prevent misuse of information in decisions about individual children.

The NC Department of Public Instruction completed the statewide launch of the first component (Kindergarten Entry Assessment) of the NC K-3 Formative Assessment Process during 2015. Statewide regional, district, and school implementation structures have been established and are now functional. Ongoing implementation support is being provided to all district implementation teams. The NC K-3 Formative Assessment Process content was completed and loaded onto the technology platform that will be used. The assessment is also undergoing a validation process to ensure that it measures what it is intended to measure.

As North Carolina began its phased-in implementation of the K-3 Formative Assessment, funds through the Enhanced Assessment Grant allowed the project team to also work collaboratively with a consortium of nine states to enhance its assessment materials to be

applicable to a variety of state contexts. Similar to North Carolina's validation process, the enhanced assessment materials will undergo a validation process that involves expert review, Cognitive Labs with teachers, piloting, and field testing with a select group of consortium states.

Transformation Zone

The Transformation Zone is an initiative in four of North Carolina's highest need counties in the rural northeastern region (Bertie, Beaufort, Chowan, and Hyde). These counties are building system-wide capacity to improve learning and developmental outcomes for young children. Leadership teams in each county participate in capacity-building activities and receive expert assistance in implementation science to support county work. Each county is also implementing selected strategies, including *Family Connects* (a nurse home visiting program), *Triple P* (a family support program), *Motherread* and *Reach Out and Read* (family literacy programs), and several child care quality improvement strategies.

Key accomplishments relating to the Transformation Zone for North Carolina in 2015 include: 1) ongoing collaboration of county and state implementation teams, 2) increasing implementation and systems capacity to support and improve programs, 3) ongoing use of data to monitor progress and improve the implementation of literacy and family strengthening strategies, 4) increased engagement of diverse community partners, including families, and 5) collaborative state-county sustainability planning. In 2015, the Transformation Zone evaluation team released its first report on the experiences to date of the state and county partners involved in this work, underscoring ways in which early childhood systems and implementation of evidence based practices are being transformed (successes), as well as ongoing barriers to transformation (challenges). The full Transformation Zone Evaluation Synthesis Report and Executive Summary can be found on the NC RTT-ELC website at <http://earlylearningchallenge.nc.gov/activities/transformation-zone-evaluation>.

NC Star Rated License (TQRIS)

North Carolina has a mature TQRIS built into its licensure system, the NC Star Rated License. Many of North Carolina's Race to the Top-Early Learning Challenge projects support future TQRIS revisions that will further enhance quality, as well as expansion of early learning programs participating in the TQRIS and at the highest levels.

A key project is a TQRIS Validation Study that is underway, conducted by researchers at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. This study is designed to provide information about how best to revise NC's Star Rated License so that the tiers more meaningfully differentiate levels of quality in early learning programs that correspond to children's growth and development.

Another key project, the Measure Development Project, is developing and pilot testing a new program quality measurement tool that addresses critical aspects of program quality related to children's outcomes and is specifically suited for use in a revised TQRIS in North Carolina and elsewhere. This project is led by faculty at the University of North Carolina at Greensboro, working collaboratively with faculty at the University of Delaware and the University of Kentucky.

High-Quality Early Learning Workforce

Many of North Carolina's projects provide new or enhanced professional development opportunities for the early care and education workforce that support the higher TQRIS standards North Carolina is working toward, as well as support for quality enhancement to move programs to attain the highest star ratings in the current licensure system:

- New CEU based courses (including cultural competence, early learning and development standards, curriculum and assessment, and family engagement) developed through the RTT-ELC grant are being offered statewide. To ensure sustainability, online training modules for most courses are being developed for the NC Division of Child Development and Early Education's online learning platform.
- A Professional Development Bonus Program continues to provide an incentive for programs to implement identified policies and practices related to staff professional development.
- B-K Licensure Project continues to support teachers in private child care programs that are working toward B-K (Birth - Kindergarten) teacher licensure with mentoring and evaluation services. This project has continued to exceed its goal for reaching new teachers in need of these services.
- An On-Line Master's Degree Program in Early Childhood Leadership and Administration is offered at the University of North Carolina at Greensboro and the University of North Carolina at Wilmington, with the ability to reach students regardless of location because the programs are fully on-line. The response and demand has been unexpectedly high and enrollment is at its maximum. By the end of 2015, both universities had approved this master's degree emphasis to be offered on an ongoing basis. T.E.A.C.H. Scholarships are also providing financial assistance for students to be able to enroll in this leadership course of study.
- The Early Childhood Directors' Leadership Institute provided intensive training in 2015 to a cohort of administrators to improve leadership and program management skills. To ensure sustainability, the Institute training modules will be made available through NC Division of Child Development and Early Education's on-line learning platform.
- A cohort of North Carolina's community college early childhood departments worked throughout 2015 toward NAEYC Early Childhood Associate Degree Accreditation. Early childhood education programs are offered at all 58 of NC's Community Colleges. All grantees benefited from the process of preparing for and receiving site visits and completing their Self Studies, with 36 community colleges achieving NAEYC accreditation.
- A consortium of North Carolina's community college early childhood program leaders worked in 2015 to update early childhood coursework and programs aligned to the NC's early learning and development standards; support enhanced career pathways for early childhood professionals; and support faculty in the use of current, evidence-based content and methods.
- During 2015, a selected group of NC's Head Start programs continued a unique model of professional development that provides coaching, mentoring and technical assistance to non-Head Start early learning programs to strengthen family engagement activities.
- A new collaborative project was initiated in 2015 to develop a multi-module on-line course on North Carolina's early learning and development standards that provides advanced training for the social-emotional domain and also incorporates the content of the Head Start family engagement training.

Summary

In 2015, North Carolina's Race to the Top - Early Learning Challenge grant projects were fully implemented and a wide range projects and activities were completed, including those listed below:

- Support to Enter the TQRIS
- Task Force on Licensure
- Support Programs to Attain and Maintain 3 or More Stars
- Early Childhood Educator Statewide Workforce Study
- Course on Choosing and Using an Appropriate Curriculum and Instructional Assessment Tool (completed in 2012)
- Course on Coaching, Mentoring and Technical Assistance
- Healthy Social Behavior Specialist in the Transformation Zone
- Implement Revised Early Learning and Development Standards across Early Learning and Development Programs
- Completion of the .5 CEU Course on *Foundations*
- Development of an Online Version of the .5 CEU Course on *Foundations*
- Develop and Offer Technical Assistance (TA) Endorsement
- Offer Early Childhood Certification at a Reduced Cost
- Community College Accreditation (ECADA)
- Innovation Fund to Improve Access to Community Colleges
- Development and delivery of Early Care and Education Community Specialist (ECECA) Scholarship (for home visitors, TA providers, PD providers, etc.) through T.E.A.C.H.
- Development and delivery of NC-FICT (*Foundation of Infant and Toddler Care*) Scholarship through T.E.A.C.H.
- Development and delivery of Enhanced TEACH Scholarship in the four Transformation Zone counties (to pay employer's portion of award as well as standard scholarship) and up to thirteen surrounding counties not in the Transformation Zone.
- Articulation project with individual universities to adopt an articulation agreement or expand upon an existing articulation agreement.
- Early Childhood Director Leadership Institute
- Cultural Competence Project
- Family Engagement Project
- Faith Based Engagement Project (completed in 2013)

The work of NC's RTT-ELC grant is serving children and families, supporting the early childhood workforce, strengthening the early care and education system, and building our state infrastructure to support a strong early childhood system for several years to come. Because of the RTT-ELC grant, State and local capacity in North Carolina to work across sectors and to understand and apply implementation science has grown. The RTT-ELC is fulfilling its intention --North Carolina is continuing to expand and improve its early childhood services for young children while strengthening the infrastructure needed for an excellent

early childhood system.

I

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).

North Carolina's Race to the Top-Early Learning Challenge (RTT-ELC) governance structure remained stable and strong in 2015. NC continues to have three Participating State Agencies responsible for implementing the grant projects and activities: the NC Department of Public Instruction, the NC Division of Child Development and Early Education, and the NC Division of Public Health. The NC Partnership for Children (Smart Start) is also a major partner agency with significant responsibility for implementing various grant activities. These State agencies contract with many partners for project specific implementation, including nonprofits, universities, local agencies, Head Start programs, and others.

The NC Early Childhood Advisory Council continues to serve as the lead oversight agency and the NC Division of Child Development and Early Education continues to serve as the lead fiscal agency. The Office of the Governor provides the Project Director, who also serves as Executive Director of the NC ECAC. The grant management team provides cross-agency coordination for this governance structure and ongoing management functions, including planning, monitoring, reporting, budgeting, contract management, communications, and support for the NC ECAC.

North Carolina held its 2015 Grant Partners Meeting in December that convened our many grant collaborators for an update on grant accomplishments, progress, plans for 2016, and the grant's impact on early childhood systems building efforts in the State.

Detailed information about North Carolina's Race to the Top-Early Learning Challenge grant and its collaborative governance is available at <http://earlylearningchallenge.nc.org>

Transformation Zone Initiative

In 2015, the Transformation Zone Initiative continued its progress building community and state capacity to strengthen and support an effective and aligned local early childhood system, including support for effective implementation of eight early care and learning strategies for young children and their families. These strategies include a universal home visiting program (Family Connects), a family strengthening program (Triple P - Positive Parenting Program), two literacy programs (Reach Out and Read and Motherread), and several child care quality improvement strategies (Infant Toddler Expansion Grant, North Carolina Babies First, Healthy Social Behavior Project, Child Care Health Consultation).

Key accomplishments relating to the Transformation Zone for North Carolina in 2015 include: 1) ongoing collaboration of county and state implementation teams, 2) increasing implementation and systems capacity to support and improve programs, 3) ongoing use of data to monitor progress and improve the implementation of literacy and family strengthening

strategies, 4) increased engagement of diverse community partners, including families, 5) collaborative state-county sustainability planning, and 6) conducting evaluation activities to better understand experiences of state and county partners involved in the Transformation Zone work.

Additional information regarding strategy-specific accomplishments can be found in later sections of this Annual Performance Report (child-care strategies can be found in Section B-4, C-3, and D-2, early literacy information can be found in Section C-4, and family strengthening can be found in Sections C-3 and C-4).

Organizational Structure and Capacity Building in the Transformation Zone

County organizational structure was further strengthened in the Transformation Zone during 2015. This structure consists of linked, cross-sector County Implementation and Leadership Teams in each of the four Transformation Zone counties - Beaufort, Bertie, Chowan, and Hyde counties. These organizational structures promote cross-sector collaborative relationships to support a strong early childhood system and to assess and support purposeful, effective implementation of early childhood strategies.

In 2015, the State organizational structure consisted of the State Implementation Team and the ELC Funders group. The former consists of strategy purveyors and state partners and met quarterly to continue to build state level capacity in the understanding of and application of implementation science. The State Implementation Team's primary goal was to identify ways that state partners could adapt or change practice to support the emergent county teams and sustain the effective delivery of the priority strategies. The Transformation Zone Funders group, consisted of agency leaders from the NC Department of Public Health (NCDPH), NC Division of Child Development and Early Education (DCDEE), North Carolina Partnership for Children (NCPC), National Implementation Research Network (NIRN), and the grant management team. The Funders Group met several times to continue planning around strategy support and sustainability. In October 2015, the Funders Group re-established the State Leadership Team and made plans to meet through 2016.

NIRN Implementation Specialists continued to actively support the development of implementation capacity at state and local levels. NIRN's support included training, technical consultation and coaching. NIRN took on a progressively more supportive role in 2015 as the County Implementation Coaches and the County Teams actively took on leadership roles. As a result, County Leadership Teams, County Implementation Teams, and County coaches demonstrate an increased understanding about capacity for effective implementation and are integrating plans for further capacity development into county action planning. Feedback from County Implementation Coaches reflects their growth as implementation experts and the multifaceted role each plays within their community which informs plans for future efforts and sustainability.

NIRN and grants management worked with the strategy purveyor to support a functional Implementation Team for Family Connects to successfully address challenges in installation, including data collection and use and role clarity and collaboration with county colleagues. NIRN also worked closely with Triple P content experts to address county-level implementation challenges. NIRN worked closely with NCPC to prepare for and facilitate the Child Care Health Consultant Toolkit Work Group in 2015 to support identification of infrastructure needs and resources to support CCHC implementation across NC. NIRN and NCPC continued to engage with childcare technical assistance providers to develop

customized support to strategies to meet the unique challenges in each TZ county.

During 2015, NIRN and NCPC supported continued capacity building at both the state and county level. At the county level, implementation and systems level work focused on strategic planning, planning for sustainability, and early childhood system development. County teams and coaches have continued monitoring and supporting implementation effectiveness of the Transformation Zone strategies mentioned above, but the focus has increasingly shifted to integrate the work on these strategies into a strategic and sustainability planning lens. A series of Visioning Retreats were held in September. Afterwards, counties continued the efforts by working to operationalize the county plans developed during the retreats. Planning teams are working to reconvene retreat participants during 2016 to advance the specific strategies identified through these planning processes. The North Carolina Partnership for Children and NIRN supported county understanding of sustainability to encompass not only sustaining individual strategies with funding, but also sustainability of system improvement efforts, including the sustainability of linked teams to do the work related to infrastructure to support implementation. Counties were also coached to carry out community systems scans with a focus on seeking family input, which some counties implemented and found beneficial to inform planning.

NIRN worked intensively with NCPC to build NCPC's organizational capacity to apply the science and practice of implementation internally and with external partners. NIRN provided intensive coaching and change agent skills to the NCPC-based Coach Coordinator, who in turn provides support for local Implementation Coaches. NIRN also worked with NCPC staff to convene a small team of NCPC leaders throughout the year for learning and planning focused on enhancing organizational implementation capacity. Going into 2016, these leaders will develop and support an organizational implementation team that will select a project that will allow them to learn and develop their implementation practice while addressing an organizational priority.

Quality and collaboration remained a priority at the state and local levels. NCPC staff engaged in a community of practice exploration process with five county team leaders. The State Funders Group met and discussed policy to practice feedback loops, including inquiry around consistent two way communication between state and county partners. NCPC agreed to take the lead, and to ensure valuable county input was included, a sessions with county partners was held. At the conclusion, county partners suggested engaging additional county voices moving forward into 2016.

NIRN worked with NCPC and ABL Systems Change partners to design a consultative process designed to solicit county priorities for technical support in 2016, the final year of the grant. Planning for and completing technical assistance needs conversations with county partners continues to be a priority as plans are being finalized. Technical assistance needs and priorities that emerged for each county have varied considerably.

Strengthening the collection, analysis and use of data for decision making and continuing strategic/sustainability planning are two cross cutting themes prioritized in all counties for 2016. The amount and types of useful data available to counties has increased. Subsequently, the ability of the county teams to assess data needs as well as an interest in using data to drive decision making is on the rise. In particular, some strategies ending in 2015 triggered team discussions around the benefits of continuing to receive data if similar services are being provided in the county though in a different capacity (i.e. Regional Healthy Social Behavior and Infant Toddler services offered through local partnerships). Additionally, team discussions support that the data has been viewed as beneficial in highlighting the need to sustain specific

types of services to children and families even if the exact strategy is not sustained.

County teams have continued with monitoring and supporting implementation effectiveness, even as the work has increasingly shifted to viewing the work more from a strategic and sustainability planning lens. A series of Visioning Retreats were held in September and afterwards, counties continued the efforts by working to operationalize the county plans developed during the retreats. Planning teams are working to reconvene retreat participants during 2016 to advance the specific strategies identified through these planning processes.

NCPC initiated a Transformation Zone Communications and Messaging activity in 2015 in order to develop messaging tools and templates for counties to use to consistently frame messages. Marketing and promotion resources are also being developed and provided to facilitate public outreach and engagement. The Communications Team presented initial findings of the discovery phase of the work at the cross county meeting and the team participated in strategic planning retreats to learn more about communications and messaging needs. A report was completed and submitted to grants management and included recommendations for coaching and technical assistance specific to the communications needs of the counties. A Communications coaching and technical assistance plan will be finalized and implemented in 2016.

Transformation Zone Evaluation

During 2015, the Transformation Zone (TZ) evaluation team continued to examine how the state of North Carolina and four participating counties have enhanced their capacity to provide high quality services for young children and families. Beaufort, Bertie, Chowan, and Hyde counties have participated in the collaborative early childhood systems change initiative engaging regional and local service providers and county and state agencies.

The overall purpose of the TZ evaluation is to examine the extent to which TZ counties and the state of North Carolina have enhanced their capacity to improve the quality of their early childhood systems, including policy, practice, and infrastructure changes needed to support successful implementation of evidence-informed practices. The specific questions guiding the evaluation are:

- Have communities been able to enhance their capacity to improve the quality of their early childhood systems? How?
- What state and local policy and practice changes in the early childhood system have occurred as the result of the work in the Transformation Zone?
- Have the participating state agencies or local communities strengthened the infrastructure to support the successful implementation of evidence-informed practices?
- What are the benefits of the work in the Transformation Zone?
- What are the unintended consequences?
- If system change has or has not occurred or has been limited, what are the factors influencing this?

The TZ evaluation team created a logic model for the initiative and conducted interviews, focus groups, field observations, an online survey, and document reviews. Interviews and focus groups were conducted with a variety of stakeholders including County Leadership and Implementation Team members, County Implementation Coaches, Strategy Purveyors and local Service Providers, Funders, and administrators from state-level Funders of TZ strategies. Field observations were conducted to examine local and state engagement and processes

related to practices, policies, and infrastructure change. An online survey was distributed to community stakeholders. Documents, such as memoranda of understanding, meeting agendas and notes, and monitoring reports were reviewed. The evaluation team analyzed data by identifying and coding themes related to study questions to understand emergent progress in a dynamic process. Follow-up inquiries and feedback to partners and stakeholders were frequent, to verify both accuracy of information received and appropriateness of interpretation.

At the inception of the Transformation Zone project, eight strategies were selected by the state for transforming early childhood systems in the TZ: two family strengthening strategies, four child care quality strategies, and two literacy strategies. Priority for selection included evidence-based programs or approaches that have previously been shown effective in improving outcomes for young children and families. Others were designed to increase access to services, but were not considered evidence-based programs. The TZ evaluation team was charged with evaluating the effectiveness of the initiative in promoting local and state systems change and not the individual strategies' implementation or effectiveness.

During 2015, the TZ Evaluation Team published three newsletters, one brief describing results of an online survey of local stakeholders, and a Synthesis Report. The Synthesis Report included a summary of data gathered by the TZ Evaluation Team from the April 2014, when data collection began, to September 2015. Organized into component sections (state teams, county teams, strategies, and technical assistance), the findings underscore ways in which early childhood systems and implementation of evidence-based practices are being transformed (successes) and ongoing barriers to transformation (challenges).

Successes related to state teams include: (1) commitment and increased capacity of the North Carolina Partnership for Children (NCP) related to implementation science and system change, and (2) state leadership engagement related to specific early childhood system issues. *Challenges* include: (1) a disconnect between strategy implementation and county leadership, (2) limited opportunity for feedback and learning between state and local teams, and (3) limited systems change capacity developed at the state level.

Successes among county teams include: (1) enhanced system awareness, (2) enhanced institutional capacity and data-driven decision-making, (3) identification of and enhanced vision for leadership, (4) enhanced communication facilitated by the coaching role, (5) enhanced county and cross-county relationships, and (6) successful literacy strategy implementation. Ongoing *Challenges* include: (1) barriers to effective within-county communication, (2) engaging effective leadership, (3) difficulty learning two discrete models of systems change (Active Implementation Framework and ABL Change Framework), and (4) disconnection from strategy implementation processes.

Successes linked to strategies include: (1) increased understanding of implementation science, and (2) successful literacy strategy implementation. *Challenges* include: (1) difficulties related to lack of county choices related to strategies, and (2) system capacity overload due to simultaneous implementation of eight strategies.

Successes related to technical assistance include: (1) enhanced institutional capacity/ implementation infrastructure, and (2) enhanced system awareness/change. *Challenges* stem from the difficulty of coordinating two discrete models of technical assistance (Active Implementation Framework and ABL Change Framework).

Accumulated data at the mid-point of the evaluation highlight the progress made in building system capacities in the TZ, as well as some barriers that have slowed progress to date. This project will continue through 2016 and in the remaining months of the project, the Evaluation Team will conduct focus groups, interviews, and surveys to continue to address study questions about early childhood system capacity, policy, and practice changes in the TZ and to highlight learning related to successes, barriers, and unintended consequences of the work. The Evaluation Team is also conducting a case study of the literacy strategies to examine structures and processes that have enabled implementation success. Protocol and codebook for the case study were finalized and fifteen interviews were conducted and transcribed. Additional information about the Transformation Zone Evaluation, newsletters and reports can be found at: <http://earlylearningchallenge.nc.gov/activities/transformation-zone-evaluation>.

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 2015, the fourth year of the Race to the Top-Early Learning Challenge (RTT-ELC) grant, North Carolina has continued to involve a range of stakeholders and collaborators, in addition to the agencies in the governance structure, in the implementation of the grant activities. A list is available on NC's Race to the Top-Early Learning Challenge website at <http://earlylearningchallenge.nc.gov/about-us/collaborators>. North Carolina's stakeholders include staff with our public schools, Head Start programs, private child care centers and family child care homes, child care resource and referral agencies, Smart Start agencies, community colleges, universities, health departments and medical providers, state and local non-profit organizations, and parents and families. Stakeholders supported the work of the grant in a variety of project-specific ways described throughout this report.

Local Leadership Development

In 2015, the RTT-ELC work in North Carolina has continued to focus on leadership development at the local level. The North Carolina Partnership for Children (NCPCC) Leaders Collaborative continued to build broad stakeholder ownership to address the goals of the RTT-ELC. Specifically, the Leaders' Collaborative focused on: a) driving results-based accountability, b) closing the gap on disparities, and c) building collaborative leadership, all in support of the RTT-ELC grant's goal of ensuring that the most vulnerable children have the support and services needed to enter kindergarten ready to succeed. During 2015, evaluation for Leaders Collaborative III was completed with findings that indicate continued progress and opportunities for change that were reflected and changed in the curriculum and structure of Cohort IV. In preparation for the first session, participants completed a leadership competency self-assessment to assist them in tracking their development in relation to the anticipated growth in specific competencies for their individual, organizational and community leadership. Participants used this new tool two more times during the Collaborative to inform their leadership. In addition, peer coaching sessions were added with the aim of deepening and extending the knowledge and practice of information learned in group sessions. The fourth cohort was the first cohort to use Smart Start's version 2.0 online learning community, known as FabrikOne which is part of NCPCC's technical platform for information and knowledge sharing. The fourth cohort of 15 leaders participated bringing the total to 59 since the grant began. As a result of the Leaders' Collaborative in 2015, leaders have increased their

knowledge and competencies in leading their communities and our state toward improved outcomes for children and closing the achievement gap.

The 2015 Leaders Collaborative curriculum was updated to include:

- a competency self-assessment used by participants to assess their own skill development,
- the addition of a cumulative session in July, where three of the instructors returned to weave together core training on aligned community contributions, appreciative leadership, and leading for equity which allowed this community of practice the opportunities for more intentional, guided practice,
- the introduction of an instructional peer coaching program that builds on the assessment and provides multi-level (mentor, peer, individual and group) coaching led by session facilitators and NCPC staff, and
- a final session celebration of their accomplishments as leaders and community conveners, creatively presenting their leadership journey as confident and competent leaders.

From the Leaders Collaborative IV, three leaders and three alumni from other cohorts were selected in 2015 to host Leading for Equity retreats in their communities bringing the grant total to twenty-one over the course of the grant. These are three-day facilitated sessions with a carefully selected group of diverse stakeholders to foster dialogue and action to address disparities and take action that results in increased opportunities for the success of all children.

The evaluation of the Leaders' Collaborative and Leading for Equity Retreats have produced outstanding feedback and results. A cumulative program evaluation is almost complete. Other states and agencies have expressed interest in this work: Oregon has implemented Leaders Collaborative in their early childhood hubs, and the NC Department of Public Health is piloting a Leaders Collaborative in the northeastern part of the state to build a broader and more comprehensive infrastructure for early childhood services in this area. Alumni Retreats are planned for 2016 to extend the capacity of leaders beyond the final grant year.

Another project, the Early Childhood Director Leadership Institute, provides intensive training to program administrators to improve their leadership and program management skills. This project reflects the anticipated shift in focus of NC's TQRIS to emphasize the key role of the program administrator in facilitating and ensuring quality at every level of the program. The third Institute was held during 2015 for 70 early childhood education administrators. The Institute includes a .5 CEU course "Introduction to Early Childhood Leadership and Management", a .5 CEU course "Widening the Lens" (Program Administration Scale training), and additional professional development including "The Four Factors of Effective Leadership", "On-line Platform Training", "Team Building", and "Leading the Way to Quality". On-line activities were provided for participants who could not attend the full Institute. Interspersed with the face-to-face Institute gatherings, each participating program administrator has received specialized technical assistance to address program improvements identified by the administrator as priority on the basis of Program Administration Scale (PAS) assessments. Administrators are scoring higher than the national average on PAS items, and each is making progress in his/her identified area for improvement. To ensure the sustainability of this work, the Early Childhood Directors Leadership Institute will be adapted into two standardized training modules in 2016 to develop a "Train the Trainer" .5 CEU training. Three face-to-face sessions will be piloted statewide. The 1.5 CEU Early Childhood Directors Leadership Institute

will be made available on the NC Division of Child Development and Early Education's online platform, Moodle.

During 2015, North Carolina continued to support an On-Line Master's Degree Program in Early Childhood Leadership and Management, working with two major universities in the state system making this next step in professional development for early childhood leaders available to everyone in the state. The University of North Carolina at Greensboro (UNCG) and the University of North Carolina at Wilmington (UNCW) are offering a new emphasis in their early childhood online master's degree programs. UNCG is offering an on-line M.Ed. with an emphasis in Early Childhood Leadership and Program Administration (www.uncg.edu/hdf/graduates/MED_pgrm.html) and UNCW is offering an on-line M. Ed. with an emphasis in Leadership, Policy, and Advocacy in Early Childhood (www.uncw.edu/ed/el/ec).

The master degree programs will include coursework in core topics including personnel development and support, budgeting and financial management, research in early childhood, early childhood systems, the art of leadership, communication and public engagement, and diversity and inclusion. Both universities have experienced very high interest and enrollment in these new degree programs. Currently, 139 students are enrolled in these programs and applications continue to be submitted. Student feedback has indicated that the coursework is challenging and engaging. Student surveys indicate a high level of satisfaction with the programs.

In partnership with the RTT-ELC grant, Child Care Services Association offers its T.E.A.C.H. Early Childhood Scholarship that provides support to students enrolled in the new on-line master's degree programs (see Section D-2).



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 2015, the North Carolina General Assembly and Governor McCrory approved recurring State funding for the ongoing operations and maintenance of the NC Early Childhood Integrated Data System (NC ECIDS) for sustainability beyond the RTT-ELC grant funding.

Participating State Agencies

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

Nothing to report in 2015.

High-Quality, Accountable Programs

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

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

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

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

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

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

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

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

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

Explanation for Previous Check Boxes: We believe the intent of the previous set of questions is to indicate which program standards will apply to which programs under the revised TQRIS. NC is currently in the process of revising its TQRIS, so we answered the questions based on what we expect to be in place once the TQRIS revisions have been completed. Many of the program types listed in the previous set of questions are licensed in NC. The exceptions are a small number of Early Head Start programs operating in homes caring for only two non-related children, and public school classrooms that fall under federal funding which exempts them from licensure. All of those licensed programs will have to meet the new standards in the revised TQRIS because our TQRIS is built into licensing. North Carolina does not anticipate implementing significant revisions to its TQRIS during the course of the RTT-ELC grant, but will continue to work toward well-grounded and meaningful recommended revisions that can be implemented following the completion of the TQRIS Validation Study.

North Carolina has a mature TQRIS that includes standards related to educator qualifications, measures of environmental quality (the Environment Rating Scales), family engagement, and health promotion practices, as well as other aspects of program quality. All licensed programs participate in the TQRIS. Proposed revisions to the TQRIS will ensure that the program standards address the six areas specified in the ELC grant requirements. Validation and implementation of a revised TQRIS is in progress as described below in the section "Validating the effectiveness of the State TQRIS".

Incentives have been key to helping the early childhood community embrace and work toward newer and better standards. The ELC grant has helped NC develop and roll-out CEU bearing courses related to the Early Learning Standards, cultural competence, curriculum and instructional assessment, family engagement, and improving the early childhood work environment, and put in place a bonus program to reward programs that can demonstrate inclusion of these policies and practices in their programs. During 2015, NC continued to offer these courses statewide. The NC Division of Child Development and Early Education online platform, Moodle, was established and online modules developed to make these courses and others available online for the purposes of accessibility and sustainability. Specific eligibility criteria have been developed for early learning and development centers and family child care homes that serve or have indicated a willingness to and have a history of serving children receiving child care subsidy or NC Pre-K assistance. Additional information on the progress of specific coursework is provided in the sections below, "Promoting Early Learning Outcomes: Comprehensive Assessment System", and "Supporting Early Childhood Educators in Improving Their Knowledge, Skills and Abilities", and "Engaging and Supporting Families".

Additional information about the 6 program standards delineated in the previous pages of this section is provided below.

1. Early Learning and Development Standards: NC revised its ELDS and has developed various professional development tools to support early childhood educators' awareness and use of the new ELDS. Multiple early childhood programs use the ELDS as a guide to their work. The revised TQRIS is expected to include the ELDS at some

level of the rating system.

2. **Comprehensive Assessment Systems:** Various early childhood programs implement aspects of a comprehensive assessment system. We have also provided additional training in CLASS, Toddler CLASS and Infant CLASS as measure of teacher-child interactions, and trained a statewide network of trainers who can provide ongoing training and support. The CLASS is also being considered in the revised TQRIS. Professional Development related to curriculum and assessment of children to guide instruction has been developed and is being offered statewide for the early childhood community, in anticipation of the possible addition of assessment standards in the revised TQRIS.
3. **Early Childhood Educator Qualifications:** Early childhood educator qualifications are important to many programs in NC. We expect educator qualifications to continue to be an important standard in the revised TQRIS.
4. **Family Engagement Strategies:** The revised TQRIS may include a new set of family engagement standards. In anticipation of the possible additional family engagement standards based in part on Head Start Performance Standards. In recognition of Head Start's expertise in meaningfully engaging families, we have utilized some Head Start programs as "hubs" to provide technical assistance about family engagement strategies to community-based early learning programs making the services accessible statewide.
5. **Health Promotion Practices:** The revised TQRIS may include additional health promotion practices, and various projects are supporting health practices in early childhood programs, including our statewide network of Child Care Health Consultants.
6. **Effective Data Practices:** We have program and child-level data from various early childhood programs, but we are not able to combine those data across programs yet. The development of an early childhood integrated data system will enable us to better answer critical policy questions that require data from multiple programs. We have also developed and offer training statewide to support early childhood educators' use of child assessment to guide instruction.

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.

North Carolina has a mature TQRIS built into its licensing system. Therefore, a large percentage of North Carolina's early learning and development (ELD) programs are already included in the TQRIS. Financial incentives, technical assistance, and other supports are used to keep and increase, where possible, the number and percentage of programs participating in the TQRIS. Several ELC Activities promote participation in the TQRIS.

The activity "Support to Enter the TQRIS", completed in December 2015, provided technical assistance through mini-grants to bring unlicensed public school and faith-based ELD programs into the TQRIS. Through this activity all public school preschool programs and all faith-based programs were contacted/ recruited to participate in the program. During 2015, technical assistance was continued to support participating programs in achieving licensure. In

total, 86 public school programs achieved licensure (5 stars: 48, 4 stars: 37, Special Provisional: 1). Five faith-based programs operating with a GS 110-106 letter of compliance achieved a 3 or greater star license and 1 was awarded a Special Provisional License. All public school preschool programs were licensed during the course of the project.

The activity "A Task Force on Licensing" was designed to hold regional meetings of programs not currently participating in (or required to participate in) NC's Star Rated License. The project was shifted to Child Care Resource and Referral (CCR&R) Regions in the form of surveys to family/friend/neighbor care providers and part-day preschool programs across the state. CCR&R staff reached out to unlicensed providers in their regions to gather information, and DCDEE compiled the final report and the project was completed in January of 2015. DCDEE management is continuing to consider how to fund regular outreach to license-exempt programs across the state so that those interested in licensing may participate in the future.

The activity "Faith-Based Engagement" was completed in 2013. It was designed to reach out to faith-based child care programs to discuss and support their possible inclusion in the TQRIS system. The four regional Summits, completed in 2013, generated much interest from the faith community. Funding for this project continued through 2013 and during 2014 and 2015, local Faith Summits were held. These were funded by the local community through the efforts of county leaders who attended the Summits during the previous year, and were determined to carry forward the messages and information. Local Faith Summits continue to be envisioned and implemented in counties across the state, funded and implemented by private resources. In fact, some communities are holding faith summits annually to raise awareness about the importance of brain development and high quality programs for young children. Child care programs expressing interest in next steps toward licensure are connected with the Regulatory Section of the Division of Child Development and Early Education for support to enter the TQRIS.

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	850	75%	990	90%	1,045	95%	1,078	98%	1,100	100%
Early Head Start and Head Start ¹	350	95%	350	95%	350	95%	350	95%	350	95%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619	522	54%	539	56%	567	59%	596	62%	616	64%
Programs funded under Title I of ESEA										
Programs receiving CCDF funds	6,467	88%	6,573	90%	6,719	92%	7,012	96%	7,012	96%
Other 1										
<i>Describe:</i>										
Other 2										
<i>Describe:</i>										
Other 3										
<i>Describe:</i>										
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	1,100	850	75%	1,121	1,028	84%	1,218	1,027	84%	1,170	1,170	100%	1,159	1,159	100%
<i>Specify:</i>	NC Pre-K														
Early Head Start and Head Start ¹	368	350	95%	368	350	95%	368	350	95%	424	402	95%	441	419	95%
Programs funded by IDEA, Part C															
Programs funded by IDEA, Part B, section 619	962	522	54%	962	545	57%	962	568	59%	2,013	1,308	65%	1,981	1,423	72%
Programs funded under Title I of ESEA										645	510	79%	644	521	81%
Programs receiving CCDF funds	7,304	6,467	88%	6,190	5,694	91%	5,525	5,129	93%	5,230	4,952	95%	5,000	4,724	94%
Other 1															
<i>Describe:</i>															
Other 2															
<i>Describe:</i>															
Other 3															
<i>Describe:</i>															

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.

For state-funded preschool (NC Pre-K): As of July 1, 2014, all public and private programs and public schools serving NC Pre-K children must maintain a four or five star rated license. Programs may operate under a DCDEE Temporary License, which any program - public or private --may qualify (e.g., change of ownership), while working to meet four or five star rated licensure requirements. Programs that have a temporary license are not eligible to be in the tiered system until they have been in existence for more than six months.

For a new facility participating in NC Pre-K, if the program does not achieve at least a four star license at the end of the temporary time period then a Provisional License may be issued for any length of time up to, but not exceeding, 12 consecutive months to allow a specific time period for the program to correct violations that do not cause conditions hazardous to the health and safety of the children in care. A Corrective Action Plan (CAP) must be included that describes what the facility operator must do to comply with requirements.

If a four or five star rated license center participating in the NC Pre-K Program drops below 4 stars for any reason, then a Provisional License may be issued for any length of time up to, but not exceeding, 12 consecutive months to allow a specific time period for the program to correct violations that do not cause conditions hazardous to the health and safety of the children in care. A Corrective Action Plan (CAP) must be included that describes what the facility operator must do to comply with requirements. If the operator is unable to move the facility back to a four or five star rated license by the end of the Provisional time period, the NC Pre-K Contract Administrative Agency in collaboration with the local NC Pre-K Committee may deny eligibility to participate in the NC Pre-K Program.

For Head Start and Early Head Start: All Early Head Start and Head Start programs in the state are licensed and participate in the TQRIS, with the exception of two school districts. School districts are not required to be licensed, but all except two voluntarily participate in the TQRIS.

For programs funded by IDEA Part C: North Carolina does not fund ELD programs through Part C of IDEA, but rather provides funds for supports and services to be provided in the child's natural setting. Thus, if a young child receiving Part C of IDEA services is enrolled in a licensed child care center or a registered family child care home, then the licensed/registered program would participate in the TQRIS, but there are not separate ELD programs in NC funded under Part C of IDEA.

For programs funded by IDEA Part B, section 619 and Title I of ESEA: North Carolina has worked to blend different funding streams to create inclusive early childhood settings. Therefore, data for programs funded under IDEA Part B, section 619 and Title I of ESEA are cannot be separated out as they are for blended programs. However, for the 2014 year, due to the survey being administered differently, estimates of the number of classrooms, rather than programs were able to be calculated. Therefore as opposed to previous years, Year Three and Year Four data are provided independently for IDEA Part B, 619 and Title I of ESEA programs, although the numbers and percentages represent the number of classrooms instead of programs. For both of these programs, even when looking independently at the number of classrooms instead of programs, the actual data for both exceeded the targets.

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.

Programs receiving CCDF funds: The actual number of programs receiving CCDF funds participating in the TQRIS decreased to 4,724 programs. However, the baseline number of programs also decreased to 5,000 programs, making the percentage of CCDF programs in the TQRIS to come to 94%, which is what we used to compare from year to year since the baseline numbers change annually. This did not meet our target of 96%, and the overall percentage decreased by one point from 2014. It is not clear what the cause was for this decrease in program participation as there have been no changes in the CCDF policies that could have been responsible for this change.

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.

North Carolina has a mature system for rating and monitoring the quality of early learning and development (ELD) programs that participate in the TQRIS, the NC Star-Rated License system. See the narrative related to revising the TQRIS for detailed information about plans to enhance this system. Recommendations for changes in rule and statute to enhance the current system will be submitted to the appropriate decision-making bodies after the RTT-ELC grant has ended, following completion of the TQRIS Validation Study in 2016.

Another project in NC's Early Learning Challenge plan is the Measure Development Project, which is contracted with the University of North Carolina at Greensboro. The goal of this project, which is being carried out by a multi-state consortium led by North Carolina, is to develop a new program quality measure that captures dimensions of quality not currently captured by current measures, and that can be used in a TQRIS. The multi-state consortium includes Delaware, Kentucky and North Carolina. The plan is to coordinate a pilot of the new measure with the pilot of the proposed revisions to the TQRIS. Although the conceptualization of items and measurement process has a foundation in children's experiences, classroom and program practices known to promote optimal development and learning will be the focus of the measure. Current measurement approaches emphasize the classroom as the unit of analysis with little attention to the programmatic systems that underlie classroom performance.

The Measure is grounded in Early Learning and Development Standards as well as current child development theory and research, leading to a focus on practices that support important developmental outcomes valued across multiple states. It includes infant, toddler, preschool, and administrative/program level items and will be relevant for the broad range of programs included in the TQRIS, including centers, family child care homes, Public school programs, religious-affiliated programs, and Head Start. The measure is designed to take into consideration multiple sources of evidence from programs, teachers, and classrooms, through multiple methods including program self-assessment/document review, interviews, and observations to allow for continuous improvement over time. Programs will submit documents

for review prior to a verification and observation visit. The program visit will include observations in classrooms across the age ranges included in the program, interviews with directors and teachers, and additional document review. The assessment will result in a program level profile showing program strengths and areas for improvement.

During 2015 tasks were mapped out in the areas of content and scoring, logistics, training, technology, coordination with the Validation Study, and communication with the Advisory Committee. The sample size and geographic area for the sample was broadened in order to align with the Validation Study. A satisfaction/climate survey component was also added to the measure. The research design team developed plans for data collection across phases. Procedures for pre- and post- onsite data collection were developed. Coordination with the NC Rated License Assessment Project has occurred on scheduling and assigning assessors. Training was held for Infant CLASS and Toddler CLASS. Regular coordination meetings were held with the TQRIS Validation Study team, Frank Porter Graham Child Development Institute, UNC. During 2015, the observational items and the manual were completed in preparation for a large scale pilot which will take place into 2016.

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.

North Carolina has a mature TQRIS that includes high quality benchmarks related to educator qualifications, measures of environmental quality (the Environment Rating Scales), family engagement, and health promotion practices, as well as other aspects of program quality. As described in the section related to revising the TQRIS, North Carolina has recommended high-quality benchmarks at the highest levels to be considered in a revised TQRIS. NC is conducting the TQRIS Validation Study that will be used to guide recommendations about proposed TQRIS benchmarks. A mapping process completed by Division of Child Development and Early Education (DCDEE) staff, provided the starting point for development of alternative TQRIS models, tested in phase I of the validation study. New models proposed a variety of benchmarks at each level, some higher and some lower, including use of Early Learning and Development Standards (ELDS), appropriate use of curriculum and formative assessment, environmental quality as measured by environment rating scales or other measurement tools, teacher-child interaction as measured by the CLASS or other rating scale, educator qualifications, family engagement strategies, and health promotion practices. During 2015, the TQRIS Validation Study Team and the New Program Quality Assessment Tool Development Team have coordinated efforts to finalize observational items and the manual in preparation for a large scale pilot in 2016.

Even while NC studies possible revisions to its TQRIS, several strategies are in place to prepare the workforce and support programs to meet high quality benchmarks and ensure that measurable progress will be made by the end of the grant period.

The Professional Development Bonus Program provides incentives for Early Learning and Development (ELD) programs that implement certain policies and practices related to staff professional development, including requiring professional development plans, requiring training on the new ELDS, and using a salary schedule that rewards education and retention. A total of 205 applications for the Professional Development Bonus Award were awarded in 2015; 57 were for home providers and 148 were for centers. A satisfaction survey is currently under development. This program will continue into 2016. Professional Development Award brochures were distributed to Program Managers in the Child Care Resource and Referral Network for further dissemination within their management regions.

The activity "Enhanced Child Care Resource & Referral" provides CEU based courses developed in other ELC projects in order to increase the knowledge and skills of the ELD workforce in the areas of Cultural Competence; Program Administration; ELD Standards; and

Choosing and Using Appropriate Curricula and Formative Assessment. Details about the progress of each of these can be found in Section C.

For ELD program directors, the Early Childhood Directors Leadership Institute provides intensive training to improve leadership and program management skills. Additional information on the Early Childhood Directors Leadership Institute can be found in the section “Successful State Systems - Stakeholder Involvement”.

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	8,101	8,341	8,341	8,341	8,341
Number of programs in Tier 1	1,119	756	630	516	410
Number of programs in Tier 2	892	434	350	281	220
Number of programs in Tier 3	1,722	2,335	2,512	2,638	2,755
Number of programs in Tier 4	1,811	2,035	2,065	2,114	2,155
Number of programs in Tier 5	2,002	2,226	2,259	2,297	2,336
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	8,101	7,614	7,251	7,083	6,868
Number of programs in Tier 1	1,119	637	484	441	416
Number of programs in Tier 2	892	511	335	270	239
Number of programs in Tier 3	1,722	1,811	1,701	1,630	1,497
Number of programs in Tier 4	1,811	1,884	1,890	1,803	1,807
Number of programs in Tier 5	2,002	2,128	2,228	2,302	2,378
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.

For total number of regulated programs: The TQRIS is built into the state's licensing system. Centers in this table include public schools that are licensed. Other regulated programs not in tiers (i.e. they are considered part of the TQRIS, but are not rated as they are not eligible to be included in one of the tiers) include GS110s which are religious affiliated programs, as well as approximately 250 other programs that have temporary licensing and are not eligible to be in the tiered system until they have been in existence for more than six months. For 2014, there were 637 other regulated programs not in the tiers. In 2015, there were 531 other regulated programs not in the tiers.

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.

When looking at the progress made for increasing the number of ELD programs in the top tiers of the TQRIS, the percentages of programs must be compared rather than the numbers as the baseline number of Total Number of Regulated Programs has decreased. The total number of programs for the 2015 year was 6,868. Therefore, when looking at the numbers for each tier, the percentages must be calculated using the new baseline of 6,868.

When comparing the target and actual percentages for each tier:

* Tier 1, which we would like to see decrease, did not meet our target percentage (target- 5%, actual- 6%) but did remain stable at 6% compared to 2014.

* Tier 2 met its target percentage (target-3%, actual-3%) and also decreased by 1% from 2014.

* Tier 3, which we would like to see increase, decreased by 1% in terms of the percentage of programs from 2014, but decreased by 10% compared to the target (target-33%, actual- 22%). However, it is not known if that was because some of those programs moved up to Tiers 4 and 5, or if the number of centers and family homes decreased due to closings or other reasons. North Carolina does not track the movement of programs between tiers, so this information is not available.

* Tier 4 met the target for percentage of programs in that tier (target- 26%, actual- 26%).

* Tier 5 greatly exceeded the target for the percentage of programs in that tier (target-28%, actual-35%).

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"?

The top tiers of NC's TQRIS are defined as having a four or five star license (Tiers 4 and 5).

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	18,568	75%	22,281	90%	23,519	95%	24,262	98%	24,757	100%
Early Head Start and Head Start ¹	22,348	92%	22,348	92%	22,348	92%	22,591	93%	23,076	95%
Programs funded by IDEA, Part C	9,842	100%	9,940	100%	10,040	100%	10,140	100%	10,242	100%
Programs funded by IDEA, Part B, section 619	13,160	54%	13,646	56%	14,377	59%	15,108	62%	15,596	64%
Programs funded under Title I of ESEA										
Programs receiving CCDF funds	60,178	61%	62,253	63%	64,229	65%	66,205	67%	69,170	70%
Other 1										
<i>Describe:</i>										
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	24,757	18,568	75%	27,531	23,632	86%	28,986	25,553	88%	26,851	26,851	100%	27,458	27,458	100%
<i>Specify:</i>	NC Pre-K														
Early Head Start and Head Start ¹	24,291	22,348	92%	24,291	22,348	92%	24,970	22,972	92%	22,869	21,268	93%	26,642	25,310	95%
Programs funded by IDEA, Part C	9,842	9,842	100%	10,206	10,206	100%	10,190	10,190	100%	10,010	10,010	100%	10,172	10,172	100%
Programs funded by IDEA, Part B, section 619	24,369	13,160	54%	23,459	13,372	57%	22,661	13,370	59%	12,367	8,038	65%	12,524	9,017	72%
Programs funded under Title I of ESEA										10,333	8,149	79%	10,310	8,351	81%
Programs receiving CCDF funds	98,814	60,178	61%	73,766	51,433	70%	65,753	48,367	76%	79,030	61,919	78%	76,373	60,887	80%
Other 1															
<i>Describe:</i>															
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.

Note: The top tiers of NC's TQRIS are defined as having a four or five star license. This data includes children served at any time (as they can go in and out of the system) during that year in a 4 or 5 star program.

For state-funded preschool (NC Pre-K): Pre-K programs in public schools were not required to be licensed during this reporting period. As of July 1, 2014, a new law required all programs serving Pre-K children must be four or five-star rated. Programs may operate under a DCDEE Temporary License, which any program - public or private - may qualify (e.g. change of ownership), while working to meet four or five star rated licensure requirements. The number of NC Pre-K sites participating in the TQRIS has increased because of the new law requiring Pre-K sites in public schools to have a four or five star license by the SFY 2014-2015 school year. During 2012-2013 year, the Governor authorized funding that allowed us to serve more Pre-K children than anticipated. In 2012, the total number of Children with High Needs served by state-funded preschool programs in the state was 27,531. In 2013, the total was 28,986 children served by state-funded preschool programs. In 2014, the total was 26,851. Total enrollment is down because there were less state funds in the program than in the previous years, when non-recurring one-time funds were available for expansion. In 2015, the total was 27,458. Although Pre-K received expansion funds for SFY 2014-2015, enrollment is down because there were less state funds in the program than in the previous years, when non-recurring one-time funds were available for expansion.

For Early Head Start and Head Start: All Early Head Start and Head Start programs in the state are licensed and participate in the TQRIS, with the exception of two school districts. School districts are not required to be licensed, but all except two voluntarily participate in the TQRIS. It is estimated that 95% of Early Head Start and Head Start children in the state are in the top tiers of the TQRIS; actual data are not available. An estimate of 95% was calculated by adding up the number of programs in the two school districts that do not currently participate in the TQRIS and subtracting them out of the total.

For IDEA Part C programs: Baseline and targets are from the December 1, 2010 Headcount Data and assumes a 1% increase per year. Actual data for 2012 are from the December 1, 2012 Headcount Data, actual data for 2013 are from the December 1, 2013 Headcount Data, actual data for 2014 are from the December 1, 2014 Headcount Data, and actual data for 2015 is from the December 1, 2015 Headcount Data.

For Part B and Title I programs: North Carolina has worked to blend different funding streams to create inclusive early childhood settings. Therefore, data for programs funded under IDEA Part B, section 619 and Title I of ESEA are cannot be separated out as they are for blended programs. However, for the 2014 year, due to the survey being administered differently, estimates of the number of classrooms, rather than programs were able to be calculated. Therefore as opposed to previous years, for Year Three data are provided independently for IDEA Part B, 619 and Title I of ESEA programs, although the numbers and percentages represent the number of classrooms instead of programs. For both of these programs, even when looking independently at the number of classrooms instead of programs, the actual data for both exceeded the targets. For the 2014 year, the combined number of children who were served with Part B and Title I funds in the top tiers of the TQRIS was 16,187 (71%). For the 2015 year, the combined number of children who were served with Part B and Title I funds in the top tiers of the TQRIS was 17,368 (76%).

For CCDF programs: In 2012, the total number of Children with High Needs served by programs receiving funds from the State's CCDF program was 73,766; and in 2013 the total number was 65,753. In 2014, the total number was 79,030. In 2015, the total number was 76,373.

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.

All targets were met or exceeded for Year Four.

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

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

The TQRIS Validation Study is designed to conduct studies to provide information about how best to revise the TQRIS so that tiers meaningfully differentiate levels of quality in ELD programs that correspond to changes in children's progress. North Carolina's QRIS Advisory Committee developed recommendations to revise the model. The executive summary of recommendations has been posted on the website of the Division of Child Development and Early Education (DCDEE) and shared with key stakeholders (www.ncchildcare.nc.gov).

Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill continues to collaborate with DCDEE and with the Program Quality Measure Development Team to inform the revisions. During 2015, development and training on the assessments to be used for the validation study were provided, including CLASS, Director Interview, Family and Teacher Questionnaires, Program Administration Scale (PAS), Toddler CLASS, ECERS, FCCERS, and ITERS. Sixteen data collectors, including one bilingual data collector participated in the training. Validation study materials were approved by UNC's Institutional Review Board and study recruitment began in May, in coordination with the Program Quality Measure project. Retention of programs was more challenging than anticipated. Programs accepted the invitation to be a part of the Validation Study without fully understanding what their participation level would be. Since the same programs are being used for the Measurement Tool pilot and the Validation Study, multiple documents are needed and many outsiders visit the programs. It is believed that the programs were not prepared for this, making retention challenging. Of 176 child care centers that agreed to participate, 161 have continued, and of the 70 family child care homes that agreed to participate, 49 have continued. Communication between the NC Division of Child Development and Early Education, Child Care Resource and Referrals technical assistance providers and the Frank

Porter Graham Child Development Institute data collection is recognized as critical to maintain participation of directors and providers. Director and provider interviews began in November 2015, as well as classroom observations and child assessments. These will continue into 2016.

Based on the recommendations of the QRIS Advisory Committee and the continued work on the validation study, it is anticipated that the revised TQRIS may focus on program administrative practices as key to overall quality; assessment of quality indicators related to the use of North Carolina's revised Early Learning and Development Standards (*North Carolina Foundations of Early Learning and Development*), global environmental quality (the Environment Rating Scales or other measurement tool), teacher-child interaction, educator qualifications, health promotion practices, and family engagement. Emphasis is being placed on selecting quality indicators that are measurable and reflective of high expectations, aligned with national standards. North Carolina does not anticipate implementing significant revisions to its TQRIS during the course of the RTT-ELC grant, but will continue to work toward well-grounded and meaningful recommendation revisions that can be implemented when the timing is amenable following the completion of the TQRIS Validation Study which is expected to be completed by December 31, 2016. This and other RTT-ELC grant-funded activities will provide the information and foundation necessary to support recommended revisions.

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.

North Carolina completed and released its revised Early Learning and Development Standards in 2013 (titled *NC Foundations for Early Learning and Development*). *NC Foundations for Early Learning and Development* can be found at <http://earlylearningchallenge.nc.gov/activities/nc-foundations-early-learning-and-development>. Training and professional development for early childhood educators was continued and expanded during 2015. Courses are offered regularly, 136 during 2015. An additional 50,000 copies of the document were printed due to demand. The online train the trainer .5 CEU course for NC Foundations for Early Learning and Development was submitted and is in the final design process to be made available through NC Division of Child Development and Early Education's online platform, Moodle. A successful collaboration occurred between the ELDS Professional Development team and the Community College "Growing Greatness" group (see Section D - Access and Articulation) that ensured that Community College courses were aligned with *NC Foundations for Early Learning and Development*. A new initiative with Frank Porter Graham Child Development Institute at UNC was initiated in 2015 to develop an advanced online course to provide additional support for the Social-Emotional domain. This group will also to work collaboratively with NC Head Start State Collaboration Office to incorporate family engagement strategies. The course development will continue into 2016. It was decided that an intermediate course is needed and being requested and steps have been taken with NC's Community College system to ensure that this is available statewide online by the end of 2016.

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

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

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

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

NC has continued working on components of a Comprehensive Assessment System. NC Pre-K and Head Start utilize child assessment tools that are appropriate for young children, and the TQRIS advisory committee recommended that child assessment standards be included in the childhood educators' understanding of the purposes and uses of assessment, as well as appropriate administration of assessment tools, by developing a .5 CEU course on Choosing and Using Curriculum and Formative Assessment. The course has been developed and is now being offered statewide to child care directors and staff through the Child Care Resource and Referral Network. During 2015, 74 courses were offered statewide.

During 2015, NC provided 64 CLASS trainings statewide. This activity was completed in 2015. Thirty four certified CLASS trainers are now available to train others going forward beyond the grant and support the use of CLASS in the revised TQRIS. Infant and Toddler CLASS training was also provided during 2015. Four staff completed certification as Toddler CLASS trainers and provided five sessions on Toddler CLASS to certify technical assistance staff as certified observers. Three staff attended the train the trainer Infant CLASS training and will be certified and able to provide five sessions on Infant CLASS to train technical assistance staff as certified observers during 2016. A team of trainers is now available in NC on CLASS, Toddler CLASS and Infant CLASS to provide training and support going forward beyond the grant.

In addition, the NC Department of Public Instruction is working with the FirstSchool initiative of the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill on the ELC activity "Using Data to Improve Classroom Instruction". This activity has strengthened the use of assessment data to guide instruction in schools pre-kindergarten through third grade. The FirstSchool model was implemented in Bertie and Martin Counties, which are two adjacent small districts in Northeastern NC.

FirstSchool develops school leaders' and teachers' knowledge and skills in order to improve the school experiences and outcomes for children across the PreK-3 continuum. The approach emphasizes collaboration and the use of data and inquiry to guide and monitor change efforts. Observational data from the FirstSchool Snapshot and CLASS are used to address evidence based characteristics of practices that support children. During 2015, FirstSchool staff continued to provide on-going support throughout the year to all PK-3 teachers in Bertie and Martin Counties. This included coaching and professional development throughout the year for teachers, Leadership Teams and principals for all schools as well as central office staff. Professional development focused on developing a culture of excellence with emphasis on the development of higher order thinking through the delivery of high quality

questioning and high quality feedback. Regular K-3 team meetings were held within schools to review data and plan school and classroom improvement.

Facilitated visits to the Pre-K and Kindergarten demonstration classroom with a debriefing following continued with elementary school principals and Elementary Program Directors to help them to gain a deeper understanding of playbased learning. Work with principals continued and focused on the benefit of the daily 3-minute classroom walk-through process and how they might use this approach to improve instructional practices within individual classrooms and the school as a whole. Guided one-hour (or more) walk-through of Pre-K - Grade 3 classrooms continued with principals, targeted data was gathered, and afterwards data and observational notes were compared and reflected upon. Final professional development events were held in September. In keeping with efforts to build capacity within the districts, planning was designed in a way that gave district staff a greater role in supporting Pre-K - 3rd grade teachers and leaders. Continued targeted support will be provided to two of the schools to use data to improve instruction and school practices. The project will continue December 2016.

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 2015, North Carolina's Early Learning Challenge activities that promote young children's health included the following:

- The proposed revised TQRIS may include more standards on health promotion.
- The North Carolina Partnership for Children (NCPC) has continued efforts in 2013-2014 to expand the Assuring Better Child Health and Development (ABCD) model, a proven, universal approach to screening young children in primary health care settings. ABCD works to increase standardized developmental and autism screening and referral rates for all young children within the medical home by integrating routine screening into well-child visits, using either the Ages and Stages Questionnaire (ASQ) or the Parents Evaluation of Developmental Skills (PEDS). Medical professionals are also taught to use the Modified Checklist for Autism in Toddlers (MCHAT). NCPC's goals are to leverage existing ABCD programs and link with Community Care Network of NC (CCNC) to expand ABCD statewide. All regional projects began 2015 in implementation mode. Technical assistance to ABCD coordinators continued throughout the year and the data manager at the Early Intervention Branch at the Division of Public Health worked on data analysis of ABCD efforts. Delays caused by the implementation of the NC Tracks system (Medicaid Management Information System) that began in mid-2013 were addressed so that available data could be identified that could support the state-wide evaluation of the project. Meetings occurred also between NCPC staff, the project evaluator, and Part C data manager to discuss use of Part C data. Quarterly ABCD Quality Improvement meetings and ABCD State Advisory Committee meetings continued throughout 2015. In May 2015, the ABCD Project Manager presented a workshop on ABCD jointly with Dr. Earls from Community Care of NC and Dr. Alderman, a pediatrician from Portland, OR with extensive ABCD history. Key accomplishments reported by the state regions included:
 - Two rural underserved counties with significant levels of poverty, unemployment, and lower education levels, and that had not previously had the ABCD program, is now serving 8 practices in the region.
 - Medical practices at Level 3 (those that have worked with ABCD Coordinators the

longest) screened 95.5% of all children birth-5 who were due for screening, 10% more than baseline. Even among Level 1 practices, or those in the ABCD program the shortest, screening rates were 5% above baseline rates.

- Among children due to receive screening with the MCHAT, 87% received such screening among Level 3 providers, in comparison to 79% at baseline.
- ABCD has benefitted programs like the Exceptional Children's Preschool Program who has seen an increase in referrals since collaborating with the ABCD coordinator.
- The Part C local interagency coordinating council has become more active and collaborative.
- The ABCD project coordinator has provided training on referrals to a large group of Health System referral coordinators.
- Twenty-seven pediatricians and family practices from one seven county region participated in the ABCD project.

Funding and support for sustainability is being explored both regionally and at the state level for ABCD. This project will continue through 2016 with continued technical assistance to all regions and the production of videos to create an online training series to support replication of the model in other communities.

- NCPD, in partnership with University of North Carolina at Chapel Hill's NC Child Care Health and Safety Resource Center (NCCCHSRC) is also building statewide capacity and effectiveness for child care health consultation. The project has established a regional coaching model for Child Care Health Consultants (CCHCs) targeting promotion of a medical home for ongoing preventive health care and promotion of health literacy. Three regional coaches were hired and received intensive training and supervision from the NCCCHSRC in the coaching model. These regional coaches trained CCHCs across the state, who have utilized the coaching approach during their consultation visits with child care providers. During 2015, enhancements were made to the CCHC model and the corresponding Performance Assessment tool based on feedback for CCHC Regional Coaches, local CCHC's, local health departments, and local Smart Start agencies. The NC Health and Safety Assessment APP was developed and finalized for testing. A comprehensive CCHC model pilot in select counties was implemented, utilizing the CCHC Model in tandem with the Performance Assessment form, NC Health and Safety Assessment Tool AAP, standardized tracking tool, and Coaching Model. In October, NCPD and the NCCCHSRC co-hosted an introductory NC Health and Safety Assessment APP webinar for 78 participants. CCHC orientation manual to assist CCHCs in their first year of employment was completed and distributed, and a hiring agency manual is in progress to support hiring agencies in the selection and retention of qualified CCHCs. NCPD, the Division of Public Health, the CCHC Association, the NCCCHSRC, and other technical assistance providers continued to support the NC Institute for Child Development Professionals in the development of a CCHC Certification process. The Regional Coaches continued to provide coaching and technical assistance to CCHCs and the NC Child Care Nurse Consultant provided ongoing technical assistance to the CCHC network, working collaboratively with NCPD and the Regional Coaches. In the Transformation Zone Counties (Beaufort, Bertie, Chowan, and Hyde) implementation of CCHC services has continued and counties have worked with their agencies and stakeholders to identify child care centers and homes prioritized for intensive health and safety consultation.

The Eastern Regional CCHC Coach supported the development of a TZ Early Literacy Coaching presentation based on the CCHC Coaching module and training, a cross-project sharing and collaboration. Positive momentum is building around CCHC's engaging with other child care technical assistance providers to coordinate services, create efficiencies, and educate each other on roles and services. CCHCs in the Transformation Zone noted success in partnering with SHAPE NC sites. This project will continue into 2016.

- The NC Division of Public Health (DPH) is working with the Center for Child and Family Health, and local county health departments to implement Family Connects, a universal nurse home-visiting program for newborns and their families, in the Transformation Zone (TZ) which includes Beaufort, Bertie, Chowan and Hyde Counties. Though the project was slow to start due to difficulties prior to 2015, much success was achieved during the year. In the first quarter of 2015, The Center for Child and Family Health determined that Family Connects in the Transformation Zone is in full implementation according to the Family Connects model elements. Data demonstrates that Family Connects in the Transformation Zone is performing above expectation and above the benchmarks established by the model developer. Despite some obstacles, such as not being able to get into hospitals for the initial visit, the distance to travel in rural communities, and the challenge of identifying community resources to accept referrals, the project has been very successful.

The year 2015 has seen increased efforts to communicate with and achieve local buy-in with local resources and services applicable to newborns and their families. This work has been accomplished by consistent effort of the local nurse team, work with the Transformation Zone county coaches, and collaboration with the Family Connects' Community Alignment Specialist. As a result, the local team's Agency Finder is enhanced for its ease in use as well as including appropriate services and resources.

In 2015, 518 families consented to and received Family Connects services. These numbers represent community penetration (numbers receiving program/number of births) for Beaufort County of 72%, Bertie County of 69%, Chowan County of 70%, and Hyde County of 84%. Of note, the program goal for community level penetration is 60 to 70%, estimated to achieve community level change in reducing child maltreatment and increasing maternal and child health outcomes. Process data for 2015:

- Of families in the Family Connects program during 2015, 193 (37%) received at least one follow-up home visit; and 270 (52%) families received at least one community referral.
- Post-visit contacts made one month after case closure (n = 151 contacts) indicated that of 179 community referrals total, 78% successfully made contact with the community agency; and 74% were actively engaged with the resource by the time of the post visit contact.

The Center for Child and Family Health conducted a Quality Assurance Assessment to measure fidelity to the Family Connects Home Visiting Protocol. The Transformation Zone Family Connects home visiting program scored an overall fidelity/reliability rating of 87.4% (Benchmark = 75%).

In addition, the Center for Child and Family Health subcontracted with the Center for

Child and Family Policy at Duke University in 2015 to conduct an external evaluation of the implementation and impact of the program. Findings from that study include:

- Implementation results to date indicate that the *FC* program can be successfully disseminated to communities outside of Durham NC, and that the transition from initial program launch to full program implementation can be achieved in less than six months. Further, evaluation of multiple indicators of implementation quality reveal that, in these four counties comprising the Early Childhood Transformation Zone, *FC* was successful in reaching a large percentage of eligible families, delivering home visits with high adherence to the manualized protocol, performing reliable assessments of family risk and needs, and successfully connecting families to matched community resources to provide longer-term support.
- Further, independent impact evaluation results indicate that eligibility for the *FC* program at birth has a dramatic positive impact on reducing infant utilization of emergency medical care, including both urgent care and emergency room visits, as well as overnight hospitalizations. The program was effective in its proximal goal of improving a family's connections to community resources and increasing the frequency with which families utilized these resources. The program was also associated with other indicators of child and family well-being, specifically, reducing mother overnight hospitalizations and increasing the percentage of mothers putting their infants to sleep on their backs (for infants younger than age 6 months).

Project interviewers were successful in completing evaluation surveys with 373 families through December 31, 2015, representing 36.4% of all eligible families across the four Transformation Zone counties with the following results:

- *Mother emergency medical care utilization.* Although *FC* mothers reported 29% more urgent care or emergency room visits than comparison mothers ($M_{\text{comparison}} = 0.52$; $M_{\text{intervention}} = 0.67$; $p = 0.05$), *FC* mothers also reported 69% fewer hospital overnight stays since discharge from the initial birthing hospital stay ($M_{\text{comparison}} = 0.13$; $M_{\text{intervention}} = 0.04$; $p = 0.07$). No significant differences were observed for mothers' total emergency medical care utilization.
- *Infant emergency medical care utilization.* In contrast to patterns observed for mothers, evaluation results suggest *FC* had consistent, positive impacts on infant utilization of emergency medical care. Relative to infants in comparison families, *FC* infants utilized 26% less total emergency medical care since initial hospital discharge ($M_{\text{comparison}} = 1.46$; $M_{\text{intervention}} = 1.08$; $p < 0.01$; effect size = 0.18), including 24% fewer urgent care or emergency room visits ($M_{\text{comparison}} = 1.31$; $M_{\text{intervention}} = 1.00$; $p < 0.01$; effect size = 0.16) and 50% fewer hospital overnight stays ($M_{\text{comparison}} = 0.16$; $M_{\text{intervention}} = 0.08$; $p = 0.07$).

Local contracts with Albemarle Regional Health Services, Beaufort County Health Department and Hyde County Health Department were renewed through December 31, 2016 to continued support of Family Connects in the TZ counties.

Sustainability beyond the grant is the biggest challenge. The Division of Public Health is exploring other funding sources to extend the program. In addition, some of the nurse home visitors are billable through NC Medicaid as postpartum and newborn home assessment visits.

In addition, the NC General Assembly appropriated \$2.5M for evidence-based interventions to address three focus areas: improved birth outcomes, reduction of infant mortality, and improved health of children birth to five. Each of these focus areas include three evidence-based strategies, with the focus are of improving the health of

children birth to five including an option for implementation/expansion of Family Connects.

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	313,506	316,724	323,967	329,648	333,673
Number of Children with High Needs referred for services who received follow-up/treatment					
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care					
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	348,776	355,102	363,674	374,021	381,268

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	313,506	349,155	340,310	335,033	336,126
Number of Children with High Needs referred for services who received follow-up/treatment					
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care					
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	348,776	341,406	337,956	337,956	337,956

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.

Note: High needs children in this table are defined as children ages 0-5 who are eligible for Medicaid. The numbers in the tables are estimates based on calculations. The original numbers and subsequent targets were initially reported by percentages, not numbers. However, in order to fill in the tables using the format provided, calculations were done to be able to provide numbers. It is recommended though that when looking at progress made and comparing the targets to the actuals, the percentages below be examined instead, especially because the baseline numbers change from year to year so comparing the numbers do not accurately portray the annual changes made.

*** For Number of Children with High Needs Screened: Data represent the number of children by years of age who are eligible for Medicaid and received at least one initial or periodic screening during the year. Data source: CMS HCFA-416 Annual EPSDT Participation Report <http://www.ncdhhs.gov/dma/healthcheck/cms416fy0708.pdf>. Data are from the CMS HCFA-416 Annual EPSDT Participation Reports <http://www.ncdhhs.gov/dma/healthcheck/cms416reports.htm>. Data for Year Three are from the 2013-2014 fiscal year.

* Baseline data (2007-2008 year, which was the most recent available data at the time of the application)

- <1: 74,256 (92%)
- 1-2 years: 125,043 (80%)
- 3-5 years: 114,207 (69%)

* Year 1 data:

- <1: 92,635; 95% (target 92%)
- 1-2: 113,844; 80% (target 81%)
- 3-5: 142,676; 69% (target 70%)

* Year 2 data:

- <1: 57,620; 97% (target 93%)
- 1-2: 126,432; 86% (target 83%)
- 3-5: 156,258; 74% (target 72%)

* Year 3 data:

- <1: 56,735; 96% (target 94%)
- 1-2: 123,724; 84% (target 84%)
- 3-5: 154,574; 73% (target 74%)

* Year 4 data:

- <1: 56,801, 94% (target 95%)
- 1-2: 123,870, 89% (target 85%)
- 3-5: 155,455, 74% (target 75%)

*** There are no data available for the number of children with high needs referred for social services who received follow-up treatment.

*** Data are not available on the number of children who participate in ongoing health care as

part of a schedule of well child care. However, data are collected on screenings using a Screening Ratio, which indicates the extent to which EPSDT eligibles receive the number of initial and periodic screening services required by the State's periodicity schedule, adjusted by the proportion of the year for which they are Medicaid eligible (using a CMS formula). Baseline data: (2007-2008 year, the most recent available data at time of application), for children under age 1, the screening ratio was 1.59; the screening ratio for children ages 1-2 years was 1.05; and it was 0.74 for children ages 3-5 years. Because EPSDT allows for additional interperiodic well child checkups and screenings for children when needed, these screening ratios may exceed 1.0 (or 100%). For the 2013-2014 year, the screening ratios were <1= 1.00, 1-2= 1.00, 3-5= 0.78. For the 2014-2015 year, the screening ratios were <1= 1.00, 1-2= 1.00, 3-5= 0.80.

*** For Of these participating children, the number or percentage of children who are up-to date in a schedule of well child care: Data are only available for those children on Medicaid who were continuously eligible for the year ending in March, and looks at children at two time periods, 15 months old and 3-6 years old. Therefore, these numbers do not represent children who participated in ongoing health care, but were not continuously eligible. For a 15 month old to be considered up-to-date, they must have received 6+ visits; while children ages 3-6 years old must have received an annual visit. Data sources: Quality Measurement and Feedback Initiative Data (QMAF) Report, 2011, 2012, 2013. Data for 2014 and 2015 were not available as the state is currently in the process of converting and moving their data into new data systems. It is not known at the time of this report if these data will be available in the future.

* Baseline data:

- 66.7% of children with high needs at 15 months old are up-to-date
- 70.9% of high needs children ages 3-6 years are up-to-date.

* Year One data:

- actual: 65% of children with high needs at 15 months are up-to-date (target 68%)
- actual 70% of high needs children ages 3-6 years are up-to-date (target 72%)

* Year Two data:

- actual: 64% of children with high needs at 15 months are up-to-date (target 70%)
- actual 70% of high needs children ages 3-6 years are up-to-date (target 73%)

* Year Three and Year Four data: Not available at the time of this report.

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.

For the data that are available for Year Four, the target for 1-2 year olds with high needs being screened was met, but the target percentages of children under age 1 (target 95%, actual 94%) and 3-5 year olds were not met (target 75%, actual 74%). Both of these targets were missed by one percentage point, although the percentage for the 3-5 year olds increased by one percent from Year Three. Not meeting those targets may be due to the fact that a large number of visits and screenings are connected with parents bringing in their children for immunizations, and recently more children being immunized elsewhere outside of these visits. Therefore, while the number of young children who are being immunized has not decreased, there has been a decrease in the number of visits which includes screenings, due to parents choosing to immunize their children elsewhere.

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.

North Carolina made progress on engaging and supporting families during 2015 with the following ELC activities:

- The revised TQRIS may include a new set of family engagement standards, based in part on the Head Start Performance Standards.
- The NC Head Start State Collaboration Office completed a statewide family engagement training/coaching initiative designed to build the capacities of early childhood educators in a range of settings (including private child care, local education agencies, religious-sponsored child care and military child care) to work with the families they serve to support their children's development. This initiative leveraged the expertise of high quality Head Start and Early Head Start programs in the State to lead the training/coaching efforts. A well-coordinated information-sharing campaign was established to disseminate news of available family engagement activities for early childhood programs in NC that included direct mailings and press releases, and referrals by partners like Child Care Resource and Referral agencies and local Smart Start partnerships. Twenty-two Head Start/Early Head Start training hubs were initially selected in two phases to provide training on family engagement strategies, technical assistance, demonstration and coaching, and follow-up as needed to the early childhood workforce in ELD programs regulated by the State Child Care Administrative Agency. Professional Learning Community Technical Assistance Support meetings continued throughout 2015 on a regional basis to provide support to the hubs. The training hubs have delivered training, coaching and follow-up as needed reaching 33.8% of licensed providers by the end of the project. Child care providers participating in the project reported changes in their understanding of family engagement and their practices as a result, including the examples below
 - creating strategic plans for Parent Engagement,
 - improvements in communications, for example, incorporating practices such as active listening, positive communication, greeting families each day, being more intentional with how they speak with parents about topics such as child development, disabilities, behaviors, working with bi-lingual families to create dual language signs in classrooms,
 - offering new or additional parent activities at the facility, such as parenting classes, parent education classes, parent support groups, increased parent

conferences, open houses, talent shows, family socials, etc.

- increased focus on partnering with families to ease transitions into and out of their programs,
- incorporating home visits into practice to partner with parents, asking for and honoring their input and suggestions,
- became more knowledgeable about community resources to be able to better assist parents in accessing services they need,
- improving the environment and appearance of the center to make it more inviting to families, such as creating information centers at the entrance of the facility, posting photos of families in the facility, making office space available at the center where parents can assist their child with homework,
- developing and utilizing lending library with increased parental reading to children at home, sending book-bags home with children with information and resources for families,
- being more sensitive to different cultures of families in the community, and
- being more diligent to find appropriate methods of communication with families, such as developing surveys, suggestion boxes, newsletters, email, text, etc.

With the expectation that new family engagement standards will be included in the new TQRIS, a collaboration between the NC Head Start State Collaboration Office and Frank Porter Graham Child Development Institute at the University of NC at Chapel Hill was established to incorporate the content of the family engagement training and the Office of Head Start's Parent, Family and Community Engagement Framework into the development and offering of on-line training modules for North Carolina's Early Learning Standards called *Foundations*. The on-line training modules will be available for consumers to access beyond December 2015. Although RTT-ELC grant funds will not continue beyond 2015, the hubs will continue to operate as needed, providing training, technical assistance, demonstration and coaching, and follow-up services beyond the grant by individual agreements.

- Family Connects is a universal nurse home-visiting program for newborns and their families that is being implemented in the Transformation Zone through the NC Division of Public Health (DPH). Details about this activity and the progress made during 2015 are included in the previous section "Health Promotion".
- The NC Division of Public Health (DPH), with support from Triple P America, is building on its experience in counties currently implementing Triple P (Positive Parenting Program), to expand to include the Transformation Zone and additional counties in northeastern North Carolina. Triple P is a multi-level, evidence-based parenting and family support system designed to prevent or reduce the severity of behavioral, emotional, and developmental problems in children. DPH has developed a statewide Triple P Learning Collaborative that will allow 19 counties in Northeastern NC (including the Transformation Zone counties, Beaufort, Bertie, Chowan and Hyde) to learn from and with current Triple P coordinators. The Triple P Implementation Specialist has worked to support implementation of Triple P in northeastern North Carolina. In the Transformation Zone counties, the National Implementation Research Network (NIRN) has also supported Triple P Implementation efforts with local county teams. During 2015, the eight county clusters continued to provide services through local health departments. Local Triple P coordinators continued to providing support for the

implementation of Triple P in the northeastern counties. The year began with a two-day workshop to address opportunities for improvement. Action plans were fine-tuned at the February NC Triple P State Learning Collaborative. Each of the Triple P implementing sites submitted a budget plan that accounts for targeted work with practitioners who have already been trained to assure that they are delivering the intervention, submitting data, and participating in peer-to-peer support groups. Most sites focused on refresher courses for previously trained practitioners to encourage those practitioners not providing Triple P to become engaged in delivering Triple P and participating in peer-to-peer support and submitting data. The Triple P Stay Positive campaign has continued to support statewide Triple P implementation. The Triple P Learning Collaborative meetings have continued through 2016, supporting sharing of lessons learned using the Triple P Implementation Framework, providing updates, evaluation results, and planning. A statewide Triple P data collection and reporting system has allowed detailed information about the statewide Triple P program to be provided. A Statewide Summary Data Report (January - June 2015) was released in August 2015. The final 2015 Annual Report will be available February 2016.

Triple P Online is available statewide and local coordinators are providing parent support to use the online modules. Access codes are assigned to parents who request the eight-module, online course. Progress in completing the course is monitored by the NC Triple P Online Coordinator.

The Triple P Stay Positive media campaign in the northeastern and Transformation Zone counties has included radio PSAs, distribution of flyers and pamphlets, movie ads, yard signs, wrapped county vehicles, bill boards and YouTube videos. In addition, NC Triple P TipPapers are distributed quarterly to child serving agencies and available to all parents and caregivers. The Stay Positive Campaign also includes NC Triple P parent and practitioner websites where parents can access parenting tips and training opportunities and practitioners can register the services they provide to their communities.

All sites have developed a sustainability budget to continue their funding through May 31, 2016. At that point, the Division of Public Health plans to continue funding Triple P with Title V --Maternal and Child Health Block Grant funding.

In addition, the NC General Assembly appropriated \$2.5M for evidence-based interventions to address three focus areas: improved birth outcomes, reduction of infant mortality, and improved health of children birth to five. Each of these focus areas include three evidence-based strategies, with the focus are of improving the health of children birth to five including an option for implementation/expansion of Triple P.

- The North Carolina Partnership for Children (NCPC) is building the capacity of Transformation Zone counties to improve the literacy skills of young children by reaching out to families using the “Motherhead” and “Reach Out and Read” programs. During 2015, with the support of the National Implementation Research Network (NIRN) and using principles of implementation science, staggered initial implementation of Motherhead and Reach Out and Read continued throughout the year and is ongoing. Literacy Coordinators continued to work in all four Transformation Zone Counties to support the installation of both Motherhead and Reach Out and Read. Motherhead trainings were provided, including Motherhead/Fatheread, B.A.B.Y. and Story Exploring. The number of people trained in each of the Motherhead currirula in the Transformation Zone is 117 in Story Exploring, 19 in BABY and 37 in Motherhead/Fatheread. To date, Reach Out and Read in the Transformation Zone has been implemented in 8 medical practices in the Transformation Zone. Since initial implementation through 9/30/15, 32 children have been impacted from Motherhead/Fatheread, 20 children have been

impacted from BABY, and 599 children have been impacted from Story Exploring. Through Reach Out and Read 3,444 children have been served in annual well-child visits.

Support for continued successful implementation is in place through collaboration with NIRN, through cross-county literacy purveyor calls, Smart Start Reach Out and Read monthly calls with the Transformation Zone county Literacy Coordinators, monthly check-ins and quarterly face to face meetings of the Literacy Coordinators with NCPC project staff. The Transformation Zone counties are using Story Exploring in a range of child care center classrooms, including NC state-funded Pre-K and Head Start. Several counties have partnered with their local health departments to offer BABY classes to new and expectant parents. Motherread and Reach Out and Read Carolinas (the local Reach Out and Read purveyor) facilitated a sustainability discussion with counties in October using worksheets and examples of successful recruitment, retention, and fundraising strategies. Counties continue to strategize about how to leverage collaboration with other community partners to message the importance of early literacy. A new round of Motherread Curricula Training will be held early 2016 and both projects will continue through 2016.

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.

North Carolina did not address this focused investment area in its ELC application.

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.

Progress made in 2015 on North Carolina's activities that support early childhood educators in improving their knowledge, skills, and abilities are briefly described below.

- A Master's Degree in Early Childhood Program Leadership and Management as an online degree through two universities in the state university system was established making this online opportunity available across the state as a "next step" in the professional development pathway for early childhood professionals. Interest in the two programs has continued to be high with maximum student enrollment at both universities during 2015 and more students to begin studies in 2016. Additional details are described in the section "Local Leadership Development".
- An annual Early Childhood Educator Statewide Workforce Study was conducted of early childhood educator's education, compensation, and retention levels to better identify the strategies needed to improve child access to high quality ELD programs. The 2013 and

2014 workforce studies were completed and the full reports are posted on the NC RTT-ELC website at <http://earlylearningchallenge.nc.gov/activities/workforce-study>. The 2015 workforce study is complete and the link is in progress. The workforce study will no longer be supported by RTT-ELC funds, however, NC will continue to conduct studies to inform our work to understand and improve child access to high quality ELD programs.

- A course on Coaching, Mentoring, and Technical Assistance has been developed and delivered throughout 2014 and 2015. The success of this course led to a decision to develop a graduate-level three semester credit hour course titled “The Art and Science of Early Childhood Coaching, Mentoring and Technical Assistance”. During 2015 a 2 CEU online graduate level course on Coaching, Mentoring and Technical Assistance was developed and is now available for enrollment. This activity has been completed.
- The course on “Choosing and Using Curriculum and Assessment” is now being offered statewide. Additional details can be found in Section C-2: Comprehensive Assessment Systems.
- The CCR&R System developed a framework for and rolled out training on facilitation of communities of practice for their TA providers in 2013 which were utilized widely in 2014. CCR&R Lead Agencies continued to facilitate Communities of Practice in each region for technical assistance providers throughout the state during 2015. The Community of Practice (COP) meetings continue to be held regularly with regional technical assistance and professional development providers and topic areas identified for future discussions. This activity is completed.
- A Healthy Social Behavior (HSB) Specialist in the Transformation Zone is providing technical assistance and training to the ELD programs to improve program capacity to support healthy social/emotional development of children in their care, using the Center for Social Emotional Foundations for Early Learning (CSEFEL) teaching pyramid framework and strategies. Working with county implementation teams, the HSB Specialist recruited ELD programs to apply to participate in the project. Each county formed a cohort and is functioning as a community of practice, convening meetings to delve more deeply into various pyramid model-related topics, and providing coaching across programs. Pyramid Model training was provided and T-POT observations conducted. The HSB Specialist provided technical assistance to classroom teachers and their directors and also worked with teachers on ASQ-SE screenings. The HSB Specialist continues to work with NIRN, and each county Transformation Zone Implementation or Leadership Team to review project design, respond to questions or needs, and report classroom progress. Thirteen classrooms in the TZ are receiving HSB Specialist services (2 in Beaufort, 4 in Bertie, 3 in Chowan, and 4 in Hyde). The Statewide Project Manager presented on the HSB Specialist in the Transformation Zone Project to representatives from multiple states at the Pyramid Model National Training Institute 2015. The TZ HSB Specialist resigned during 2015 due to health issues, and coverage was maintained by Region 1 and Region 2 HSB Specialists who have committed to continuing to work with TZ project classrooms through the grant. This activity has been completed, however, grant funds will support a HSB Institute in 2016 to provide training on the Pyramid Model for state technical assistance providers and to sustain the work beyond the grant.
- Support for Birth-Kindergarten licensed teachers in non-public school settings is reaching an expanding number of teachers to support their teacher licensure process with mentoring and evaluation services. Of the 237 teachers enrolled as RTT-ELC teachers, 134 are received services. Professional development webinars sessions and on-site training were provided regularly and are ongoing. The EESLPD Welcome video was

completed and used in the mentor training for new partners. The resource *Manual for Administrators and Principals Supervising and Evaluating Teachers of Young Children* was revised and piloted with the staff of one university. To offer training to teachers on the waitlist and their site administrators, professional development training modules are being developed, including effective, independent online learning modules. Mentoring and evaluation services continued with the two contracted state university hubs for efficiency and sustainability purposes. RTT-ELC support will continue for this activity throughout 2016.

- A Technical Assistance Endorsement is now established to provide professional recognition for the education and experience of those who provide technical assistance, coaching and mentoring for teachers and administrators in early childhood settings. The Technical Assistance Endorsement criteria was piloted and finalized. Statewide marketing of the Technical Assistance Endorsement continued in 2015 and 120 endorsements have been issued. This activity is completed.
- Reduced fees were offered for Early Educator Certification to encourage full participation in the system. This activity is completed. A total of 11,799 Early Childhood Education professionals are currently certified. There has been an overall loss in the number of certifications over the grant period due to a loss in renewals. ECE professionals are not required by law or rule to be certified and this had an impact on the project's ability to recruit new applicants and retain those who hold current certification. Recruitment of new and renewal applicants will continue without the support of RTT-ELC funds.
- Grants were offered to assist community colleges to achieve accreditation of their Early Childhood Associate Degree programs through the National Association for the Education of Young Children (NAEYC). Early childhood education programs are offered at all 58 of NC's Community Colleges. All grantees benefitted from the process of preparing for and receiving site visits and completing their Self Studies. Thirty- six community colleges have achieved NAEYC accreditation. This activity is completed.
- A Community College Innovation Fund was established to support innovative strategies that expand access and improve student success in early childhood associate degree programs. Grants were awarded and all grantees worked toward their goals. More online courses are in progress and enrollment in new cohort courses is increasing. One Community College established a fully online cohort of students that began in 2015. Another has established early literacy certificate courses that met on Saturday mornings. The "Growing Greatness" project, involved a consortium of community college ECE program leaders and was designed to
 - Incorporate an explicit and intentional emphasis on, and alignment with NC's early learning and development standards (NC Foundations for Early Learning and Development) and NC formative assessments to embed in NC ECE coursework,
 - Provide a sequence of professional development opportunities for NC ECE faculty to support the use of current, evidence-based content and methods in coursework and programs,
 - Update the program of study to support enhanced career pathways for ECE professionals, and
 - Increase pathways for ECE professionals through articulation and collaboration.This project is completed and the full report can be viewed at <http://earlylearningchallenge.nc.gov/activities/community-college-initiatives>.
- WAGE\$ supplements are being offered in the Transformation Zone as well as the additional 13 counties initially eligible to apply for Transformation Zone status. WAGE\$

is an education based salary supplement designed to incentivize and reward teacher education and retention. Six hundred and forty four (644) participants received ELC funds for completing commitment periods during the reporting period (January - December 2015). Three hundred and ninety nine (399) received full RTT-ELC supplements, and two hundred fifty six (256) received Smart Start supplements plus RTT-ELC enhancements. The project continues to collaborate with Smart Start Partnerships in participating counties, and Transformation Zone coaches. This project will continue through June 2016 for the four Transformation Zone Counties (Beaufort, Bertie, Chowan, and Hyde).

- Enhanced T.E.A.C.H. Scholarships are being provided in the 17 counties that were eligible to apply for Transformation Zone status, as well as new scholarships for other members of the early childhood workforce statewide. During 2015 the FITC Institute was completed for 21 TA providers participating the Infant Toddler program of study and related scholarship (NCFITC) for providers working with children birth to 36 months of age. Thirty four T.E.A.C.H. recipients received the enhanced Transformation Zone scholarship in 2015. Thirteen Early Care and Education Community Specialist Scholarships have been awarded. One hundred fifty scholarships have been awarded for the Master's Degree in Early Childhood Program Leadership and Management to date. One hundred twenty one were for students enrolled Fall 2015. Enrollment continues and the T.E.A.C.H. Scholarships Master's Degree in Early Childhood Program Leadership will continue through 2016. The NC Articulation activity was completed in 2015 which provided technical assistance, training and resources to selected two- and four- year institutes of higher education to support articulation of ECE coursework and degrees. Through this activity individual universities were able to adopt an articulation agreement or expand upon an existing articulation agreement.
- The Cultural Competence Support project was designed to increase the competency of the early childhood workforce to work with an increasingly diverse population of young children and families. This project was completed in December 2015. Technical assistance providers from Smart Start and CCR&R were included in the project to promote sustainability and cross-sector opportunities for curriculum delivery. Ongoing development of learning sessions, audio and video content pieces took place throughout the year. The final group learning session was completed in 2014, and the CEU-bearing curriculum module was completed afterwards. CCR&R agencies began delivery of the CEU- bearing curriculum module across the state in 2015. DCDEE management continues to consider implications of the project in terms of possible changes to the QRIS. The Final Report of the WSSU Cultural Competence Breakthrough Series was submitted to the NC Division of Child Development and Early Education at the end of the project.
- The Early Childhood Directors Leadership Institute supports the leadership and program management skills of early learning program administrators and convened the first Institute in 2013. Additional detail about this activity is provided on page 15 under "Local Leadership Development".

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	79	79	79	79	79
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	2,915	2,989	3,063	3,139	3,217

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	79	79	79	79	79
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	2,915	2,618	2,317	1,072	2,617

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

Year 1 data for two-year institutions were from a survey conducted in 2011, as 2012 data were not yet available. For Year 2, data are from a survey done in 2012 as 2013 data were not yet available. Updated four-year institution data are not available. For the 2013 year, there was a large increase in the number of BK Licenses. This increase is a result of collaborative partnerships that have been created between the counties/regions and the Division for Child Development and Early Education (DCDEE). These collaborative partners in the counties/regions provide mentoring and evaluation services which increases the capacity of DCDEE to serve more teachers through leveraging local resources, while building those mentoring and evaluation skills in other ECE partner agencies such as Smart Start, school systems, and Head Start. The data from Year 3 are from Fiscal Year 13-14. The query run by the State Community College Systems Office that is used for these data was modified in 2015. Therefore Year 4 data for AAS, Diploma and Certificate cannot be compared to prior year data.

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.

All targets for table D2d2 were met with the exception of the Total Number of Educators credentialed by an "aligned" institution or provider. This was due to two credentials within that category- Associates degrees (AAS) and B-K Licenses. The query run by the State Community College Systems Office that is used for most of these data was modified in 2015. Therefore Year 4 data for AAS, Diploma and Certificate cannot be compared to prior year data. For B-K Licenses, there are several possible reasons for why this target was not met and for the decrease in the issued licenses. First, NC may have lost Race to the Top (RttT) B-K project teachers because we do not have funds for them and have not identified "partners" to help mentor and/or evaluate to continue supporting their licensure levels. The RttT expansion funding is to support current teachers, but has not been able to replace any who have dropped out. Second, more teachers already hold a 5-year license than in previous years, so fewer teachers are renewing each year; and fewer teachers hold licenses that require action each year or every three year period. Third, due to the rollout of the new NCDPI Educator Online System in 2015, many licenses have been delayed that were requested in 2015 but are only now being issued.

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	1,905	9.1%	2,033	9.3%	2,166	9.5%	2,342	9.8%	2,500	10%
<i>Specify:</i>	BA/BS in Child Development or ECE with Birth-Kindergarten License									
Credential Type 2	1,170	5.6%	1,290	5.9%	1,414	6.2%	1,554	6.5%	1,750	7%
<i>Specify:</i>	BA/BS in Child Development or ECE									
Credential Type 3	472	2.2%	612	2.8%	798	3.5%	980	4.1%	1,250	5%
<i>Specify:</i>	BA/BS in non-ECE plus at least 6 ECE courses									
Credential Type 4	4,568	21.7%	4,919	22.5%	5,312	23.3%	5,808	24.3%	6,250	25%
<i>Specify:</i>	AAS in Early Childhood Education									
Credential Type 5	1,255	6%	1,224	5.6%	1,186	5.2%	1,147	4.8%	1,125	4.5%
<i>Specify:</i>	BA/BS in non-ECE plus 1-5 courses									
Credential Type 6	497	2.4%	525	2.4%	524	2.3%	526	2.2%	500	2%
<i>Specify:</i>	BA/BS in non-ECE and no ECE courses									
Credential Type 7	577	2.7%	568	2.6%	524	2.3%	526	2.2%	675	2%
<i>Specify:</i>	AA/AAS in non-ECE plus at least 1 ECE course									
Credential Type 8	174	0.8%	175	0.8%	160	0.7%	143	0.6%	125	0.5%
<i>Specify:</i>	AA/AAS in non-ECE and no ECE courses									
Credential Type 9	5,041	24%	5,246	24%	5,472	24%	5,784	24.2%	6,250	25%
<i>Specify:</i>	HS diploma plus at least 6 ECE courses									
Credential Type 10	4,680	22.3%	4,700	21.5%	4,742	20.8%	4,732	19.8%	4,750	19%
<i>Specify:</i>	HS diploma plus 1-5 ECE courses									
Credential Type 11	678	3.2%	568	2.6%	502	2.2%	359	1.5%	0	0%
<i>Specify:</i>	HS diploma with no ECE coursework									
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

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

Actuals

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	1,905	9.1%			1,517	6.7%	1,376	6.6%	1,568	7.2%
<i>Specify:</i>	BA/BS in Child Development or ECE with Birth-Kindergarten License									
Credential Type 2	1,170	5.6%			1,243	5.5%	1,457	7%	1,601	7.3%
<i>Specify:</i>	BA/BS in Child Development or ECE									
Credential Type 3	472	2.2%			483	2.1%	1,903	9.1%	2,251	10.3%
<i>Specify:</i>	BA/BS in non-ECE plus at least 6 ECE courses									
Credential Type 4	4,568	21.7%			5,095	22.3%	4,439	21.3%	4,540	20.8%
<i>Specify:</i>	AAS in Early Childhood Education									
Credential Type 5	1,255	6%			3,127	13.7%	1,164	5.6%	2,033	9.3%
<i>Specify:</i>	BA/BS in non-ECE plus 1-5 courses									
Credential Type 6	497	2.4%			330	1.4%	272	1.3%	499	2.3%
<i>Specify:</i>	BA/BS in non-ECE and no ECE courses									
Credential Type 7	577	2.7%			1,115	4.9%	843	4%	949	4.3%
<i>Specify:</i>	AA/AAS in non-ECE plus at least 1 ECE course									
Credential Type 8	174	0.8%			270	1.2%	134	0.6%	115	0.5%
<i>Specify:</i>	AA/AAS in non-ECE and no ECE courses									
Credential Type 9	5,041	24%					4,183	20.1%	3,489	16%
<i>Specify:</i>	HS diploma plus at least 6 ECE courses									
Credential Type 10	4,680	22.3%					4,220	20.3%	3,232	14.8%
<i>Specify:</i>	HS diploma plus 1-5 ECE courses									
Credential Type 11	678	3.2%			634	2.8%	788	3.8%	1,507	6.9%
<i>Specify:</i>	HS diploma with no ECE coursework									
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

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

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

Baseline as well as target data for this table were from a not yet completed statewide workforce study and therefore some estimations were made. In addition, baseline and target data were based only on lead teachers and did not include data on other early childhood educators. A follow up statewide workforce study was done in 2012 that included lead teachers as well as assistant teachers, directors, and family childcare providers. Since the 2012 survey was not available for the 2012 APR report, data from the 2012 study are therefore reported in the Year Two (2013) column for this report, as data from the 2013 statewide workforce study are not yet available. In order to keep the data for Year Two consistent with previous years, but also provide additional information that is now available, two types of data are provided in the above table- numbers and percentages of lead teachers only, and of all early childhood educators. For Year Three, data were available from the 2014 statewide workforce survey so it should be noted that there is a two year range between data presented in Year Two and data presented in Year Three. Year Four data are from the 2015 workforce study. The data are provided in the same way as Years Two and Three to be consistent across years, reporting the number and percentage of lead teachers only.

Anyone who holds a Master's degree or Ph.D. was counted as having a Bachelor's degree in the selected categories above.

In the 2012 statewide workforce study , two categories, HS diploma plus 6 or more courses and HS diploma plus 1-5 courses were combined and therefore not able to be broken out. Combined for 2012, 8987 teachers (and 15514 all ECEs) have a HS diploma and at least one course. These two categories were broken out for the 2014 and 2015 statewide workforce studies and therefore are reported in the table above.

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.

For Table D2d2, when comparing the number and percentages of the workforce from Year Two to Year Three, there appear to be some larger increases and decreases in some of the categories. This is assumed to be a result of a change in how the statewide workforce study was conducted and analyzed this year. In previous years, there were not specific questions in the survey about the number of ECE courses taken. Instead the survey asked if the person had ever taken an ECE course and then used other questions to estimate which category the person would fall into (none, 1-5 courses, 6 or more). For the 2014 and 2015 statewide workforce studies, there were new questions added that asked about the number of ECE courses taken. For Year Two, the 2013 statewide workforce study data were not available at the time of the report, so there is actually a two year span in data between what was reported for Year Two and what was reported for Year Three in the table above. For Year Four, approximately half of the original targets were met. For the BA/BS degrees in child development or ECE, or with at least 6 ECE courses, those numbers all rose from Year Three, with the targets being exceeded for all except the BA/BS with a B-K license. For the AA/AAS degrees, as well as BA/BS degrees with fewer or no ECE courses, those numbers rose when the targets were expected to decrease instead. Lastly, there was a larger decrease for the amount of EC educators who had a high school diploma with some ECE coursework, by far exceeding the expected targets, with the exception of those who had a high school diploma

with no ECE coursework.

For the targets that were not met, this was probably due to changes that did or did not occur since the original targets were set. As we prepared our application for RTT-ELC in 2011, we anticipated changes in the TQRIS standards an additional supports for Pre-K which would have provided incentives for increased education. These changes in the TQRIS standards and additional supports, however, did not occur as anticipated.

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.

The revision of North Carolina's existing K-2 Assessment will expand the areas assessed in the early grades from two (reading and mathematics) to all developmental domains included in North Carolina's early learning and development standards and specified in the RTT-ELC's Essential Domains of School Readiness (approaches to play and learning, emotional and social development, health and physical development, language development and communication, and cognitive development). In addition, the use of the assessment will be extended into 3rd grade. This revision process will result in a K-3 Formative Assessment that includes a kindergarten entry assessment to be administered annually at the beginning of the kindergarten year. The NC State Board of Education has been apprised of the goals and outcomes of the K-3 Assessment Project, and has endorsed the principles outlined in the RTT-ELC application that will guide the development of the K-3 Formative Assessment. A video on the K-3 Assessment was developed to raise awareness of the tool and teachers' experiences using it. It can be found on the NC RTT-ELC website at <http://earlylearningchallenge.nc.gov/activities/k-3-formative-assessment/> under "Learn More".

To validate the K-3 Formative Assessment, including the kindergarten entry assessment, a set of claims were developed, based on empirical evidence, and the validity of interpretations. The project's theory of action articulates that assessments mapped to learning progressions and paired with effective professional development will lead to the following outcomes:

- Improve teacher outcomes by enhancing teachers' clarity about learning development and goals, understanding of the evidence that demonstrates student learning/needs, and abilities to provide effective feedback.
- Improve student outcomes by enhancing students' clarity about learning goals, awareness of learning performance, responses to feedback, and feelings of success.

The validation process designed to compile evidence that substantiates these claims was completed in 2015. The validation process included a series of reviews for all components of the assessment, including learning progressions, performance descriptors, and assessment tasks. Reviewers included a panel of experts, as well as teachers from Kindergarten through 3rd grade. In addition to content validation, pilot testing contributed validity evidence by examining the feasibility and utility of the assessment to teachers for instructional planning. Pilot testing, previously completed for the Kindergarten portion in 2014, began in 2015 for the remainder of the K-3 assessment to ensure validity and reliability.

Legislation was passed in 2012 mandating the Kindergarten Entry Assessment be launched beginning in the fall of 2014. A phase-in process began in the fall of 2015, providing support and assistance to a set of counties, and using lessons learned from that process for a statewide implementation. The statewide launch of the first component (Kindergarten Entry Assessment) of the NC K-3 Formative Assessment Process was completed during 2015. Ongoing implementation support is being provided to all District Implementation Teams. Statewide Regional, District, and Building Implementation structures were established and are now functional. Ongoing implementation support is being provided to all District Implementation Teams. The NC K-3 Formative Assessment Process content was completed and loaded onto the technology platform that will be used.

As North Carolina began its phased-in implementation of the K-3 Formative Assessment, funds from the Enhanced Assessment Grant also supported NC to work collaboratively with a consortium of nine states to enhance its assessment materials to be applicable to a variety of state contexts. Similar to NC's validation process, the enhanced assessment materials will undergo a validation process that involves expert review, Cognitive Labs with teachers, piloting, and field testing with a select group of consortium states. Go to this link to learn more about the K-3 Formative Assessment Consortium: <http://earlylearningchallenge.nc.gov/sites/default/files/NorthCarolinaK3Overview.pdf>.

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 school year 2015 - 2016, North Carolina launched statewide the first component of the K-3 Formative Assessment Process - the Kindergarten Entry Assessment. The first phase focused on three constructs, implemented in all kindergarten classrooms. The second phase of statewide implementation is being planned for 2016-2017, will continue after the RTT-ELC grant and will include seven constructs. Approximately 109,000 kindergarten students are in the NC K-3 Formative Assessment Project on-line platform. Additional information can be found on the NC RTT-ELC website at <http://earlylearningchallenge.nc.gov/activities/k-3-formative-assessment>.

Also during 2015, the Office of Early Learning in the NC Department of Public Instruction continued to work with the Think Tank of scientists, researchers, and practitioners to develop claims, supported by research, about what is essential for children to know and be able to do in kindergarten through third grade. The Assessment Design Team also continued to meet regularly, deconstructing the Think Tank claims (broad statements of what children should know and be able to do) to identify individual constructs, creating Learning Progressions for each of the constructs, and developing performance descriptors for each step on the learning progressions. Careful consideration was given to validity and reliability throughout the

development process. During the first quarter of 2015, the Assessment Design Team finalized all K-3 construct progressions, tasks and situations for the K-3 Assessment Usability testing and thirteen Lead Education Agencies were selected to participate.

Platform development continued throughout 2015 with the statewide launch of the practice platform occurring in June. Development and improvements continued throughout 2015 and in December, the NC Formative Assessment Process content was completed and loaded onto the technology platform

An Implementation Design Team which included state, regional and local representatives with a combination of content, professional development, and education expertise and work groups carried out specific implementation tasks. Implementation Design Team and Regional Implementation Teams worked closely to develop and coordinate the Regional Implementation Teams' support to District Implementation Teams. Local Education Advisory Teams provided on-going feedback on the K-3 assessment to ensure development and implementation success.

The K-3 Formative Assessment Consultants along with Regional Implementation Team contractors provided technical assistance supports to LEA District Implementation Teams. Statewide Regional, District, and Building Implementation structures were established and are now functional. The K-3 Formative Assessment Consultants continued strengthening relationships and collaborations, ensuring successful feedback loops ensuring success of the K-3 Formative Assessment Process. The statewide launch of the Kindergarten Entry Assessment, the first component of the K-3 Formative Assessment, began in July and was completed in December 2015. K-3 Formative Assessment Consultants along with the K-3 Assessment Team and Teaching Strategies continue to provide technical assistance and profession development across the state in eight regions.

To broadly communicate to the field about the K-3 Formative Assessment development and implementation process webinars, conference presentations, and regional meetings via project consultants are being held, briefs, webinars, wiki's, newsletters, live binders, and video about NC's K-3 Formative Assessment. Statewide implementation began in the fall of 2015. Current information specific to the NC-K-3 Formative Assessment Process may be found on the K-3 Formative Assessment wiki: <http://rtt-elc-k3assessment.ncdpi.wikispaces.net/>.

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.

NC Early Childhood Integrated Data System (NC ECIDS)

NC is building an Early Childhood Integrated Data System (NC ECIDS) that will be interoperable with NC's Statewide Longitudinal Data System (P-20W). In 2015, NC has continued to develop the NC ECIDS application and governance processes.

Governance and Program Decisions: The two committees of the NC ECIDS Governance Council, the Executive Committee and Program Management Committee, continued to meet throughout 2015 on an alternating bi-monthly schedule, setting policies for NC ECIDS and developing ongoing maintenance and decision-making processes. During 2015, the NC ECIDS Governance Council Manual was approved by the Executive Committee. All key participating agencies signed the Agency Memorandum of Agreement (MOA) that established data sharing through the system. The Data Use Agreement, which is the agreement data requesters will sign before they are able to obtain data from the system, was reviewed and approved by the Program Management Committee and the Executive Committee.

Data elements for each program included in NC ECIDS were approved by the Governance Council in 2015. The first four standard, aggregate statewide reports to be released on the NC ECIDS web portal were approved by the Program Management Committee and the Executive Committee. NC ECIDS staff and the Department of Information Technology (DIT) also began working with the NC Head Start State Collaboration Office to develop a Memorandum of Agreement between Head Start Grantees, DIT and Child Plus, a software vendor that stores approximately 95% of all the Head Start data in NC. This work will continue into 2016.

Development of the NC ECIDS Application: The initial build of the NC ECIDS application began early in 2015 and was completed by the end of 2015. Throughout 2015, and continuing

into 2016, the Department of Information Technology (DIT) held regular meetings with the technology representatives from the participating programs and agencies to discuss the architecture of the system, and also worked to define roles and responsibilities. Work also continued with source system data warehouse personnel on technology needed to connect the warehouses to the NC ECIDS application. A Statement of Work was developed for the Client Services Data Warehouse, the data warehouse for DHHS, outlining the work needed to establish a connection between it and the NC ECIDS application. DIT also worked with the NC Department of Public Instruction (NCDPI) to establish a connection between CEDARS (the NCDPI data warehouse) and NC ECIDS. Development of the web portal for NC ECIDS continued throughout 2015. Final edits and reviews of the web portal will continue into 2016, making sure it is ADA compliant, and accessible via multiple forms of technology such as laptops, tablets, mobile devices, etc. Additionally in 2016, user testing will be done to ensure the web portal is easy to use and data are accessible and understandable.

Assignment of Unique Identifiers: The foundation of NC ECIDS is dependent on the assignment of unique identifiers (UIDs) for each child in the system, which will allow information to be linked across agencies for an individual child, and provide unduplicated counts of where children are being served. In order to leverage existing software in the state, NC ECIDS is using eScholar, a vendor UID software that is currently used by NCDPI for K-12 UIDs. Work continued through the 2015 year to establish necessary agreement and contract and they were finally executed between DHHS and NCDPI towards the end of 2015. This same UID software will also be used in the P-20W system so that the data systems can easily be linked and aligned. Training on eScholar processes for NC ECIDS staff and participating program staff was held in December.

Additional stakeholder input and training: The NC ECIDS team and several program managers received training in May from the federal State Support Team on the Common Education Data Standards (CEDS) to learn how to align the participating programs' data elements with CEDS data elements. The NC ECIDS also established an External Research Stakeholder Group and convened it for the first time November 2015. An overview of NC ECIDS was provided with a focus on the data request process and research capability of the system. Participants provided valuable feedback on the request process, as well as confidentiality procedures and forms, and began work to generate questions to frame a possible research agenda for North Carolina. The NC ECIDS staff presented throughout the year in national venues and conferences as NC has been one of the leading states in its development of an ECIDS. This project will continue through December 2016. An important success during 2015 was the inclusion of annual state appropriations in the state budget for the ongoing maintenance and support for NC ECIDS beyond the grant.

Smart Start Data Project

The Smart Start Data Project will enable the North Carolina Partnership for Children (NCP) to provide resources necessary for 75 Smart Start local partnerships to collect and provide data to a unified data reporting system. This new system will generate reports that ultimately will be available through the NC ECIDS website. In 2015 NCP developed a new Smart Start data reporting system for local partnerships to report on outputs and common outcomes for each Smart Start funded activity. Extensive training was developed and provided to local partnerships on outputs and common outcomes as well as on how to use the new data reporting system. In addition, the Smart Start Outcomes Measurement Tools Resource Guide was developed and was made available to local partnerships. The Measures Guide was developed to aid local partnerships in selecting the measures for each of their intended outcomes. The Measures Guide includes over 100 pages of information on potential measures for each of the Smart Start common outcomes. It includes background information on each measure as well as guidance on how to summarize the results to report in the new Smart Start data reporting system. Partnerships began using the new reporting system in the fall of 2015

for their outputs. The first wave of outcome data is to be reported in early 2016.

Additional support was provided to local partnerships through mini grants and technical assistance in 2015. Mini grants were awarded to support their efforts to collect, measure, report, and use programmatic data. In 2015 mini grants and technical assistance were provided to 26 local partnerships in the second round of mini grant awards and to an additional 15 projects serving 30 partnerships in December, for the third and final round, to continue the activity into 2016.

NCPC also continued its work to promote the use of high quality measurement tools. Funding for data collection for KIPS (Keys to Interactive Parenting Scale, identified by the Data Advisory Group as a gold standard measure for parent and child interaction) assessments and equipment was a common request for mini grants, gathering significant interest by the third round of grants. In addition, a multi-agency collaborative initiative began to further the use of the CLASS.

Moreover, NCPC has been laying the ground work to enable the sharing of child level family support data, child care center data, and subsidy data with NC ECIDS. NCPC held meetings with the NC ECIDS leadership team to discuss additional family support data that Smart Start may be able to provide to NC ECIDS. During the year NCPC sponsored a demonstration of the new Penelope software for Parents and Teachers (PAT) data to assist in making PAT data available and eventually connecting with NC ECIDS. The Data Advisory Group also provided positive input to having partnerships' family support data in NC ECIDS. A RFP was issued late in 2015 for training and technical assistance to local partnerships and NCPC on issues related to Data Management, Governance and Stewardship. This work will establish the consent and release of information procedures that must be in place to enable the sharing of family support data to NC ECIDS. Two contractors were selected to provide training in 2016. Work will continue in 2016 to discuss logistics so NCPC can plan next steps for data sharing and connecting with NC ECIDS.

In addition, meetings were also held to review and select indicators from Smart Start subsidy data to share with NC ECIDS. Lastly, a portal was built in the new data reporting system for local partnerships to identify the child care facilities receiving services which could be provided to NC ECIDS. The Data Advisory Group reviewed the portal and provided feedback. This work is continuing into 2016. Work plans are being developed to ensure Smart Start data can be linked with NC ECIDS by the end of the grant period.

Workforce Data Project

The goal of the Child Care Workforce Data Project, Workforce Online Reporting Knowledge System (WORKS), is to establish an improved early childhood workforce data system that will replace the current DCDEE workforce software application, interface with existing systems, create an online portal for providers and link to the ECIDS. During 2015, various avenues were explored to adopt and modify existing state software systems to establish WORKS. Meetings with NC State University, NC Community College system and NC Division of Health Service Regulation (DHSR) were held to explore credentialing applications currently in use. A high level proposal was received from UNC Emergency Medical Services Performance Improvement Center (EMSPIC) which would move the project forward as an "enhancement request". A rigorous contract review process continued through the year, delaying the actual execution of the RFQ contract which was executed early 2016. Despite delays, work continued on the project to work on the Technical Architecture Systems Document, a new Project Manager and Business Analyst were hired, the DHHS DCDEE WORKS Review Committee was established and updates were made to WORKS project artifacts including staffing plan, communication plan, risks and issues log, and project schedule. The WORKS Business Requirements package was finalized. The WORKS Scope of Work was developed

and the DCDEE WORKS Technical Architecture System Design was updated. By the end of 2015, the Request for Quote (RFQ) contract was undergoing final approvals for execution and the timeline of the project was extended through 2016 which will allow WORKS to be developed.

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	63,753	57.2%
Toddlers ages 1 through 2	121,160	58.1%
Preschoolers ages 3 to kindergarten entry	184,077	51.9%
Total number of children, birth to kindergarten entry, from low-income families	368,990	54.7%

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.

Data source: U.S. Census Bureau's Current Population Survey & State Center for Health Statistics, NC, Annual Social and Economic Supplements (ASEC) estimates for 2014 (Collected in 2015). Available at: <http://www.census.gov/cps/data/cpstablecreator.html>
According to ACS estimates, the total estimated population of NC children ages 0-5 was 674,264 in 2014. Data for 2015 are not yet available, as they are not typically released until 9-12 months after the end of the calendar year.

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	22,696	3.4%
Are English learners ²	81,440	11.1%
Reside on "Indian Lands"	54,434	7.4%
Are migrant ³	837	0.1%
Are homeless ⁴	7,811	1%
Are in foster care	6,083	0.9%
Other 1 as identified by the State	49,423	6.7%
<i>Describe:</i>	Military children (43,187 children of active duty families; 6,236 children of	
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.

Data source for ISFP and IEP data are from the December 1, 2015 Headcount Data. For the Part C Program, as of Dec. 1 2015 10,172 infants and toddlers with or at established risk for developmental disabilities or delays had an IFSP. Infants and toddlers enter and exit the program at differing times across the fiscal year.

Data source for English Language Learners: American Community Survey (2010-2014) estimates applied to 2014 bridged population estimates from the Census Bureau and the National Center for Health Statistics. Data for 2015 is not yet available.

Data source for residing on "Indian Lands": American Community Survey (2010-2014) estimates of children under age 5 residing on Indian lands applied to 2014 bridged population estimates for ages 0 through 5 from the Census Bureau and the National Center for Health Statistics. Data for 2015 is not yet available. Note: Of this total, an estimated 990 were Cherokee children ages 0 through 5 who resided on federally designated Indian land.

Data source for migrant children: Program Monitoring Section, Department of Public

Instruction (2014-2015 school year).

Data source: http://www.homelesschildrenamerica.org/pdf/report_cards/short/nc_short.pdf
This is the most recent report from June 2007, and it is estimated that this number has increased over the last four years. Since this report, data are no longer available that are broken down by age, so the best estimate remains from June 2007.

Data source for children in foster care: Management Assistance for Child Welfare, Work First & Food & Nutrition Services Website- URL: <http://ssw.unc.edu/ma/> (October 2014-September, 2015).

Data for military children are from the 2012 year as updated data were not available.

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	27,458	27,458
<i>Specify:</i>	NC Pre-K Program			
<i>Data Source and Year:</i>				
Early Head Start and Head Start¹	1,344	3,782	21,516	26,642
<i>Data Source and Year:</i>	Head Start Program Information Report (PIR) 2014-2015			
Programs and services funded by IDEA Part C and Part B, section 619	1,375	8,797	12,524	22,696
<i>Data Source and Year:</i>				
Programs funded under Title I of ESEA			10,310	10,310
<i>Data Source and Year:</i>				
Programs receiving funds from the State's CCDF program	11,393	41,899	56,219	109,511
<i>Data Source and Year:</i>				
Other 1				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 2				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 3				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 4				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 5				
<i>Specify:</i>				
<i>Data Source and Year:</i>				
Other 6				
<i>Specify:</i>				
<i>Data Source and Year:</i>				

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

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

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

Data Table A(1)-3a Data Notes

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

For State-funded preschool: Pre-K received no increase in state funding for SFY 2013-2014. Although Pre-K received expansion funds for SFY 2014-2015, enrollment is down because there were less state funds in the program than in the previous years, when non-recurring one-time funds were available for expansion.

For programs receiving funds from the State's CCDF program, facility payments are a mix of state/federal funds. CCDF and TANF funds transfer into CCDF, and state funds used for CCDF match and MOE are a large portion of these blended funds. The data in the table above are not unduplicated counts as children can be counted in multiple groups. For example one month a child could be captured in the under age 1 group, but the next month could have a birthday and would now be in the toddler group.

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	6,892	1,757	577	9,885	357	1,730	13,152
<i>Specify:</i>							
Early Head Start and Head Start ¹	7,942	903	298	12,398	40	2,650	7,156
Early Learning and Development Programs funded by IDEA, Part C	1,529	109	214	2,672	12	228	5,408
Early Learning and Development Programs funded by IDEA, Part B, section 619							
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	1,060	1,930	452	64,210	15		40,989
Other 1							
<i>Describe:</i>							
Other 2							
<i>Describe:</i>							
¹ Including Migrant and Tribal Head Start located in the State.							

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

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

Data Table A(1)-3b Data Notes

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

For state-funded preschool (NC Pre-K): NC Pre-K data were available by Hispanic/Non-Hispanic and by race, but may be counted more than one time if a child is Hispanic as well as another race. Therefore, while the counts above are higher, the total number of children is 27,458.

For Head Start and Early Head Start: Head Start race/ethnic data are only reported out based on cumulative totals, which is a record of all children served including those who may have been served for partial years, dropped out, and then replaced by a new child.

For IDEA Part B, 619 programs and Title I of ESEA programs: Race/ethnicity data for children participating in the programs are not available.

For CCDF data: In the Subsidized Child Care Reimbursement Program, Hispanic is an ethnicity, not a race. If Hispanic is chosen as the ethnicity, than a race has to be chosen as well. For the 2015 year, 1220 children did not have a race listed.

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					
State-funded preschool	\$128,567,170	\$136,131,403	\$146,677,519	\$137,663,376	\$143,385,799
<i>Specify:</i>	NC Pre-K				
State contributions to IDEA Part C	\$34,756,653	\$26,928,108	\$22,734,298	\$21,116,957	\$21,114,204
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$50,136,492	\$43,469,505	\$57,117,000	\$54,452,017	\$55,497,443
Total State contributions to CCDF²	\$66,714,075	\$63,443,423	\$65,831,832	\$63,469,547	\$65,608,126
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met	Met	Met
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	\$162,703,098	\$148,552,149	\$140,300,156	\$144,897,223	\$143,859,845
Other State contributions 1	\$21,332,183	\$24,841,731	\$22,032,186	\$21,562,570	\$21,038,434
<i>Specify:</i>	Developmental Day, Early Learning Sensory Support/Visually Impaired, Early Learning Sensory Support				
Other State contributions 2	\$48,196,046	\$39,547,346	\$36,637,007	\$35,015,104	\$33,432,008
<i>Specify:</i>	Smart Start Subsidy through DCD system				
Other State contributions 3	\$11,315,223	\$10,105,417	\$10,728,420	\$10,016,851	\$10,406,550
<i>Specify:</i>	Dual subsidy expenditures				
Other State contributions 4	\$26,859,847	\$20,686,818	\$22,319,717	\$23,569,059	\$21,957,825
<i>Specify:</i>	Children not eligible for CCDF – i.e. CPS, child welfare) includes state funds spent to match IV-E for				
Other State contributions 5	\$70,785,241	\$55,135,843	\$52,455,430	\$55,211,820	\$55,753,599
<i>Specify:</i>	Additional Smart Start Initiatives				
Other State contributions 6	\$22,981,570	\$16,963,180	\$18,486,324	\$17,617,526	\$18,371,502
<i>Specify:</i>	Family Support Services including Home Visiting, Group Parent Education & Literacy Programs				

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:	\$644,347,598	\$585,804,923	\$595,319,889	\$584,592,050	\$590,425,335

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.

For Head Start and Early Head Start: There is no state supplemental spending for Early Head Start and Head Start, aside for state pre-K funds that are used to enhance standards of pre-K programs located in Head Start classrooms. Those funds are already included in the state-funded preschool funding amounts above.

For State-funded preschool: North Carolina's state-funded preschool program, NC Pre-K, was formally called More at Four prior to 2011. During the 2009-2010 fiscal years, TANF and ARRA funds were used in place of some state-funded preschool funds to fund the state-funded preschool program. These TANF and ARRA funds are listed instead in the TANF section of this chart and combined with the TANF dollars for child care subsidies. The state fiscal year 2012 state-funded preschool amount includes \$9 million in expansion funds, some of which are carried forward because some services continued into the SFY 2013.

For children not eligible for CCDF-- i.e., CPS, child welfare: This amount includes state funds spent to match IV-E foster care funds for Year 3.

For Additional Smart Start Initiatives: Data source is Smart Start actual expenditures for fiscal year ending June 30. Additional Smart Start Initiatives include: Quality Support and Improvement Services, Childcare Workforce Development including Salary Supplements, Enhanced Early Intervention Services, and Health Services including Health Access and Support, and Prenatal and Newborn Services.

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

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

Total number of Children with High Needs participating in each type of Early Learning and Development Program¹					
Type of Early Learning and Development Program	Baseline	Year One	Year Two	Year Three	Year Four
State-funded preschool <i>(annual census count; e.g., October 1 count)</i>	24,757	27,531	28,986	26,851	27,458
<i>Specify:</i>					
Early Head Start and Head Start² <i>(funded enrollment)</i>	24,291	24,291	24,970	22,869	26,642
Programs and services funded by IDEA Part C and Part B, section 619 <i>(annual December 1 count)</i>	9,842	10,206	10,190	10,010	10,172
Programs funded under Title I of ESEA <i>(total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)</i>	24,369	23,459	22,661	22,700	22,834
Programs receiving CCDF funds <i>(average monthly served)</i>	98,814	73,766	65,753	79,030	44,237
Other 1					
<i>Describe:</i>					
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

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

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

Data Table A(1)-5 Data Notes

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

[Empty text box for data notes]

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.

There are no changes to this table for Year 4. *North Carolina's Foundations for Early Learning and Development* address all five of the Essential Domains of School Readiness. Originally published in 2008 and 2005 respectively as two separate documents, Infant/Toddler Foundations and Preschool Foundations, the *Foundations* were revised in 2013 to ensure alignment with the Common Core Standards for Kindergarten and the Head Start Child Development and Early Learning Framework and to reflect recommendations and reports such as the National Early Literacy Panel and the National Research Council's Committee on Early Childhood Mathematics.

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

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

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

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

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

Data Table A(1)-7 Notes

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

There are no changes to this table for Year Four.

For the state preschool program, other elements include an on-going external evaluation of program quality and child outcomes. NC Pre-K teachers must hold a Birth-through-Kindergarten Licensure that requires formative and summative assessment of instructional practices.

For Early Head Start and Head Start, all Comprehensive Assessments are required by the federal government, not the State (with the exception of the Measure of Environmental Quality). Another element of the comprehensive assessment system is a Triennial Review which includes a range of factors and services for all Early Head Start and Head Start programs.

IDEA Part C formative assessments include child outcomes data.

In IDEA Part B, 619, children must have screening and comprehensive evaluations to be eligible for the program. Once in the program, certified teachers must conduct on-going assessments in order to complete the Child Outcome Summary Form rating. This rating is completed at least two times (upon program entry and exit) and the child's overall developmental trajectory is charted and reported in the state performance plan and annual report. Each certified teacher is evaluated via the NC teacher evaluation instrument which targets environmental quality and adult-child interactions.

For the screening measures elements, eligibility for Title I Pre-K must be determined on the basis of multiple, educationally relevant, objective criteria such as teacher judgment, interviews with parents, and developmentally appropriate measures of child development. Developmentally appropriate measures are those which screen multiple developmental domains. The NC DPI has identified four instruments as appropriate for determining risk. The formative assessments, Measures of Environmental Quality, and Measures of the Quality of Adult-Child Interactions indicate the requirements as Title I programs are required to have certified teachers. These certified teachers utilize the NC Teacher Evaluation Instrument, which addresses these areas.

As of the 2011 legislative session, only programs that have received 3 or more stars will be eligible to receive CCDF funds. This change is in the process of being implemented. North

Carolina's TQRIS is integrated in to our state licensing system.

For measures of environmental quality, to earn 3 to 7 points on the 1 to 7 point scale for the program standards component of the NC TQRIS, an Environmental Rating Scale (ERS) is required. For measures of the quality of adult-child interactions, the ERS is used which has some items about adult-child interactions.

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.

NC reports annual grant expenditures that correspond to federal draw downs. Therefore, additional expenditures have been incurred by projects in the calendar year 2015 that are not included because they had not been reimbursed by the grant and drawn down from the federal government prior to the end of the calendar year 2015.

NC has received federal approval for a no-cost extension for its grant through 2016 and has developed plans to expend grant funds through 2016.

Budget Summary Table Explanation of Changes

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

NC does not anticipate any substantive changes to the budget in the upcoming year, other than carry forward of unexpended funds from 2015 into 2016, some reallocations of funds that will be addressed in an upcoming budget amendment, and continued investment and expenditures in the projects approved to continue through 2016.

Project Budget 1

Project Name: ELC Grant Management and Implementation Support

Project Budget Narrative

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

Project 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.

Project Budget 2

Project Name: NC Early Childhood Integrated Data System

Project Budget Narrative

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

Project 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.

Project Budget 3

Project Name: Professional Development Capacity Building

Project Budget Narrative

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

Project 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.

Project Budget 4

Project Name: Promoting Participation in the Revised QRIS

Project Budget Narrative

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

Project 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.

Project Budget 5

Project Name: TQRIS Program Quality Measure 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.

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.

Project Budget 6

Project Name: Increasing Access to High Quality ELD Programs

Project Budget Narrative

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

Project 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.

Project Budget 7

Project Name: TQRIS Validation 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.

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.

Project Budget 8

Project Name: Enhanced Professional 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.

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.

Project Budget 9

Project Name: Early Learning and Development Standards

Project Budget Narrative

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

Project 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.

Project Budget 10

Project Name: Certification and Licensure

Project Budget Narrative

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

Project 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.

Project Budget 11

Project Name: Access and Accreditation

Project Budget Narrative

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

Project 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.

Project Budget 12

Project Name: Compensation and Retention

Project Budget Narrative

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

Project 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.

Project Budget 13

Project Name: Cultural Competence

Project Budget Narrative

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

Project 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.

Project Budget 14

Project Name: Early Childhood Director 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.

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.

Project Budget 15

Project Name: K-3 Assessment

Project Budget Narrative

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

Project 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.

Project Budget 16

Project Name: Family Engagement

Project Budget Narrative

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

Project 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.

Project Budget 17

Project Name: Family Strengthening

Project Budget Narrative

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

Project 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.

Project Budget 18

Project Name: Partnership Initiatives

Project Budget Narrative

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

Project 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.

Project Budget 19

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 NORTH CAROLINA RTT-ELC APPLICATION INCLUDED 18 PROJECTS.
PAGES 111-121 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	\$161,822.74	\$841,679.19	\$1,057,239.49	\$964,168.18	\$3,024,909.60
2. Fringe Benefits	\$27,794.87	\$245,187.39	\$281,478.17	\$209,579.80	\$764,040.23
3. Travel	\$3,462.60	\$138,725.31	\$91,272.34	\$148,242.54	\$381,702.79
4. Equipment	\$14,352.90	\$12,844.41	\$1,040.35	\$6,338.44	\$34,576.10
5. Supplies	\$1,147.14	\$5,032.98	\$2,189.18	\$23,412.56	\$31,781.86
6. Contractual	\$284,864.01	\$6,958,391.18	\$14,962,655.88	\$14,858,813.87	\$37,064,724.94
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$776.72	\$63,404.62	\$17,791.08	\$281,539.23	\$363,511.65
9. Total Direct Costs (add lines 1-8)	\$494,220.98	\$8,265,265.08	\$16,413,666.49	\$16,492,094.62	\$41,665,247.17
10. Indirect Costs*	\$0.00	\$5,060.06	\$103,148.78	\$8,121.50	\$116,330.34
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	\$3,241.19	\$15,428.30	\$58,182.16	\$0.00	\$76,851.65
13. Total Grant Funds Requested (add lines 9-12)	\$497,462.17	\$8,285,753.44	\$16,574,997.43	\$16,500,216.12	\$41,858,429.16
14. Funds from other sources used to support the State Plan	\$3,455,432.00	\$3,480,802.00	\$3,132,475.00	\$3,132,475.00	\$13,201,184.00
15. Total Statewide Budget (add lines 13-14)	\$3,952,894.17	\$11,766,555.44	\$19,707,472.43	\$19,632,691.12	\$55,059,613.16

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

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

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

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

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

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

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

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

Actual Expenditures for Project 1 - Overall Grants Management

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$51,955.41	\$97,603.46	\$166,691.34	\$286,984.03	\$603,234.24
2. Fringe Benefits	\$14,628.01	\$23,823.58	\$17,873.79	\$1,103.77	\$57,429.15
3. Travel	\$0.00	\$142.50	\$2,252.46	\$136.85	\$2,531.81
4. Equipment	\$779.90	\$695.00	\$0.00	\$160.85	\$1,635.75
5. Supplies	\$212.20	\$575.62	\$521.15	\$2,639.50	\$3,948.47
6. Contractual	\$0.00	\$766,344.39	\$1,079,585.46	\$1,016,525.46	\$2,862,455.31
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$381.08	\$3,862.38	\$3,330.59	\$0.00	\$7,574.05
9. Total Direct Costs (add lines 1-8)	\$67,956.60	\$893,046.93	\$1,270,254.79	\$1,307,550.46	\$3,538,808.78
10. Indirect Costs*	\$0.00	\$5,060.06	\$0.00	\$0.00	\$5,060.06
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	\$3,241.19	\$15,428.30	\$58,182.16	\$0.00	\$76,851.65
13. Total Grant Funds Requested (add lines 9-12)	\$71,197.79	\$913,535.29	\$1,328,436.95	\$1,307,550.46	\$3,620,720.49
14. Funds from other sources used to support the State Plan	\$322,957.00	\$348,327.00	\$0.00	\$0.00	\$671,284.00
15. Total Statewide Budget (add lines 13-14)	\$394,154.79	\$1,261,862.29	\$1,328,436.95	\$1,307,550.46	\$4,292,004.49

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 - Data Systems and Management

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	\$497.60	\$180.49	\$11,565.70	\$12,243.79
4. Equipment	\$0.00	\$2,400.00	\$1,040.35	\$0.00	\$3,440.35
5. Supplies	\$0.00	\$158.51	\$302.06	\$0.00	\$460.57
6. Contractual	\$0.00	\$389,947.58	\$1,371,338.44	\$1,871,515.63	\$3,632,801.65
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$2,920.03	\$1,078.34	\$0.00	\$3,998.37
9. Total Direct Costs (add lines 1-8)	\$0.00	\$395,923.72	\$1,373,939.68	\$1,883,081.33	\$3,652,944.73
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	\$395,923.72	\$1,373,939.68	\$1,883,081.33	\$3,652,944.73
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	\$395,923.72	\$1,373,939.68	\$1,883,081.33	\$3,652,944.73

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 3 - PD Capacity Building

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	\$46,791.94	\$46,791.94
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	\$46,791.94	\$46,791.94
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	\$46,791.94	\$46,791.94
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$0.00	\$0.00	\$46,791.94	\$46,791.94

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 4 - Promote Participation in TQRIS

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	\$8,813.34	\$120,054.11	\$338,454.46	\$445,786.71	\$913,108.62
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$49.20	\$7.00	\$4,315.56	\$0.00	\$4,371.76
9. Total Direct Costs (add lines 1-8)	\$8,862.54	\$120,061.11	\$342,770.02	\$445,786.71	\$917,480.38
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)	\$8,862.54	\$120,061.11	\$342,770.02	\$445,786.71	\$917,480.38
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)	\$8,862.54	\$120,061.11	\$342,770.02	\$445,786.71	\$917,480.38

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 5 - New TQRIS Measurement Tool

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	\$221.80	\$0.00	\$0.00	\$221.80
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	\$39,809.50	\$189,321.08	\$161,129.73	\$353,695.32	\$743,955.63
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32.80	\$1,122.22	\$0.00	\$0.00	\$1,155.02
9. Total Direct Costs (add lines 1-8)	\$39,842.30	\$190,665.10	\$161,129.73	\$353,695.32	\$745,332.45
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)	\$39,842.30	\$190,665.10	\$161,129.73	\$353,695.32	\$745,332.45
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)	\$39,842.30	\$190,665.10	\$161,129.73	\$353,695.32	\$745,332.45

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 6 - Increase Access HQ ELDs

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	\$63,363.97	\$46,648.85	\$110,012.82
2. Fringe Benefits	\$0.00	\$0.00	\$18,705.00	\$16,061.70	\$34,766.70
3. Travel	\$0.00	\$388.69	\$2,846.40	\$1,428.24	\$4,663.33
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$570.32	\$196.74	\$1,206.32	\$1,973.38
6. Contractual	\$68,491.25	\$447,567.09	\$1,168,304.61	\$1,387,827.78	\$3,072,190.73
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$44.70	\$4,682.79	\$1,478.58	\$0.00	\$6,206.07
9. Total Direct Costs (add lines 1-8)	\$68,535.95	\$453,208.89	\$1,254,895.30	\$1,453,172.89	\$3,229,813.03
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$68,535.95	\$453,208.89	\$1,254,895.30	\$1,453,172.89	\$3,229,813.03
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)	\$68,535.95	\$453,208.89	\$1,254,895.30	\$1,453,172.89	\$3,229,813.03

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 7 - TQRIS 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	\$2,933.13	\$105,196.00	\$206,080.47	\$273,432.29	\$587,641.89
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32.80	\$538.27	\$0.00	\$0.00	\$571.07
9. Total Direct Costs (add lines 1-8)	\$2,965.93	\$105,734.27	\$206,080.47	\$273,432.29	\$588,212.96
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)	\$2,965.93	\$105,734.27	\$206,080.47	\$273,432.29	\$588,212.96
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$2,965.93	\$105,734.27	\$206,080.47	\$273,432.29	\$588,212.96

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 8 - Enhanced Professional Development

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	\$39,101.36	\$0.00	\$0.00	\$39,101.36
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$268.10	\$0.00	\$0.00	\$268.10
6. Contractual	\$10,393.87	\$901,241.16	\$1,788,688.03	\$1,256,777.79	\$3,957,100.85
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32.80	\$40,494.61	\$0.00	\$0.00	\$40,527.41
9. Total Direct Costs (add lines 1-8)	\$10,426.67	\$981,105.23	\$1,788,688.03	\$1,256,777.79	\$4,036,997.72
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)	\$10,426.67	\$981,105.23	\$1,788,688.03	\$1,256,777.79	\$4,036,997.72
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)	\$10,426.67	\$981,105.23	\$1,788,688.03	\$1,256,777.79	\$4,036,997.72

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 9 - ELDS

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	\$3,126.31	\$1,819.83	\$22,081.81	\$46,940.15	\$73,968.10
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32.80	\$0.00	\$0.00	\$0.00	\$32.80
9. Total Direct Costs (add lines 1-8)	\$3,159.11	\$1,819.83	\$22,081.81	\$46,940.15	\$74,000.90
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)	\$3,159.11	\$1,819.83	\$22,081.81	\$46,940.15	\$74,000.90
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)	\$3,159.11	\$1,819.83	\$22,081.81	\$46,940.15	\$74,000.90

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.

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 10 - Certification and Licensure

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	\$1,076.20	\$1,128.70	\$2,523.80	\$4,728.70
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$381.34	\$0.00	\$750.00	\$1,131.34
6. Contractual	\$37,548.42	\$609,054.21	\$552,778.04	\$270,400.18	\$1,469,780.85
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$39.34	\$1,968.81	\$0.00	\$0.00	\$2,008.15
9. Total Direct Costs (add lines 1-8)	\$37,587.76	\$612,480.56	\$553,906.74	\$273,673.98	\$1,477,649.04
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)	\$37,587.76	\$612,480.56	\$553,906.74	\$273,673.98	\$1,477,649.04
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$37,587.76	\$612,480.56	\$553,906.74	\$273,673.98	\$1,477,649.04

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

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

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

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

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

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

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

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

Actual Expenditures for Project 11 - Access and Accreditation

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	\$3,233.61	\$40,031.07	\$252,343.57	\$230,859.53	\$526,467.78
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32.80	\$0.00	\$0.00	\$0.00	\$32.80
9. Total Direct Costs (add lines 1-8)	\$3,266.41	\$40,031.07	\$252,343.57	\$230,859.53	\$526,500.58
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)	\$3,266.41	\$40,031.07	\$252,343.57	\$230,859.53	\$526,500.58
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)	\$3,266.41	\$40,031.07	\$252,343.57	\$230,859.53	\$526,500.58

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 12 - Compensation and Retention

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	\$38,592.66	\$734,514.58	\$1,751,527.16	\$2,305,201.04	\$4,829,835.44
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32.80	\$63.91	\$0.00	\$0.00	\$96.71
9. Total Direct Costs (add lines 1-8)	\$38,625.46	\$734,578.49	\$1,751,527.16	\$2,305,201.04	\$4,829,932.15
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)	\$38,625.46	\$734,578.49	\$1,751,527.16	\$2,305,201.04	\$4,829,932.15
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)	\$38,625.46	\$734,578.49	\$1,751,527.16	\$2,305,201.04	\$4,829,932.15

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 13 - Cultural Competence

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	\$3,126.31	\$192,326.45	\$478,089.77	\$95,165.10	\$768,707.63
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32.80	\$34.77	\$0.00	\$0.00	\$67.57
9. Total Direct Costs (add lines 1-8)	\$3,159.11	\$192,361.22	\$478,089.77	\$95,165.10	\$768,775.20
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)	\$3,159.11	\$192,361.22	\$478,089.77	\$95,165.10	\$768,775.20
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)	\$3,159.11	\$192,361.22	\$478,089.77	\$95,165.10	\$768,775.20

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 14 - ECDL

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	\$3,126.90	\$132,269.39	\$288,802.35	\$195,816.91	\$620,015.55
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$32.80	\$0.00	\$0.00	\$0.00	\$32.80
9. Total Direct Costs (add lines 1-8)	\$3,159.70	\$132,269.39	\$288,802.35	\$195,816.91	\$620,048.35
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)	\$3,159.70	\$132,269.39	\$288,802.35	\$195,816.91	\$620,048.35
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$3,159.70	\$132,269.39	\$288,802.35	\$195,816.91	\$620,048.35

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

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

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

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

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Actual Expenditures for Project 15 - K-3 Assessment

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$109,867.33	\$744,075.73	\$827,184.18	\$510,535.30	\$2,191,662.54
2. Fringe Benefits	\$13,166.86	\$221,363.81	\$244,899.38	\$153,169.33	\$632,599.38
3. Travel	\$3,462.60	\$97,297.16	\$84,864.29	\$122,587.95	\$308,212.00
4. Equipment	\$13,573.00	\$9,749.41	\$0.00	\$4,677.59	\$28,000.00
5. Supplies	\$934.94	\$3,079.09	\$1,169.23	\$18,816.74	\$24,000.00
6. Contractual	\$14,918.71	\$275,406.42	\$625,235.84	\$438,489.22	\$1,354,050.19
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$7,709.83	\$7,588.01	\$281,539.23	\$296,837.07
9. Total Direct Costs (add lines 1-8)	\$155,923.44	\$1,358,681.45	\$1,790,940.93	\$1,529,815.36	\$4,835,361.18
10. Indirect Costs*	\$0.00	\$0.00	\$103,148.78	\$0.00	\$103,148.78
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)	\$155,923.44	\$1,358,681.45	\$1,894,089.71	\$1,529,815.36	\$4,938,509.96
14. Funds from other sources used to support the State Plan	\$120,000.00	\$120,000.00	\$120,000.00	\$120,000.00	\$480,000.00
15. Total Statewide Budget (add lines 13-14)	\$275,923.44	\$1,478,681.45	\$2,014,089.71	\$1,649,815.36	\$5,418,509.96

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 16 - Family Engagement

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	\$50,750.00	\$460,136.48	\$679,173.00	\$346,975.00	\$1,537,034.48
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)	\$50,750.00	\$460,136.48	\$679,173.00	\$346,975.00	\$1,537,034.48
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$50,750.00	\$460,136.48	\$679,173.00	\$346,975.00	\$1,537,034.48
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)	\$50,750.00	\$460,136.48	\$679,173.00	\$346,975.00	\$1,537,034.48

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 17 - Family Strengthening

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	\$120,000.00	\$120,000.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$39,245.00	\$39,245.00
3. Travel	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$1,500.00	\$1,500.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$1,746,159.68	\$1,506,491.99	\$3,252,651.67
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	\$1,746,159.68	\$1,677,236.99	\$3,423,396.67
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$8,121.50	\$8,121.50
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	\$0.00	\$1,746,159.68	\$1,685,358.49	\$3,431,518.17
14. Funds from other sources used to support the State Plan	\$72,475.00	\$72,475.00	\$72,475.00	\$72,475.00	\$289,900.00
15. Total Statewide Budget (add lines 13-14)	\$72,475.00	\$72,475.00	\$1,818,634.68	\$1,757,833.49	\$3,721,418.17

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

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

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

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

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

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

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

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

Actual Expenditures for Project 18 - Partnership Initiatives

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	\$1,593,161.34	\$2,452,883.46	\$2,770,121.83	\$6,816,166.63
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	\$1,593,161.34	\$2,452,883.46	\$2,770,121.83	\$6,816,166.63
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	\$1,593,161.34	\$2,452,883.46	\$2,770,121.83	\$6,816,166.63
14. Funds from other sources used to support the State Plan	\$2,940,000.00	\$2,940,000.00	\$2,940,000.00	\$2,940,000.00	\$11,760,000.00
15. Total Statewide Budget (add lines 13-14)	\$2,940,000.00	\$4,533,161.34	\$5,392,883.46	\$5,710,121.83	\$18,576,166.63

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.